

Isobel Mair Standards and Quality

2018/2019



Everyone Achieving, Everyone Attaining through Excellent Experiences



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Context of the school

Isobel Mair School and Family Centre are located within a specially designed building providing access to a high quality learning environment and resources. Together they cater for children and young people aged 0-18 years of age. The needs of children attending our School and Family Centre are wide ranging, and children, parents and staff are supported by a multi disciplinary team of professionals.

The Family Centre also meets the needs of children from the local catchment area who are aged 3 and 4. Children attending the Family Centre either live in the direct catchment area of the Family Centre or have been given a priority placement at the centre because an additional support need or vulnerability has been identified. Children transition to their local catchment schools or Isobel Mair School. In addition to the main campus, there is currently provision in Woodfarm High School for some of our Senior Phase young people.

East Renfrewshire's Sensory Support Service (SSS) is also located within the school. This service supports children and young people with a sensory impairment attending ERC schools, to ensure that they are given high quality support to fulfil their potential through the intervention of specialist VI / HI teachers working in partnership with them, their families and schools.

The school and Family Centre are part of the Eastwood Cluster which includes Crookfur Primary School, Neilston Primary School, Uplawmoor Primary School, Mearns Primary School and Eastwood High School. The school is a vibrant learning community with teachers, support staff and Health staff working together to meet the very wide ranging needs of our pupils.

We aim to enable each child to develop to the highest level of which he / she is capable, within a safe, secure and welcoming environment. We provide a holistic approach to ensure effective delivery of Curriculum for Excellence. We strive to develop self-confidence and the skills required for effective social interaction with others in the wider community, both now and in future placements. We establish curricular links with other schools which promote all aspects of social inclusion.

We provide an extended school day service which is available currently for up to 15 children and young people. The service is registered with the care inspectorate and childcare vouchers can be used in part or whole payment of the service.



Methods of Gathering Evidence:

Senior Management and all staff scrutinise attainment results within the target setting process.

- Results of SQA moderation.
- SMT have termly Learning Conversations with teaching staff.
- Regular classroom visits by Senior Leadership Team (SLT)
- Minutes of Quality Team / Departmental Meetings.
- Discussion by staff at staff meetings and on Inset Days.
- Professional Dialogue with Speech and Language Therapist and Physiotherapist.
- Discussions with Educational Psychologists.
- Formal discussions with parents through Annual Reviews, Parents' Evenings and Parent Council meetings.
- 'Open Door' policy for parents and staff.

The audit process is a crucial element of the improvement planning process and central to effective school management. As part of the review and evaluation of school performance the following processes were used:

- Staff responses to questionnaires, May 2019
- Review of Effective Transitions Isobel Mair School and Family Centre, November 2018
- Parent responses to questionnaire 'How well are we doing?' 'May 2019
- Pupil responses to questionnaire, May 2019
- Regular discussions with link Quality Improvement Officer.

Improvement Plan Priorities 2019/2020 (please see web site for full version of the SIP)

1	Empower children and young people to make informed choices about their next phase of learning, including preparation for ongoing transitions, including further education, the world of work and future careers.
2	To develop teaching and learning approaches in literacy and English to raise attainment across the BGE and Senior Phase
3	Develop a skilled and confident workforce within a culture of professional enquiry with partners and colleagues within the school, cluster, LA and RIC
4	Teacher judgment will be strengthened through assessment and moderation practices and use of the learning pathway toolkit
5	Continue to improve and develop the service provided to the young people who attend Inclusion Support Service (Corrie House)
6	To lead change in the IMS FC to a fully ASN provision

How good is our leadership and approach to improvement?

Very good

nif priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

school priorities

- 1 Improve attainment and achievement through a range of teaching and learning school improvement groups (delivering excellence and equity in Scottish education)
- 4 To become sector leading (ASN) within learning for sustainability
- 5 To make improvements in achievement and attainment through an Inclusive Communication Environment supporting the needs of young people in school and to support the local community in their increased understanding
- 6 To be sector leading in the creative use of digital technology to support all aspects of teaching and learning (Enhancing Learning through the use of digital technology)
- 8 To raise attainment and close the attainment gap through the proven strategy of engaging with families
- 7 Develop activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing using the Pupil Equity Fund (National Improvement Framework)
- 10 Through the Eastwood cluster improvement plan staff from across the school and family centre will contribute and support the cluster improvement priorities, undertake a thematic transition review (ERC)

nif driver

School leadership, Teacher professionalism, Our Priorities, School Improvement

local improvement plan – expected outcome / impact

Everyone Attaining, Everyone Achieving and Excellent Experiences

progress, impact and outcomes

In the BGE, all learners are set individual targets for attainment linked to literacy and English, numeracy and mathematics, and health and wellbeing. These targets are negotiated in collaboration with pupils, parents and partner agencies and monitored closely throughout the school year to ensure progression. Almost all learners met their targets last session. There is scope to revisit target setting to ensure appropriate challenge for all learners. A flexible curriculum ensures experiences are appropriate to each learner’s stage of development. Staff are piloting the use of a Learning Pathway Toolkit to support learner development and progression.

Health and wellbeing is a focus for every learner and associated targets are included in every wellbeing plan.

The structure of School Improvement Groups ensures a shared vision and common purpose in designing and delivering high quality learning and teaching within nurturing and stimulating learning environments. Staff provide a high level of personal support and care for young people

There is skilled use of digital technology across the school and family centre to enrich learner experiences by offering stimulating multi-sensory activities. Learners make effective use of laptops, tablets and multi-access devices such as Tobii. Learners use a range of applications, some of which are highly specific to their additional support needs, such as Proloquo2Go. Devices such as Amazon Echo are used creatively to encourage learners to make decisions and to use questions effectively

NEXT STEPS

Develop a skilled and confident workforce within a culture of professional enquiry with partners and colleagues within the school, cluster, LA and RIC

Teacher judgment will be strengthened through assessment and moderation practices and use of the learning pathway toolkit



How good is the quality of care and education we deliver?

Excellent

nif priority

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

school priorities

2 In Partnership with Psychological Services the school will build capacity through a range of different approaches including VIG / Mellow Ability / professional dialogue and intensive interaction (responsive communication)

11 Make improvements in the Family Centre to ensure high quality experiences for all children , supporting positive child development and helping children to develop their physical, cognitive and social skills, including their ability to self – regulate (Blue Print for 2020)

12 Improve the Extended School Day Service to extend the learning opportunities for children and young people who attend the service

nif driver

Parental Engagement, Teacher Professionalism

local improvement plan – expected outcome / impact

Everyone Attaining, Everyone Achieving and Excellent Experiences

progress, impact and outcomes

In the Family Centre, learners’ experiences are good. Playrooms are attractive and there is a stimulating variety of resources including real life and loose parts in role play (shop), construction and provocations which children can access independently.

There is excellent practice in the teaching of literacy and English. Practitioners make the world of literacy and language more accessible to learners with complex needs by using concrete supports, props, verbal and visual gestures. Learners explore sensory experiences, bringing stories to life.

Staff and partners work effectively together to meet the diverse needs of learners through joint planning, professional learning and sharing of specialist resources. There is evidence of strong partnership working with Educational Psychology, Sensory Support, Speech & Language Therapy and Physiotherapy. These partners deliver a wide range of supports to meet the needs of all learners. Every pupil in Isobel Mair has a wellbeing plan which is regularly reviewed and evaluated. Learners and parents are fully involved in target setting and planning of support to meet needs and this is reflected in the high quality wellbeing plans. Staff understand the purpose of wellbeing plans; learning and teaching is based on them and driven by needs.

Clear whole school procedures are in place to ensure that care and welfare concerns are addressed and dealt with appropriately. Staff are trained annually on Child Protection, GIRFEC and other key authority/national policies. Some young people have Co-ordinated Support Plans, which are closely monitored to ensure progress against set targets.

NEXT STEPS

To develop teaching and learning approaches in literacy and English to raise attainment across the BGE and Senior Phase

Improve and develop the service provided to the young people who attend our Inclusion Support Service (Corrie House) To lead change in the IMS FC to a fully ASN provision



We achieved our Silver sports Scotland award

nif priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

school priorities

3 Make new and strengthen existing partnerships to improve outcomes for leavers Developing Young Workforce (DYW)
 9 To build capacity within mainstream schools to support young people with additional support needs through CLPL and through providing appropriate supports through a range of different strategies.
 13 The Sensory Support Service will continue to make improvements to build capacity in schools across East Renfrewshire to improve the learning experience for children and young people with a VI / HI. The Home Visiting Teacher will continue to make improvements and support children and families with greatest need across East Renfrewshire

nif driver

Performance Information, Assessment of children’s progress

local improvement plan – expected outcome / impact

Everyone Attaining, Everyone Achieving and Excellent Experiences

progress, impact and outcomes

The needs of each learner are taken into account when planning the courses that each individual learner follows. Every effort is made to ensure that learners are formally accredited through SQA courses and awards. Attainment in the senior phase is improving, with more pupils successfully completing National 4 courses

The learning experiences offered at Corrie House are excellent. They provide a number of young people from schools across the authority with opportunities to engage with learning in a different environment and support post school transition to partner colleges specifically for a range of full-time and part-time supported courses. The expertise, advice and contacts with partners offered by school staff are beneficial to the professional development of colleagues and impacts positively on outcomes for young people.

Young people in the senior phase from other schools benefit from work placements provided by Isobel Mair School staff. The head teacher leads the school’s inclusive approach to supporting the individual requirements of placements where some young people undertaking a work placement require significant support from Isobel Mair staff. The opportunities available to a wide, and increasing, range of young people is outstanding. The benefits to those young people undertaking placements and the children and young people interacting with them are clear. Their contribution is effective in building their confidence and that of all learners at Isobel Mair School.

NEXT STEPS

Empower children and young people to make informed choices about their next phase of learning, including preparation for ongoing transitions, further education, the world of work and future careers. The Quality Improvement Service and the link Quality Improvement Officer will continue to work with, support and closely monitor the school to continue to improve the quality of education provided and raise standards of attainment for all pupils.



What is our capacity for continuous improvement?

Very Good

There is a very strong capacity for the school to improve

During the session 2018/2019 Isobel Mair School and Family Centre was reviewed by an ERC inspection team as part of the Eastwood Cluster Transition Review.

The following strengths were identified by the team.

The head teacher has established a culture of collaborative working where most staff feel they have opportunities to improve and share practice. Leadership is demonstrated at all levels and is evident through the work being taken forward in Improvement Groups. This approach is building capacity for distributive leadership at all levels and provides a range of opportunities for staff to develop their leadership skills and abilities.

The range of opportunities for learners to achieve is excellent. Those young people who have taken on leadership roles exercise their responsibilities well and speak enthusiastically about opportunities to be involved in the life of the school. The school's approach to celebrating achievement is outstanding. The creative and innovative use of technology, particularly twitter, is commendable.

Highly effective partnerships are in place and there is evidence of improvements in outcomes for young people as a result of planned collaboration.

The average numeracy baseline score for Isobel Mair Family Centre has incrementally increased over the last three years from a low standardised score of 93 in 2015-16 to 105 in 2017-18. The 2017-18 result was higher than would be expected when considering the socio-economic demographic of the family centre cohort presented. Over the same period there is a similar trend for literacy with incremental increases in performance from a low standardised test score of 95 in 2015-16 to 108 in 2017-18.

The proportion of children attaining developmental milestones has increased significantly over the last three years. In 2015-16, the majority of children (69%) achieved the measure; following increases in the following two years, in 2017-18 most (85%) children achieved the milestone measure

Self-Evaluation against Qis

QUALITY INDICATOR	SCHOOL SELF-EVALUATION	Family Centre Evaluation
1.3	Very Good	Very Good
2.3	Excellent	Excellent
3.1	Very Good	Very Good
3.2	Excellent	Excellent

Eastwood Cluster: Outcome of Review of Effective Transitions Isobel Mair School and Family Centre November 2018

How effectively is the school leading and managing change to deliver excellent outcomes for all learners? **Very Good**

How good is the school at providing all learners with excellent experiences? **Very Good**

Leavers' destinations 2018/2019

Leaver 1	West College Scotland	Leaver 9	West College Scotland
Leaver 2	West College Scotland	Leaver 10	South Lanarkshire College
Leaver 3	West college Scotland	Leaver 11	Glasgow Clyde College
Leaver 4	Glasgow Clyde College	Leaver 12	Glasgow Clyde College
Leaver 5	Glasgow Clyde College	Leaver 13	Individual Adult Support
Leaver 6	City of Glasgow College	Leaver 14	Prince's Trust @ Langside College
Leaver 7	South Lanarkshire College	Leaver 15	City of Glasgow College
Leaver 8	South Lanarkshire College	100 %	Positive Destination

SQA Summary of Results 2018/2019

Level	Subject	Number of Passes (+/- results) 2016/2017	Number of Passes (+/- l results) 2017/2018	Number of Passes (+/- last session results) 2018/2019
National 1 Awards	Personal Achievement	3(-3)	7(+4)	3(-4)
National 2 Courses	Lifeskills Maths	2 (+1)	0(-2)	3(+3)
	P.E.	11 (+11)	0(-11)	4(+4)
	English		8(+8)	6(-2)
	Science		16(+16)	-
	Food, HWB		8(+8)	-
	Business in Practice		10(10)	-
	Social Subjects			14
	Craft Skills			4
National 2 Awards	Scottish Studies	10 (+6)	0(-10)	4(+4)
	Personal Development			5
	Bronze Personal Achievement			5
National 3 Courses	Lifeskills Maths	3 (-1)	6(+3)	1(-5)
	English	3 (-1)	6(+3)	1(-5)
	Science	3 (-1)	0(-3)	-
	Computing	3 (-1)	0(-3)	2(+2)
	Hospitality	4 (+4)	0(-3)	7(+7)
	P.E.			9(+9)
	Modern Studies			4(+4)
National 4 Courses	Hospitality		8(+8)	-
National 1 Units	Various	152 (+78)	79(-73)	83(+4)
National 2 Units	Various	147 (+117)	121(-26)	149(+28)
National 3 Units	Various	42(+19)	31(-11)	67(+36)
National 4 Units	Mathematics			4(+4)
	English			2(+2)

BGE Summary of Results

Session	LIT&ENG	MNU	HWB	% of targets met
2013 - 2014	99.5%	99.5%	99.75%	99.6%
2014- 2015	96.4%	99.75%	98.3%	96.8%
2015-2016	96.75%	93.75%	95.91%	95.47%
2016-2017	93.44%	92.44%	88.93%	91.6%
2017 -2018	96.73%	94.40%	96.20%	95.78%
2018-2019	93.7%	93.1%	92.8%	93.2%

Key Strengths

- Attainment in the senior phase has increased overall again this session.
- The school has systems in place to track children's development in their learning against individual outcomes set for pupils through individualised planning.
- Professional dialogue sessions are held between the Senior Leadership Team and staff in setting the pace of learning, monitoring pupils' progress and agreeing individual next steps.
- Career Long Professional Learning (CLPL) is offered in response to needs identified in school or by individuals. Staff have participated in a range of training in order to meet pupils needs, e.g. TEACCH, PECS and Intensive Interaction. Overall, staff are well trained and have highly developed skills to be able to carry out their job to a very high quality.
- The Sensory Support Service contributes positively to the authority CLPL programme for mainstream staff e.g. VI Awareness Training, Cochlear Implant and Hearing Loss and Auditory Processing Disorder(APD) All INSET sessions have been very highly evaluated by participants.
- The school supports a wide range of opportunities visits for NQTs, University Teacher Education Students, S4 work experience, S6 Volunteers, Community Volunteers from various schools, Further education Colleges, Universities and the local community.
- The school supports partnerships with the arts to support greater accessibility to our young people

Parental Comments from surveys and evaluations

It is very good to invite child and mum to work together – Healthy Lives Feedback Form

We are going to make all the recipes at home to encourage being more independent – Healthy Lives Feedback Form

This time was perfect to spend it together, we really like it and ready to come back again !!! – Healthy Lives Feedback Form

"Set targeted approach to improve communication", "Great school , great staff" , "Excellent, keep up the great work, all good", "No improvement needed perfect"

"My son has loved being at school this year excellent teachers compassionate and caring thank you

very happy with all parts of my son's schooling and staffing", "Delighted to say, there is nothing I can add as I have a very happy boy who runs to the school bus every day and is always happy and very vocal when I ask about school, thanks to all the team", "doing a great job already really impressed with the staff and teachers, thank you ", "no need for any improvements!"

"very pleased with the level of contact/support we get from the school and don't have any improvements at present."

"Just amazing! we are so lucky and we appreciate all of your hard work so much you are all stars.", "video within classroom ,online diary ,more twitter wrap for extended school year "

"I don't have anything to suggest my son has everything he needs in his fantastic teacher", "Absolutely delighted with everything", "I have never met so many passionate teachers under one roof"

"The super school with super teachers", "Homework tasks that could be done at home with our support or ideas / suggestions what we could do / practise with our child at home'

"No need for any improvements – school, teachers and support staff all do a fabulous job all very caring and supportive"

"any support to continue with development of speech, Makaton, communication would be appreciated"

"The nursery has a fabulous setting throughout the whole centre in my opinion. The staff are all approachable and always have a smile ready, happy to help. The nursery are so supportive to our family. Our daughter had a fear of water, with the nursery's help & support she has come on leaps & bounds with confidence in the water. We can now go swimming as a family with our wee one also enjoying, which we are truly grateful to the staff for."

"Always available to listen to any concerns and always keen to support." "The nursery has a lovely welcoming atmosphere and my child feels at home as soon as he enters the building."

"The superhero video was a great way to build confidence and a great thing to share with our extended family." "You're all just amazing." "Making my son happy in his learning environment"

"Using the children's interest of superheroes to help learning." "Our family would be lost without this nursery."

Parents evening surveys

I understand what and how my child is doing at school - 100 % Strongly Agree or Agree

I enjoy going to my child's school - 100 % Strongly Agree or Agree

Learning Log Feedback

Thank you for sharing the log with us. We really enjoyed seeing our son's learning. We are delighted to hear that he is becoming more engaged and able to signal some of his needs to staff, we were also pleased to read that he has more engagement with his peers. We are keen to help him with his communication at home. I love the visual element, it helps put his learning into context. I enjoy the fact that he is building his skills set through play and fun.

4. The school helps my child to feel confident

[More Details](#)

Strongly Agree	32
Agree	11
Disagree	0
Strongly Disagree	0
Don't Know	1



9. The school supports my child's emotional wellbeing

[More Details](#)

Strongly Agree	25
Agree	15
Disagree	0
Strongly Disagree	0
Don't Know	1



5. I feel staff really know my child as an individual

[More Details](#)

Strongly Agree	33
Agree	7
Disagree	0
Strongly Disagree	0
Don't Know	1



10. My child is making good progress in developing skills through their learning

[More Details](#)

Strongly Agree	22
Agree	12
Disagree	0
Strongly Disagree	0
Don't Know	4



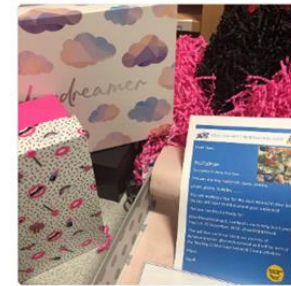
★★★★★
4.81 Average Rating



Celebrating success

Isobel Mair School
@isobelmair

Looking forward to our whole school assembly on Friday to share all the story boxes that classes made as part of Mrs Clark's Head Teacher reading challenge using recycled materials & sharing story boxes between classes for @BookWeekScot @EcoSchoolsScot #oneuseinouse



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