



Isobel Mair Standards and Quality Report 2019/2020

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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.

Children attending the Family Centre 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 currently 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 Improvement Groups / 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 Wellbeing 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: (unfortunately, due the restrictions on place because of the COVID, we do not have the wide range of self-evaluation data that we would usefully have)

- Feedback from parents Wellbeing Plans
- Feedback from pupils Wellbeing Plans
- Evaluations of INSET
- Evaluations of SIP priorities

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

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 and family centre priorities

- 3 Develop a skilled and confident workforce within a culture of professional enquiry with partners and colleagues within the school, cluster, LA and RIC
- 6 To lead change in the IMS FC to a fully ASN provision

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.

School Improvement Groups (SIGs) ensures a shared vision and common purpose in designing and delivering high quality learning and teaching within nurturing and stimulating learning environments. During the session, 2019/ 2020 there were 4 SIGs.

RSHP Working group

The RSHP group produced a coherent and consistent approach to delivery of RSHP at IMS, this has, increased practitioner confidence in planning and delivery of RSHP

An Audit and survey of existing practice was undertaken alongside a review of existing resources and programmes

A Survey was put to educators around delivery and confidence in RSHP, the feedback will then be used to provide direction on the focus of training sessions, which will be offered later in the year.

Sensory Profiling

The purpose of this group was to support for pupils with sensory processing difficulties by identifying sensory processing challenges for individual pupils. These difficulties often manifest differently in different environments. The three integrated rating scales assesses sensory processing, praxis and social participation in schoolchildren 5-12 years old. This will be carried forward to next sessions SIP

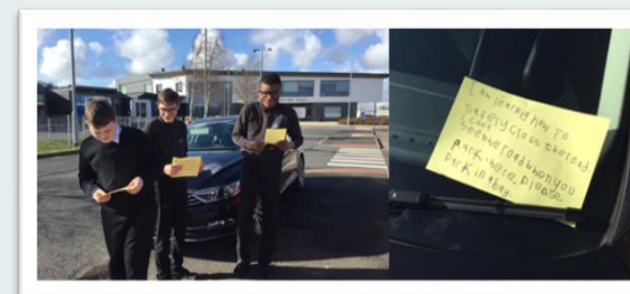
Learning Pathway Toolkit

Building Our Curriculum ¹ (See Link to file in appendix)

Sustainability Grounds for Learning

Isobel Mair School has a “whole-school” approach to Learning for Sustainability and pupils and staff have been actively involved and engaged in activities, programmes and approaches that create cross-curricular, motivating experiences for all our learners. Our school community has collaborated to establish a real culture of awareness and respect for the environment and sustainability is very much woven in to the ethos of our school. Everyone has a part to play in helping to raise awareness and be pro-active as we work together to recognise and celebrate this.

Staff have worked to embed Learning for Sustainability throughout all aspects of the school and have strived to enable all stakeholders to feel empowered to drive forward sustainable development education, outdoor learning and global citizenship. Environmental and sustainability action points within the curricular framework is used and work on specific topics related to sustainability are linked to other curriculum areas and subjects. Pupil voice is evident recently class Harris took on carelessly parked cars in the school car park making headline news.



Family Centre

This session saw a transformation in the family centre to specialising in providing provision for children with Additional Support Needs. This led to a series of improvements made across the centre to ensure the provision meets the needs of our children; Staff created a mud kitchen and a safe physical play area, which all children can access.

'sharing good practice' visits to other settings were organised and staff have engaged well in these visits to other settings sharing ideas and knowledge.

HGIOELC was used to evaluate the setting and practice and identify training needs.

A comprehensive weekly training plan was further implemented and staff have received training on all identified areas of development.

All staff have had opportunity to attend all of the core training provided by the authority to ensure they have a strong understanding of current thinking and best practice.

Full staffing is in place to accommodate 1140 hours. Families have accessed either stretch A or Stretch B hours.

Staff have embraced the new shift patterns and we have adapted this to the needs of our setting.

The routine and layout of the setting has been adjusted to ensure our capacity to provide the 1140 hours.

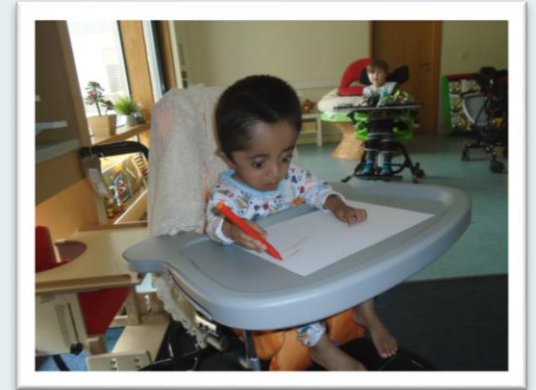
Cara playroom has been fitted with a track hoist to allow non-ambulant children to access all areas of the playroom and staff have received training in using the hoist and also in specific medical training to meet the needs of individual children

Regular 'focus weeks' ensure that staff are thinking about how legislation, guidelines and frameworks impact on our practice. We have also developed a strengths based approach framework to track progress for our learners.

Staff have implemented weekly woodland adventures/forest walks which are accessible for all children. Across the 3 playrooms children access the outdoor area daily also providing appropriate loose part and muddy movers play. Children are encouraged to engage in outdoor play.

All staff are trained and are encouraged to work across all 3 playrooms to ensure that they are knowledgeable and confident in working with all children.

Staff have attended training on a broad range of needs to ensure they have relevant knowledge.



Clear whole school and family centre 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. Staff across the school and family centre 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, eye gaze, PODD. Guidance Documents provide staff with a wealth of information used within the school to ensure that there is a consistency of approach.²

NEXT STEPS

The principal focus of next session School improvement Plan will be **Recovery as a result of the COVID pandemic**

Sensory Profiling – school improvement group will continue next session

The Learning Pathway toolkit will be used across the BGE and Senior phase to track progress and help inform the target setting process

¹ See Appendix 1

² See Appendix 2

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

- 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
- 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)

NIF driver

Parental Engagement, Teacher Professionalism

Local Improvement Plan – expected outcome / impact

Everyone Attaining, Everyone Achieving and Excellent Experiences

progress, impact and outcomes

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.

Learning Logs provide an effective tool to share a pupil's learning using photographs and handwritten annotations that can be shared on a termly basis with parents and when supporting 'pupil voice' during Wellbeing Meetings. Pupils should be encouraged to review these regularly and showcase to parents during meetings. This brings learning to life and is a more 'soft end' tool for sharing progress. Remember, the Achievement Folder is the main document for making and sharing skilled professional judgements with the attached evidence. The Learning Log is a 'softer' tool to enable learners to be self-reflective and promote meaningful engagement with parents.

Authors were invited into school to talk about their work and answer questions from the young people. Meeting the person who actually created the stories was incredibly powerful for our young people.

Next steps

The principal focus of next session School Improvement Plan will be **Recovery as a result of the COVID pandemic**

The Inclusion Support Service (ISS) will be evaluated and reviewed at the start of the new term in partnership with colleagues from across ERC



How good are we at ensuring the best possible outcomes for all our children / learners?

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 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.

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 which 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 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.

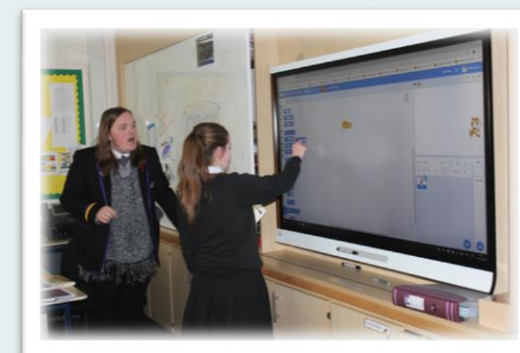
Young people in the senior phase from other schools benefit from work placements provided by Isobel Mair School staff. The head teacher leads the school's inclusive approach to supporting the individual requirements of placements where some young people undertaking a work placement require significant 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.

Some young people have Co-ordinated Support Plans, which are closely monitored to ensure progress against set targets.

Initial NQ targets are set as a result of prior attainment and tracking of progress in BGE. As progress is made, individual pupil plans can be altered to reflect the need for more challenge, slower pace or a change of subject focus.

Pupils are presented for National Qualifications in S4-S6. Initial levels are based on targets and tracking from the end of BGE phase and progression is dictated by pupil ability to progress and rate of progress. The senior phase pathway at Woodfarm provides a coherent journey for learners, enabling them to attain the range of qualifications, skill, experiences and wider achievements they require to

make the best transition to post school life. Young people are encouraged to lead learning this is particularly evident in digital technologies.



Next steps

The principal focus of next session School improvement Plan will be **Recovery as a result of the COVID pandemic**. A full BGE and Senior Phase recovery curriculum has been planned for session 20/21

What is our capacity for continuous improvement?

Very Good

There is a very strong capacity for the school to improve

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 because of planned collaboration.



Self-Evaluation against QI's

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

Leavers' destinations 2019/2020

Leaver 1	City of Glasgow – Transitions	Leaver 6	Personal Support Package
Leaver 2	City of Glasgow - Transitions	Leaver 7	Personal Support Package
Leaver 3	Clyde College – 1	Leaver 8	Personal Support Package
Leaver 4	Personal Support Package	Leaver 9	TBC Reid Kerr College (West College)
Leaver 5	Personal Support Package		

SQA Summary of Results 2019/2020

At the end of last session we had a large cohort of leavers, hence the figures below reflect the reduction in the number of SQA presentations.

Level	Subject	Number of Passes (+/- results) 2016/2017	Number of Passes (+/- l results) 2017/2018	Number of Passes (+/- last session results) 2018/2019	Number of Passes (+/- last session results) 2019/2020
National 1 Awards	Personal Achievement	3(-3)	7(+4)	3(-4)	-3
National 2 Courses	Lifeskills Maths	2 (+1)	0(-2)	3(+3)	2
	P.E.	11 (+11)	0(-11)	4(+4)	4
	ICT				2
	English		8(+8)	6(-2)	1
	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)	6(+2)
	Personal Development			5	-5
	Bronze Personal Achievement			5	1
	Silver Personal Achievement				4
National 3 Courses	Lifeskills Maths	3 (-1)	6(+3)	1(-5)	-1
	English	3 (-1)	6(+3)	1(-5)	-1
	Science	3 (-1)	0(-3)	-	-
	Computing	3 (-1)	0(-3)	2(+2)	-2
	Hospitality	4 (+4)	0(-3)	7(+7)	-7
	P.E.			9(+9)	-9
	Modern Studies			4(+4)	-4
National 4 Courses	Hospitality		8(+8)	-	-
	English				1(+1)
	Application of Mathematics				1(+1)
	Mathematics				1(+1)
National 1 Units	Various	152 (+78)	79(-73)	83(+4)	95(+12)
National 2 Units	Various	147 (+117)	121(-26)	149(+28)	71(-70)
National 3 Units	Various	42(+19)	31(-11)	67(+36)	12(-55)
National 4 Units	Mathematics			4(+4)	5(+1)
	English			2(+2)	4(+2)

BGE Summary of Results

Session	LIT&ENG	MNU	HWB	% of targets met
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%
<i>2019 -2020</i>	<i>DATA</i>	<i>Will be Updated</i>	<i>August / September</i>	<i>2020</i>

Key Strengths

- **Attainment** in the senior phase has increased overall again this session.
- The family centre has successfully made the transition to 1140 hours and become a fully **ASN provision**
- The school and family centre has systems in place to **track** children’s development in their learning against individual outcomes set for pupils through individualised planning. (learning pathway toolkit) This year the whole school has adopted this methodology.
- The school and family centre **work effectively** with colleagues in the Eastwood Cluster and across ERC to support children with ASN
- **Professional enquiry** has been a key feature this school year including; the Regional Improvement Collaborative (RIC) School Improvement Partnership Program (SIPP) and throughout ERC and the Eastwood Cluster.
- The Sensory Support Service contributes positively to the authority **CLPL programme** for mainstream and specialist 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 has **strong partnership** working with colleagues from Educational Psychology Service (EPS) and Health and Social care (HSP) focused on sharing good practice and collaboration, to ensure positive outcomes for young people.

Parental, Pupil and Staff Comments from surveys and evaluations

“Presentation at the west partnership event. Great feedback from other practitioners and we got to 'sit in' on other presentations. I found the presentation on the nurture approach in early years very useful. The event was well organised and a good opportunity to meet with peers in the whole of the west partnership area.” Staff CLPL – Early Years

“I think it is excellent to collaborate with other professionals within the authority and early years, to see what the children outer establishments are learning and experiencing. It is also lovely to speak and share practice with teachers and CDOs. I think the assessment and moderation is beneficial especially when your turn arises, however, I have found some people can be particularly picky about staff's submissions, with that said my last group was very positive.” Staff CLPL – ERC Assessment and moderation

‘I found it a very interesting session. I have since printed the information emailed and read through it. I have also watched some YouTube videos about Temple Grandin, her life and the work and life she has achieved. The research and information given has developed my understanding of autism further and this will benefit my role and the children I work with, now that I have been given this knowledge and information.’ Staff CLPL – SLT

‘Great session to engage staff and empower you to be positive in the workplace. Sessions to allow for teambuilding were well received and gave you lots of ideas to use with your pupils when back in the classroom to motivate and engage them, to reach their full potential.’ ‘Great interactive session which seemed to be enjoyed by all staff. Great motivation for the year ahead’. Eastwood Cluster INSET

‘As always, we have appreciated the hard work and dedication of all the Isobel Mair Staff in providing education and support to X and our family throughout her school experience. This is especially so during the extraordinary challenges that COVID-19 has thrown up this year. Not surprisingly, this derailed Ruby hugely having a very negative impact on her mental health. We would like to acknowledge and thank the management and staff from Isobel Mair for their dedication in providing support for X and respite for her family during this very difficult time. It had a hugely positive impact on us all and helped us through a very difficult period with X. IMS Parent

‘It is a very thorough method/way of charting progression for learners working at pre-early level’ In 2017, Education Scotland published Benchmarks across all curriculum areas for Early through to Fourth level of Curriculum for Excellence. Following this publication, Education Scotland published a set of milestones. These milestones ensure consistency and allow tracking of progression for learners who require support to consolidate their knowledge, skills and competencies at a pre-early level. The content of the Learning Pathway Toolkit has applied the guidance from these publications, creating a working document that captures the progress and rate of progress of learners with complex additional support needs.

‘It is so lovely to see the different developmental milestones X is achieving ongoing. Great to see all the fantastic pictures capturing these amazing moments. Thank you all for your continued work. All these photos and pictures of art work are really great to see.’ Parent feedback Learning Log and wellbeing plan

We are delighted with Ethan’s ongoing progress. It’s lovely to see that he’s interacting with his peers and enjoys their company, he is doing fantastically well with his formal skills and we’re so pleased’. Parent feedback Learning Log and wellbeing plan



Website <https://blogs.glowscotland.org.uk/er/IsobelMair/>

Twitter <https://twitter.com/IsobelMair>

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Appendix 1



Isobel Mair School

Building Our School Curriculum

Isobel Mair School supports the Education Department's vision of:

'Everyone Attaining, Everyone Achieving through Excellent Experiences'

Our vision at Isobel Mair is simply:

'Empowered'

Definition of empowered - VERB




empowered (past tense) · empowered (past participle)

give (someone) the authority or power to do something.

Our vision is to support, children, young people and their families, staff and the school community to reach their potential through empowerment.

[..\..\All Staff\School Improvement Planning\Improvement Plan 2019 2020\SIG 2019-2020 Learning pathway\Building our curriculum IMS.docx](#)

Appendix 2

 Building the Curriculum at Isobel Mair School Session 2020 2021		
Heading	Link to document / resource	Information
Curriculum for Excellence		<p>Every child and young person in Scotland is entitled to experience a broad general education. This broad general education takes place from the early years to the end of S3 and is represented by learning across all11 of the experiences and outcomes to the third curriculum level together with those selected for study at the fourth, as far as is consistent with each child or young person's needs. Further information on all learner entitlements can be found in Building the Curriculum 3: A framework for learning and teaching. (CfE)</p> <p>The learner (child/pupil) is always our starting point when planning learning experiences in Isobel Mair School. Experiences should be individualised and linked to CfE with assessment approaches being central to the each pupil's learning pathway.</p>
Learning Pathway 2020 2021		<p>This document is used at the end of the previous session and advises the receiving educator(s) of the potential next planned steps in a pupil's learning pathway. Previously, an assessment period at the start of a new session was trialled, but there could be a significant delay in delivering well planned and focused learning. This advises educators of the need to review prior learning, knowledge, understanding, skills and abilities to enable proactive approaches to learning as we embark on the new session. The range of assessment tools should also be reviewed and are available for each individual pupil in staff share: S:\All Staff\Pupil Data</p>

<..\..\All Staff\Paperwork 2020 2021 update in progress\Guidance Documents\Paperwork Staff Guidance.pdf>

Appendix 3

[Learning Pathway Rationale \(Family Centre\)](#)

[Learning Pathway Position Statement \(School\)](#)