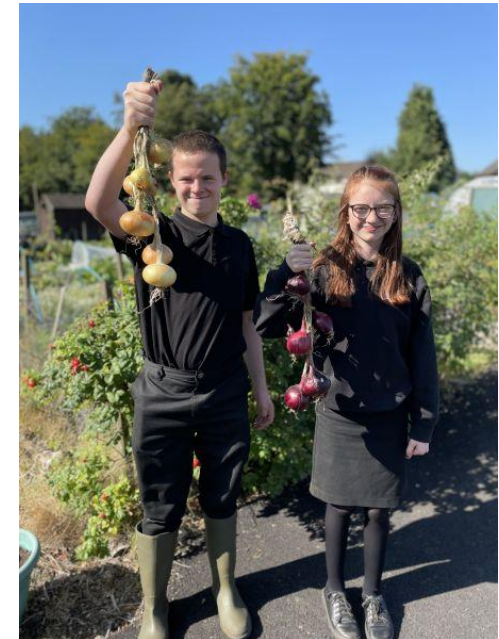




# Isobel Mair Standards and Quality Report 2020/2021



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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.

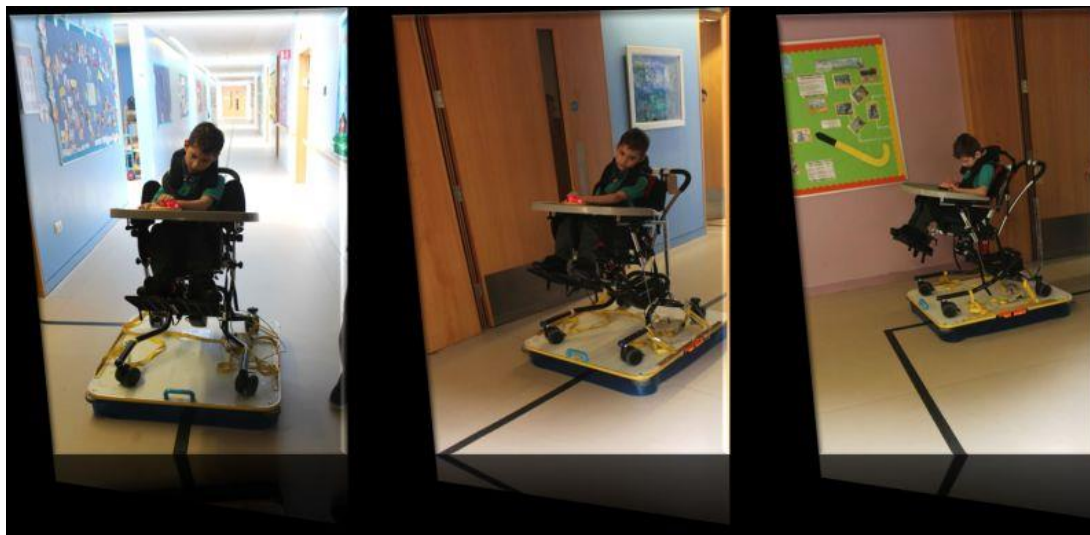
Children attending the Family Centre have been given a priority placement at the centre because an additional support need or vulnerability has been identified. Children transition to their local catchment schools or Isobel Mair School. In addition to the main campus, there is currently provision in 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 who attend ERC schools. It 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.
- SLT have termly Learning Conversations with teaching staff.
- Regular classroom visits by Senior Leadership Team (SLT)
- Learning Pathway Toolkit (LPT)
- 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 usually have)

- Feedback from parents regarding Wellbeing Plans
- Feedback from pupils regarding Wellbeing Plans
- Evaluations of INSET
- Evaluations of SIP priorities
- Parent Self Evaluation Surveys / Pupil Surveys / Staff Surveys and Evaluations
- INSET Evaluations

### Improvement Plan Priorities 2020/2021 (please see web site for full version of the SIP)

<b>1</b>	<b>To focus on improving the Health and Wellbeing of all children and young people in our school and family centre community (Recovery Planning )</b>
<b>2</b>	To develop teaching and learning approaches in Literacy and English and Maths and Numeracy in order to raise attainment across the BGE and Senior Phase specifically targeting the impact of school closure (Recovery Planning)
<b>3</b>	To improve teacher judgments and outcomes for learners through the Isobel Mair Learning Pathway Toolkit
<b>4</b>	To improve outdoor learning pedagogy across the school and family centre
<b>5</b>	To ensure that our school community has effective communication methods to meet the needs of all stakeholders

1.3 Leadership of change

<p><b>NIF priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people’s health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>School and family centre priorities</b></p> <p>1,2,3,4 &amp; 5</p>
<p><b>NIF driver</b> School leadership, Teacher professionalism, Our Priorities, School Improvement</p>	<p><b>Local Improvement Plan – expected outcome / impact</b> Everyone Attaining, Everyone Achieving through Excellent Experiences</p>
<p><b>progress, impact and outcomes</b></p> <p>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 in the Senior Phase.</p> <p>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, 2020/ 2021 there were 5 SIGs Each of these groups ensure that all stakeholders have the opportunity to be involved in school improvement priorities. A summary of key strengths is noted by the SIGs below</p> <ul style="list-style-type: none"> <li>• <b>To focus on improving the Health and Wellbeing of all children and young people in our school and family centre community (Recovery Planning )</b> <ul style="list-style-type: none"> <li>○ We have invested in a resource called the Treehouse and adapt and developed this to meet the needs of the learners as appropriate specifically to support Health and Wellbeing for young people and staff. Initial feedback from this resource has been very positive and will be carried forward to next session</li> <li>○ The wellbeing of our young people has again been a priority. During lockdown, staff were in regular contact with both pupils and parents to offer support with learning and emotional health.</li> <li>○ All staff received input from the Educational Psychologist team regarding emotional recovery from the effect of Covid (Principally through Healthier Minds Resource)</li> </ul> </li> <li>• <b>To develop teaching and learning approaches in Literacy and English and Maths and Numeracy in order to raise attainment across the BGE and Senior Phase specifically targeting the impact of school closure (Recovery Planning)</b> <ul style="list-style-type: none"> <li>○ Classes and educators have created their own packs to support learning. These learning packs were utilised during the national lockdown in January 2021. This incorporated a wide range materials including digital learning and practical resources.</li> <li>○ All teaching staff successfully made full use of Google Classroom / Microsoft Teams as the main platform for blended learning and used appropriate strategies to support learning, assessment, and feedback digitally</li> </ul> </li> <li>• <b>To improve teacher judgments and outcomes for learners through the Isobel Mair Learning Pathway Toolkit</b> <ul style="list-style-type: none"> <li>○ There is focused attention on monitoring and evaluating learning and teaching and children’s outcomes through the improvement of teacher judgments</li> </ul> </li> <li>• <b>To improve outdoor learning pedagogy across the school and family centre</b> <ul style="list-style-type: none"> <li>○ Outdoor spaces are used effectively to promote positive relationships and enhance wellbeing.</li> <li>○ Staff take account of research linking benefits of outdoor learning and green space with wellbeing</li> </ul> </li> <li>• <b>To ensure that our school community has effective communication methods to meet the needs of all stakeholders</b> <ul style="list-style-type: none"> <li>○ There is evidence that children and young people are confidently engaged in reviewing their own learning and the work of the school.</li> <li>○ Parents feedback that communication has improved to meet the wider needs of the parent bod</li> </ul> </li> </ul>	



2.3 Teaching, Learning and Assessment

<p><b>NIF priority</b></p> <ul style="list-style-type: none"> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people’s health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>school priorities</b></p> <p>1,2,3,4 &amp;5</p>
<p><b>NIF driver</b></p> <p>Parental Engagement, Teacher Professionalism</p>	<p><b>Local Improvement Plan – expected outcome / impact</b></p> <p>Everyone Attaining, Everyone Achieving through Excellent Experiences</p>
<p><b>progress, impact and outcomes</b></p> <p>All staff fully embraced and planned learning using Google classroom and MS Teams. Staff were in regular contact with parents through Google Classroom, emails, and phone calls to support blended learning.</p> <p>All classrooms in the IMS building now have access to their own private patio area as well as classroom access to the outside playground space.</p> <p>A BGE and Senior Phase Pathway for parents has been developed and shared to support parents to have a better understanding of the curriculum rationale and pathway within the school</p> <p>It has been identified that areas around the school building, will be developed to include an outdoor trampoline and an further additional 2 swings, to provide further opportunities areas outdoor learning. We have worked in partnership with the Parent Council to support this project.</p> <p>It is hoped that pupils can make use of the wider community next session to support the curriculum and social skills.</p> <p>Consideration should be placed on adapting and extending the areas within the playground as well as being equipped for all weathers.</p> <p>Several Staff have undertaken Makaton level one training</p> <p>A revised end of year summative report was piloted which included a full evaluation of the Child’s Wellbeing Plan.</p> <p><b>Next steps</b></p> <p>With additional funding being made available for a Developing Young Workforce coordinators role, a plan highlighting the key performance indicators measuring employer engagement and partnerships with the school has been developed. This will be actioned as part of next session’s improvement plan.</p>	

3.1 & 3.2 Ensuring wellbeing, equality and inclusion, raising attainment and achievement

<p>NIF priority</p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people’s health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p>school priorities 1,2,3,4,&amp; 5</p>
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<p><b>NIF driver</b> Performance Information, Assessment of children’s progress</p>	<p><b>Local Improvement Plan – expected outcome / impact</b> Everyone Attaining, Everyone Achieving through Excellent Experiences</p>
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**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 units, courses and awards.

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.

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.

All staff have a sound and deep understanding of the pupils in their class and therefore are able to respond and support their emotional needs.

All staff received input from the Educational Psychologist team about emotional recovery from Covid and a document was provided with links for supporting pupils.

All teaching staff successfully made full use of Google Classroom as the main platform for blended learning and used appropriate strategies to support learning, assessment, and feedback digitally. Where not appropriate, staff creatively planned and delivered learning to individual pupils. Most pupils engaged with learning through Google Classrooms, MS Teams and / or attended the school during the lockdown period

**Use of Digital Technology to Deliver the Curriculum 100% (Excerpt from Digital School Validation Report Awarded June 2021)**

**Teachers plan and assess progressive, cohesive and engaging programmes of work for learners, permeated with digital pedagogy in accordance with learners needs. Digital technologies are used to present work, support and enhance learning and teaching, and to consolidate and assess the knowledge and skills of all pupils, with appropriate support and differentiation built-in. Digital technologies were almost fully embedded across the curriculum and very effective and creative use was clearly demonstrated. Learners are given various opportunities to develop a range of digital skills across the curriculum. Glow, Microsoft Teams and Google classroom are accessed regularly for teaching, independent/collaborative learning, target setting, sharing learning and assessment purposes. The developing digital culture throughout the school is being strategically and purposefully cultivated. The digital tools can be the difference between inclusion and exclusion for learners at Isobel Mair School and thankfully they fully exploit all the additional digital support tools at their disposal to ensure all learners are included and thriving.**

**Next steps**  
Recovery, Inclusion and Improvement

## What is our capacity for continuous improvement?

Excellent

### *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 were maintained during COVID restrictions and we have maintained the continuum of improvement in outcomes for young people because of planned effective collaboration.

### **Leadership and Vision 100% ( Excerpt from Digital School Validation Report Awarded June 2021)**

**Isobel Mair School has a clear vision for its development of digital learning, set out by Mrs Sarah Clark the Headteacher and Lynne O'Brien (Digital Champion). They help drive digital technologies within the school and ensure they are integrated into the School Improvement Plan (SIP). The school have a clear direction and are cognisant of the importance that digital skills will have in the future of their learners who all have special educational needs. The school develops a holistic approach to the effective use of digital technology as the family members are often the main source of support for learners at Isobel Mair School. Digital Champion (DC), Lynne O'Brien, who is not class committed, displays strong leadership in terms of the critical role she plays as DC in the development and implementation of the whole school policy. She has been extremely proactive in developing a coherent training programme for staff. Ensuring that support and encouragement in the use of digital technologies are readily available. During the lockdown, the DC compiled regular training for staff and families to ensure they felt empowered and included.**

## Self-Evaluation against HGIOS 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 2020/2021

Leaver 1	Clyde College – Skills for Life and Work	Leaver 6	West College Scotland – Development Course
Leaver 2	Clyde College – Skills for Life and Work		
Leaver 3	Clyde College – Skills for Life and Work		
Leaver 4	Clyde College – Skills for Life and Work		
Leaver 5	Clyde College – Skills for Life and Work		



## SQA Summary of Results 2020/2021

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	Number of Passes (+/- last session results) 2020/2021
National 1 Awards	Personal Achievement	3(-3)	7(+4)	3(-4)	0(-3)	-
National 2 Courses	Lifeskills Maths	2 (+1)	0(-2)	3(+3)	2(-1)	3(+1)
	P.E.	11 (+11)	0(-11)	4(+4)	4	5(+1)
	ICT				2(+2)	5(+3)
	English		8(+8)	6(-2)	1(-5)	3(+2)
	Science		16(+16)	-	-	-
	Food, HWB		8(+8)	-	-	-
	Business in Practice		10(10)	-	-	-
	Social Subjects			14	0(-14)	7(+7)
	Craft Skills			4	0(-4)	-
National 2 Awards	Scottish Studies	10 (+6)	0(-10)	4(+4)	6(+2)	6(=)
	Personal Development			+5	0(-5)	-
	Bronze Personal Achievement			+5	1(-4)	0(-1)
	Silver Personal Achievement				4(+4)	0(-4)
National 3 Courses	Lifeskills Maths	3 (-1)	6(+3)	1(-5)	0(-1)	-
	English	3 (-1)	6(+3)	1(-5)	0(-1)	-
	Science	3 (-1)	0(-3)	-	2(+2)	0(-2)
	Computing	3 (-1)	0(-3)	2(+2)	0(-2)	2(+2)
	Hospitality	4 (+4)	0(-3)	7(+7)	0(-7)	-
	P.E.			9(+9)	0(-9)	-
	Modern Studies			4(+4)	0(-4)	-
	History				2(+2)	1(-1)
	Personal Development					1(+1)
National 4 Courses	Hospitality		8(+8)	0(-8)	-	-
	English				1(+1)	0(-1)
	Application of Mathematics				1(+1)	0(-1)
	Mathematics				1(+1)	0(-1)
National 1 Units	Various	152 (+78)	79(-73)	83(+4)	95(+12)	62(-33)
National 2 Units	Various	147 (+117)	121(-26)	149(+28)	71(-70)	110(+39)
National 3 Units	Various	42(+19)	31(-11)	67(+36)	12(-55)	18(+6)
National 4 Units	Mathematics			4(+4)	5(+1)	0(-5)
	English			2(+2)	4(+2)	0(-4)

## BGE Summary of Results

Session	LIT&ENG	MNU	HWB	% of targets met
<b>2016-2017</b>	93.44%	92.44%	88.93%	91.6%
<b>2017 -2018</b>	96.73%	94.40%	96.20%	95.78%
<b>2018-2019</b>	93.7%	93.1%	92.8%	93.2%
<b>2019-2020 *</b>	75.5%	69.8%	75.8%	73.7%
<b>2020-2021 *</b>	77.7%	75.9%	73.6%	75.7%

\*Please note that the figures for targets met have been significantly affected due to school closure during COVID. Targets have been carried forward where appropriate or have been co-created in partnership with parents, EPs and young people.

### Key Strengths

- **Attainment** in the senior phase National 2 courses has increased in Maths, Social Sciences, PE, ICT and English this session
- 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 method of tracking progress where appropriate.
- The school and family centre **work effectively** with colleagues in the Eastwood Cluster and across ERC to support children with ASN extending to Carlibar Communication Service
- 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.

### What are we going to do next?

Session 21/22 will be the last year in our 3-year cycle of improvement. We will be looking to ensure that a range of stakeholders take lead roles in aspects of school improvement planning for session 22/23 and beyond. This includes children and young people, parents and partners.

It is clear from surveys, parent council meetings and feedback that through regular and effective collaboration our community has a shared understanding of the school's strengths and improvement needs and can work well to make a plan together to continue to make improvements.

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