

Isobel Mair Standards and Quality Report 2021/2022



Context of the school

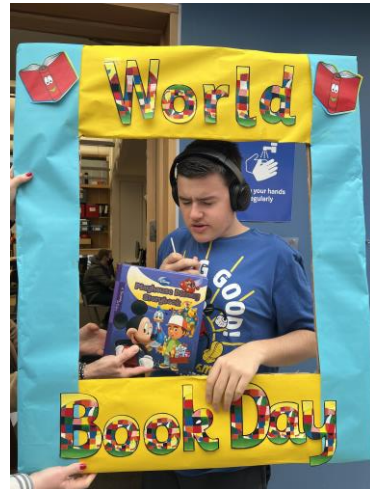
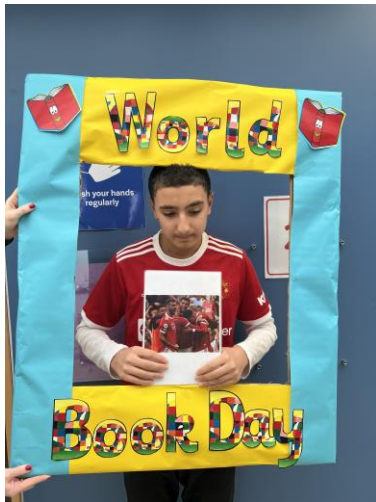
Isobel Mair School and Family Centre are located within a specially designed building providing access to a high quality learning environment. Together they cater for children and young people aged 0-18 years of age. The needs of children attending our School and Family Centre are wide ranging, and children,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



Methods of Gathering Evidence:

Senior Leadership 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)
- 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

Self-evaluation is key to identifying the right priorities for improvement for session 2022 / 2023. It is essential that evidence is gathered, analysed and reported via the Standards and Quality Report prior to the formation of School Improvement Plans. This cycle of improvement will enable us to move forward, albeit with caution, and begin to plan for improvements that will make building back better a meaningful concept.

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:

- Feedback from pupils' Wellbeing Plans
- Evaluations of INSET
- Evaluations of SIP priorities
- Parent Surveys
- ERC Review of Numeracy & Mathematics: Self-evaluation February 2022
- Isobel Mair School, Education Scotland, Thematic Review Recovery, November, 2021

Improvement Plan Priorities 2021/2022 (please see web site for full version of the SIP)

1	To focus on improving the Health and Wellbeing of all children and young people in our school and family centre community (Recovery Planning)
2	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)
3	To improve teacher judgments and outcomes for learners through the Isobel Mair Learning Pathway Toolkit & Senior Phase pathway
4	To improve outdoor learning pedagogy across the school and family centre
5	To ensure that our school community has effective communication methods to meet the needs of all stakeholders



Pupil Voice with HMIE, November 2021

<p>NIF priority</p> <ul style="list-style-type: none"> • 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 	<p>School and family centre priorities</p> <p>To focus on improving the Health and Wellbeing of all children and young people in our school and family centre community (Recovery Planning)</p>
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<p>NIF driver</p> <p>School leadership, Teacher professionalism, Our Priorities, School Improvement</p>	<p>Local Improvement Plan – expected outcome / impact</p> <p>Everyone Attaining, Everyone Achieving and Excellent Experiences</p>
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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, 2021/ 2022 there were 4 SIGs.

School and Family Centre

Staff Sway let everyone know how to access healthier minds. CLPL opportunities in which staff could engage throughout the year. Staff in the SIG engaged with the Alice Sharp, Curiosity approach. Communication input from NHS, Team Lead for ERC, Fiona Ford at Staff Meetings. Recovery Review by HMLe in November 2021. (Commended on staff/ pupil relationships) Staff have undertaken “Place2be” training and a member of teaching staff has undertaken SAMH training. Staff fundraised for SAMH and promoted links for the school.

Staff undertook heuristic play sessions in Class Jura and the pupils responded very positively. This linked to wellbeing plans and targets. A Local Authority moderation event in February 22 was incredibly useful. ASN practitioners moderated pieces of work and it was much more meaningful to all involved. Feedback was very positive and as a result this will continue to be built on next session.

February 2022 – Class Skye organised a Kindness week (Wk beginning 14/2/22).

SIG 1 to organise end of year gift bags/ treat for all staff. Recognition of the need to strengthen morale and friendships within staff grouping. Members of the SIG completed the 3 day training course in their own time. They found it useful for sensory ideas to use in class. A member of staff organised a weekend walking group. staff were encouraged to bring their families, dogs etc and get together to go for a walk.

School budget paid for another subscription for the coming year. Some classes are using the resources regularly. Reminders sent to wider staff about what is available on Tree Of Knowledge to support learning and teaching as well as staff wellbeing. There is a grid we collated to show staff what is in different sections and how they might use it.

We aim to trial this programme in some classes and, if appropriate, roll it out to the wider school. Some staff are also keen to undertake “sharing good practice” with establishments that are currently using Emotion Works. - Ongoing for 22/23.

Family Centre

We were successful in achieving our Family Centred Approaches Gold award. The report feedback stated that:

- *All staff meaningfully engage with families and take account of their individual circumstances.*
- *Different approaches involve families to meet their learning needs.*
- *All practitioners understand the wellbeing indicators and how planning through these can have a positive impact on children and families.*
- *Our establishment involves families in evaluating the impact of programmes we offer.*
- *Our establishment tracks and reflects on children's progress as a result of family participation.*
- *Families participate, achieve and feel included in our setting and this is reflected in relation to the wellbeing indicators.*
- *Strong partnerships exist with others to support our family learning approach.*
- *We strongly promote equality and diversity.*
- *Our team is solution focused and aims to overcome any barriers thus ensuring families are able to participate in family learning programmes.*
- *Literacy, numeracy and health and wellbeing are sensitively threaded through our family learning programmes to support parents and carers.*

NEXT STEPS

Ongoing for 22/23 – We could further develop and strengthen this and link to our approaches to communication.

Staff in the SIG will engage with the Alice Sharp – Curiosity approach

Moderation activities will be expanded due to the positive feedback from the trial

As detailed in the new School Improvement Plan

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

Very Good

<p>NIF priority</p> <ul style="list-style-type: none"> • 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 	<p>school priorities</p> <p>To improve teacher judgements and outcomes for learners through the Isobel Mair Learning Pathway Toolkit & Senior Phase pathway</p> <p>To improve outdoor learning pedagogy across the school and family centre</p>
<p>NIF driver Parental Engagement, Teacher Professionalism, School Improvement</p>	<p>Local Improvement Plan – expected outcome / impact Everyone Attaining, Everyone Achieving and Excellent Experiences</p>
<p>progress, impact and outcomes</p> <p>We have continued to develop and promote learning and teaching across the BGE and Senior Phase and have updated and quality assured guidance documents including the Senior Phase Learning Pathway and the BGE learning Pathway Toolkit.</p> <p>Communication continues to be a focus across the school. We carried out an audit of low tech devices across the school. This has led to a budget being allocated for resources to further develop expressive language skills for our pupils. This includes Aided Language Boards which were purchased to enhance communication opportunities during outdoor learning. A sub working group have created a wide range of visual timetables and Aided Language Boards.</p> <p>Staff CLPL included Masters modules in Positive Behaviour Strategies and Social Communication, Emotional Regulation and Transactional Support (SCERTS) this will inform the basis of practice for next session (see improvement plan for next year)</p> <p>An Evaluative form created and shared with educators was used to gather data highlighting specifically what assessment/tracking tool is being utilised e.g. Learning Pathway Toolkit/ East Renfrewshire Skills Planners and for what curricular area from last session to inform the basis of the CLPL program</p> <p>Staff guidance booklet has adapted to create a parent friendly guide informing them of the Learning Pathway Toolkit.</p> <p>Dedicated PT with remit for Developing Young Workforce (DYW) has led to greatly improved work experience opportunities for young people from IMS.</p> <p>Partnership working with Include me 2 Hub Club improved transition process to post school for young people with complex ASD.</p> <p>Transition planning with a multiagency management group has improved information sharing and outcomes for young people transitioning from to adult life.</p> <p>Senior phase continues to develop to promote the attainment of all learners at Isobel Mair School. This is enriched further by experiences at college, work experience and community services.</p> <p>Outdoor learning continues to be a priority across the school and this session we have invested substantially in additional equipment for the playground. Pupils were fully involved in the choice of equipment.</p>	

Next steps

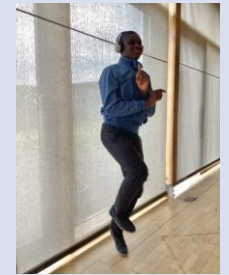
The INSET day 1 and 2, 2022, will focus on Communication, allocation of resources and CLPL for staff at all levels.
Outdoor learning continues to be a priority as part of our curricular framework and wellbeing of our young people.

Exploring Formative Assessment (1/2 day session) – Shirley Clarke

Programme of professional learning opportunities for staff

Refresh of guidance/framework for achievement and attainment

To develop and implement a range of positive behaviour strategies to improve outcomes for learners (PBS / SCERTS)



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

Very Good

<p>NIF priority</p> <ul style="list-style-type: none"> • 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 	<p>school priorities</p> <p>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)</p> <p>To focus on improving the Health and Wellbeing of all children and young people in our school and family centre community (Recovery Planning)</p>
<p>NIF driver</p> <p>Performance Information, Assessment of children’s progress</p>	<p>Local Improvement Plan – expected outcome / impact</p> <p>Everyone Attaining, Everyone Achieving and Excellent Experiences</p>
<p>progress, impact and outcomes</p> <p>All leavers this session had a positive post school destination. Transition planning is recovering from the disruption caused by the pandemic and we are working with a range of partners to ensure that our learners have a wider choice of post school destinations.</p> <p>Attainment across the BGE has improved across the three key areas however this was to be expected due to the pandemic statistics. Next year’s figures will provide a more accurate representation of attainment across the BGE. Senior phase attainment has remained steady as we have been able to collate evidence during the Lockdown Period and access attainment over time. This has led to the results as summarised below.</p> <p>The Family Centre effectively followed the guidance outlined by the Scottish Government, Education Department and Care Inspectorate. We followed and created our own risk assessment to safely and successfully fully open our school and services to pupils and staff.</p> <p>We applied for funding support with Inspiring Scotland and Asda in which we were successful. These grants enable us to support the wellbeing needs of our children and their families. Inspiring Scotland fund was £750 to allow us to purchase a range of outdoor clothing for the children so we could make outdoor learning accessible to them all. This enabled us to support more outdoor learning across the family centre. This was really important to us as part of the recovery plan was to ensure that the children had regular access to the outdoors. The Asda grant was provided additional finance to the family wellbeing fund and enabled us to purchase a range of educational toys and resources. The children were able to take home these resources to extend play opportunities in the home environment.</p> <p>We have established our Community Larder to help those in need and also reduce food waste. The Community Larder is open twice a week Monday and Wednesdays. Over the last year we have used Waitrose and Tesco’s Fairshare initiative to support this.</p> <p>Three members of staff completed their BA Childhood Practice. One member of staff completed the Froebel in Childhood Practice course.</p> <p>Regular outdoor access and implementing the use of Muddy Movers/Loose parts strategies in every day play across the family centre.</p> <p>Next steps</p> <p>Targeted pupils identified through agreed criteria (SAC2 including recently arrived learners / vulnerable families/ Continue to develop partnerships for positive post school destinations)</p> <p>PTs lead, coordinate develop a bespoke programme of intervention/support including nurture, outdoor learning and playful pedagogy</p> <p>Links to be made with Parental Involvement & Engagement Strategy (PIE Strategy) focus on improving communication</p> <p>Budget from PEF allocation and DSM targeting support</p>	

What is our capacity for continuous improvement?

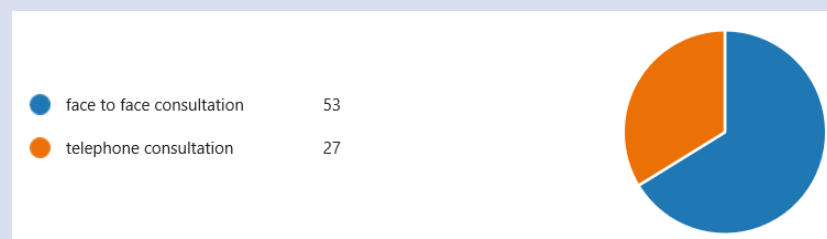
Very Good

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 very good. 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 however there is capacity to improve. This will continue to be a focus. Working with the parent council will be a key priority for the next session.

We consulted with parents regarding parent consultations and provided the choice of face to face or telephone consultations summary shown below.



Self-Evaluation against QI's

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

Leavers' destinations June 2022

Leaver 1	West College Scotland Development	Leaver 6	Personal Support Package and Hub Club
Leaver 2	West College Scotland Development	Leaver 7	Personal Support Package and Hub Club
Leaver 3	Clyde College Cardonald Campus Skills for Life and Work	Leaver 8	Corseford College
Leaver 4	Personal Support Package and volunteering with Include Me too	Leaver 9	Personal support package and activities through Include me too (TBC)
Leaver 5	Personal Support Package		



SQA Summary of Results 2021/2022

Level	Subject	Number of Passes (+/- 1 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	Number of Passes (+/- last session results) 2021/2022
National 1 Awards	Personal Achievement	7(+4)	3(-4)	-3	-	-
National 2 Courses	Lifeskills Maths	0(-2)	3(+3)	2	3(+1)	1(-2)
	P.E.	0(-11)	4(+4)	4	5(+1)	1(-4)
	ICT			2	5(+3)	5 (=)
	English	8(+8)	6(-2)	1	3(+2)	9 (+6)
	Science	16(+16)	-	-	-	2 (+2)
	Food, HWB	8(+8)	-	-	-	7 (+7)
	Business in Practice	10(10)	-	-	-	-
	Social Subjects		14	-	7(+7)	-
	Craft Skills		4	-	-	-
National 2 Awards	Scottish Studies	0(-10)	4(+4)	6(+2)	6(=)	-
	Personal Development		5	-5	-	13
	Bronze Personal Achievement		5	1	0(-1)	12 (+12)
	Gold Personal Achievement			4	0(-4)	1 (+1)
National 3 Courses	Lifeskills Maths	6(+3)	1(-5)	-1	-	-
	English	6(+3)	1(-5)	-1	-	-
	Science	0(-3)	-	-	0(-2)	-
	Computing	0(-3)	2(+2)	-2	2(+2)	2 (=)
	Hospitality	0(-3)	7(+7)	-7	-	-
	P.E.		9(+9)	-9	-	-
	Modern Studies		4(+4)	-4	-	-
	History				1(-1)	-
	Personal Development				1(+1)	-
National 4 Courses	Hospitality	8(+8)	-	-	-	-
	English			1(+1)	0(-1)	-
	Application of Mathematics			1(+1)	0(-1)	-
	Mathematics			1(+1)	0(-1)	-
National 1 Units	Various	79(-73)	83(+4)	95(+12)	62(-33)	130 (+68)
National 2 Units	Various	121(-26)	149(+28)	71(-70)	110(+39)	138 (+28)
National 3 Units	Various	31(-11)	67(+36)	12(-55)	18(+6)	3 (-15)
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
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%
2019-2020	75.5%	69.8%	75.8%	73.7%
2020-2021	77.7%	75.9%	73.6%	75.7%
2021-2022	80.08%	79.41%	77.83%	80.84%

Interdisciplinary Learning (IDL)

This session we have gathered data for 10 classes to reflect the achievement and attainment for IDL

EXA %	TCH %	SCN%	RME%	SOC%	HWB%	% Achieved
100	95.2	100	100	100	100	99.2

Key Strengths

- 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
- 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.
- Individual programs of study are in place for all individuals Individual targets are set in Learning Journeys and shared with parents
- We communicate with parents and families in a variety of ways, including Learning Journeys, class emails and SWAYS. Wider achievements are shared between home and school, and are celebrated through Twitter, Assemblies and Head Teacher’s Awards.
- Staff engage in regular professional learning to ensure they are fully up to date with local, national and, where appropriate, international legislation affecting the rights, well-being and inclusion of all children and young people.
- The school’s commitment to investing in staff CLPL

- The commitment to improve communication with parents and work in partnership with the wider school community.
- The commitment to self-evaluation for self-improvement
- Ensuring wellbeing, equality and inclusion of all children and young people

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