

Summarised inspection findings

KEAR Campus

South Lanarkshire Council

SEED No: 1003046

06 October 2017

1.3 Leadership of change

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children and young people. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

- The KEAR Campus vision has been devised by the school community and is reviewed regularly. Almost all elements of the vision are evident in daily practice, for example across the school and support bases. There are positive and caring relationships between children, young people and staff. Staff annually evaluate their practice and the learning climate against the vision and this ensures it continues to be at the forefront of learning and teaching. Staff have recognised the need to refresh the vision and the school aims to ensure they continue to be relevant to children, young people and their families.
- Staff have a good understanding of the social and emotional needs of children and young people. There is a strong commitment across the campus and units to ensuring children and young people are well supported and learn within a caring environment in which staff treat them with respect. In almost all learning environments, staff use their knowledge of pupils well to motivate and engage them in their learning. As a result, most learners respond positively to learning and display appropriate behaviour in lessons.
- The senior leadership team have led the development of the KEAR Campus provision well. The range of supports they provide in bases and outreach services are valued by parents and learners. Staff in other schools are positive about how the model of support has evolved over the past few years, the leadership of KEAR Campus staff and the impact the support is having on children and young people. Parents are able to describe the progress their children are making and how their children are now engaging with education as a result of the support. The senior leadership team, staff and the education authority now need to review the provision and, as a matter of urgency, identify changes and improvements to some areas of the school. In particular, there needs to be a review of area bases to ensure all young people access full-time education and that they have opportunities to attain skills and qualifications across a broader range of subjects. Across area bases, there are too many young people who are attending school for a very small part of the week. As a result, they are only gaining qualifications in a few subjects and have limited opportunities to develop skills through wider achievement.

- Self-evaluation approaches have resulted in the identification of a number of priorities for improvement. Staff, pupils and parents are consulted as part of self-evaluation processes. There is evidence that some identified areas for improvement are leading to positive outcomes, for example the implementation of attachment training for staff has led to a better understanding of the social and emotional needs of learners and staff are using their knowledge to create a more nurturing environment for learning. Senior leaders and staff now need to take a closer look at the impact of recent identified priorities. The school improvement plan details a number of priorities and completed actions of which the impact on learners is not evident. As a result of a recent validated self-evaluation carried out by the education authority, a number of priorities for improvement were identified but it is not yet clear how these are being taken forward. The school needs to review the current approaches to self-evaluation and take account of a wider range of information and evidence to ensure that priorities are relevant, achievable and lead to improved outcomes for learners. In taking forward school priorities, the impact of actions and change should be incorporated into the self-evaluation process to provide evidence that priorities are actually leading to improvement.
- The senior leadership team have created a culture in which almost all staff have opportunities to implement change through leadership opportunities and participating in activities related to improvement planning. Staff are positive about their involvement in working groups and work collegiately to take forward priorities. There now needs to be a greater focus on measuring the impact of this work. Staff have opportunities to implement innovation and practitioner enquiry such as the Lego Build Express. Primary school teaching staff and learning support staff have access to a range of leadership opportunities. For example, a few primary school teaching staff are undertaking a post graduate leadership qualification, leading working parties and developing and delivering training to peers and partners. This is increasing the capacity and confidence of partners and staff across schools to better respond to the needs of children and young people. For example, as a result of applying management of actual or potential aggression (MAPA) techniques in one school there is a reduction in the number of recorded incidents. There is scope to build on these approaches and for them to become more formal and regular, for example through joint in-service days and collective training programmes. This will help in developing a shared understanding of approaches and improve consistency across areas such as assessment, moderation, monitoring and tracking.
- There are some opportunities for children and young people to influence change and improvements in the school. The pupil council members can identify how they have achieved success in taking forward activities such as the school prom and fundraising activities. Young people are also involved in the recruitment process for members of the senior leadership team (SLT). The school now needs to provide more opportunities for children and young people to have greater responsibility for change and for them to develop leadership skills. Staff also need to ensure that young people who attend area support bases are provided with opportunities to develop leadership skills and to be involved in implementing changes and improvements that will impact on their learning.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

- Across the school, staff have positive, caring relationships with children and young people. They help children and young people to feel safe, included and confident in seeking support when required. Most children and young people are motivated and want to make progress with their learning. They are enthusiastic, well behaved and remain on task throughout most learning activities.
- Almost all of the KEAR Campus estate is purpose-built to help support children and young people with additional support needs. Staff work hard to provide bright and stimulating learning environments. Almost all classroom spaces and resources are well-organised and are conducive to positive learning and teaching. There is scope to display more of children's and young people's work.
- Staff have an awareness of the diverse needs of children and young people. Most staff in the school are adept at supporting children and young people to overcome any anxieties they face that hinders them engaging with their learning, for example their social and emotional needs or being distracted by personal circumstances. This has helped a number of previously disengaged children and young people to successfully re-engage with their learning. The school now needs to use this knowledge of children's and young people's needs to better support all children and young people to attend school on a more regular basis.
- The majority of staff are adopting a range of creative and imaginative learning and teaching approaches to help engage children and young people with their learning. Most children and young people work conscientiously through tasks and activities. They engage particularly well when they are interested in and challenged by active learning experiences provided in real and relevant contexts. However, some lessons observed had an over-reliance on teacher-led dialogue and the use of worksheets and desk-based learning. This resulted in a few children and young people becoming passive with their learning, easily distracted, seeking timeout or engaging in low-level work avoidance. Across the school, the range of learning and teaching approaches should continue to be developed and they should be employed and utilised in the most appropriate way to allow all children and young people to engage as well as they can.
- Most staff have a sound knowledge of children's and young people's learning needs and preferred learning styles. Children and young people respond well to personalised strategies and the individualised support they receive from teachers and support

assistants. However, in some classes, this knowledge is not positively influencing learning experiences resulting in some children and young people receiving insufficient levels of challenge with tasks. Staff should ensure that learning experiences are consistently delivered at a brisk pace and minimise unnecessary 'dead time'. Staff also need to be aware that they do not provide too much support to children and young people, for example repeatedly scribing for young people who need to develop their writing skills or not allowing sufficient thinking time before offering advice on completing a task.

- There are a range of ways for almost all children and young people to provide their views on their own circumstances and the wider life of the school, for example pupil surveys, participating in the pupil council, being involved in staff recruitment and contributing to review meetings through the use of innovative approaches to support children and young people to be heard. The school should build on this by providing children and young people with more responsibility in terms of their learning. In particular, children and young people would benefit greatly from more opportunities to be independent and to lead on more aspects of their learning.
- There are examples of children's and young people's learning being enhanced by the effective use of digital technology across a number of curricular areas including, English language, mathematics, social subjects and in the 'masterclasses'. The school recognises there is scope to develop this area further.
- Most staff use a variety of strategies effectively to promote positive behaviour. They are skilled at adopting preventative strategies to support children and young people where necessary. This supports children and young people to consistently make positive behaviour choices. On the occasions children and young people engaged in disruptive behaviour, this was handled well by most staff. Staff now need to ensure they maintain consistently high expectations of children's and young people's behaviour and engagement with learning. They should avoid the overuse of compromise and negotiation, and reflect on their classroom management approaches in a systematic fashion.
- Almost all learning activities build on prior learning and the majority of staff use a sufficient range of assessment approaches to make judgements about children's and young people's progress with their learning. At all stages, there are examples of teachers using creative assessment approaches to determine whether children and young people achieve identified milestones with their learning. The school has also made a promising start in identifying ways to develop assessment and moderation across the school resulting in staff becoming increasingly confident in their professional judgements. Staff should now continue to develop their assessment and moderation practices, taking account of new national benchmarks, to ensure assessment evidence covers a breadth of learning and provides a sound basis for planning future learning. The school should also reflect on the information which informs teacher professional judgements and consider adding to their bank of assessments. Staff would also benefit greatly from more moderation activities both internally and with other schools to further improve their understanding of shared standards.
- During observations of learning activities, there are examples of assessment for learning strategies being used effectively by some teachers at each stage of the school. However, overall, the effective use of Assessment is for Learning is too variable amongst staff. The school should revisit the use of Assessment is for Learning to ensure all staff are using

such strategies productively. In particular, staff need to use more effective questioning and provide more quality feedback to children and young people on their progress and potential next steps.

- The school has put in place a range of strategies and tools to monitor and track children's and young people's progress and achievements particularly literacy, numeracy and wellbeing. Often there is limited information that arrives for children and young people in relation to prior learning given the high level of absence and level of need. The school works well in establishing levels and appropriate courses and programmes. Staff are able to show progress made by individual children and young people over time in those curricular areas they are learning within the school, again with a clear focus on literacy, numeracy and wellbeing. The school should continue with plans to track and monitor wider achievements and skills progression particularly in relation to skills for life and work.

2.2 Curriculum: theme 2: Learning Pathways

- The KEAR Campus curriculum rationale is underpinned by a model of attachment related practice in order to create a nurturing environment where children and young people are ready to learn. It has been developed through a consultative process and is still in the process of being fully implemented. The school has introduced a new approach to interdisciplinary learning through linking subject areas and identifying key themes for each term to be developed using a consistent approach.
- Curriculum groups have been established across the school to develop an understanding of literacy, numeracy and health and wellbeing and the 'responsibility of all' across the curriculum. The school should continue with plans to develop these groups further to focus on raising attainment.
- An increasingly wide range of curricular options is available within the main campus which allows a strong element of personalisation and choice for young people at the senior phase. The range within the area bases is far more limited. Further consideration should be given to widening opportunities in order to ensure young people in the area bases receive their entitlements.
- Placement planning takes some account of prior learning in terms of the appropriate curriculum level. The school needs to explore the timing of the transition from broad general education into the senior phase.
- The school runs a positive incentive scheme to encourage positive relationships and behaviour. The targets should be agreed with children and young people on an individual basis, be specific to their learning needs and link with their learning pathway.

2.7 Partnerships: theme 3: Impact on learners and families Parental Engagement

- Positive relationships have been developed with parents. Parents comment favourably on the regular communication and support they have received from KEAR Campus staff. They are fully involved in review meetings and contribute to the development of their child's personalised plan. Parents attend the main KEAR Campus and bases for celebratory activities and other school events.
- Children and their families are valued members of the school community and some effective work by staff maintains this inclusive approach as part of the culture across the service. Parents report very positively about the impact the service has had on their child's wellbeing.
- The school offers additional support to families through an extended team of family support workers who have also offered a range of 'training sessions' for parents around a range of health and wellbeing areas. Family learning approaches are increasing school contact with parents. Staff are identifying the needs of the family and meeting these needs through individual support or training programmes. As a result, a few parents have increased their involvement with the wider school.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children and young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator reflects on the setting's or school's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

- Staff are effective role models for children and young people and trusting, positive relationships are evident throughout the service. Staff demonstrate skill and perseverance when seeking to engage children and young people in learning and children and young people are treated with dignity and respect. Children and young people generally feel safe, happy, and well supported across the service.
- Support strategies for children and young people helps them engage well with learning across all areas of the school. Most children and young people are positive about the support they get and how this is impacting well on their progress, self-confidence and ability to engage in learning. While the school is very well resourced to provide targeted support, children and young people need to develop their independence and resiliency skills. Children and young people generally feel listened to although some feel more could be done to act on their views, for example about having the opportunity to leave the school grounds during lunchtimes.
- Through some effective work involving staff, children and young people, the service has developed a shared understanding of wellbeing based on the Getting it right for every child wellbeing indicators. The school is considering ways in which to develop this further, including making wellbeing targets more meaningful to children and young people. A range of strategies (Additional Support Plans, Evaluation of Need, Flexible Programme Plans) are in place to gather key information about children's and young people's needs but are yet to be used in a purposeful way to improve outcomes for children and young people.
- Children and young people engage well in skills-focussed learning activities designed to support and improve their wellbeing. These wellbeing activities include: Physical Education (PE) lessons focussed on physical skills including strength and conditioning activities in the school gym, hospitality and nutritional learning classes and cosmetology courses. Children and young people benefit less from approaches to developing their wellbeing that are worksheet based. In the area bases, young people access highly supportive environments where their emotional and mental wellbeing is carefully considered and attended to. Young people in the area bases consistently report to feeling the benefit of such approaches. Planned approaches to supporting their physical wellbeing are hampered by the lack of access to PE facilities. Some young people in the area bases enjoy accessing beauty/cosmetology courses at the main campus.

- Across the school, Personal and Social Education and health and wellbeing (WHB) lessons vary in quality and this impacts on children's and young people's progress. Learning opportunities are often missed and chances for children and young people to take a lead role in their learning are infrequent.
- Staff make effective use of regular opportunities for professional learning to enhance opportunities for children and young people and help ensure statutory requirements are being met. All staff are Management of Actual or Potential Aggression trained across the school and this equips them with knowledge and skills to support children and young people approaching crisis point. In the main campus, young people receive two hours of quality physical education and guidance for religious observance is followed well. However, this is not the case across all areas of the school which needs to be addressed. Staff across the school should ensure they have a clear understanding of policies on reporting child protection and safeguarding concerns, particularly in the area bases. Across the school, early assessment procedures ensure consideration is being made for CSPs for looked after children. In the main campus, a policy to address young people smoking on school grounds should be developed that includes input from young people, parents, staff and other partners.
- This session, according to their own data, the school has been effective in reducing exclusions from their previous very high numbers in 2014/15 and 2015/16. The number of days lost to exclusion in the school has been brought down from 214 to 55, the frequency from 67 to 12 and the number of pupils affected from 27 to seven. A few children and young people continue to be subject to lengthy exclusions. The school needs to determine on an individual basis whether longer exclusions effectively meets the needs of children and their families. On a few occasions, children and young people are 'sent home' without being recorded as a formal exclusion and the school are aware this needs to be addressed. The school also needs to take further action to better manage the challenging behaviour of a few children and young people to ensure the wellbeing of all pupils.
- According to the school's own data, some areas of the school have been effective in increasing children's and young people's access to their entitlement by improving attendance. While average attendance at the school has remained static at around 74-75% over the last three years, many children and young people show significant improvements compared to their prior levels of engagement. 66% of current school pupils have improved their attendance since arrival over a quarter of them by more than 40%. Children in the Rainbow Cottage average 95.11% attendance in this element of their programme. In Victoria Falls the average attendance is 94% and in Whithorn primary base it is 91%. In the area bases, 91% of pupils have improved their attendance from prior levels from an average of 23% to an average of 46% of their full entitlement. The school is aware that it needs to continue to focus on developing strategies to further improve attendance especially at the secondary stages.
- A few young people at the main campus remain on a reduced timetable, often for lengthy periods of many months. While flexible programmes and outreach maintain engagement with learning in some areas (predominantly English language, mathematics and HWB), young people on reduced timetables are clearly not accessing their entitlement to a Broad General Education (BGE) or senior phase. While making some progress in reducing the use of prolonged part-time timetables, the school should consider identifying more creative and bespoke ways to shorten the length of time young people are not accessing a full

curriculum. Furthermore, many children and young people across the school do not have full access to entitlements to play outdoors and leave school premises like their peers in mainstream schools.

- In the area bases, while their entitlement to a full curriculum exists at their mainstream school, young people are not accessing this in any consistent way and often progress towards this aim is too slow. 50% of current young people in the area bases are on a part-time timetable. There is some evidence of interventions proving successful in supporting young people in the area bases to attend a varied and well matched full-time programme. However, attempts made by the school to intervene often prove unsuccessful for a variety of reasons. The school and the education authority are required to work together with partners, especially mainstream schools, local colleges and community learning and development, to better support young people to fully access their entitlements and return to full-time education following any short-term placement on a reduced timetable.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

Literacy and English language

- The monitoring and tracking systems in place show that most pupils are attaining at an appropriate Curriculum for Excellence level across the school. Most children and young people are making good progress from prior levels of attainment, with some making very good progress.
- In the primary provision, a literacy strategy has been effectively implemented. It promotes six simple activities which all teachers use daily to improve literacy skills. This is leading to children improving their literacy skills.
- In a few classes, opportunities to improve the literacy skills of pupils are missed. A literacy working group has been established and over the course of academic year 2016/17 has targeted reading for enjoyment across the school, with an audit of the effectiveness due in August 2017. A coherent literacy policy is to be developed and implemented in 2017/18.
- English teachers are familiar with the benchmarks and are using these to make assessment judgements. They plan to offer a professional learning activity to other staff to ensure the consistent use of literacy benchmarks across the school.
- At the senior phase, pupils in English classes are very well-engaged in learning and are highly motivated to achieve and attain. Teachers use innovative approaches taking full account of pupils interests and involve them in setting learning tasks and agreeing next steps. Pupils have opportunities to access larger groups where they can offer peer support to each other, participate in class discussions and benefit from a wide range of team teaching approaches. This good practice is now being shared amongst other staff, for example in mathematics and numeracy, and is leading to positive outcomes for pupils. The school effectively tracks attainment in English language to ensure almost all pupils achieve National Qualifications at an appropriate level.

Numeracy

- Overall, the majority of children and young people are making satisfactory progress in numeracy, with some making good or very good progress.

- Almost all children and young people are working within appropriate levels of Curriculum for Excellence or towards National Qualifications in mathematics and numeracy. They are encouraged to work with numbers, calculate percentages and use mental arithmetic strategies in their calculations.
- As they progress through the school, both at the BGE and senior phase, most children and young people are making progress overall in catching up with any gaps in their mathematical knowledge. Upon entry to the school, initial baseline assessments support the identification of areas requiring additional attention for each child. The majority of children and young people are making satisfactory progress in developing their knowledge and skills with number, measurement, information handling, money, fractions and percentages.
- Across the school, there is now a need to provide further planned opportunities for children and young people to develop their mental agility skills. Staff should develop approaches to ensure children and young people have regular, planned opportunities to engage in more open ended, challenging tasks requiring them to work together to solve problems and develop mathematical thinking skills.

Attainment over time

- In recent years, according to the school's own data, most young people in the main campus gained a few National Qualifications predominantly at National 3 and National 4 and a small number of wider achievement awards. There is an improving picture in terms of National Qualifications for young people attending both the main secondary campus and area bases in mathematics and numeracy and, in particular, English language and literacy. Projected results for this session expects young people at the main secondary campus to achieve a good range of National Qualification course awards and units across a far wider range of curricular areas. Most young people attending the area bases are expected to continue to only gain National Qualifications in literacy and numeracy. The school recognises there is scope to further improve pupil attainment both in terms of National Qualifications and wider achievement awards. In particular, the school needs to work with local authority partners, notably mainstream schools, local colleges and community and learning development, to increase attainment and achievement for those young people attending the area bases.
- According to their own figures, the school has been successful in improving levels of attendance for most pupils, many of whom have well established patterns of non-attendance at previous educational placements. The school has also been successful in lowering exclusion figures. As recognised by the school, there is still a need to further improve school attendance particularly at the secondary stages (both in the main campus and area bases) and to continue to lower their exclusion figures.

Achievements

- There are a few young people accessing a narrow range of achievement opportunities across KEAR Campus. This includes indoor, employability and outdoor activities. For example, young people involved in the 'Path for little people' vocational experience at Wiston Lodge as part of a Children in Need project are gaining a sense of achievement, developing team building and practical skills in landscaping. Young people engaged in the ASPIRE programme are developing employability skills through access to work placements and benefiting from personalised support with transition to college. This is helping a few young people sustain placements. The school now needs to continue to widen the range of opportunities across KEAR Campus in all bases. Opportunities for accrediting achievement as part of interdisciplinary or wider curricular learning should also be considered. This includes building on existing and developing new partnerships to support this area. Strengthening connections with authority wide Developing the Young Workforce groups and wider locality planning networks would also be beneficial.
- A few young people are accessing college to study construction. Transition support is provided by school or partner staff. This is enabling young people to sustain their placement and develop employability skills as well as broadening their experience of learning within a college setting. There is scope to widen college opportunities to include other curricular areas such as hospitality and hair and beauty.
- In 2016/17, wider achievement opportunities across the secondary campus and area bases increased to include Saltire Awards, Duke of Edinburgh's Awards and Scottish Qualifications Authority Wellbeing Awards. Although at an early stage, these awards are enhancing the learning offer and providing opportunities for young people to have their achievements accredited through recognised awards. Access to these awards now needs to be extended across all bases to ensure equality of access for all young people.
- A few young people contributing to the life of the school and engaging in wider activities have their contributions recognised through a South Lanarkshire Council certificate. There is scope to build on this certification as a route to gaining access to other recognised awards as part of a progression route.
- Children and young people are able to enjoy success and build skills for life and work in real and relevant contexts such as 'KEAR Salon' and 'Radio KEAR'. The school is aware that there is a need to further develop in this area.

Equity

- The school works well to remove barriers to children's and young people's learning based on individual identified learning needs and personal circumstances. The school should now consider how information regarding each child's socio-economic background could better inform planning to ensure equity of success and achievement for all.
- All school leavers move on to a positive post-school destination. Most are successful in sustaining their placements. The school should build on this positive profile by encouraging and supporting young people to move on into full-time positive destinations including college, employment and further education.

SCHOOL CHOICE OF QI: 2.4 PERSONALISED SUPPORT

- **Universal Support**
- **Targeted Support**
- **Removal of barriers to learning**

- The school has effective systems for gathering both educational and background information about pupils prior to the start of any placement. Verbal and written information is collated and a 'needs analysis' is produced to allow staff to gain a clear understanding of the holistic needs of each pupil, plan appropriate learning tasks and adopt effective strategies and interventions to manage presenting behaviours. Whilst most staff are familiar with this process and use it to build positive relationships with pupils from the outset, there is scope to improve the consistency across all staff.
- In the first six weeks of placement, the school use a range of assessment tools to gain an in depth knowledge of the literacy, numeracy and health and wellbeing needs of pupils. The school has begun to use a range of diagnostic tools as well as formative assessment and at the primary stage the school also uses the Boxall profile, with plans to extend this into the secondary stage. This robust assessment process offers an accurate baseline in literacy, numeracy and HWB and allows staff to measure the impact of interventions. An individual curriculum planning document has recently been developed, which collates information and, in collaboration with partner agencies, parents and children, identifies long and short term (SMART) targets. This document is then used to review progress on a termly basis. This approach is in its very early stages and at present has not been fully implemented across the school.
- Each pupil has a key person, in general a key teacher, within the school who they meet prior to the transition stage and then on a regular basis to review their learning and plan next steps. This leads to positive relationships where pupils feel valued and included. The school has also recently introduced an online tool, which supports pupils to reflect on, record and showcase their personal achievement journey. The school recognises the need to continue to develop the key teacher role to ensure that all staff have a shared knowledge and understanding of what is meant by 'learning conversations', 'SMART' targets and the 'wellbeing wheel'.
- The school has a range of partner agencies including the Child and Adolescent Mental Health Service (CAMHs), Skills Development Scotland (SDS), and Educational Psychology. They all work with individual children and young people as well as offering specific support to the staff team in order to better meet the increasingly complex needs of children and young people.
- Staff have had opportunities to access training on attachment based practice and the school has developed an 'attachment toolkit' in order to improve understanding of the needs of each pupil and adopt a range of strategies and interventions. There is scope to develop this further to ensure that all staff have clarity in their understanding of 'nurture principles' in relation to improving levels of engagement with learning.
- The school offers a high level of support to pupils. Classes are small and are supported by both teachers and support staff. In addition, the family support team offer specific

interventions around aspects of health and wellbeing. The school has recently reviewed the role of support assistants in class and recognises the need to ensure that support is specific and targeted. In the best examples, a few teachers are already involving support assistants in planning learning tasks, ensuring clarity and purpose of their role in improving levels of pupil engagement.

- In the best examples, the school ensures that targeted support results in pupils re-engaging with learning including return to mainstream schools, improved attendance figures and positive destinations sustained beyond six months of leaving school. The school has also reduced exclusion figures and should now ensure that targeted support continues to remove barriers and offer an inclusive learning experience for all pupils.

Particular strengths of the school

- Senior leaders and staff provide a welcoming school environment in which children and young people feel cared for and valued. Children and young people see purpose in learning and achieving. This is helping them to move onto a positive destination.
- Children's and young people's progress in literacy and English language.
- Positive relationships with staff help a number of children and young people to successfully re-engage with their learning.

Agreed areas for improvement for the school

- As an immediate priority, the school needs to work with partners, notably mainstream schools, local colleges and community learning and development, to reduce part-time timetables in the area bases to help ensure young people receive their full entitlements.
- Develop more rigorous and robust approaches to self-evaluation activities in order to improve outcomes for children and young people.
- Continue to raise attainment and wider achievement for all children and young people.

What happens at the end of the inspection?

We will ask for a report on progress within one year of the inspection. This report will inform any decision made by Education Scotland regarding further engagement. When such a decision is made, we will write to you again detailing the improvements the school has made and outlining any further action, agreed with South Lanarkshire Council, that we intend to take.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91% – 99%
Most	75% – 90%
Majority	50% – 74%
Minority/Less than half	15 – 49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot

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