SOUTH LANARKSHIRE COUNCIL

Council Offices, Almada Street
Hamilton, ML3 0AA

Thursday, 25 January 2018

Dear Councillor

Hamilton Area Committee

The Members listed below are requested to attend a meeting of the above Committee to be held as follows:-

Date: **Wednesday, 22 November 2017**
Time: **14:00**
Venue: **Committee Room 1, Council Offices, Almada Street, Hamilton, ML3 0AA**

The business to be considered at the meeting is listed overleaf.

> **Members are reminded to bring their fully charged tablets to the meeting**

Yours sincerely

Lindsay Freeland
Chief Executive

Members
Mary Donnelly (Chair), Peter Craig (Depute Chair), Jackie Burns, Stephanie Callaghan, Andy Carmichael, Maureen Chalmers, Maureen Devlin, Allan Falconer, Graeme Horne, Martin Hose, Joe Lowe, Kenny McCreary, Mark McGeever, Jim McGuigan, Davie McLachlan, Lynne Nailon, Richard Nelson, Mo Razzaq, John Ross, Bert Thomson, Josh Wilson

BUSINESS

1   Declaration of Interests

2   Minutes of Previous Meeting   3 - 6
Minutes of the Hamilton Area Committee held on 13 September 2017 submitted
for approval as a correct record. (Copy attached)

Item(s) for Noting

3   Education Scotland Report for Glengowan Primary School, Larkhall   7 - 42
Report dated 6 November 2017 by the Executive Director (Education
Resources). (Copy attached)

4   Education Scotland Report for KEAR Campus, Blantyre   43 - 78
Report dated 6 November 2017 by the Executive Director (Education
Resources). (Copy attached)

5   Police Scotland - Presentation
A presentation by Inspector Hamilton

Monitoring Item(s)

6   Roads Investment Plan - Progress Report   79 - 86
Report dated 6 November 2017 by the Executive Director (Education
Resources). (Copy attached)

Item(s) for Decision

7   Application HM170437 - Change of Use of Car Parking/Open Space to   87 - 98
Balcony Extension for Al Fresco Dining at Avonbridge Hotel, Carlisle
Road, Hamilton
Report dated 8 November 2017 by the Executive Director (Community and
Enterprise Resources). (Copy attached)

8   Community Grant Applications   99 - 102
Report dated 7 November 2017 by the Executive Director (Education
Resources). (Copy attached)

Urgent Business

9   Urgent Business
Any other items of business which the Chair decides are urgent.

For further information, please contact:-

Clerk Name: Margaret Macdougall

Clerk Telephone: 01698 4543661

Clerk Email: margaret.macdougall@southlanarkshire.gov.uk

HAMILTON AREA COMMITTEE

Minutes of meeting held in Committee Room 1, Council Offices, Almada Street, Hamilton on 13 September 2017

Chair:
Councillor Mary Donnelly

Councillors Present:
Jackie Burns, Stephanie Callaghan, Andy Carmichael, Maureen Chalmers, Peter Craig (Depute), Maureen Devlin, Allan Falconer, Graeme Horne, Martin Grant Hose, Joe Lowe, Kenny McCreary, Mark McGeever, Davie McLachlan, Lynne Nailon, Richard Nelson, Mo Razzaq, Bert Thomson

Councillors' Apologies:
Jim McGuigan, John Ross, Josh Wilson

Attending:
Education Resources
P Brown, Headteacher, St Blane's Primary School; A Hope, Headteacher, St John's Primary School; J McKeran, Headteacher, Woodside Primary School; S Nicholson, Head of Education (Curriculum, Learning and Teaching); L Quinn and A Weatherston, Lead Officers

Finance and Corporate Resources
G Cochran, Administration Assistant; J Muirhead, Administration Adviser

Also Attending:
Scottish Fire and Rescue Service
B Rooney, Station Manager

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1 Declaration of Interests

No interests were declared.

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2 Minutes of Previous Meeting

The minutes of the meeting of the Hamilton Area Committee held on 21 June 2017 were submitted for approval as a correct record.

The Committee decided: that the minutes be approved as a correct record.

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3 Education Scotland Report - St Blane's Primary School, Blantyre

A report dated 30 August 2017 by the Executive Director (Education Resources) was submitted on the outcome of the inspection of St Blane's Primary School, Blantyre made by Education Scotland.

The inspection had taken place in January 2017 as part of a national sample of primary education and the inspection letter reporting on the findings had been published on 14 March 2017.

A number of particular strengths of the school had been identified in the inspection letter. The areas for improvement, agreed with the school and education authority, had been incorporated into the school's improvement plan and parents would be informed of progress in overtaking the points for action. Education Scotland had intimated that they would make no further visits in connection with this inspection.

The Head of Education spoke on key aspects of the report and responded to members' questions.

The Committee decided: that the report be noted.

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4 Education Scotland Report - St John's Primary School, Hamilton

A report dated 30 August 2017 by the Executive Director (Education Resources) was submitted on the outcome of the inspection of St John's Primary School, Hamilton made by Education Scotland.

The inspection had taken place in May 2017 as part of a national sample of primary education and the inspection letter reporting on the findings had been published on 27 June 2017.

A number of particular strengths of the school had been identified in the inspection letter. The areas for improvement, agreed with the school and education authority, had been incorporated into the school's improvement plan and parents would be informed of progress in overtaking the points for action. Education Scotland had intimated that they would make no further visits in connection with this inspection.

The Head of Education spoke on key aspects of the report and responded to members' questions.

The Committee decided: that the report be noted.

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5 Education Scotland Report for Woodside Primary School, Hamilton

A report dated 30 August 2017 by the Executive Director (Education Resources) was submitted on the outcome of the inspection of Woodside Primary School, Hamilton made by Education Scotland.

The inspection had taken place in March 2017 as part of a national sample of primary education and the inspection letter reporting on the findings had been published on 25 April 2017.

A number of particular strengths of the school had been identified in the inspection letter. The areas for improvement, agreed with the school and education authority, had been incorporated into the school's improvement plan and parents would be informed of progress in overtaking the points for action. Education Scotland had intimated that they would make no further visits in connection with this inspection.

The Head of Education spoke on key aspects of the report and responded to members' questions.

The Committee decided: that the report be noted.

6 Presentation by Fire and Rescue Scotland

B Rooney, Station Manager, Hamilton Community Fire Station, Scottish Fire and Rescue Service gave a presentation providing information on progress made during 2016/2017 against the key priorities within the Local Fire and Rescue Area Plan. The current Local Fire and Rescue Area Plan for South Lanarkshire contained the following key priorities:-

♦ local risk management and preparedness
♦ reduction of dwelling fires
♦ reduction of fire casualties and fatalities
♦ reduction of deliberate fire setting
♦ reduction of fires in non-domestic properties
♦ reduction in road traffic collisions
♦ reduction of unwanted fire signals

The performance report provided detailed analysis of relevant performance information covering the period 2016/2017. In order to provide a comparison, performance information was also provided for the financial years 2012/2013 to 2015/2016.

The Station Manager then tabled a summary of the local Fire and Rescue plan and highlighted forthcoming changes as the Service transformed to meet the changing risks associated with today's environment. Those changes included emphasis on a prevention role, home safety, severe weather response, responding to acts of terrorism and out of hospital cardiac arrest.

The members thanked Station Manager Rooney for his informative presentation.

The Committee decided: that the presentation be noted.

[Reference: Minutes of 27 April 2016 (Paragraph 4)]

Councillor Razzaq entered the meeting and Councillor Thomson left the meeting during this item of business

7 Community Grant Applications

A report dated 28 August 2017 by the Executive Director (Finance and Corporate Resources) was submitted on applications for community grant.

The Committee decided: that community grants be awarded as follows:-

(a) Applicant: Royal British Legion Scotland, Women's Section, Larkhall *(HA/6/17)*
       Purpose of Grant: Outing and entrance fees
       Amount Awarded: £250

(b) Applicant: Birkenshaw Welfare Guild, Larkhall *(HA/12/17)*
       Purpose of Grant: Outing and entrance fees
       Amount Awarded: £250

(c) Applicant: Larkhall Water Polo Club, Larkhall *(HA/38/17)*
       Purpose of Grant: Equipment, administration and publicity costs
       Amount Awarded: £300

(d) Applicant: Hamilton Bowling Club (Ladies' Section) *(HA/54/17)*
       Purpose of Grant: Outing and entrance fees
       Amount Awarded: £250

(e)	Applicant: Purpose of Grant: Amount Awarded:	Harleeshill Lunch Club, Larkhall *(HA/55/17)* Outing and entrance fees £120
(f)	Applicant: Purpose of Grant: Amount Awarded:	Tuesday Lunch Club At The Cross, Larkhall *(HA/56/17)* Outing £200
(g)	Applicant Purpose of Grant: Amount Awarded:	Thursday Lunch Club At The Cross, Larkhall *(HA/57/17)* Outing £200
(h)	Applicant: Purpose of Grant: Amount Awarded:	Monday Lunch Club At The Cross, Larkhall *(HA/58/17)* Outing £175
(i)	Applicant: Purpose of Grant: Amount Awarded:	Strutherhill Monday Lunch Club, Larkhall *(HA/59/17)* Outing £175
(j)	Applicant: Purpose of Grant: Amount Awarded:	Thursday Night Group, Larkhall *(HA/60/17)* Outing £175
(k)	Applicant: Purpose of Grant: Amount Awarded:	Newcomers Club, Blantyre *(HA/61/17)* Outing and entrance fees £250
(l)	Applicant: Purpose of Grant: Amount Awarded:	Hamilton Bowling Club *(HA/63/17)* Outing £200
(m)	Applicant: Purpose of Grant: Amount Awarded:	Blantyre Bowling Club (Ladies' Section) *(HA/64/17)* Outing and entrance fees £250
(n)	Applicant Purpose of Grant: Amount Awarded:	112th Lanarkshire Beaver Scouts, Hamilton *(HA/66/17)* Entrance fees £200
(o)	Applicant: Purpose of Grant: Amount Awarded:	112th Lanarkshire Explorer Group, Hamilton *(HA/68/17)* Outing and entrance fees £250
(p)	Applicant: Purpose of Grant: Amount Awarded:	Hamilton Caledonian Bowling Club Senior Section, Hamilton *(HA/71/17)* Outing and entrance fees £250

8 Urgent Business

There were no items of urgent business.

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Hamilton Area Committee**
Date of Meeting:	**22 November 2017**
Report by:	**Executive Director (Education Resources)**

Subject:	**Education Scotland Report for Glengowan Primary School, Larkhall**

1. Purpose of Report
1.1. The purpose of the report is to:-

♦ advise of the outcome of the inspection of Glengowan Primary School by Education Scotland Inspectors

2. Recommendation(s)
2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the Education Scotland report on Glengowan Primary School be noted.

3. Background
3.1. Education Scotland undertook an inspection of the quality of educational provision within Glengowan Primary School in June 2017. The report was published on 29 September 2017.

4. Findings of HM Inspectors
4.1. Particular strengths of the school:-
♦ Staff who work well as a team. They are keen to engage in the process of change in driving forward improvements and securing positive outcomes for children
♦ Confident, well-motivated and engaged children who collaborate well together to achieve tasks
♦ A calm, purposeful and welcoming learning environment characterised by positive relationships and mutual respect

4.2. The Head teacher has made a positive start in driving improvements in the school. In consultation with staff, pupils and parents he has developed a set of school values which promote the holistic development of every child, regardless of the barriers they may face.

4.3. Staff are committed to school improvement. They work very well together as a staff team. Collegiate working is encouraged, and staff are consulted about change across the school.

4.4. There are strong relationships between teachers and children, and amongst children themselves. They enjoy coming to school, and are well behaved and friendly.

4.5. In all classes, children receive feedback which helps them to understand themselves better as learners.
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4.6. In the majority of classes, 'learning logs' or 'snapshot jotters' are used effectively to record children's learning targets and track progress. Children can talk about their learning targets.

4.7. Learning pathways in literacy and numeracy enable children to build on their prior learning and support appropriate progression.

4.8. A new planning format for health and wellbeing is currently being introduced which includes reference to the benchmarks. Staff recognise the need to develop a more challenging, progressive and coherent learning pathway for health and wellbeing.

4.9. Children have an increasing number of opportunities to use digital technology to deepen and enhance their learning.

4.10. The school has been successful in involving and engaging parents in the life of the school and in their children's learning.

4.11. Most children are making good progress in literacy and numeracy and are achieving expected CfE levels.

4.12. Key areas for development were also noted within the report:-

♦ Develop leadership further at all levels
♦ Prioritise key areas for improvement, in particular developing the curriculum, and achieving consistently high-quality learning, teaching and assessment
♦ Develop approaches to wellbeing across the school, including the use of the wellbeing indicators

4.13. There will be no further visits in relation to this inspection.

5. Employee Implications
5.1. None.

6. Financial Implications
6.1. None.

7. Other Implications
7.1. There are no direct risks associated with this report which is provided for information only.

7.2. There are no sustainability issues in connection with the recommendations within this report.

8. Equality Assessment and Consultation Arrangements
8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.

8.2.   The content of Education Scotland reports are shared with parents and discussed at Parent Council meetings.

Tony McDaid
Executive Director (Education Resources)

6 November 2017

Link(s) to Council Values/Objectives
♦   Raise educational attainment for all
♦   Improve the lives of vulnerable children, young people and adults
♦   Get it right for every child
♦   Strengthen partnership working, community leadership and engagement

Previous References
♦   None

List of Background Papers
•   Education Scotland Report – Glengowan Primary School

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
Stewart Nicolson, Head of Education (Hamilton)
Ext: 4475 (Tel: 01698 454475)
E-mail: stewart.nicolson@southlanarkshire.gov.uk

26 September 2017

Dear Parent/Carer

In June 2017, a team of inspectors from Education Scotland visited Glengowan Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

The inspection team found the following strengths in the school's work.

- Staff who work well as a team. They are keen to engage in the process of change in driving forward improvements and securing positive outcomes for children.

- Confident, well-motivated and engaged children who collaborate well together to achieve tasks.

- A calm, purposeful and welcoming learning environment characterised by positive relationships and mutual respect.

The following areas for improvement were identified and discussed with the headteacher and representatives from South Lanarkshire Council.

- Develop leadership further at all levels, including the strategic leadership of the headteacher. Prioritise key areas for improvement, in particular developing the curriculum, and achieving consistently high-quality learning, teaching and assessment.

- Develop approaches to wellbeing across the school, including the use of the wellbeing indicators. This will enable teachers to assess children's progress and achievement in this area more effectively.

- Continue to raise attainment across all curriculum areas.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school[1]?* Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are Education Scotland's evaluations for Glengowan Primary School:

Leadership of change	**satisfactory**
Learning, teaching and assessment	**good**
Raising attainment and achievement	**good**
Ensuring wellbeing, equality and inclusion	**satisfactory**

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at **https://education.gov.scot/inspection-reports/south-lanarkshire/8522820**.

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. South Lanarkshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Dennise Sommerville
HM Inspector

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[1] How good is our school? (4th Edition) 2015 How good is our school? (fourth edition)

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the telephone number below and we will let you know what is available.

If you want to give us feedback or make a complaint about our work, please contact us by e-mail: complaints@educationscotland.gsi.gov.uk, or telephone us on the number below, or write to us addressing your letter to

The Complaints Manager
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

Transforming lives through learning

Primary Pupil Questionnaire Summary

Centre Name: Glengowan Primary School
SEED Number: 8522820
Pupil numbers (P4-P7): 194
Number of responses : 187

Percentages are rounded and may not add up to 100%

Percentage %

|		Agree	Disagree	Don't know	Didn't answer
Q1	I feel safe in my school	90	2	7	1
Q2	I have someone in my school I can speak to if I am upset or worried about something	88	4	6	1
Q3	Staff treat me fairly and with respect	90	4	5	1
Q4	Other pupils treat me fairly and with respect	72	9	19	1
Q5	My school helps me to understand and respect other people	94	1	3	2
Q6	My school listens to our views and takes them into account	73	7	19	1
Q7	I feel comfortable approaching staff with questions or suggestions	74	10	14	2
Q8	My school is helping me to become confident	83	4	12	1
Q9	My school teaches me how to be healthy	87	4	8	1
Q10	There are lots of chances at my school for me to get regular exercise	83	4	11	2
Q11	Staff help me to understand how I am progressing	79	4	16	1
Q12	My homework helps me to understand and improve my work in school	66	14	19	1
Q13	I have the opportunity to take part in school clubs	84	9	6	1
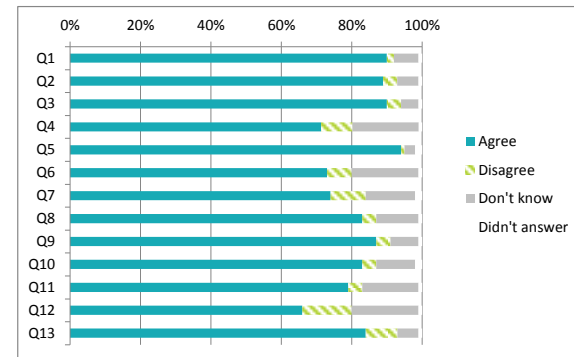
Percentage %

		All of the time	Some of the time	Not very often	Don't know	Didn't answer
Q14	Other children behave well	8	82	7	2	1
Q15	I enjoy learning at school	35	56	6	2	2
Q16	I feel that my work in school is hard enough	36	50	11	3	1
Q17	I know who to ask to get help if I find my work too hard	70	20	9	1	1
Q18	I am encouraged by staff to do the best I can	74	16	5	4	1
Q19	My teachers ask me about what things I want to learn in school	22	50	24	3	2
Q20	I am happy with the quality of teaching in my school	68	25	5	1	2
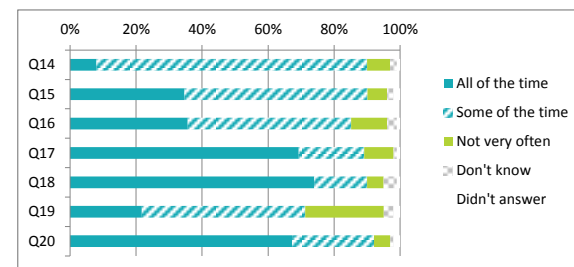
Percentage %

		Agree	Disagree	Never experienced	Didn't answer
Q21	My school deals well with any bullying	55	14	29	1
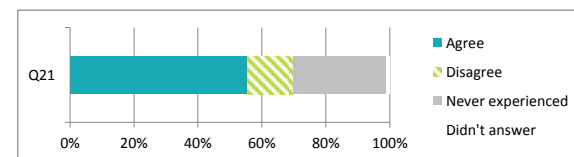
Percentage %

		Agree	Disagree	Haven't moved	Didn't answer
Q22	I was well supported if I moved to a new school within the last year	20	3	75	2
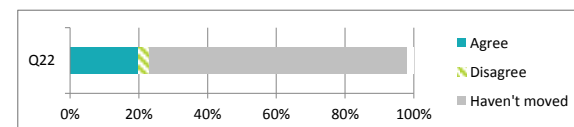
15

Primary Parent Questionnaire Summary

Centre Name:Glengowan Primary School
SEED Number: 8522820
Pupil numbers (P4-P7): 194
Number of responses : 62

Disclosure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being identified.
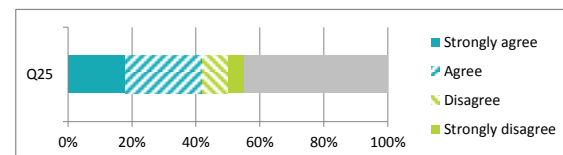Where there were fewer than ten responses to a question (excluding those who didn't answer),the data has been suppressed ("x")
in order to avoid identification of individuals.
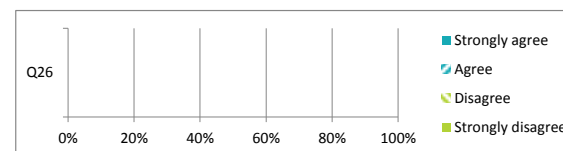
Percentages are rounded and may not add up to 100%

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Didn't answer
Q1	My child likes being at this school	58	37	3	2	0	0
Q2	Staff treat my child fairly and with respect	65	29	5	2	0	0
Q3	I feel that my child is safe at the school	58	40	0	0	2	0
Q4	The school helps my child to feel confident	45	50	2	2	2	0
Q5	I feel staff really know my child as an individual	56	32	6	2	3	0
Q6	My child finds their learning activities hard enough	24	58	11	0	6	0
Q7	My child receives the help they need to do well	45	50	3	2	0	0
Q8	My child is encouraged to be healthy and take regular exercise	42	55	0	2	2	0
Q9	The school supports my child's emotional wellbeing	44	45	3	2	6	0
Q10	My child is making good progress at school	42	50	3	2	3	0
Q11	I receive helpful information about how my child is doing e.g. informal feedback, reports	47	45	6	2	0	0
Q12	The information I receive about how my child is doing reaches me at the right time	44	37	15	2	3	0
Q13	I understand how my child is assessed	34	39	23	2	3	0
Q14	The school gives me advice on how to support my child's learning at home	35	48	11	2	3	0
Q15	The school organises activities where my child and I can learn together	31	48	16	3	2	0
Q16	The school takes my views into account when making changes	32	47	8	3	10	0
Q17	I feel comfortable approaching the school with questions, suggestions and/or a problem	48	40	5	3	3	0
Q18	I am kept informed about the work of the Parent Council and/or parent association	45	47	3	5	0	0
Q19	I feel encouraged to be involved in the work of the Parent Council and/or parent association	31	52	6	6	5	0
Q20	I am satisfied with the quality of teaching in the school	47	45	6	2	0	0
Q21	The school is well-led and managed	45	40	6	2	6	0
Q22	The school encourages children to treat others with respect	53	39	3	2	2	2
Q23	I would recommend the school to other parents	58	35	3	3	0	0
Q24	Overall, I am satisfied with the school	60	34	5	2	0	0
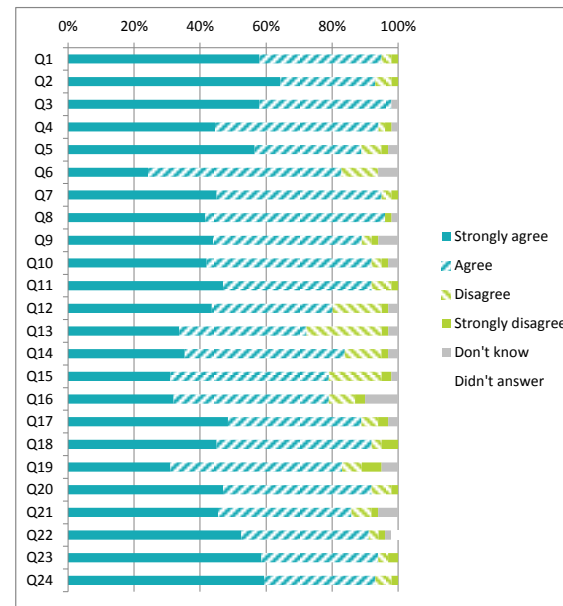
Legend:
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- Didn't answer

		Strongly agree	Agree	Disagree	Strongly disagree	Never experienced	Didn't answer
Q25	The school deals well with any bullying	18	24	8	5	45	0

Legend:
- Strongly agree
- Agree
- Disagree
- Strongly disagree

		Strongly agree	Agree	Disagree	Strongly disagree	Hasn't moved	Didn't answer
Q26	My child was well supported if they moved to a new school within the last year	x	x	x	x	x	x

Legend:
- Strongly agree
- Agree
- Disagree
- Strongly disagree

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School Partner Questionnaire Summary

Centre Name:Glengowan Primary School
SEED Number: 8522820

Number of responses : 1

Where there were fewer than ten responses to a question (excluding those who didn't answer),the data has been suppressed ("x")
in order to avoid identification of individuals.

Percentages are rounded and may not add up to 100%

		Percentage %						
		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	N/A	Didn't answer
Q1	My service/organisation works in partnership with the school on a regular basis	x	x	x	x	x	x	x
Q2	We are aware of the school's procedures for reporting child protection concerns	x	x	x	x	x	x	x
Q3	My service/organisation has a clear understanding of the school's strategies for raising attainment for all	x	x	x	x	x	x	x
Q4	There are effective arrangements in place for jointly planning services with the school	x	x	x	x	x	x	x
Q5	There are effective arrangements to jointly deliver services with the school	x	x	x	x	x	x	x
Q6	My service/organisation is involved in the school's self-evaluation process	x	x	x	x	x	x	x
Q7	Roles and responsibilities are clearly defined within the partnership	x	x	x	x	x	x	x
Q8	Effective arrangements are in place to evaluate the impact of our partnership working	x	x	x	x	x	x	x
Q9	My service/organisation is kept up to date with changes in the school which may affect the services we deliver.	x	x	x	x	x	x	x
Q10	The school provides my service/organisation with relevant information about the needs of learners	x	x	x	x	x	x	x
Q11	Arrangements are in place to support my service/organisation to share relevant information about the progress of learners with the school	x	x	x	x	x	x	x
Q12	The school values the contribution made by my service/organisation	x	x	x	x	x	x	x
Q13	The school actively promotes my service/ organisation to potential users	x	x	x	x	x	x	x
Q14	There are opportunities to network, share practice and participate in joint training and development	x	x	x	x	x	x	x
Q15	My service/organisation has a clear understanding of the social, cultural and economic context of the school	x	x	x	x	x	x	x
Q16	Overall, partnership working with the school works well	x	x	x	x	x	x	x
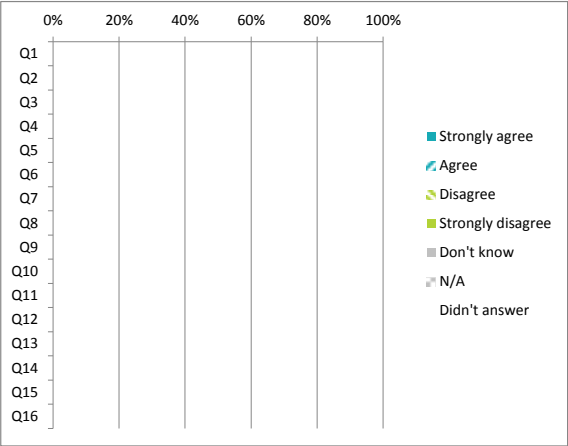
Legend: Strongly agree, Agree, Disagree, Strongly disagree, Don't know, N/A, Didn't answer

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Teaching and Pupil Support Questionnaire Summary

Centre Name:Glengowan Primary School
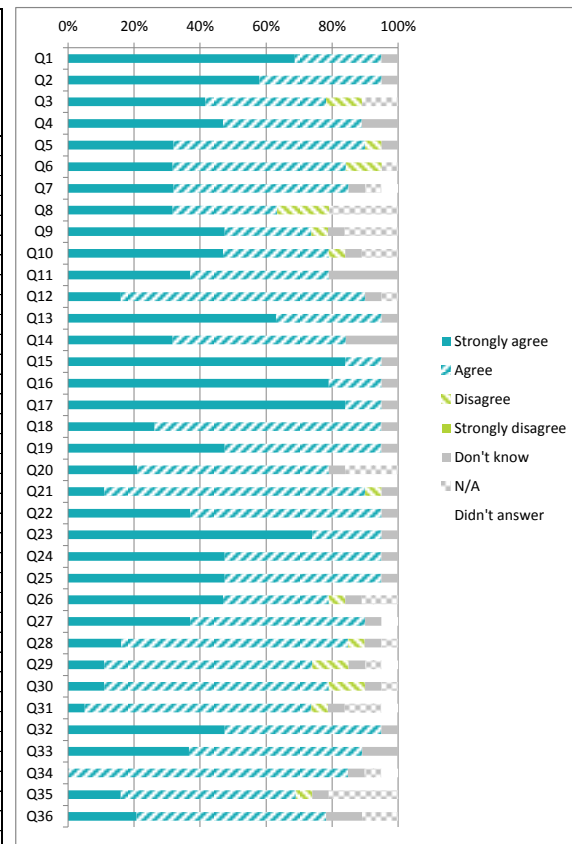SEED Number: 8522820
Teacher numbers (FTE): 18
Number of responses : 19

Disclosure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being identified.

Percentages are rounded and may not add up to 100%

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	N/A	Didn't answer
Q1	I find it rewarding to be a member of staff at this school	68	26	0	0	5	0	0
Q2	I feel a valued part of the school community	58	37	0	0	5	0	0
Q3	I am encouraged to learn and share practice with colleagues from other schools	42	37	11	0	0	11	0
Q4	I have a clear understanding of the social, cultural and economic context of the school	47	42	0	0	11	0	0
Q5	I feel appropriately supported by the school to undertake my role	32	58	5	0	5	0	0
Q6	I am supported to engage in professional learning	32	53	11	0	0	5	0
Q7	My professional learning enables me to reflect on and improve my practice	32	53	0	0	5	5	5
Q8	I have regular opportunities to undertake leadership roles	32	32	16	0	0	21	0
Q9	I have opportunities to be involved in agreeing priorities for the school	47	26	5	0	5	16	0
Q10	I am actively involved in the school's on-going self-evaluation	47	32	5	0	5	11	0
Q11	GTCS standards are used to support professional dialogue	37	42	0	0	21	0	0
Q12	I use information and data effectively to identify and reduce inequalities in children and young people's outcomes	16	74	0	0	5	5	0
Q13	I understand how to apply the school's procedures relating to child protection and safeguarding	63	32	0	0	5	0	0
Q14	The school's vision and values underpins my work	32	53	0	0	16	0	0
Q15	Staff treat all children and young people fairly and with respect	84	11	0	0	5	0	0
Q16	Colleagues treat each other with respect	79	16	0	0	5	0	0
Q17	Children and young people are encouraged and supported to treat others with respect	84	11	0	0	5	0	0
Q18	Children and young people are well behaved	26	68	0	0	5	0	0
Q19	The school deals effectively with bullying	47	47	0	0	5	0	0
Q20	I am provided with feedback when I report a bullying incident	21	58	0	0	5	16	0
Q21	Staff at all levels within the school communicate effectively with each other	11	79	5	0	5	0	0
Q22	The school's arrangements for engaging parents in their children's learning are effective	37	58	0	0	5	0	0
Q23	The school is well-led and managed	74	21	0	0	5	0	0
Q24	Collaborative working across the school is effective in taking forward improvement	47	47	0	0	5	0	0
Q25	Children and young people are engaged in their learning	47	47	0	0	5	0	0
Q26	I give children and young people regular feedback which helps them to progress	47	32	5	0	5	11	0
Q27	Children and young people are provided with experiences which meet their learning needs	37	53	0	0	5	0	5
Q28	Children and young people are involved in talking about and planning their learning	16	68	5	0	5	5	0
Q29	Children and young people are involved in setting their learning targets	11	63	11	0	5	5	0
Q30	Children and young people have the opportunity to lead their learning	11	68	11	0	5	5	0
Q31	I receive appropriate support for planning, preparation and assessment	5	68	5	0	5	11	5
Q32	The school has effective strategies for supporting children and young people with their learning, including those requiring additional support	47	47	0	0	5	0	0
Q33	Staff have a shared understanding of their 'responsibility for all' in literacy, numeracy and health and wellbeing	37	53	0	0	11	0	0
Q34	I feel supported by a range of moderation activities which enable me to engage effectively with literacy and numeracy	0	84	0	0	5	5	5
Q35	I have regular opportunities to help shape the curriculum through discussions with colleagues and partners	16	53	5	0	5	21	0
Q36	I am aware of the school's strategies for raising attainment for all	21	58	0	0	11	11	0

Percentage %

Legend: Strongly agree, Agree, Disagree, Strongly disagree, Don't know, N/A, Didn't answer

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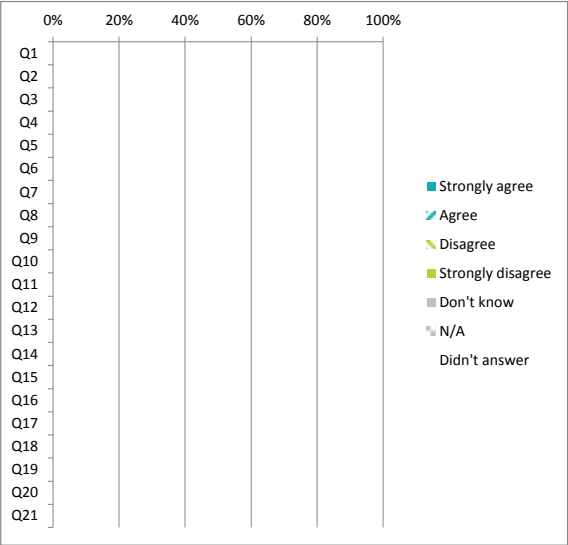# School Support Questionnaire Summary

Centre Name:Glengowan Primary School
SEED Number: 8522820

Number of responses : 4

Where there were fewer than ten responses to a question (excluding those who didn't answer),the data has been suppressed ("x") in order to avoid identification of individuals.

Percentages are rounded and may not add up to 100%

		Percentage %						
		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	N/A	Didn't answer
Q1	I find it rewarding to be a member of staff at this school	x	x	x	x	x	x	x
Q2	I feel a valued part of the school community	x	x	x	x	x	x	x
Q3	I am encouraged to learn and share practice with colleagues from other schools	x	x	x	x	x	x	x
Q4	I have a clear understanding of the social, cultural and economic context of the school	x	x	x	x	x	x	x
Q5	I feel appropriately supported by the school to undertake my role.	x	x	x	x	x	x	x
Q6	I have regular opportunities to undertake leadership roles	x	x	x	x	x	x	x
Q7	My professional learning enables me to reflect on and improve my practice	x	x	x	x	x	x	x
Q8	I am supported to engage in professional learning	x	x	x	x	x	x	x
Q9	I have opportunities to be involved in agreeing priorities for the school	x	x	x	x	x	x	x
Q10	I am actively involved in the school's on-going self-evaluation	x	x	x	x	x	x	x
Q11	I understand how to apply the school's procedures relating to child protection and safeguarding	x	x	x	x	x	x	x
Q12	The school's vision and values underpins my work	x	x	x	x	x	x	x
Q13	Staff treat all children and young people fairly and with respect	x	x	x	x	x	x	x
Q14	Colleagues treat each other with respect	x	x	x	x	x	x	x
Q15	Children and young people are encouraged and supported to treat others with respect	x	x	x	x	x	x	x
Q16	Children and young people are well behaved	x	x	x	x	x	x	x
Q17	The school deals effectively with bullying	x	x	x	x	x	x	x
Q18	I am provided with feedback when I report a bullying incident	x	x	x	x	x	x	x
Q19	Collaborative working across the school is effective in taking forward improvement	x	x	x	x	x	x	x
Q20	Staff at all levels within the school communicate effectively with each other	x	x	x	x	x	x	x
Q21	The school is well-led and managed	x	x	x	x	x	x	x

Legend:
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- N/A
- Didn't answer

Summarised inspection findings

Glengowan Primary School

South Lanarkshire Council

SEED No: 8522820

29 September 2017

Transforming lives through learning

1.3 Leadership of change	satisfactory

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. 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 headteacher has been in post only five months. In that short time he has made a positive start to driving improvements in the school. In consultation with staff, pupils and parents he has developed a set of school values which promote the holistic development of every child, regardless of the barriers they may face. Building on the collaborative review of the revised values, the school needs to work with children, parents and key partners to achieve a shared understanding of the unique context of Glengowan Primary School. At the time of inspection the headteacher was planning to carry out a full consultation with all stakeholders to review the outdated vision and aims for the school. In moving forward he should ensure the refreshed vision and aims reflect the current context of the school, are in line with national policy and become implemented fully in the daily work of the school. Working together with all stakeholders on a strategic plan for taking key priorities forward will help bring an interconnectedness to developments that are currently progressing independently.

- The headteacher is committed to and focused upon securing improved outcomes for all children. He is well respected by children, parents, staff and the local community. He is beginning to develop a culture of self-evaluation and collaborative leadership at all levels. The headteacher is supported well by a depute headteacher and two principal teachers. In moving forward the headteacher plans to review the remits of the senior leadership team and encourage further leadership opportunities for all staff. This will allow him to develop further the strategic leadership of the school. More effective and rigorous processes for self-evaluation which demonstrate improvements for children should be developed. This will help staff to be more robust in how they evaluate their work against achieving positive impact for children.

- There are strong and productive working relationships across the school. Activities focusing upon the community of Glengowan Primary School are supporting children's already strong sense of belonging, whilst enhancing their learning about the local community. There is scope for the school to plan links with businesses, partners, employers and parents better in the local community. This will raise children's awareness further of career pathways and skills for learning, life and work. As planned, the school should continue to develop the leadership skills of children, both in directing their own learning in class and across the wider life of the school and their community.

- Staff are committed to school improvement. They work very well together as a staff team. Collegiate working is encouraged and staff are consulted about change across the school. With the support and direction of the senior leadership team, all staff now need to develop and participate in more rigorous approaches to monitoring and evaluating

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practice. This will help them to understand more fully the strengths and areas for improvement required in the school whilst meeting the needs of all children more effectively. As planned, senior leaders need to work with all staff to develop further awareness of the range of data which can be used to inform planning and tracking and monitoring procedures. Greater emphasis now needs to be placed on the acquisition and effective use of robust and reliable data.

- The headteacher has recently developed and introduced regular opportunities for professional dialogue with staff about children's next steps in learning. There is scope for these discussions to be more rigorous and focused on the attainment and achievement of all with the aim of achieving equity. The current school improvement plan (SIP) includes key priorities for raising attainment in literacy and numeracy and mathematics and improving health and well-being for all pupils. In moving forward the school should involve all stakeholders further in identifying and agreeing improvement priorities. Progress should then be evaluated through more explicit and measurable improvements in outcomes for children.

- At the time of inspection, the headteacher was creating a draft quality assurance calendar. Working with staff, he needs to ensure approaches to quality assurance are given a higher priority and are undertaken in a more formal, comprehensive and systematic way. Senior leaders need to undertake more rigorous monitoring of the quality of learning and teaching to ensure there is greater consistency of high-quality experiences for children across the school. A programme of class visits should be established, with next steps agreed and used as a focus for improvement. Dialogue following these could help inform the professional review and development process. Such approaches will help identify best practice which could then be shared with all staff.

- One specific feature of the headteacher's positive influence in the school has been his success in engaging staff in professional reading to support developments in learning and teaching. All staff should now build on this achievement to support creativity, innovation and enquiry which benefits the school and the needs of learners. For this to be fully successful, all staff will require increased planned peer learning opportunities and skills developed further in gathering and analysing information from which to judge the impact on children's learning.

- The headteacher has made a positive start to school improvement. He now needs to lead an increase in the pace of change around curriculum development and achieve consistency in learning, teaching and assessment. Identifying and building on the strengths of all staff and empowering them to take further responsibility will build the capacity for school improvement.

2.3 Learning, teaching and assessment	good

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*

Learning and engagement
- Teachers have worked hard to create a positive ethos within the school that results in almost all children being well motivated. There are strong relationships between teachers and children, and amongst children themselves. They enjoy coming to school, and are well behaved and friendly. There is a supportive atmosphere in the school where almost all are treated with respect. Children feel teachers are approachable and support them in learning.

- In the majority of classes, children are actively engaged in their learning. They are eager participants, and interact well during activities both within and outwith the classroom. They also support one another well during group work and, when given the opportunity, show skills in collaboration.

- Tasks, activities and resources could be better matched to meet the needs of all children. There is significant scope to build on existing strategies for differentiation that will allow children to make better progress in their learning.

- In a few classes, children take responsibility for leading learning. However, there is scope to develop this further. Children would benefit from experiencing increased independence in their learning where they take decisions, initiate and organise tasks and demonstrate self-reliance. In addition, teachers need to provide greater opportunities for children to engage in active learning where they develop skills such as problem solving.

- In most classes, teachers use digital technology effectively to enhance learning. There are strong examples of children responding well to the use of technology. This is being deployed well to support children's creativity and curiosity. In moving forward, the school should consider ways in which learners can independently access digital technology to support and challenge them in all areas of their learning.

Quality of teaching
- Overall the quality of teaching across the school is good. Developing a shared understanding of what constitutes effective teaching, learning and assessment at Glengowan Primary School will support staff in ensuring consistently high-quality learning and teaching experiences for all children.

- In almost all lessons, staff share the purpose of lessons through the use of learning intentions. As a result, the majority of children are clear about what they are learning and

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how they can achieve success in relation to a particular lesson. Learning intentions and success criteria could be better framed at times so that they are related directly to what children are learning and what success looks like.

- In most classes, teachers provide clear explanations and instructions to children regarding learning activities. Interactions with the class, group and individuals are supporting children's thinking. As a result, in most classes, children are developing their skills in talking about their learning. This practice should be developed further and shared across all stages to ensure that dialogue with children is not too teacher led.

- In the majority of lessons, teachers make effective use of questioning to encourage children to think. They are developing their skills in asking questions that are open ended and allow children to respond more fully. In taking this forward, a useful next step would be for staff to explore effective questioning that allows children to demonstrate higher order thinking.

- In all classes, children receive feedback which helps them to understand themselves better as learners. In the best examples, high-quality feedback is linked well to success criteria. This positive practice should now be shared more widely across the school so that children can more readily identify their strengths and next steps in learning.

Effective use of assessment
- The school has identified raising attainment in literacy and numeracy as two of its key priorities in its School Improvement Plan (SIP). Teachers are engaging with the literacy and numeracy benchmarks to support planning for progression and in making more robust professional judgements of children's progress and achievement of a Curriculum for Excellence (CfE) level. A range of evidence such as sampling children's work and analysing the results from a range of summative tests are currently used by teachers to inform their professional judgements. Staff are developing confidence in scrutinising and analysing attainment data in context, although this is work in progress. A focus on planning assessment around 'say, make, write and do' would support teachers in widening the range of evidence they use to make robust professional judgements.

- There has been a recent focus on sharing expectations and standards. As a result, staff are developing their understanding of the need to use reliable evidence to report on children's progress in literacy and numeracy. There is scope to extend this work to include other areas of the curriculum.

- The school's approach to assessment is under review and staff have recently taken steps towards developing more consistency in the gathering, analysis and use of assessment information. The variety of standardised assessments used, include those in areas such as reading, spelling and numeracy. They support teachers in gauging children's progress and attainment in these areas. The information from these assessments could now be used more effectively to inform the planning of learning and teaching.

- In the majority of classes, 'learning logs' or 'snapshot jotters' are used effectively to record children's learning targets and track progress. The majority of children can talk about their learning targets. There is scope to develop more effective feedback strategies in partnership with children so that they have a greater sense of ownership of their learning targets and progress.

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Planning, Tracking and Monitoring

- All staff have been developing revised approaches to planning which are more manageable and purposeful. They should continue to develop these revised planning frameworks to ensure progress in learning for all children across all areas of the curriculum. This will assist staff in making more effective use of revised tracking and monitoring systems to raise attainment.

- Staff report that recent changes to the ways in which they record, track and monitor children's progress are more manageable and support them in working collaboratively to meet the needs of all. Staff are beginning to develop their skills in interpreting and responding to this information. They discuss tracking information regularly with members of the senior leadership team. A useful next step would be to develop approaches further to tracking and monitoring which ensure that information is used to raise attainment across all areas of the curriculum and for all children.

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2.2 Curriculum: theme 2: Learning Pathways

- The school recognises the need to work with all stakeholders to develop a clear curriculum rationale which ensures children receive their entitlement to a broad general education in line with national expectation. In doing so, the school acknowledges that the rationale must take account of the local context and the commitment to meeting the needs of all children.

- The headteacher, in consultation with staff, needs to create a strategic curricular framework to help organise the curriculum. This should include an outline of how the four contexts of the curriculum are planned holistically to provide children with a coherent and progressive learning experience. Continuing to develop a shared understanding will support staff at all levels to design a curriculum that meets children's entitlements to a broad general education. The headteacher recognises the need to develop further outdoor learning. The role of interdisciplinary learning could be reviewed to ensure that it enhances children's learning further.

- Learning pathways in literacy and numeracy enable children to build on their prior learning and support appropriate progression. There now needs to be clear and flexible progression pathways in all curricular areas to ensure children make appropriate progress. As recognised by teachers, these pathways should take account of the benchmarks in each curricular area. This will support teachers to develop a shared understanding of standards and expectations across all curriculum areas and help inform achievement of a CfE level.

- A new planning format for health and wellbeing is currently being introduced which includes reference to the benchmarks. This is at a very early stage of development and is not used consistently across the school. Staff recognise the need to develop a more challenging, progressive and coherent learning pathway for health and wellbeing.

- Children have an increasing number of opportunities to use digital technology to deepen and enhance their learning. In moving forward, the school is aware of the need to develop a whole school strategy in this area. This will ensure children have further opportunities across the curriculum to develop appropriate knowledge and skills in this important area.

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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. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

2.7 Partnerships: theme 3: Impact on learners – Parental Engagement

- The school has a good reputation in the community and the recently revised value statements are beginning to contribute to developing further these community relationships.

- The school has been successful in involving and engaging parents in the life of the school and in their children's learning. Parents are able to engage with their child's learning through 'learning logs', learning postcards, showcase learning events, 'Friends and Family' events, sharing work at home and 'snapshot jotters'. In particular, parents are made aware of how to support children with literacy and numeracy. There is effective communication using a variety of media. Staff are sensitive to the differing needs of the parent body and they endeavour to be inclusive in the approach to involving all parents. Parents approach the headteacher with concerns readily.

- The Parent Council works hard to involve all parents in its work and has achieved success through organising family fun nights and events such as a 'Strawberry Fayre'.

- The school is beginning to track parental participation in school events. Most parents participate in requests to support their children's learning. As planned the school should continue to explore further ways to involve parents in opportunities to support learning. Parents are encouraged to inform and celebrate children's successes within and outwith school.

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3.1 Ensuring wellbeing, equality and inclusion	satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's 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 every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

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

Wellbeing
- In reviewing its values the school has identified the importance of respect and resilience. This demonstrates a commitment to health and wellbeing as central to the life and work of the school. As a result, children are beginning to articulate what makes them responsible and how to respect others. The use of wellbeing indicators is not yet embedded across the school. As a result, children are not consistently using the language of wellbeing and this limits their ability to reflect and articulate their thoughts and feelings in this area.

- The school recognises that a whole school strategic approach would better serve it in identifying and addressing health and wellbeing priorities. This approach should be informed by local and national health related information as well as individual need. It should also be based on a clear and shared understanding of wellbeing throughout the whole school community involving children, staff, and parents.

- Positive relationships and a strong ethos of care and consideration for others are clearly evident amongst children in their interactions with all adults in school and with visitors. Almost all children who responded to the pre-inspection questionnaire feel safe in school and that they are treated respectfully. Almost all have a trusted adult they can confide in with any concerns or worries. Systems for children to raise concerns anonymously are familiar to most children. Children new to P1, benefit from senior buddies who are trained to support them in making new friendships as they settle into school. There is scope for greater involvement of children in taking roles to lead aspects of wellbeing.

- The school's promotion of a healthy lifestyle is well recognised by children. They respond positively to opportunities to participate in regular physical exercise including the after-school football club, at PE and during active playtimes. Children understand the positive impact of daily activity on their physical health. Through their experiences in competition and festivals, they experience a sense of achievement and pride in representing their school. Active Schools information indicates positive, sustained trends in numbers of participants. Over the past three years, more than half of participants are girls which is good progress towards the national target. A gap in provision for younger children has been identified and addressed.

- Children are developing a broad understanding of how to keep safe in a range of situations including on the road and in relation to peer pressure. They describe strategies they can employ when faced with challenging situations. For a small number

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of children coping with significant personal challenges, the regular support of a local charity is delivering positive outcomes in terms of their social wellbeing, anger management, relationships and engagement in learning.

- Children understand the principles of a balanced diet. They recognise ways in which the school supports healthy food choices through, for example, rewarding healthy snack choices during Health Weeks. Children recognise the choices they make do not always reflect their awareness of healthy options. The school would benefit from a whole school approach to the promotion of healthy food choices which would raise the profile of healthy eating.

Fulfilment of statutory duties
- Staff are regularly updated on statutory duties and follow local authority guidelines, including child protection training. Attendance is in line with national expectations and there have been no exclusions in the last year.

- The school has clear procedures in place for identifying and supporting children who have additional support needs. Appropriate learning targets, as part of Additional Support Plans (ASPs), are set by the support for learning teacher and class teacher. A few children appear to meet the requirements for a Coordinated Support Plan (CSP) but do not, as yet, have one.

- Targeted support is identified according to individual need. For example, participation in the Rainbow Room nurture programme and the Glee club are raising children's confidence, addressing worries and helping them to develop friendships. Parents are consulted about targets in children's ASPs informally, midway through the year, and formally at the end of the year. These are supporting children to make progress in their learning. The school should now take steps to involve parents and children in setting long and short-term targets in ASPs.

Inclusion and equality
- Almost all children are included, engaged and involved in the life of the school. The school ensures the needs of all children are taken into account when planning events, excursions and residential experiences to ensure parity of access.

- Children who require additional support with their learning receive this through targeted intervention programmes. However, they are receiving this support predominantly through extraction from class. The school needs to review these arrangements to ensure children who require additional support continue to be included in all curricular activities.

- Most children's understanding of diversity is being developed through learning in religious and moral education and through health and wellbeing. This is enhanced by external organisations. The school should now build on this practice to support staff to become reflective practitioners who take account of the protected characteristics in all aspects of school life.

- The school is proactive and is implementing planned strategies to improve outcomes for almost all children who face challenges to their learning. The school works very well with a wide range of partner agencies, taking advice when planning to meet the needs of individual children.

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- Staff have increasing knowledge of circumstances affecting children's lives. The school is aware of socio-economic disadvantage and has begun to track progress in literacy and numeracy in relation to this to ensure equity. It is beginning to take steps to identify the gaps affecting individuals and cohorts of children. This information will help the school identify the most appropriate interventions to be made, and priorities for the Pupil Equity Fund (PEF).

- To ensure all children are included fully in lessons, teachers need now to ensure that all planned tasks and activities provide appropriate challenge and support where appropriate.

- Children's awareness of diversity, inequality and tolerance has been raised through areas of the curriculum. For example, anti-sectarian work involving the Nil by Mouth project and celebration of other world religions. Whilst the school states it deals with matters as and when they occur, it needs to develop systems for recording and tracking complaints and occurrences such as racial, bullying and behaviour incidents.

- The school should review arrangements for children who do not attend school on a full-time basis to ensure an equitable experience. There needs to be a planned programme in place to ensure that such children receive their entitlement to a broad general education.

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3.2 Raising attainment and achievement	good

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*

Attainment in literacy and numeracy

- The proportion of children attending Glengowan Primary School identified as requiring additional support with their learning is below the national average. The learning needs of children across the school have been taken into account by inspectors in reaching evaluations. Overall, most children are making good progress in literacy and numeracy and are achieving expected CfE levels. A few are, at times, performing above the level expected for their age and stage and a few are making limited progress. Overall, it is the view of inspectors that there is scope for improvement in attainment. This is particularly true for children at P3 and P4 who are working towards or have recently achieved first CfE level.

- Monitoring and tracking meetings between senior leaders and teachers focus on children's progress in literacy and numeracy. Developing the rigour of these as they become better established, together with embedding the recently devised monitoring and tracking system, will support raising attainment of all further.

English language and literacy

- **Listening and Talking:** Overall, children are developing and applying skills in listening and talking across their learning. Children benefit from a range of opportunities to develop their skills in listening and talking. For example, in their cooperative learning groups for reading, during topic work and showcasing their learning to parents and friends. Their skills in interacting with others are developing and they are becoming more able to listen well and show respect for other's views. At the early stages, children have many opportunities to practise their talking and listening across learning, resulting in almost all children attaining at levels expected for their age. A majority at the middle stages need more practice in developing good listening behaviours. At the upper stages, children are beginning to demonstrate an understanding of different types of questions for remembering, analysing, understanding and applying.

- **Reading:** Most children are engaging well with a range of texts and can select texts for their personal reading. There has been an increased focus on the teaching of reading skills including summarising, questioning, analysing, predicting and clarifying. Systematic tracking of the progress of these skills is not yet embedded to ensure that attainment in reading is consistently improving. The school has recently introduced book banding. Staff report that this is supporting them to track progress with reading over time. Children are now beginning to benefit from newly purchased books matched to their reading levels. From P4 to P7, reciprocal reading has been introduced. This is

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having a positive impact on attainment in reading in the upper stages of the school. A majority of children can read fluently and discuss the key points of a text. Children are gaining in confidence in reading aloud, supported through paired reading experiences. Children at P1 are developing their phonic skills in a planned and progressive way. They are developing confidence with initial sounds and blending to support their reading. Almost all children are progressing well with early reading skills.

- **Writing:** Overall, a majority of children are making good progress in writing. By the end of P1, most children are achieving levels expected for their age, with a majority achieving expected levels for writing by the end of P4 and P7. There are examples of children writing well across a range of genres at the upper stages. There is now a greater focus on the teaching of key skills in writing including use of ambitious vocabulary, connectives, spelling, grammar and punctuation. This is resulting in a few children, at all stages, achieving CfE levels above that expected for their age.

Mathematics and numeracy

- Overall, children enjoy their experience of mathematics and numeracy. They enjoy the variety of learning experiences that are now planned for them. Children at the upper stages can cite a range of examples of how their numerical and mathematical knowledge and skills are relevant to life beyond the classroom and how they may be useful to them in some chosen future careers.

- **Number:** Almost all children at P1 are able to count with confidence and can perform calculations requiring addition and subtraction up to 10 with most able to go beyond this. Most understand the concept of 'splitting fairly' and are beginning to relate this to simple fractions. Most children in P6, working towards achieving CfE second level, are developing strategies for solving mental calculations. They are having some success at improving their own personal speed in doing so. Most children at P7 are able to analyse time differences and time schedules. They can use appropriate strategies such as 'counting up' to solve problems using analogue, digital or 24 hour clock. A few are able to understand the relationship between speed, distance and time. A sample group of children at P7 are able to convert fractions to percentages and decimals and vice versa.

- **Money:** Most children in P4 and all in P7 sample groups are able to calculate change from a given sum of money appropriate to their stage. A few at P4 need further practice in this to ensure that they can do this in a more timely fashion.

- **Measure:** All children in P2 working towards achieving CfE first level understand that both standard and non-standard units can be used for quantifying different types of measure. They can group objects according to length or height. Most are developing their language of measurement very well. Most can make a reasonable estimate of length or height using non-standard units. All children in a P4 sample group are confident in identifying a few appropriate units of measurement and a majority can convert easily from one to another. All children in a P7 sample group are able to identify a suitable range of units appropriate for a given measure. All in the group are able to convert easily from one form to another.

- **Shape, position and movement:** All children in a P4 sample group are able to identify and name a range of simple 2D shapes and a few 3D objects. A few can describe properties of these easily and well, others require further consolidation work. All are able to identify types of angles within simple shapes. All children in a P7 sample group are

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able to calculate the perimeter of simple shapes and are confident in working with area and volume.

- **Information handling:** Across the school, children are encouraged to gather data, present it in tables, charts and graphs and analyse information appropriate to their level of study. Children in a P4 sample group can identify a table and a bar graph as appropriate ways to display data. All require further practice in being able to construct a simple bar graph without support. All children in a sample group in P7 can identify and describe an appropriate range of ways to present data. They can describe how to use ICT to record and organise data.

- **Problem Solving:** Across the school, children are encouraged to solve problems in groups. None of the children inspectors spoke with could identify any problem solving strategies.

Attainment over time

- The school provided data on children's attainment in literacy and numeracy for the current academic session and the previous year as shown below. The headteacher and teachers recognise that the attainment data on achievement of a CfE level in literacy and numeracy is becoming more reliable with time as teachers become more accomplished in making robust professional judgement. The school has plans to gather and collate data year on year to ensure that it can analyse trends over time for cohorts and groups of children. A recently devised and implemented electronic tracking and monitoring system for recording children's progress and achievement in literacy and numeracy is valued by staff. It is a positive step in moving to exploring trends over time.

Stage	Subject area	Achievement of a CfE level by the end of June 2016	Achievement of a CfE level by the end of June 2017
P1	Reading	Almost all (95%)	Almost all (94%)
	Writing	Most (89%)	Almost all (94%)
	Listening and talking	Almost all (90%)	All (100%)
	numeracy	Almost all (93%)	Almost all (94%)
P4	Reading	Majority (55%)	Majority (69%)
	Writing	Majority (55%)	Majority (67%)
	Listening and talking	Almost all (94%)	Most (85%)
	numeracy	Majority (57%)	Majority (71%)
P7	Reading	Majority (74%)	Most (82%)
	Writing	Majority (61%)	Majority (67%)
	Listening and talking	Most (83%)	Almost all (93%)
	numeracy	Majority (57%)	Most (76%)

- The school recognises that in recent years children could have made better progress in literacy and numeracy from P1 to P4. It has taken steps to address this. The attainment data for children currently in P4 indicates an improvement in children's reading, writing and numeracy.

- The school should as planned, work towards reliably assessing and recording children's progress and achievement of CfE levels in all other curriculum areas.

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Overall quality of learners' achievement

- Achievements, including successes outwith school are valued and celebrated well in classes, throughout the school and increasingly in local and social media. Children are proud to share in the successes of peers demonstrating the strong sense of community. Many perform to a very high level in local competitions, and are proud to represent their school at a range of festivals and events. They recognise how these help build their confidence and self-esteem and develop team-building skills. Examples across a range of creative and sporting achievements include individual and team athletics success, winning consecutive Rotary quizzes and successfully competing in a K'nex challenge. Children value the wide range of clubs on offer to them. These include basketball, construction, science a book club. Clubs such as the Glee club have helped children develop their social skills, confidence and friendship groups further.

- Opportunities to present to parents at recent showcase events are building children's confidence and sense of achievement. Children across the school are aware of environmental issues through the work of the eco group and working with the Clyde River Foundation. They understand the benefits of recycling, energy conservation and the impact of pollution on wildlife. Children show a commitment to care for others through activities such as fundraising for a range of worthy causes. They have developed enterprise skills and have an increasing awareness of community responsibility through activity such as preparing for the 'Strawberry Fayre'. Children's awareness of various careers is enhanced through input from various professionals and organisations. This is particularly notable during science and health week. Children's organisational, independent living and team-working skills are developed through an annual outdoor residential experience.

- The school has identified the need to develop a more systematic process to record, monitor and track children's achievements including tracking the skills and attributes that children acquire across the totality of learning in and out of school. In doing so, the school needs to collate information and data on achievements for all children and to analyse this to ensure any barriers to participation are addressed and that all children have planned opportunities for achievement. There is scope for children's achievements to be recognised through accreditation more often. This would support children in reflecting better on the skills they are applying and developing.

Equity for all learners

- The school is making good progress in removing barriers to learning with the aim of ensuring equity for all. Attendance has been in line with the national average and exclusion levels have been consistently below the national average.

- The school has systems in place to evaluate and introduce strategies to promote equity within the school. One of those successful approaches has been to improve children's attitudes to learning by building resilience and perseverance. The outcome of this has been that children are motivated better to learn.

- Teachers are beginning to be become more aware of the socio-economic context of the school. They are now interrogating attainment data in context. This includes using Scottish Index of Multiple Deprivation (SIMD) data to identify any attainment gap.

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- The school should continue with its plans to engage families further to support children's learning to help raise attainment of all and to reduce the equity gap between those living in disadvantage and their peers.

16

School choice of QI 2.6 Transitions

This indicator focuses on the need for children and young people to be well supported as they move into school, through school and beyond school. Effective partnership working, tracking of progress and robust record keeping are essential to support continuity in learning at points of transition. That continuity is crucial to maximising children and young people's successes and ensuring the most appropriate post-school destination. The themes are:

- *Arrangements to support learners and their families*
- *Collaborative planning and delivery*
- *Continuity and progression in learning*

- The school's arrangements for children's transition, to ensure continuity and progression, include a number of positive features. These include, from early years to P1, good communication with parents and the community and regular visits by school staff to the local early years settings. Visits by the pre-school children to events in the school, sharing of key information about children and induction meetings for parents support further a smooth transition into P1. An effective buddy system where older pupils buddy the new entrants to P1 is in place.

- Regular communication with parents is a positive feature of transition as children progress through the primary stages. The school deals well with parental queries at points of transition and welcomes their contribution to the life and work of the school. Staff report on children's progress annually and host two evenings for parents and carers to visit to discuss their children's progress. Children have the opportunity to "sample" their next class each year in June. Formal exchange of information between staff is supported by on-going informal discussions about individual children.

- Children transferring from P7 to S1 of secondary school receive valuable support. Parents are kept informed of the transition process through a range of different media. Families receive an informative secondary school handbook. Joint activities across the school cluster give staff good opportunities to build a sense of partnership. Assessment information is passed on at appropriate points. Children have important opportunities to visit the associated secondary school, helping to build a positive attitude towards the transition. Primary and secondary staff working together further to plan progressive programmes would help children experience a more seamless transition.

- At all stages, enhanced arrangements are put in place for children with additional support needs, drawing on assessments and information from support agencies and key staff, and ensuring that parents are kept fully involved in discussions and decisions.

Particular strengths of the school

- Staff who work well as a team. They are keen to engage in the process of change in driving forward improvements and securing positive outcomes for children.

- Confident, well-motivated and engaged children who collaborate well together to achieve tasks.

- A calm, purposeful and welcoming learning environment characterised by positive relationships and mutual respect.

Agreed areas for improvement for the school

- Develop leadership further at all levels, including the strategic leadership of the headteacher. Prioritise key areas for improvement, in particular developing the curriculum, and achieving consistently high-quality learning, teaching and assessment.

- Develop approaches to wellbeing across the school, including the use of the wellbeing indicators. This will enable teachers to assess children's progress and achievement in this area more effectively.

- Continue to raise attainment across all curriculum areas.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that with support from South Lanarkshire Council the school has the capacity to continue to improve. As a result, we will make no further visits in connection with this inspection. Our Area Lead Officer will continue to monitor progress. As part of its arrangements for reporting to parents on the quality of education, South Lanarkshire Council will inform parents about the school's progress.

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.

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Education
Scotland
Foghlam Alba

Report

Agenda Item

4

Report to:	**Hamilton Area Committee**
Date of Meeting:	**22 November 2017**
Report by:	**Executive Director (Education Resources)**

Subject:	**Education Scotland Report for KEAR Campus, Blantyre**

1. Purpose of Report

1.1. The purpose of the report is to

♦ advise of the outcome of the inspection of KEAR Campus by Education Scotland Inspectors

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s)

(1) that the Education Scotland report on KEAR Campus be noted.

3. Background

3.1. Education Scotland undertook an inspection of the quality of educational provision within KEAR Campus in June 2017. The report was published on 3 October 2017.

4. Findings of HM Inspectors

4.1. 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 into 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

4.2. 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.

4.3. 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 staff and the impact the support is having on children and young people.

4.4. 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.

4.5. 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

4.6. 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.

4.7. 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.

4.8. 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.

4.9. Key areas for development were also noted within the report:
   ♦ The school, with ongoing support from the local authority, 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. Education Scotland expect to receive a report on the progress of this key development within a year of this inspection
   ♦ The management and staff need to develop more rigorous and robust approaches to self-evaluation activities in order to improve outcomes for children and young people
   ♦ The schools should continue to raise attainment and wider achievement for all children and young people

4.10. There will be no further visits in relation to this inspection.

5. Employee Implications
5.1. None.

6. Financial Implications

6.1. None.

7. Other Implications

7.1. There are no direct risks associated with this report which is provided for information only.

7.2. There are no sustainability issues in connection with the recommendations within this report.

8. Consultation

8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.

8.2. The content of Education Scotland reports are shared with parents and discussed at Parent Council meetings.

Tony McDaid
Executive Director (Education Resources)

6 November 2017

Link(s) to Council Values/Objectives
- Raise educational attainment for all
- Improve the lives of vulnerable children, young people and adults
- Get it right for every child
- Strengthen partnership working, community leadership and engagement

Previous References
- None

List of Background Papers
- HMIe Report – KEAR Campus

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
Stewart Nicolson, Head of Education (Hamilton)
Ext: 4475 (Tel: 01698 454475)
E-mail: stewart.nicolson@southlanarkshire.gov.uk

3 October 2017

Dear Parent/Carer

In June 2017 a team of inspectors from Education Scotland visited KEAR Campus. During our visit, we talked to parents/carers, children and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

The inspection team found the following strengths in the school's work:

- 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 into 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.

The following areas for improvement were identified and discussed with the headteacher and a representative from South Lanarkshire Council:

- As an immediate priority, the school, with ongoing support from the local authority, 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.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school[1]?* Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are Education Scotland's evaluations for KEAR Campus

Leadership of Change	**satisfactory**
Learning, teaching and assessment	**satisfactory**
Raising attainment and achievement	**satisfactory**
Ensuring wellbeing, equality and inclusion	**satisfactory**

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at
https://education.gov.scot/inspection-reports/south-lanarkshire/1003046

What happens next?

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.

Steven McPherson
HM Inspector

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[1] How good is our school? (4th Edition) 2015 How good is our school? (fourth edition)

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the telephone number below and we will let you know what is available.

If you want to give us feedback or make a complaint about our work, please contact us by e-mail: complaints@educationscotland.gsi.gov.uk, or telephone us on the number below, or write to us addressing your letter to

The Complaints Manager
Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
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Primary Pupil Questionnaire Summary

Centre Name:Kear Campus
SEED Number: 1003046
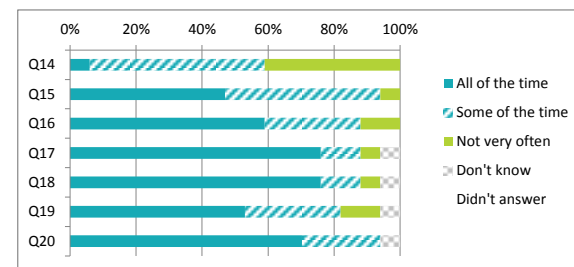Pupil numbers: 5
Number of responses : 17
Disclosure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being identified.
Where there were fewer than ten responses to a question (excluding those who didn't answer),the data has been suppressed ("x")
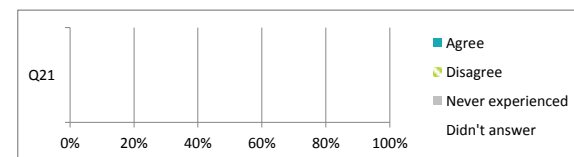in order to avoid identification of individuals.

		Agree	Disagree	Don't know	Didn't answer
Q1	I feel safe in my school	88	6	6	0
Q2	I have someone in my school I can speak to if I am upset or worried about something	88	6	6	0
Q3	Staff treat me fairly and with respect	88	6	6	0
Q4	Other pupils treat me fairly and with respect	65	18	18	0
Q5	My school helps me to understand and respect other people	88	6	6	0
Q6	My school listens to our views and takes them into account	88	6	6	0
Q7	I feel comfortable approaching staff with questions or suggestions	88	6	6	0
Q8	My school is helping me to become confident	88	6	6	0
Q9	My school teaches me how to be healthy	82	6	12	0
Q10	There are lots of chances at my school for me to get regular exercise	88	6	6	0
Q11	Staff help me to understand how I am progressing	82	6	12	0
Q12	My homework helps me to understand and improve my work in school	24	41	35	0
Q13	I have the opportunity to take part in school clubs	59	24	18	0
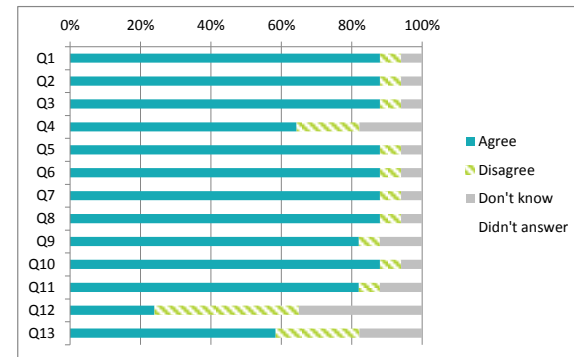
		All of the time	Some of the time	Not very often	Don't know	Didn't answer
Q14	Other children behave well	6	53	41	0	0
Q15	I enjoy learning at school	47	47	6	0	0
Q16	I feel that my work in school is hard enough	59	29	12	0	0
Q17	I know who to ask to get help if I find my work too hard	76	12	6	6	0
Q18	I am encouraged by staff to do the best I can	76	12	6	6	0
Q19	My teachers ask me about what things I want to learn in school	53	29	12	6	0
Q20	I am happy with the quality of teaching in my school	71	24	0	6	0

		Agree	Disagree	Never experienced	Didn't answer
Q21	My school deals well with any bullying	x	x	x	x

		Agree	Disagree	Haven't moved	Didn't answer
Q22	I was well supported if I moved to a new school within the last year	x	x	x	x

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Secondary Pupil Questionnaire Summary

Centre Name:Kear Campus
SEED Number: 1003046
Pupil numbers: 5
Number of responses : 58

Percentages are rounded and may not add up to 100%
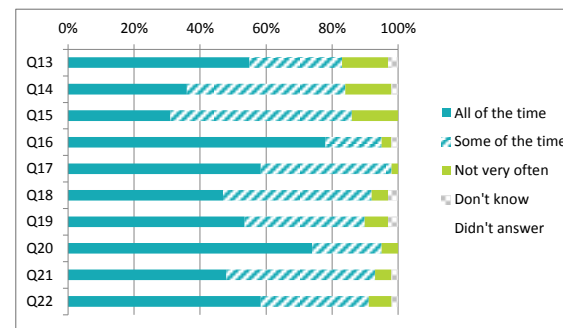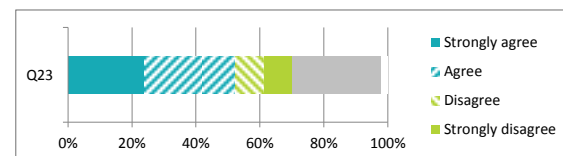
		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Didn't answer
Q1	I feel safe in my school	43	50	2	0	5	0
Q2	I have someone in my school I can speak to if I am upset or worried about something	41	47	3	0	9	0
Q3	Staff treat me fairly and with respect	48	40	5	3	3	0
Q4	Other pupils treat me fairly and with respect	33	57	3	3	3	0
Q5	My school helps me to understand and respect other people	36	53	2	2	7	0
Q6	My school listens to our views and takes them into account	33	48	3	5	9	2
Q7	My school is helping me to become confident	41	45	9	2	3	0
Q8	My school teaches me how to be healthy	34	43	12	3	7	0
Q9	There are lots of chances at my school for me to get regular exercise	21	36	14	9	19	2
Q10	My homework helps me to understand and improve my work in school	12	24	22	14	28	0
Q11	I was given good advice to make the right choices for my future	38	47	2	3	9	2
Q12	I have the opportunity to take part in school clubs	10	28	17	19	24	2
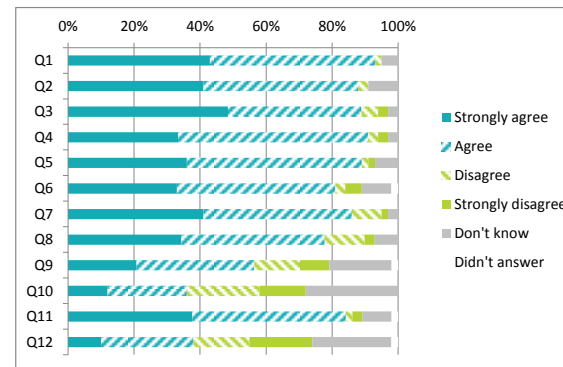
		All of the time	Some of the time	Not very often	Don't know	Didn't answer
Q13	Staff help pupils to be responsible for their own behaviour	55	28	14	3	0
Q14	I enjoy learning at school	36	48	14	2	0
Q15	I feel that my work in school is hard enough	31	55	14	0	0
Q16	I know who to ask to get help if I find my work too hard	78	17	3	2	0
Q17	Staff help me to understand how I am progressing	59	40	2	0	0
Q18	The feedback I receive on my work helps me to improve my learning	47	45	5	3	0
Q19	I feel comfortable approaching staff with questions or suggestions	53	36	7	3	0
Q20	I am encouraged by staff to do the best I can	74	21	5	0	0
Q21	I am given the opportunity to influence what and how I learn	48	45	5	2	0
Q22	I am happy with the quality of teaching in my school	59	33	7	2	0

		Strongly agree	Agree	Disagree	Strongly disagree	Never experienced	Didn't answer
Q23	My school deals well with any bullying	24	29	9	9	28	2

		Strongly agree	Agree	Disagree	Strongly disagree	Haven't moved	Didn't answer
Q24	I was well supported if I moved to a new school within the last year	38	12	2	3	43	2
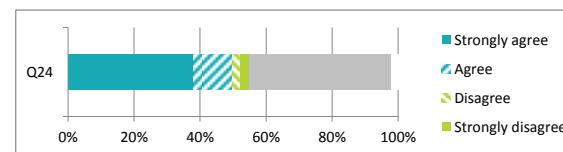
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Primary Parent Questionnaire Summary

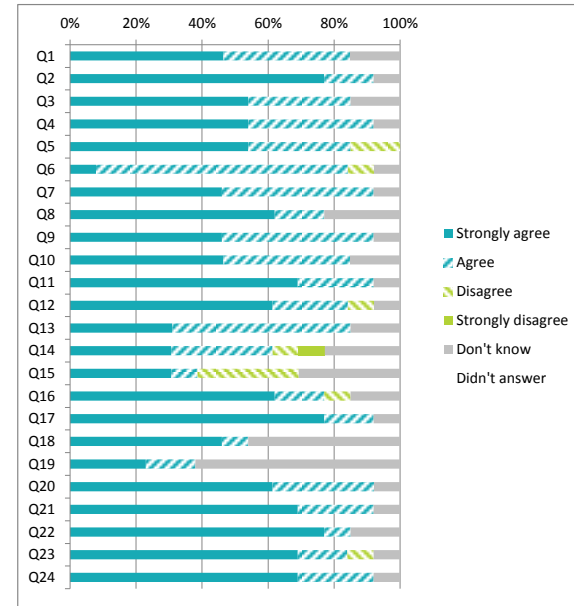Centre Name:Kear Campus
SEED Number: 1003046
Pupil numbers: 5
Number of responses : 13

Disclosure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being identified.
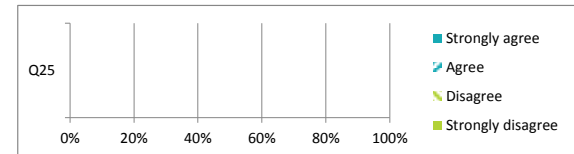Where there were fewer than ten responses to a question (excluding those who didn't answer),the data has been suppressed ("x")
in order to avoid identification of individuals.

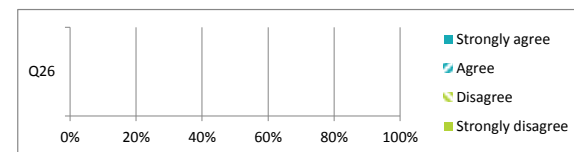Percentages are rounded and may not add up to 100%

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Didn't answer
Q1	My child likes being at this school	46	38	0	0	15	0
Q2	Staff treat my child fairly and with respect	77	15	0	0	8	0
Q3	I feel that my child is safe at the school	54	31	0	0	15	0
Q4	The school helps my child to feel confident	54	38	0	0	8	0
Q5	I feel staff really know my child as an individual	54	31	15	0	0	0
Q6	My child finds their learning activities hard enough	8	77	8	0	8	0
Q7	My child receives the help they need to do well	46	46	0	0	8	0
Q8	My child is encouraged to be healthy and take regular exercise	62	15	0	0	23	0
Q9	The school supports my child's emotional wellbeing	46	46	0	0	8	0
Q10	My child is making good progress at school	46	38	0	0	15	0
Q11	I receive helpful information about how my child is doing e.g. informal feedback, reports	69	23	0	0	8	0
Q12	The information I receive about how my child is doing reaches me at the right time	62	23	8	0	8	0
Q13	I understand how my child is assessed	31	54	0	0	15	0
Q14	The school gives me advice on how to support my child's learning at home	31	31	8	8	23	0
Q15	The school organises activities where my child and I can learn together	31	8	31	0	31	0
Q16	The school takes my views into account when making changes	62	15	8	0	15	0
Q17	I feel comfortable approaching the school with questions, suggestions and/or a problem	77	15	0	0	8	0
Q18	I am kept informed about the work of the Parent Council and/or parent association	46	8	0	0	46	0
Q19	I feel encouraged to be involved in the work of the Parent Council and/or parent association	23	15	0	0	62	0
Q20	I am satisfied with the quality of teaching in the school	62	31	0	0	8	0
Q21	The school is well-led and managed	69	23	0	0	8	0
Q22	The school encourages children to treat others with respect	77	8	0	0	15	0
Q23	I would recommend the school to other parents	69	15	8	0	8	0
Q24	Overall, I am satisfied with the school	69	23	0	0	8	0

		Strongly agree	Agree	Disagree	Strongly disagree	Never experienced	Didn't answer
Q25	The school deals well with any bullying	x	x	x	x	x	x

		Strongly agree	Agree	Disagree	Strongly disagree	Hasn't moved	Didn't answer
Q26	My child was well supported if they moved to a new school within the last year	x	x	x	x	x	x

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Secondary Parent Questionnaire Summary

Centre Name:Kear Campus
SEED Number: 1003046
Pupil numbers: 5
Number of responses : 38

Disclosure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being identified.
Where there were fewer than ten responses to a question (excluding those who didn't answer),the data has been suppressed ("x")
in order to avoid identification of individuals.

Percentages are rounded and may not add up to 100%

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Didn't answer
Q1	My child likes being at this school	47	47	3	0	3	0
Q2	Staff treat my child fairly and with respect	82	13	3	0	3	0
Q3	I feel that my child is safe at the school	74	24	0	0	3	0
Q4	The school helps my child to feel confident	68	26	3	0	3	0
Q5	I feel staff really know my child as an individual	66	29	3	0	3	0
Q6	My child finds their learning activities hard enough	26	53	11	0	5	5
Q7	My child receives the help they need to do well	58	37	0	3	3	0
Q8	My child is encouraged to be healthy and take regular exercise	50	37	5	0	8	0
Q9	The school supports my child's emotional wellbeing	61	34	0	0	5	0
Q10	My child is making good progress at school	55	39	3	0	3	0
Q11	My child was well supported when they made choices for their future	55	32	3	3	5	3
Q12	I receive helpful information about how my child is doing e.g. informal feedback, reports	66	29	5	0	0	0
Q13	The information I receive about how my child is doing reaches me at the right time	58	32	11	0	0	0
Q14	I understand how my child is assessed	55	32	8	3	3	0
Q15	The school gives me advice on how to support my child's learning at home	45	37	11	3	5	0
Q16	The school organises activities where my child and I can learn together	21	34	29	3	11	3
Q17	The school takes my views into account when making changes	58	29	3	0	11	0
Q18	I feel comfortable approaching the school with questions, suggestions and/or a problem	71	24	0	0	5	0
Q19	I am kept informed about the work of the Parent Council and/or parent association	26	32	13	5	21	3
Q20	I feel encouraged to be involved in the work of the Parent Council and/or parent association	21	32	18	3	24	3
Q21	I am satisfied with the quality of teaching in the school	66	26	3	3	3	0
Q22	The school is well-led and managed	71	21	3	0	5	0
Q23	The school encourages children to treat others with respect	71	21	0	3	5	0
Q24	I would recommend the school to other parents	66	24	3	3	3	3
Q25	Overall, I am satisfied with the school	66	29	3	3	0	0
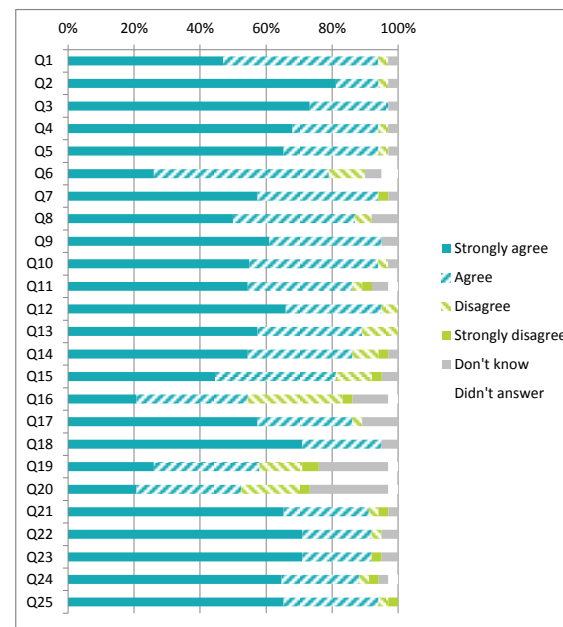
		Strongly agree	Agree	Disagree	Strongly disagree	Never experienced	Didn't answer
Q26	My child's school deals well with bullying	x	x	x	x	x	x
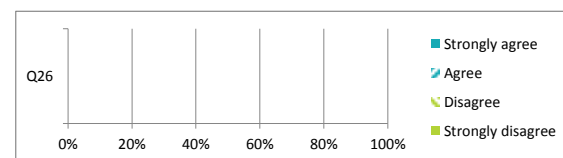
|		Strongly agree	Agree	Disagree	Strongly disagree	Hasn't moved	Didn't answer
Q27	My child was well supported if they moved to a new school within the last year	x	x	x	x	x	x
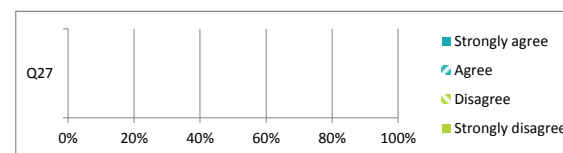
54

School Partner Questionnaire Summary

Centre Name:Kear Campus
SEED Number: 1003046

Number of responses : 36

Disclosure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being identified.

Percentages are rounded and may not add up to 100%

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	N/A	Didn't answer
Q1	My service/organisation works in partnership with the school on a regular basis	47	50	0	0	3	0	0
Q2	We are aware of the school's procedures for reporting child protection concerns	58	28	0	0	3	11	0
Q3	My service/organisation has a clear understanding of the school's strategies for raising attainment for all	36	42	3	0	6	14	0
Q4	There are effective arrangements in place for jointly planning services with the school	44	44	0	0	3	8	0
Q5	There are effective arrangements to jointly deliver services with the school	36	50	3	0	3	8	0
Q6	My service/organisation is involved in the school's self-evaluation process	11	36	28	0	8	17	0
Q7	Roles and responsibilities are clearly defined within the partnership	44	44	3	0	3	6	0
Q8	Effective arrangements are in place to evaluate the impact of our partnership working	28	58	6	0	6	3	0
Q9	My service/organisation is kept up to date with changes in the school which may affect the services we deliver.	39	50	3	0	3	6	0
Q10	The school provides my service/organisation with relevant information about the needs of learners	42	56	0	0	3	0	0
Q11	Arrangements are in place to support my service/organisation to share relevant information about the progress of learners with the school	44	47	0	0	3	6	0
Q12	The school values the contribution made by my service/organisation	58	39	0	0	3	0	0
Q13	The school actively promotes my service/ organisation to potential users	33	31	0	0	8	28	0
Q14	There are opportunities to network, share practice and participate in joint training and development	36	50	3	0	3	8	0
Q15	My service/organisation has a clear understanding of the social, cultural and economic context of the school	44	47	3	0	3	3	0
Q16	Overall, partnership working with the school works well	47	47	0	0	3	0	3
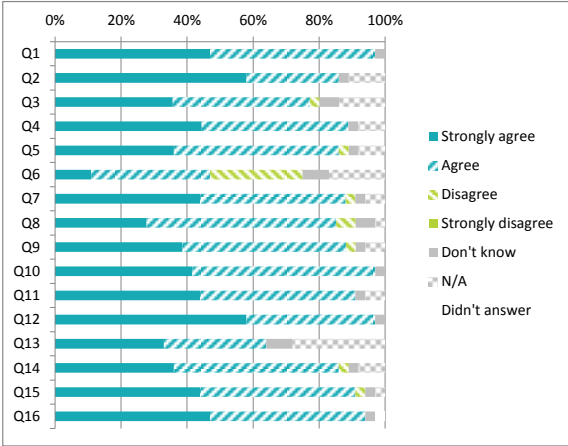
Percentage %

Teaching and Pupil Support Questionnaire Summary
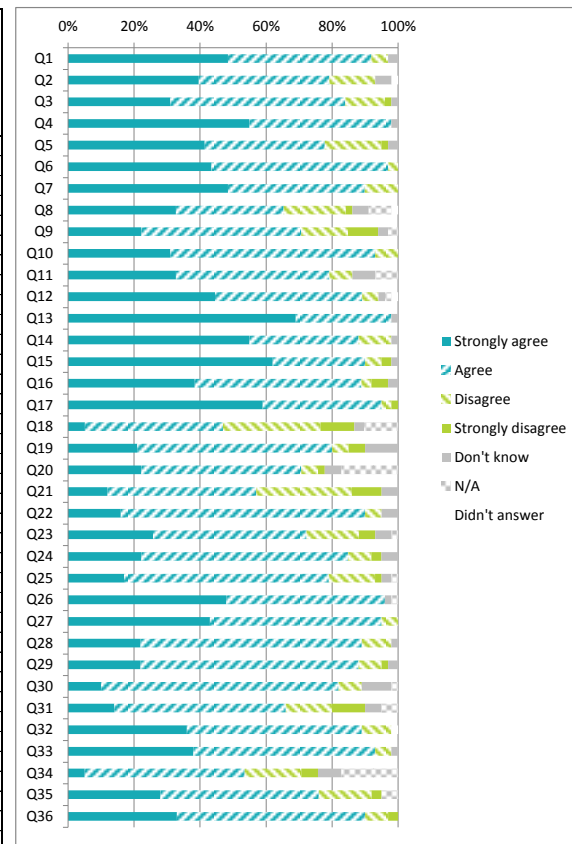
Centre Name:Kear Campus
SEED Number: 1003046
Teacher numbers (FTE): 56
Number of responses : 58

Disclosure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being identified.

Percentages are rounded and may not add up to 100%

		Percentage %						
		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	N/A	Didn't answer
Q1	I find it rewarding to be a member of staff at this school	48	43	5	0	3	0	0
Q2	I feel a valued part of the school community	40	40	14	0	5	0	2
Q3	I am encouraged to learn and share practice with colleagues from other schools	31	53	12	2	2	0	0
Q4	I have a clear understanding of the social, cultural and economic context of the school	55	43	0	0	2	0	0
Q5	I feel appropriately supported by the school to undertake my role	41	36	17	2	3	0	0
Q6	I am supported to engage in professional learning	43	53	3	0	0	0	0
Q7	My professional learning enables me to reflect on and improve my practice	48	41	10	0	0	0	0
Q8	I have regular opportunities to undertake leadership roles	33	33	19	2	5	7	2
Q9	I have opportunities to be involved in agreeing priorities for the school	22	48	14	9	3	3	0
Q10	I am actively involved in the school's on-going self-evaluation	31	62	7	0	0	0	0
Q11	GTCS standards are used to support professional dialogue	33	47	7	0	7	7	0
Q12	I use information and data effectively to identify and reduce inequalities in children and young people's outcomes	45	45	5	0	2	2	2
Q13	I understand how to apply the school's procedures relating to child protection and safeguarding	69	29	0	0	2	0	0
Q14	The school's vision and values underpins my work	55	33	10	0	2	0	0
Q15	Staff treat all children and young people fairly and with respect	62	28	5	3	2	0	0
Q16	Colleagues treat each other with respect	38	50	3	5	3	0	0
Q17	Children and young people are encouraged and supported to treat others with respect	59	36	3	2	0	0	0
Q18	Children and young people are well behaved	5	41	29	10	3	10	0
Q19	The school deals effectively with bullying	21	59	5	5	10	0	0
Q20	I am provided with feedback when I report a bullying incident	22	48	5	2	5	17	0
Q21	Staff at all levels within the school communicate effectively with each other	12	45	29	9	5	0	0
Q22	The school's arrangements for engaging parents in their children's learning are effective	16	74	5	0	5	0	0
Q23	The school is well-led and managed	26	47	16	5	5	2	0
Q24	Collaborative working across the school is effective in taking forward improvement	22	62	7	3	5	0	0
Q25	Children and young people are engaged in their learning	17	62	14	2	3	2	0
Q26	I give children and young people regular feedback which helps them to progress	48	48	0	0	2	2	0
Q27	Children and young people are provided with experiences which meet their learning needs	43	52	5	0	0	0	0
Q28	Children and young people are involved in talking about and planning their learning	22	67	9	0	2	0	0
Q29	Children and young people are involved in setting their learning targets	22	66	7	2	3	0	0
Q30	Children and young people have the opportunity to lead their learning	10	72	7	0	9	2	0
Q31	I receive appropriate support for planning, preparation and assessment	14	52	14	10	5	5	0
Q32	The school has effective strategies for supporting children and young people with their learning, including those requiring additional support	36	53	9	0	0	0	2
Q33	Staff have a shared understanding of their 'responsibility for all' in literacy, numeracy and health and wellbeing	38	55	5	0	2	0	0
Q34	I feel supported by a range of moderation activities which enable me to engage effectively with literacy and numeracy	5	48	17	5	7	17	0
Q35	I have regular opportunities to help shape the curriculum through discussions with colleagues and partners	28	48	16	3	0	5	0
Q36	I am aware of the school's strategies for raising attainment for all	33	57	7	3	0	0	0

Legend: Strongly agree, Agree, Disagree, Strongly disagree, Don't know, N/A, Didn't answer
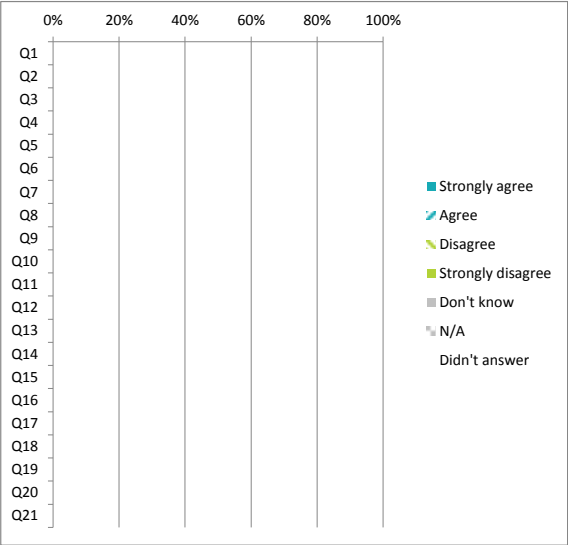
56

School Support Questionnaire Summary

Centre Name: Kear Campus
SEED Number: 1003046

Number of responses : 8

Where there were fewer than ten responses to a question (excluding those who didn't answer), the data has been suppressed ("x") in order to avoid identification of individuals.

Percentages are rounded and may not add up to 100%

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	N/A	Didn't answer
Q1	I find it rewarding to be a member of staff at this school	x	x	x	x	x	x	x
Q2	I feel a valued part of the school community	x	x	x	x	x	x	x
Q3	I am encouraged to learn and share practice with colleagues from other schools	x	x	x	x	x	x	x
Q4	I have a clear understanding of the social, cultural and economic context of the school	x	x	x	x	x	x	x
Q5	I feel appropriately supported by the school to undertake my role.	x	x	x	x	x	x	x
Q6	I have regular opportunities to undertake leadership roles	x	x	x	x	x	x	x
Q7	My professional learning enables me to reflect on and improve my practice	x	x	x	x	x	x	x
Q8	I am supported to engage in professional learning	x	x	x	x	x	x	x
Q9	I have opportunities to be involved in agreeing priorities for the school	x	x	x	x	x	x	x
Q10	I am actively involved in the school's on-going self-evaluation	x	x	x	x	x	x	x
Q11	I understand how to apply the school's procedures relating to child protection and safeguarding	x	x	x	x	x	x	x
Q12	The school's vision and values underpins my work	x	x	x	x	x	x	x
Q13	Staff treat all children and young people fairly and with respect	x	x	x	x	x	x	x
Q14	Colleagues treat each other with respect	x	x	x	x	x	x	x
Q15	Children and young people are encouraged and supported to treat others with respect	x	x	x	x	x	x	x
Q16	Children and young people are well behaved	x	x	x	x	x	x	x
Q17	The school deals effectively with bullying	x	x	x	x	x	x	x
Q18	I am provided with feedback when I report a bullying incident	x	x	x	x	x	x	x
Q19	Collaborative working across the school is effective in taking forward improvement	x	x	x	x	x	x	x
Q20	Staff at all levels within the school communicate effectively with each other	x	x	x	x	x	x	x
Q21	The school is well-led and managed	x	x	x	x	x	x	x

Percentage %

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- N/A
- Didn't answer

57

Summarised inspection findings

KEAR Campus

South Lanarkshire Council

SEED No: 1003046

06 October 2017

Transforming lives through learning

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 in 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 incudes 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.

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Transforming lives through learning

Report

Report to:	**Hamilton Area Committee**
Date of Meeting:	**22 November 2017**
Report by:	**Executive Director (Community and Enterprise Resources)**

Subject:	**Roads Investment Plan - Progress Report**

1. Purpose of Report
1.1. The purpose of the report is to:-

♦ Set out progress with the Roads Investment activity in Hamilton Area.

2. Recommendation(s)
2.1. The Committee is asked to approve the following recommendation(s):-

(1) Note the progress in the tenth year of the Roads Investment Plan

3. Background
3.1. It is recognised there is a need to report progress on key priorities to the relevant Area Committee. Given that the Roads Investment Plan 2008/19 represents total investment of £126M it is clearly a key Council initiative. Consequently this report provides the Committee with an update on progress in the Hamilton area in the current year.

3.2. The condition of roads and pavements continues to be a significant concern for members of the public. The South Lanarkshire Household Survey of 2010 recorded a public satisfaction rating of only 18.6% with regard to the condition of roads and footways highlighting the need to continue the investment programme. A further independent survey in 2013 recorded a satisfaction rating of 24.7% for road conditions. The most recent Household Survey in 2014 identified some further progress with satisfaction levels increasing to 29%. However, this remained the lowest rating of any Council Service and it is clear that while good progress has been achieved much work remains to be done.

3.3. The current commitment to the Roads Investment Plan ends in March 2019, with capital investment reducing from £12M to £5.5M in 2019/2020. In addition revenue funding provides further financial support as identified at Appendix 1.

4. Improving the Road Network
4.1. The road network is the highest value asset owned by the Council, worth over £3.0 billion. With this in mind the Council Plan identifies improvements to the road network as one of the Council's key objectives/priorities.

4.2. The Council approved the implementation of a major roads maintenance and reconstruction programme over eight years, 2008 to 2016. In November 2011 the Executive Committee agreed that the timescale be extended from 2016 to 2019.

The total value of the works is £126 million and is phased as follows:-

Year	£m per annum	Total
2008 - 2009	£6 million	£6 million
2009 - 2010	£12 million	£18 million
2010 – 2011	£12 million	£30 million
2011 - 2012	£12 million	£42 million
2012 – 2013	£12 million	£54 million
2013 – 2014	£12 million	£66 million
2014 - 2015	£12 million	£78 million
2015 - 2016	£12 million	£90 million
2016 – 2017	£12 million	£102 million
2017 – 2018	£12 million	£114 million
2018 - 2019	£12 million	£126 million

5. Priorities

5.1. Each carriageway and footway scheme identified for improvement is scored using the criteria listed below. The schemes are then ranked in order of priority to ensure those requiring attention and providing the greatest benefit are included in a programme at the earliest possible date.

Carriageway Scoring System				
	Criteria	Max Score	Weighting	Score
1	Condition	10	6	60
2	Claims/Defect Reports	10	1	10
3	Assistance to Other Priorities	10	1	10
4	Maintenance Category	5	4	20
			Maximum Total	100

Footway/Footpath Scoring System				
	Criteria	Max Score	Weighting	Score
1	Condition	10	5	50
2	Importance/Accessibility	5	2	10
3	Claims/Defect Reports	10	2	20
4	Assistance to Other Priorities	10	2	20
			Maximum Total	100

5.2. This approach of treating the worst roads first is also being increasingly complemented by an "asset management" approach whereby relatively low cost interventions, such as surface dressing, are being used to seal existing road surfaces, improve skid resistance and generally prolong the life of the road.

Such an approach represents good value for money and a long term outlook. However, it can generate comments that "better" roads are being treated before those which are "worse".

6. Progress to date – 2017/18

6.1. To 19 September 2017, in total 81 schemes have been completed throughout South Lanarkshire, including 21 in Hamilton. The remaining 10 in Hamilton are schemes either in progress or programmed to be completed by March 2018, as shown below:-

Carriageway Schemes					
	No. of Schemes	Completed	Programmed	Remaining	% Complete
SLC	187	76	104	7	40.6%
Hamilton	31	21	10	0	67.7%

Footway Schemes					
	No. of Schemes	Completed	Programmed	Remaining	% Complete
SLC	13	5	7	1	38.4%
Hamilton	0	0	0	0	N/A

The schemes in the Hamilton Area for 2017 - 2018 are listed in Appendix 1.

6.2. The condition of roads is monitored nationally via the Scottish Road Maintenance Condition Survey (SRMCS). South Lanarkshire's results for 2016/17 (the most recent results available) show the Council are now 13th of the 32 Councils in terms of the condition of our road network.

6.3. The road condition index shows a trend of improvement as shown in Appendix 2. It should be recognised that significant works still have to be undertaken on minor and residential roads, including footways, to bring them up to standard. This reflects the survey data contained within 6.2 of this report.

7. Employee Implications

7.1. There are no employee implications associated with this report.

8. Financial Implications

8.1. Works are being funded via approved budgets. Carriageway condition is improving as a result of the significant investment.

9. Other Implications

9.1. Continuing to progress this investment programme will reduce the risk of third party claims and improve public satisfaction with regard to road and footway conditions.

10. Equality Impact Assessment and Consultation Arrangements

10.1. The Roads Investment Plan 2008-2019 will improve road and footway conditions for all sections of the community.

10.2. There was no requirement to undertake an equality impact assessment or consultation in terms of the content of this report.

Michael McGlynn
Executive Director (Community and Enterprise Resources)

8 November 2017

Link(s) to Council Values/Objectives

♦ Roads Investment is a Council Plan (Connect) 2007-2011 key priority
♦ Rural Investment and establishment of a Rural Task Force is a proposed Council Plan (Connect) Action.

Previous References

♦ Hamilton Area Committee - 30 November 2016

List of Background Papers

♦ None

Contact for Further Information

If you would like further information, please contact: - Iain Russell, Roads Area Manager (01698-453602)
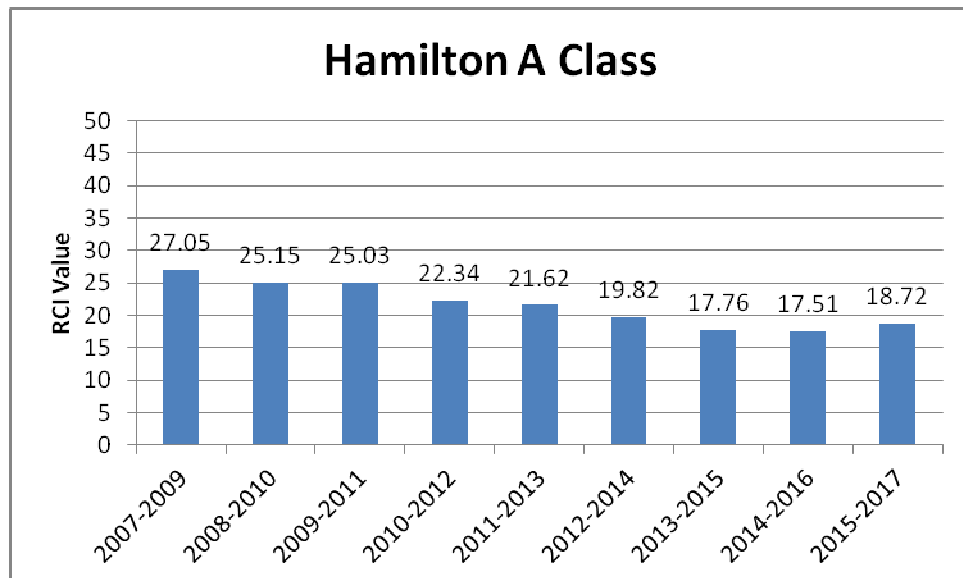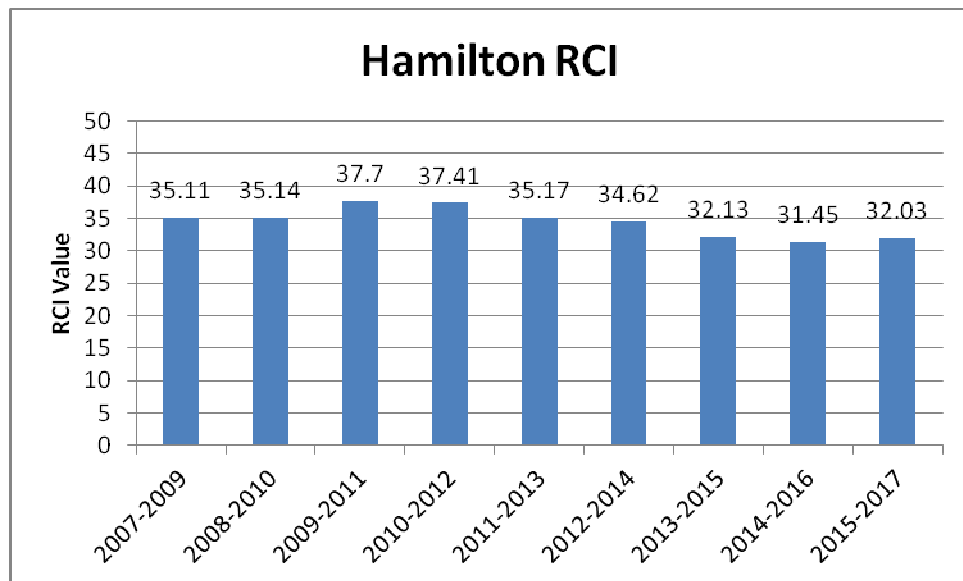Email: Iain.Russell@southlanarkshire.gov.uk

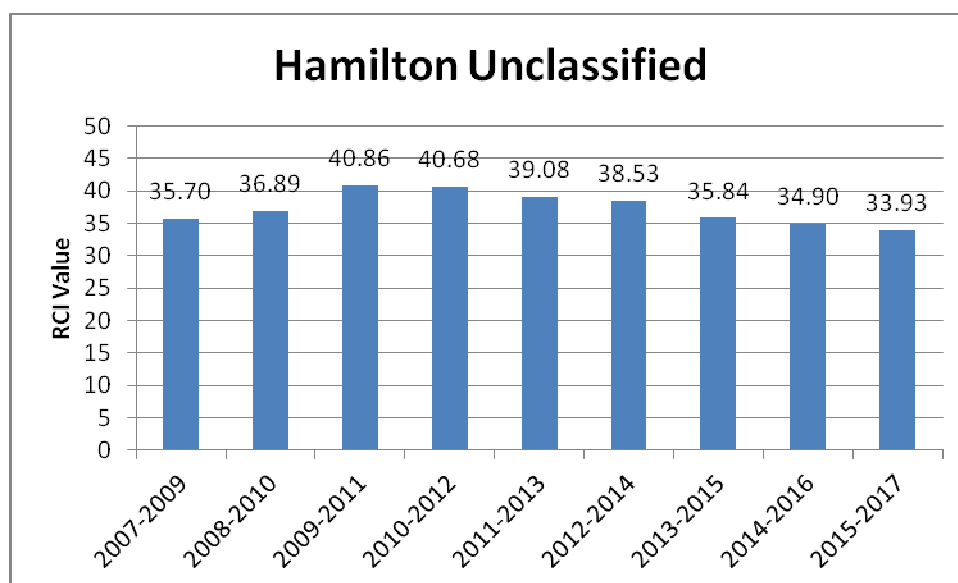# Appendix 1

Roads Investment Schemes – Hamilton Area
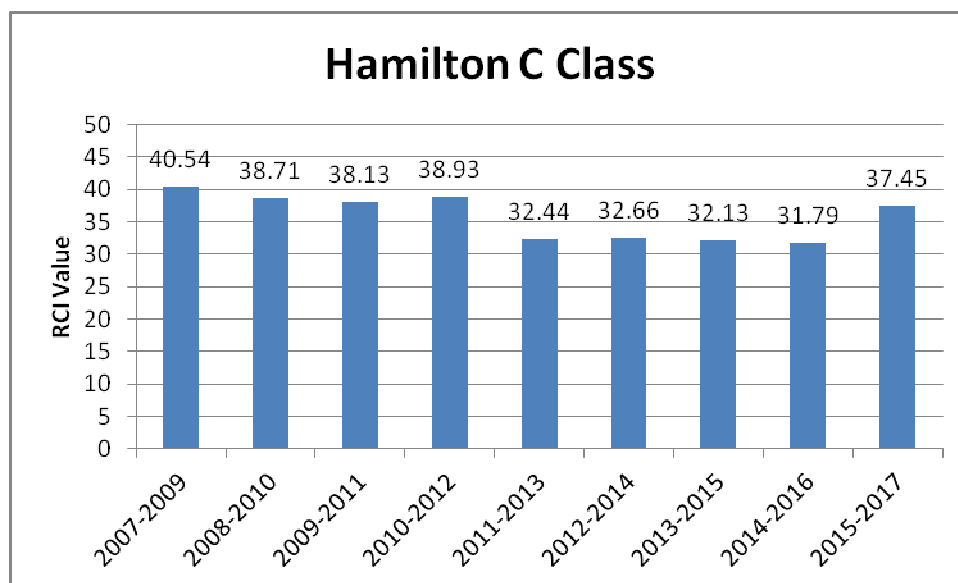## 2017-2018

Capital Investment		
Carriageways	**Costs**	**Status**
B755 Chantinghall Road, Hamilton	£120,000	In Progress
Wellhall Road, Hamilton	£105,015	Complete
Newfield Crescent/Woodview Terrace, Hamilton	£50,640	Complete
Johnstone Road, Hamilton	£44,800	Complete
Comely Bank, Hamilton	£95,000	In Progress
Dechmont Street, Hamilton	£68,650	Complete
Swift Bank, Hamilton	£45,000	Programmed
Davington Drive, Hamilton	£66,460	Complete
Mill Road, Hamilton	£78,000	Programmed
Alder Avenue, Hamilton	£38,710	Complete
Alness Street, Hamilton	£84,130	Complete
B7071, Main Street, Uddingston	£112,305	Complete
Blantyre Mill Road, Bothwell	£40,000	Complete
Holmwood Gardens, Uddingston	£45,335	Complete
Crawford Crescent, Blantyre	£30,000	Programmed
Bute Street, Hamilton	£15,920	Complete
Dryburgh Street, Hamilton	£19,185	Complete
Whitehill Road, Hamilton	£32,830	Complete
Victoria Street, Hamilton	£45,000	Programmed
Braemar Street, Hamilton	£32,000	Complete
Church Street, Uddingston	£27,850	Complete
Castle Avenue, Bothwell	£80,000	Programmed
Sydes Brae, Blantyre	£122,330	Complete
Auchinraith Road, Blantyre	£75,625	Complete
Scott Street/Nevison Street/Mason Street, Larkhall	£108,000	Programmed
Sidehead Road, Stonehouse	£106,500	Complete
Lawrie Street, Stonehouse	£60,000	Programmed
Donaldson Road, Larkhall	£138,535	Complete
A71 Cornsilloch Roundabout	£49,380	Complete
Carscallan Road, Hamilton	£240,000	Programmed
A72 Carlisle Road, Ferniegair	£415,170	Programmed
Sub Total	**£2,592,370**	
Anti-Skid Surfacing		
Muir Street, Hamilton	£10,000	Complete
Leechlee Road, Hamilton	£5,000	Complete
Neilsland Road, Hamilton	£5,000	Complete
Brandon Street, Hamilton	£8,000	Complete
A724 Glasgow Road, Blantyre at Victoria Street	£8,000	Complete
Sydes Brae, Blantyre	£16,000	Complete
Newhousemill Road, Hamilton	£6,000	Complete

Blantyre Farm Road, Blantyre	£8,000	Complete
A724 Glasgow Road, Blantyre at Cowan Wilson Place	£9,000	Complete
A72 Lanark Road , Larkhall at Duke Street	£8,000	Complete
A72 Lanark Road, Larkhall at Highlees	£26,000	Complete
A72 Lanark Road, Larkhall at Browns Nursery	£28,000	Complete
A71 Ayr Road, Larkhall	£56,000	Complete
A723 Strathaven Road, Hamilton	£19,000	Complete
Sub Total	**£212,000**	
Capital Total	**£2,804,370**	
Revenue Investment		
Carriageways		
Machine Patching	£126,860	In Progress
Drainage Improvements	£40,000	In Progress
Winter held sum	£150,000	N/A
Sub Total	**£316,860**	
Footway works		
Dropped kerbs and disability access	£15,000	In Progress
Sub Total	**£15,000**	
Revenue Total	**£331,860**	

Appendix 2

Road Condition Index 2009-2017

Hamilton RCI

RCI Value

Period	Value
2007-2009	35.11
2008-2010	35.14
2009-2011	37.7
2010-2012	37.41
2011-2013	35.17
2012-2014	34.62
2013-2015	32.13
2014-2016	31.45
2015-2017	32.03

Hamilton A Class

RCI Value

Period	Value
2007-2009	27.05
2008-2010	25.15
2009-2011	25.03
2010-2012	22.34
2011-2013	21.62
2012-2014	19.82
2013-2015	17.76
2014-2016	17.51
2015-2017	18.72

Hamilton B Class

Chart showing RCI Value (y-axis, 0 to 50) by period (x-axis):

- 2007-2009: 29.07
- 2008-2010: 24.58
- 2009-2011: 23.88
- 2010-2012: 23.88
- 2011-2013: 22.50
- 2012-2014: 22.04
- 2013-2015: 16.51
- 2014-2016: 16.47
- 2015-2017: 20.43

Hamilton C Class

Chart showing RCI Value (y-axis, 0 to 50) by period (x-axis):

- 2007-2009: 40.54
- 2008-2010: 38.71
- 2009-2011: 38.13
- 2010-2012: 38.93
- 2011-2013: 32.44
- 2012-2014: 32.66
- 2013-2015: 32.13
- 2014-2016: 31.79
- 2015-2017: 37.45

Hamilton Unclassified

Chart showing RCI Value (y-axis, 0 to 50) by period (x-axis):

- 2007-2009: 35.70
- 2008-2010: 36.89
- 2009-2011: 40.86
- 2010-2012: 40.68
- 2011-2013: 39.08
- 2012-2014: 38.53
- 2013-2015: 35.84
- 2014-2016: 34.90
- 2015-2017: 33.93

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Hamilton Area Committee**
Date of Meeting:	**22 November 2017**
Report by:	**Executive Director (Community and Enterprise Resources)**

Application No	HM/17/0437
Planning Proposal:	Change of Use of Car Parking/Open Space to Balcony Extension For Al Fresco Dining at Avonbridge Hotel, Carlisle Road, Hamilton

1 Summary Application Information

- Application Type : Detailed Planning Application
- Applicant : Avonbridge Hotel
- Location : Avonbridge Hotel
  Carlisle Road
  Hamilton
  ML3 7DB

2 Recommendation(s)

2.1 The Committee is asked to approve the following recommendation(s):-

(1) Grant detailed planning permission (Subject to conditions – based on the conditions attached)

2.2 Other Actions/Notes

(1) The Area Committee has delegated powers to determine the application.

3 Other Information

- Applicant's Agent: LBG Waterston
- Council Area/Ward: 17 Hamilton North and East
- Policy Reference(s): **South Lanarkshire Local Development Plan (adopted 2015)**
  Policy 4 - Development management and placemaking
  Policy 6 - General urban area/settlements
  Development management, placemaking and design supplementary guidance (2015)

♦ Representation(s):

- ▸ 6 Objection Letters
- ▸ 0 Support Letter
- ▸ 0 Comments Letters

♦ Consultation(s):

Environmental Services

Roads Development Management Team

Planning Application Report

1   Application Site

1.1   The application relates to the 'Avonbridge Hotel', Carlisle Road, Hamilton. It is a long established hotel with a public house, restaurant and function/conference facilities that in recent years has expanded to incorporate neighbouring properties (Nos. 2 and 4 Carlisle Road) as bedroom accommodation. The rear of the application site adjoins residential properties of Castlehill Gardens which along with a small section of the application site is within the Castlehill Conservation Area.

1.2   The site is bordered by the busy Carlisle Road to the north with Barncluith Road to the west. A low stone wall separates the site from these roads. Carlisle Road is a major arterial road into/out of Hamilton. As a result it can have high traffic volumes throughout the day.

1.3   To the south and east of the hotel are residential properties of Fergus Gardens and Carlisle Road respectively. These properties are separated from the site by Castlehill Crescent (a short and relatively narrow privately maintained cul-de-sac) and established boundary hedging/bushes both sides of the private road.

1.4   Number 4 Carlisle Road, known as the "Priory" is a category 'C' listed building. Number 6 is known as 'Kirklands'

1.5   The Avonbridge Hotel site has a long planning history, with many developments taking place over a number of years. The Hotel has previously been the subject of alterations and extensions, associated outbuildings and increased parking provision.

1.6   An electricity sub-station exists close to the site adjacent to No. 6 Carlisle Road.

1.7   The footprint of the flats on the opposite side of Carlisle Road is approximately 33 metres away. The footprint of 6 Carlisle Road to the east is approximately 42 metres away from the proposed development and separated by car parking, boundary hedging and Castlehill Crescent.

2   Proposal(s)

2.1   The applicant seeks planning consent for the formation of a balcony for al fresco dining. It will be approximately 5.2 metres wide and 15.5 metres in depth.

2.2   The proposed balcony will be at the side of the hotel that faces Castlehill Crescent. It will have a glass balustrade, non slip decking and a steel structural frame. It will command an elevated position (2100 mm) above ground level and five existing car parking spaces. It will not project beyond the front building line of the hotel. It should be noted that this part of the application site is outwith the conservation area.

2.3   Additional supplementary information in amplification of the proposal has been lodged by the agent.

3   Background

3.1   **Relevant Government Advice/Policy**
3.1.1   Scottish Planning Policy (2014) (SPP) highlights that the presumption in favour of development does not change the statutory status of the development plan as the starting point for decision-making. Proposals that accord with up-to-date plans should be considered acceptable in principle.

3.2 **Development Plan**

3.2.1 In determining this planning application the Council must assess the proposed development against the applicable policies contained within both the South Lanarkshire Local Development Plan (2015) and associated Supplementary Guidance (SG) produced in support of the SLLDP.

3.2.2 The South Lanarkshire Local Development Plan (SLLDP) identifies the site, in land use terms, as being within a general residential area (Policy 6 - General Urban Area /Settlements being applicable).

3.2.3 Policy 4 (Development Management and Place Making) of the SLLDP is also relevant and requires all development to take account of, and be integrated with, the local context and built form.

3.2.4 An assessment of the proposal against these specific policies is contained in Section 6 of this report.

3.3 **Planning History**

3.3.1 The Avonbridge Hotel site has a long planning history, with many developments taking place over a number of years. This history includes extensions to the main hotel building in the 1970s and 80s. In 1990 the Priory building was granted a change of use from a dwelling house to hotel accommodation. The Kirkland's building was granted similar consent in 1997.

3.3.2 A substantial extension to the hotel was refused in 1999, and this decision was subsequently upheld at appeal by Scottish Ministers in 2000. In 2002 consent was granted for the erection of a small single storey extension to the Priory building to act as a garden store, and in 2003 a further hotel extension was approved. In 2006 a new conservatory was granted consent and a further rear extension was approved in 2009.

3.3.3 In 2006 consent was also issued for the erection of a dwelling house in the rear garden space behind the 'Kirkland's' and 'Priory' buildings. This followed a refusal for the erection of two dwelling houses in this area the year before.

3.3.4 In 2011 there were 2 advertisement consents (HM/11/0034 and HM/11/0359) and in 2012 retrospective planning consent was granted for an extension to the car park (HM/12/0441). Additionally planning consent was granted (HM/14/0180) for a rear extension to the hotel.

4 **Consultation(s)**

4.1 **Roads and Transportation Services (Hamilton Area)** – No objection commenting that the applicant has demonstrated that the parking area beneath the proposed balcony will still be available for use. Also highlight that the hotel has an overflow parking area with marked bays and in order to maximise available parking the parking bays within the application site should be marked or lined out including the area beneath the proposed balcony.
Response: The imposition of a condition will address this should consent be granted.

4.2 **Environmental Services** – No objection subject to the imposition of a planning condition to ensure that the hours of use are restricted to no later than 9pm.
Response: The imposition of a planning condition will address this should consent be issued. Indeed the applicant's agent has indicated that this is acceptable.

5   Representation(s)

5.1   Statutory neighbour notification procedures were undertaken in respect of the proposal. The application was also advertised in the Hamilton Advertiser due to the nature of the development and non-notification of neighbours. Six letters of objection were received.

5.2   The grounds of objection can be summarised as follows: -

(a) The outside dining area will create too much noise and will turn into a smoking area which the hotel lacks. Most people congregate smoking on the front stairs which is an ongoing noise issue together with outdoor drinkers and hotel music and the proposal will exacerbate this. Potentially it will become a beer garden and smoking area as the opportunity for al fresco dining will be limited. Additionally the elevated nature of the extended platform will result in a disproportionate increase in noise volume which will exacerbate the existing unacceptable noise levels and nuisance to neighbouring residential properties/gardens.
Response: The Avonbridge Hotel is a well known and long established business located on a main road which in general terms is surrounded by residential properties. Consequently whilst being lawful licensed premises, it can be viewed as a non conforming land use. Accordingly it must be acknowledged that there is potential for residential amenity to be occasionally impacted by noise, inconsiderate behaviour etc. The level of residential amenity associated with the area surrounding the hotel must take account of the existence of the hotel and cannot be to the same degree, level or extent as that associated with a house in a residential estate divorced from non residential uses. Indeed many of the objections received acknowledge this in that they refer to existing instances of noise and disturbance associated with patrons of the hotel.

The proposed balcony will be open and exposed to the weather. It is therefore likely that its use will be weather dependant. The applicant has also intimated that it will not be used after 21-00 hrs. In addition the terrace will be in close proximity to existing car parking and the busy Carlisle Road where traffic noise will exist. Undoubtedly it will provide a new 'facility' at the premises but it is unlikely to generate significantly different 'external factors' as the representations clearly indicate that drinkers and smokers already congregate outside the premises close to the entrance steps.

The terrace will be enclosed on two sides by the existing building. A new glass balustrade will be erected on the other two sides. There is a road and car parking between the proposed development and the majority of neighbouring properties are located over 30 metres away. Taking all these aspects together I am not persuaded that there would be a significant and material increase in the loss of amenity that would justify the refusal of consent.

Environmental Services offered no objection to the proposal subject to the imposition of a planning condition to ensure that the hours of use are restricted to no later than 9pm as detailed above in paragraph 4.2.

Additionally the applicant's agent has commented that there is no intention to play music nor have a bar located on the balcony.

(b) Loss of privacy to neighbouring properties due to overlooking.
Response: Given the physical characteristics of the site, the location of the proposed balcony and the separation distance from residential dwellings, along with the presence of trees and bushes which provide an element of screening it is considered

that any potential for overlooking/loss of privacy will be marginal. Accordingly the objector's concern in terms of overlooking/loss of privacy can not be supported from a planning point of view.

(c) Insufficient parking for patrons and guests which the proposed development will exacerbate. The hotel is aware that a number of patrons park in private residents parking area in Avonbridge Drive.
Response: The terrace will primarily provide an additional 'facility' at the premises and it is debatable whether or not the terrace itself will result in additional traffic generation.

Public on road parking is possible (and legal if no parking restrictions) in the surrounding roads. The instances of inconsiderate parking are regrettable but this is due to human behaviour rather than the premises themselves. In addition Police Scotland has applicable authority to address same if the vehicles are parked irresponsibly and causing a traffic offence.

As detailed previously Roads and Transportation Services have no objection to the proposal and have requested that in order to maximise available parking the parking bays within the application boundary should be marked or lined out including the area beneath the proposed balcony.

(d) Concern about smell of food into atmosphere and potential passive smoking to diners.
Response: The hotel already has kitchen facilities and an extract system. In addition smokers also use the hotel. The introduction of the balcony will not significantly increase to a material extent the presence of odours. Again Environmental Services have offered no objection to the proposal.

(e) The hotel sits within the Castlehill Conservation Area, designated to safeguard the architectural interest and continuity of this area of Victorian mansions of which the Hotel was one. More steel and glass will not add to the architectural quality of the area. It is also worth remembering that this is primarily a residential area of the town with any commercial or "entertainment" considerations being subordinate.
Response: The application site relates to an established hotel with a public house, restaurant and function/conference facility. The rear part of the application site encroaches into the conservation area however the proposed balcony will be outwith the conservation area. The lawful use of the premises must therefore be acknowledged and in this context the principle of an external balcony for al fresco dining in relation to the premises is not contentious from a land use perspective as it represents a relatively minor form of development in terms of the overall premises. The balcony will also be erected next to a elevated conservatory style structure which already has a very high glass content. The introduction of additional balustrade glazing will therefore not be out of place.

(f) Will the deck area need a license, how is al fresco dining controlled to stop it becoming beer garden/smoking area, will patio heaters, canopies, fairly lights and music speakers be required ? How many people will use the space and what will the proposed opening hours be ?
Response: The applicant's agent has commented that it is intended that the balcony be used as an optional Alfresco Dining experience for 40 covers and there is no intention to play music nor have a bar located on the balcony. The imposition of a planning condition will prevent it being used after 9 pm. Any issues in relation to noise should be reported to Environmental Services to investigate. The introduction of external heaters, fairy lights etc would not require planning permission.

5.2.1 All letters of representation have been copied and are available for inspection in the usual manner and on the Planning Portal.

6   Assessment and Conclusions

6.1   The applicant seeks planning consent for the formation of a balcony extension for al fresco dining at the 'Avonbridge Hotel', Carlisle Road, Hamilton.

6.2   The relevant policies of the adopted Local Development Plan and Supplementary Guidance are Policy 4 – Development Management and Place Making General Urban Areas/Settlements and Policy 6 – General urban area/settlements.

6.3   In terms of Local Development Plan policy, the application site is located within a designated residential area. The site however relates to an established hotel with a public house, restaurant and function/conference facility. The lawful use of the premises must therefore be acknowledged and in this context the principle of an external balcony for al fresco dining in relation to the premises is not contentious from a land use perspective as it represents a relatively minor form of development in terms of the overall premises. Accordingly the impact of the proposal on the existing level of residential amenity should be marginal and not to an extent or degree that would justify the refusal of consent. On this basis the proposed development raises no significant issues from a land use context in terms of Policy 6 of the South Lanarkshire Local Development Plan.

6.4   In relation to Policy 4 of the Local Development Plan and the associated Development Management, Place Making and Design Supplementary Guidance, it is considered that given the physical containment of the proposed external dining area and the distances from the nearest residential properties the proposal is acceptable at this particular location. In amplification of this the proposed terrace would not project beyond the established building lines of the hotel. The footprint of the flats on the opposite side of Carlisle Road is approximately 33 metres away and the footprint of 6 Carlisle Road approximately 42 metres from the proposed development. Given these distances to the residential properties and the likely presence of traffic background noise when the balcony is in use, it is considered that any increase in noise would not be significant. Furthermore within residential areas a mutual degree of overlooking is commonplace and any increase in loss of privacy or amenity associated with the balcony is unlikely to be to a degree or extent that would justify the refusal of consent. Accordingly I am of the view that the introduction of 'al fresco' dining is unlikely to impact significantly on the established level of amenity presently enjoyed by neighbouring proprietors.

6.5   As detailed previously none of the consultees have raised any objection to the proposal.

6.6   Statutory Neighbour Notification was undertaken and 6 letters of objection were received. The points of representation have been summarised in Section 5 above. In this regard the concerns raised, either individually or collectively, are not of sufficient weight or merit from a planning perspective that could justify the refusal of consent.

6.7   On the basis of the above it is recommended that planning permission be granted subject to conditions.

7   Reasons for Decision

7.1 It is considered that the proposal will not result in a significant or adverse impact on either residential or visual amenity and complies with the provisions of Policies 4 and 6 of the South Lanarkshire Local Development Plan (adopted June 2015) and associated Supplementary Guidance.

Michael McGlynn
Executive Director (Community and Enterprise Resources)

8 November 2017

Previous References
- HM/14/0180
- HM/12/0441
- HM/11/0472
- HM/11/0359
- HM/11/0034
- HM/11/0440
- HM/06/0365
- HM/06/0020
- HM/03/0219
- HM/02/0648
- HM/02/0623
- HM/02/0072
- HM/01/0288
- HM/00/0442

List of Background Papers

- Application Form
- Application Plans
- South Lanarkshire Local Development Plan (adopted 2015)
- Development management placemaking and design supplementary guidance (2015)
- Neighbour notification letter dated 13 September 2017
- Press adverts dated 21 September and 12 October 2017
- Agent's supporting email dated 19 October 2017

- Consultations
  Environmental Services   28/09/2017

  Roads Development Management Team   06/10/2017

- Representations

  Representation from :   M Molley, Avonbridge Drive
                                       DATED 25/09/2017

Representation from :   Mrs J MacRoberts, 6 Carlisle Road
                           Hamilton, ML3 7DB, DATED 03/10/2017

Representation from :   Mrs Mary & Mr William Dawson, 7 Fergus Gardens
                           Hamilton, ML3 7DF, DATED 03/10/2017

Representation from :   Pauline Quigley, 4 Avonbridge Drive
                           Hamilton ML3 7EJ, DATED 16/09/2017

Representation from :   Mike Marron, 14 Fergus Gardens
                           Hamilton, ML3 7DF, DATED 27/09/2017

Representation from :   Robert Alistair Hackston, 5 Fergus Gardens
                           Hamilton, DATED 29/09/2017

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-

Murray Reid, Planning Officer, Montrose House, 154 Montrose Crescent, Hamilton ML3 6LB
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E-mail: murray.reid@southlanarkshire.gov.uk

PAPER APART – APPLICATION NUMBER : HM/17/0437

For information only
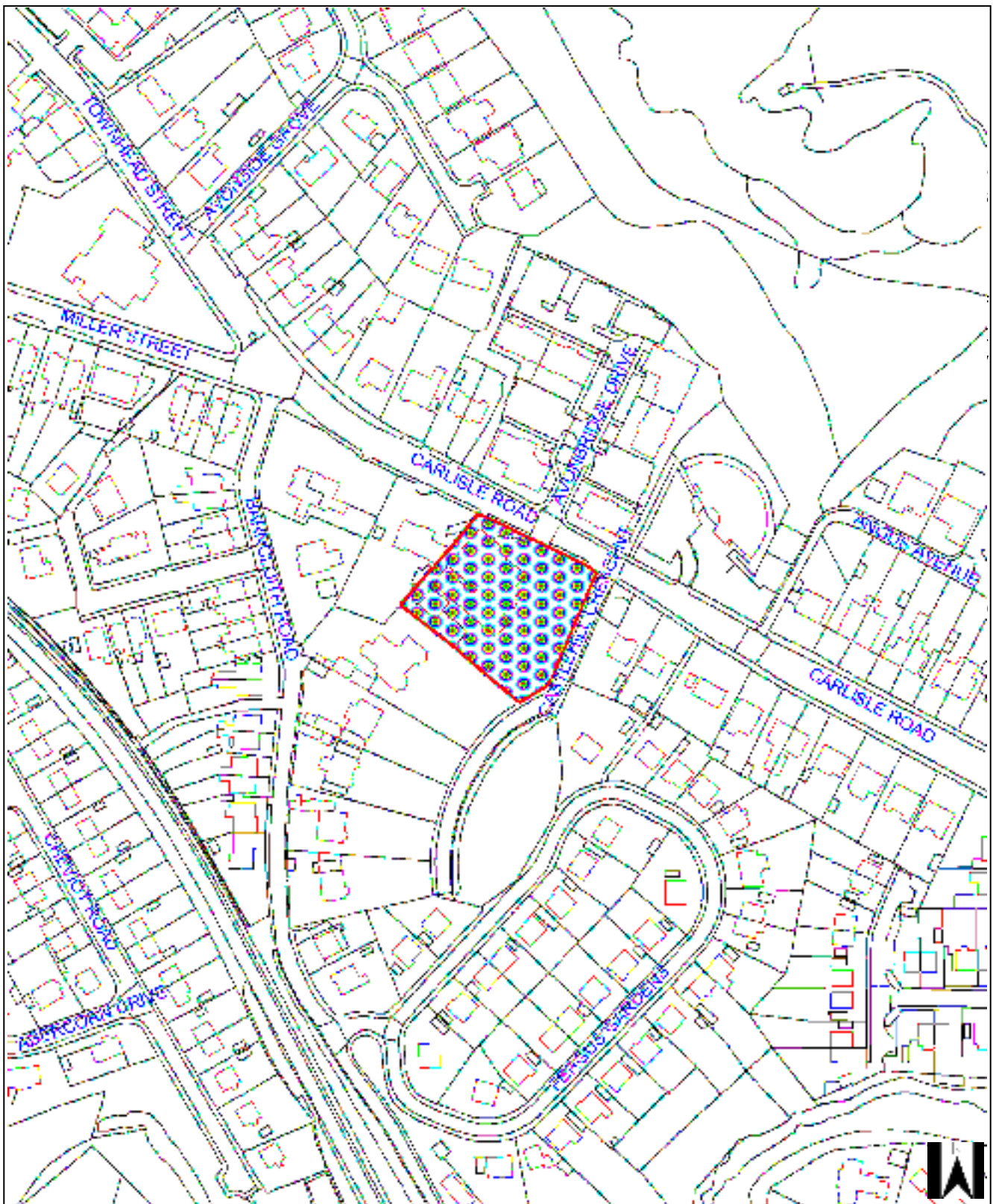
For information only

Report

Report to:	**Hamilton Area Committee**
Date of Meeting:	**22 November 2017**
Report by:	**Executive Director (Finance and Corporate Resources)**

Subject:	**Community Grant Applications**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ request approval for the allocation of community grants to 11 groups in the Hamilton area from the 2017/2018 community grant budget

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that community grants be awarded as follows:-

(a) Applicant: Hamilton District Arts Guild *(HA/62/17)*
    Amount Requested: £650
    Purpose of Grant: Materials, equipment and entrance fees
    Amount Awarded: £450

(b) Applicant: 112th Lanarkshire Cub Scout Group, Hamilton *(HA/67/17)*
    Amount Requested: £70
    Purpose of Grant: Outing
    Amount Awarded: £70

(c) Applicant: 112th Lanarkshire Scout Group, Hamilton *(HA/69/17)*
    Amount Requested: £250
    Purpose of Grant: Entrance fees
    Amount Awarded: £200

(d) Applicant: Larkhall OAP Association Town Branch *(HA/70/17)*
    Amount Requested: £200
    Purpose of Grant: Outing
    Amount Awarded: £200

(e) Applicant: Saffronhall Art Club, Hamilton *(HA/72/17)*
    Amount Requested: £550
    Purpose of Grant: Outing, administration and publicity costs
    Amount Awarded: £300

(f)   Applicant: Larkhall Youth Group *(HA/75/17)*
         Amount Requested: £403
         Purpose of Grant: Specialist transport and entrance fees
         Amount Awarded: £300

(g)   Applicant   Dalserf Village Garden Club, Larkhall *(HA/76/17)*
         Amount Requested: £528
         Purpose of Grant: Environmental project
         Amount Awarded: £350

(h)   Applicant: St John's Church Guild, Hamilton *(HA/77/17)*
         Amount Requested: £250
         Purpose of Grant: Outing and entrance fees
         Amount Awarded: £250

(i)   Applicant: Hamilton Bowling Club Winter Section *(HA/78/17)*
         Amount Requested: £280
         Purpose of Grant: Outing
         Amount Awarded: £200

(j)   Applicant: The Lanarkshire Festival of Male Voice Choirs,
                                     Hamilton *(HA/82/17)*
         Amount Requested: £400
         Purpose of Grant: Materials
         Amount Awarded: £300

(k)   Applicant: Friends of Beckford, Hamilton *(HA/85/17)*
         Amount Requested: £300
         Purpose of Grant: Equipment
         Amount Awarded: £200

3.   Background

3.1.   The Council operates a community grants scheme to support local constituted community groups and voluntary organisations. Applications are invited throughout the financial year.

3.2   All applications require to be supported by a constitution, audited accounts or annual income and expenditure accounts, a bank statement, and confirmation that the group/organisation will adhere to the conditions of the grant award.

4.   Employee Implications

4.1.   None.

5. Financial Implications

5.1. The current position of the community grant allocation for the Hamilton Area in 2017/2018 is as follows:-

Total allocation for Community Grants	£25,000
Grants previously allocated	£16,145
Community Grants recommended in this report	£2,820
Remaining balance	£6,035

6. Other Implications

6.1. The risk to the Council is that grant funding is not utilised for the purpose for which it was intended. This risk is mitigated by internal controls including audit procedures and a conditions of grant agreement.

6.2. There are no apparent implications in terms of sustainable development.

7. Equality Impact Assessment and Consultation Arrangements

7.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.

7.2. All the necessary consultation with the community groups has taken place.

Paul Manning
Executive Director (Finance and Corporate Resources)

7 November 2017

Link(s) to Council Values/Objectives
♦ Accountable, effective and efficient use of resources. Supports the Council's vision of working together to improve the quality of life of everyone in South Lanarkshire.

Previous References
♦ None.

List of Background Papers
♦ Individual application forms

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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