

# Report

Report to:	<b>Hamilton Area Committee</b>
Date of Meeting:	<b>20 September 2023</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Education Scotland Report – Hamilton School for the Deaf</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise of the outcome of the inspection of Hamilton School for the Deaf 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 Hamilton School for the Deaf be noted.

## 3. Background

- 3.1. Hamilton School for the Deaf was inspected in May 2023 as part of a national sample of primary education.
- 3.2. As part of the revised approach to inspection, the Education Scotland inspectors evaluated the leadership of change; learning, teaching and assessment; raising attainment and achievement and ensuring wellbeing, equality and inclusion.
- 3.3. The inspection team analysed questionnaires issued to a sample of parents, pupils and to all staff. Inspectors observed class lessons and interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met parents and members of the local community.
- 3.4. The report by Education Scotland was published on 27 June 2023.

## 4. Finding of HM inspectors

4.1. Education Scotland made comment under the following headings:-

- ♦ Leadership of change, Learning teaching and assessment, Wellbeing, equality and inclusion and raising attainment and achievement. All 4 quality indicators were evaluated as Good.

4.2 The particular strengths of the school were identified as follows:-

- ♦ Leadership is strong and all staff have high aspirations for the school.
- ♦ The child-centred culture across the school, underpinned by Deaf awareness and Deaf identity results in every child knowing they are valued highly.

- ◆ Teamwork across the school and outreach staff is strong.
- ◆ Staff are responsive to each child's wellbeing needs, interests, aspirations and potential barriers to learning. The strong relationships between adults and children help children to be confident, happy and to achieve.
- ◆ Pupil transitions both into and moving on from school are managed effectively with full involvement of parents.

4.3 Education Scotland identified the following areas for continued improvement:-

- ◆ To continue with the work already started in self-evaluation processes.
- ◆ To provide more planned moderation activities to support development of professional judgements and shared understanding of standards.
- ◆ To plan learning with a greater focus on raising attainment and ensure differentiated learning activities provide sufficient challenge for all learners.
- ◆ To develop the curriculum further to support children to have a better understanding of their rights.

4.4 The Inspection report can be accessed by clicking the following web link:-

[Hamilton School for the Deaf](#)

## **5. Employee Implications**

5.1. None.

## **6. Financial Implications**

6.1. None.

## **7. Climate Change, Sustainability and Environmental Implications**

7.1. None.

## **8. Other Implications**

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

## **9. Equality Impact Assessment and Consultation Arrangements**

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

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

**Carole McKenzie**  
**Executive Director (Education Resources)**

29 August 2023

## **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Inspiring learners, transforming learning, strengthening partnerships

## **Previous References**

- ◆ None

### **List of Background Papers**

- ◆ Education Scotland Report of Hamilton School for the Deaf – May 2023

### **Contact for Further Information**

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

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