

Report

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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
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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 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

- ◆ HMle Report – KEAR Campus

Contact for Further Information

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

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