

<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date: 5 September 2017</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>EDUCOM/62/17/WB</b>
<b>Contact Officer:</b>	<b>Wilma Bain</b>	<b>Contact No: 01475 712761</b>
<b>Subject:</b>	<b>Further Follow up Progress Report following Education Scotland Visit to Craigmarloch School</b>	

### 1.0 PURPOSE

1.1 Craigmarloch School was inspected by Education Scotland in March 2016 and the report published on 17 May 2016. The contents of the report were reported to the Committee in September 2016.

The Committee requested that another report be brought back to provide a further update on progress made.

### 2.0 SUMMARY

2.1 Craigmarloch now has a newly appointed Senior Management Team consisting of a Head Teacher, two Depute Head Teachers, one Principal Teacher and an additional Principal Teacher funded through Pupil Equity Funding (PEF) for session 2017/18.

2.2 Following the inspection, the school, together with Education Services, prepared an action plan to ensure that areas identified for improvement both in the report and in the Record of Inspection Findings would be progressed. The school has subsequently produced a Standards and Quality report highlighting progress made over session 2016/17.

2.3 The School Improvement Plan for session 2017/18 was developed in consultation with pupils, parents/carers and staff with priorities identified through the schools self-evaluation and, significantly, the areas of development identified in Education Scotland's inspection report.

Throughout this process the school has been supported by the Head of Inclusive Education and officers from the Quality Improvement Team.

### 3.0 RECOMMENDATIONS

3.1 It is recommended that the Education and Communities Committee notes the further progress made since the previous report to September 2016 Committee.

**Wilma Bain**  
**Corporate Director Education, Communities & Organisational Development**

<b>4.0</b>	<b>BACKGROUND</b>	
4.1	<p>Follow on from previous report to the Committee in May 2017.</p> <p>It was noted in the previous report to Committee that Education Scotland gave the following assessment of the school's performance:</p> <ul style="list-style-type: none"> <li>• 1.1 Improvement in Performance                      satisfactory</li> <li>• 2.1 Learners' Experience                                      good</li> <li>• 5.1 Curriculum                                                              weak</li> <li>• 5.3 Meeting Learners Needs                                      satisfactory</li> <li>• 5.9 Self Evaluation                                                              weak</li> </ul> <p>The report from Education Scotland noted particular strengths in the school including the pupils, therapeutic programmes and the wider school environment. There were also areas identified for improvement, including attainment and achievement in literacy and numeracy, pace and challenge in learning, development of the curriculum and to further strengthen self-evaluation.</p> <p>Education Scotland's Area Lead Officer continues to work with Education Service to support the school and new management team in the improvement journey.</p>	
4.2	<p>Since the publication of the Education Scotland report in March 2016, the school has seen significant changes in the school leadership team initially with the appointments of a new Head Teacher and Depute Head Teacher (DHT) in August 2016 and the recent appointment of a second Depute Head Teacher and Principal Teacher from August 2017. The implementation of Pupil Equity Funding (PEF) from Scottish Government has facilitated the appointment of an additional Principal Teacher for one year with the remit to take forward the Developing Inverclyde's Young Workforce (DIYW) agenda across the school.</p>	
4.3	<p><b>Areas of Improvement</b></p> <p>The school worked together as a community to develop a Curriculum Rationale which takes account of learners' entitlements and the four capacities and reflects the uniqueness of the Craigmarnloch setting. A Quality Calendar has been drawn up and shared with all staff. This includes regular and rigorous monitoring of the quality of teaching and learning. Evidence from these visits is beginning to impact positively on pupil learning experiences.</p>	
4.4	<p>Attainment in literacy, numeracy, health and well-being are a central feature of the school's priorities for improvement. There is a clear focus on ensuring that there is a consistency of approach across teaching and learning and that young people take an active part in learning, are clear about what they have to learn and about success criteria.</p>	
4.5	<p>A framework for Literacy and English has been developed with training provided to all staff over the course of session 2016–17. The framework was implemented from the start of the new term in August 2017. This framework will allow staff to plan learning and track pupil progress from early to second level. Following consultation with all staff, a new reading resource, Bookbug, has been introduced. Staff have also been trained in the use of this resource and workshops have been held for parents. The development of an integrated assessment has been carried out to give a baseline from which to measure pupil progress. Pupils have responded positively to reading materials both in book form and online. Additional resources have been sourced to ensure better progression into the secondary phase. For those young people for whom reading and writing are not functional skills, staff are working to ensure that they can participate in</p>	

the activity in a different way using symbols, photographs or voice recording. A working group supported by Education psychology, specifically for this group of learners, commenced at the beginning of term. The DHT is committed to continually developing therapeutic programmes and will deliver training to teachers and support staff as a priority over the course of this session. The school has also worked closely with an external consultant on supporting staff working with pupils who have Autism. Training has been delivered to staff, young people and parents across the Campus.

4.6 The Mathematics working group has been supported by the linked Quality Improvement Officer to further develop learning and teaching in Mathematics and provide advice on the lesson format and structure. The school continues to develop an effective framework to support the use of appropriate learning and teaching strategies and methodologies to improve progression and pace and challenge. Maths skills are also being promoted across the school. This includes numeracy across learning and financial education. Pupils in S1 benefit from saving regularly via a Credit Union account which has been successfully introduced to the school.

4.7 A Health and Wellbeing working group has drawn up a programme of study for Primary and Secondary pupils. This will improve learning experiences for children and young people. Of particular interest is the focus on mental health awareness. The school has worked closely with CLD and supported local projects, for example, Belville Garden Project. Young people are now attending Gibshill Community Centre to learn about other cultures and to learn Italian. Further, the promotion of independent travel for senior pupils has been incorporated into the programme of study in conjunction with Turning Point Scotland. This partnership was launched in June 2017. Another new project in partnership with Social Work, Disabled Living, will further support staff, parents and young people.

Two members of staff have been trained in Nurturing Approaches. This will be rolled out across the school and will give staff a depth of understanding to support young people who either do not engage well or behave aggressively. This will benefit all pupils and raise morale giving teachers more time to teach. The school has also taken steps to ensure that young people are taught about personal hygiene and looking after their bodies with one period per week of the curriculum being dedicated to Health and Well Being.

4.8 Senior managers are committed to ensuring that the highest possible standards and success for all learners are achieved. A range of development work has been implemented to build staff capacity and confidence including opportunities for peer observation to facilitate the sharing of good practice in the classroom. The school continues to develop teacher judgements in Literacy, Numeracy, Art and Home Economics and has made further progress in moderation of assessment through working in partnership with colleagues across the shared campus and wider Port Glasgow cluster. In line with all Inverclyde Schools, Craigmarloch has collated anticipated achievement levels across the Broad General Education. This data has been submitted to the Scottish Government.

4.9 Over the course of session 2016/17, the increased partnership working across the Port Glasgow Campus has allowed pupils to successfully access a wider range of SQA qualifications in subject areas such as Science, Modern Languages, Art & Design and Technology. This has resulted in a number of young people gaining qualifications in both course and individual unit awards ranging from National 2 to National 5 level. Inverclyde's annual staffing exercise has provided an opportunity to better balance the school's staffing structure and thereby ensure appropriate provision of qualified subject specialists to support SQA presentation, particularly in Literacy and Numeracy, and accreditation of wider achievement for young people in the Senior Phase. A further example of collaborative working includes pupils from St Stephen's High School currently accessing opportunities for curriculum flexibility in Craigmarloch including the development of skills for work through work experience in the evolution of the Café Connect programme.

4.10 Along with the detailed analysis of SQA results, a wide range of data and information about learners' progress is gathered to monitor and track attainment and achievement of all learners throughout the session. The collation of this data will form part of the school's wider self-evaluation process which is managed using an agreed Quality Assurance calendar. This will allow the school to be data rich in supporting both the attainment of pupils and the school improvement process. This is further enhanced through continuing engagement with the wider Parent Council and the wider school community on a range of issues including the school's allocation of Pupil Equity Funding.

4.11 The school continues to review and develop its curriculum structure including providing wider opportunities for integration into mainstream provision through partnership working across the Port Glasgow Campus. There is evidence of increased involvement with partners to support pupils in the Senior Phase including Inverclyde's More Choices More Chances (MCMC) team and Community Learning and Development (CLD) who have established a programme for young people with severe and complex learning needs. This is proving to be very supportive and continues to improve post-school transitions. This partnership working has also improved transitions to Inverclyde's adult services leading to improved choices and opportunities for young people. All pupils have a transition worker to support them as they move from Education into the world of work. Enable Scotland's work readiness programme has been introduced with a number of young people having successfully taken part in a wide variety of work placements. In addition the timetable has been adjusted to include one designated period per week for World at Work for S1 –S6.

The improvements in curriculum choices through improved integration to mainstream provision and re-alignment of the school staffing structure are designed to lead to improved sustained post-school positive destinations, an issue that remains an acknowledged national concern.

4.12 Senior pupils have increased opportunities to undertake college based courses. Based on learner conversations and in conjunction with parents, pupils can have a more individualised, flexible programme with some time in college, extended work placement, time in school etc. and courses across the shared campus to allow them to make better choices for their senior phase and beyond school. Taster sessions have been offered in a range of vocational subjects including, for example, construction, computer games development, hair and beauty and car mechanics. This reflects the curriculum flexibility available to all mainstream schools as outlined in Inverclyde's Post-16 Transition Policy and Procedures 2017

4.13 Inspectors had highlighted that while there were many examples of very good opportunities for young people to achieve, the school should do more to accredit achievements outwith school including volunteering in the community and in sporting activities. Saltire awards have been introduced to accredit work placements through volunteering at the McPherson Centre. The Duke of Edinburgh award is offered to S5 students with 7 pupils having achieved Bronze Awards and now currently working towards Silver awards in S6, an increase from the 5 pupils who gained the award in 2015/16. The school will continue to access other opportunities for accreditation of wider achievement which will be introduced as appropriate including the John Muir Awards and Prince's Trust. The school now celebrates those successes through a restructured format for Assemblies and in their new digital newsletter "The Comet".

4.14 Throughout the above process, the school has been supported by the Head of Inclusive Education and the Quality Improvement Team. This has included the development and implementation of an extended transition induction programme for pupils entering S1 in the Summer Term 2017.

4.15 Work with parents continues to be high on the school's agenda. Further plans to develop work with the Parent Council are underway. The school leadership team are aware of the disadvantage to the development of a cohesive school culture and environment due to the distribution of families across Inverclyde rather than being a

focus of a local community. Consequently a series of meetings in different locations and communities have been introduced to allow parent and carers to meet without the burden of travel. Discussions on educational issues are facilitated and time allowed for parents to share experiences and to support each other. Parents will be invited to participate in school working groups during Session 2017/18 and contribute more effectively to the school's improvement agenda.

4.16 By increasing opportunities for equality and equity of access to mainstream provision in the Port Glasgow Campus, everyone across the Port Glasgow Campus community will benefit greatly. This will be seen in a greater awareness and understanding of the challenges faced by young people with complex support needs as well as the development of an increasingly better trained and experienced teaching and support staff.

## 5.0 IMPLICATIONS

### Finance

#### 5.1 Financial Implications

One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if applicable)	Other Comments
N/A					

### Legal

5.2 N/A

### Human Resources

5.3 N/A

### Equalities

5.4 There are no equality issues within this report.

Has an Equality Impact Assessment been carried out?

√	NO – This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.
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	<b>Repopulation</b>	
5.5	N/A	
<b>6.0</b>	<b>CONSULTATION</b>	
6.1	N/A	
<b>7.0</b>	<b>LIST OF BACKGROUND PAPERS</b>	
7.1	Education and Communities Committee Paper, Report Number: EDUCOM/45/16/WB, 6 September 2016	
7.2	Education Scotland Inspection of Craigmarloch School, 17 May 2016 <a href="https://education.gov.scot/inspection-reports/inverclyde/1004182">https://education.gov.scot/inspection-reports/inverclyde/1004182</a>	