

<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>30 October 2018</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/99/18/GM</b>
<b>Contact Officer:</b>	<b>Ruth Binks</b>	<b>Contact No:</b>	<b>01475 712748</b>
<b>Subject:</b>	<b>October 2018 Progress Report following Education Scotland's May 2016 Inspection of Craigmarloch School</b>		

### 1.0 PURPOSE

- 1.1 The purpose of the paper is to update the Committee on the progress being made in Craigmarloch school in response to the Education Scotland Inspection report published in May 2016.

### 2.0 SUMMARY

- 2.1 Following the inspection the school, together with Education Services, prepared an action plan to ensure that the areas identified for improvement in both the report and the Record of Inspection Findings would be progressed. Reports outlining progress made since the inspection were presented to the Education and Communities Committee in February and September 2017. The Committee requested that a further report should be presented in October 2018.
- 2.2 While the initial areas for development were identified from the Record of Inspection Findings, subsequent priorities have been identified through the school's self-evaluation and quality assurance procedures. Those priorities were developed in consultation with pupils, parents/carers and staff and are detailed in both the 2017/18 and 18/19 Improvement Plans. Subsequent progress and achievements have also been reported in the school's annual Standards and Quality Report.
- 2.3 Throughout this process the school has been supported by the Head of Inclusive Education, Culture & Communities and officers from Inverclyde's Quality Improvement Team. That process has included close collaborative working and regular opportunities for both observation and professional dialogue to both support and challenge the school leadership team on the school's curriculum rationale and structure, learning and teaching and self-evaluation.

### 3.0 RECOMMENDATIONS

- 3.1 It is recommended that Education and Communities Committee:
- a) notes the further progress made since the previous report to the September 2017 Committee;
  - b) agree that, because officers are fully satisfied with the improvements made by the school, there is no requirement for further reporting to the Committee.

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & Organisational Development**

<b>4.0</b>	<b>BACKGROUND</b>	
4.1	Craigmarloch School was inspected by Education Scotland in March 2016 and the report was published in May 2016. This report was issued to staff, parents, local elected members and the Convener and Vice-Convener for Education.	
4.2	<p>It was noted in the previous reports 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>	
4.3	<p>The report from Education Scotland also noted particular strengths in the school including the pupils, the school's therapeutic programmes and the wider school environment. However they also identified number of areas for improvement namely:</p> <ul style="list-style-type: none"> <li>• Attainment and achievement in literacy and numeracy;</li> <li>• Pace and challenge in learning;</li> <li>• Development of the curriculum;</li> <li>• Strengthen self-evaluation.</li> </ul> <p>To provide additional support to the school, Education Scotland's Area Lead Officer has worked with the Education Service and the Senior Leadership Team to assist the school on its improvement journey</p>	
4.4	The contents of the Education Scotland inspection report were presented to the Education and Communities Committee in September 2016. Subsequently, members requested that regular progress reports should be brought back to Committee to provide an update on the school's progress. Reports were subsequently presented in both February and September 2017. At the September Committee meeting, it was agreed that the next progress report should be presented after a period of one year.	
4.5	<p>In the interim there have been significant changes in the school leadership team, initially with the appointments a new Head Teacher and DHT in August 2016 and subsequently appointments of a second Depute Head Teacher and Principal Teacher from August 2017. It is evident that the School Leadership Team are now working very effectively together to lead the school community forward and to further improve outcomes for all young people across the school community. This has included a focus on increasing integration with partner schools in the Port Glasgow shared campus particularly in the Senior Phase.</p> <p>The implementation of Pupil Equity Funding 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>	

## **5.0 REPORTED IMPROVEMENTS**

### **5.1 Attainment**

The Senior Leadership Team has ensured that attainment in literacy, numeracy, health and wellbeing are the central feature of the school's priorities for improvement. There has also been a clear focus on ensuring that there was a greater consistency of approach to teaching and learning across the school, with the young people taking a more active part in their learning. There is greater evidence that the staff and the young people have a better understanding of Learning Intentions and Success Criteria, key components of good learning and teaching.

The framework for Literacy and English which was developed over the course of session

2016–17 continues to build on early successes. The school's Literacy Improvement Group is liaising closely with education service officers and authority coaching and modelling officers who provide additional support and advice.

The recruitment of subject specialists in English and Literacy from the start of the 2018/19 session has ensured that pupils in the school's secondary sector experience a more consistent progressive programme from S1 to S6. Also, the development of an integrated approach to assessment now gives a baseline from which to measure pupil progress. Pupils have responded positively to reading materials both in both book form and online. Additional resources have been sourced to ensure better progression into the secondary phase.

To improve the communication skills for those young people for whom reading is not a functional skill, there has been an increased focus on more appropriate strategies and resources. For example, the Principal Teacher, working with colleagues from Fife Local Authority, has developed the symbolisation of all areas of the school. The school Makaton trainer is also supporting this via weekly Makaton classes for staff. The Makaton classes have been offered to both staff and pupils across the Port Glasgow campus. There has also been an excellent uptake from colleagues from Inverclyde's HSCP.

The Mathematics Working Group has been supported by the Quality Improvement Officer to further develop learning and teaching in Mathematics providing further advice on the lesson format and structure. The local authority coaching and modelling officer for numeracy has delivered a number of sessions to SLT, and relevant primary and secondary teachers. From August of 2018 a weekly input for Craigmarloch has been timetabled with the coaching and modelling officer for numeracy. Craigmarloch Primary and Secondary departments have all received additional resources from the Attainment Challenge team to support the improvement of numeracy across the school. As part of the internal restructuring of the secondary department, key subject staff are now ensuring that the young people receive consistently higher quality learning and teaching and are making better progression in this subject area.

Nurturing approaches have been embedded within the school. As part of a comprehensive package of support, the Health and Wellbeing coaching and modelling officer and the Principal Teacher have developed a nurture policy for the whole school. The school's Nurture Improvement Group has now been trained in nurture and Boxall Profiling. The group work with classroom teachers to ensure that all staff have a greater understanding of the nurture principals and plan appropriate interventions to support pupil progress. Support from the Scottish Attainment Challenge has enabled an improved range of residential learning experiences to be offered with more pupils participating. These experiences ensure that the school continues to improve the health and wellbeing of pupils. In addition, the school has also been able to provide improved outdoor learning experiences to the whole school through a developing partnership with Finlaystone Estate.

## **5.2 Development of the Curriculum**

There has been significant progress in the development and implementation of a more suitable Curriculum for all young people. The school has developed a Curriculum Rationale which takes account of learners' entitlements, the four capacities and reflects the uniqueness of the Craigmarloch setting.

After consultation with pupils, parents and staff, Craigmarloch secondary sector timetable was restructured in January 2018 to mirror the timetables of the Campus Partners. This has increased the opportunity for cross-campus learning and increased the number of pupils now able to access a range of subjects in St Stephen's High School and Port Glasgow High School. This has been an important change for young people and has ensured that every period in the secondary provision is significantly more conducive to meaningful learning and teaching.

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 enabled a number of young people to successfully participate 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.

Senior pupils now have increased opportunities to undertake college based courses. The school has improved the number of college options available to pupils in the Senior phase, with a number of S4 pupils now benefitting from one afternoon per week at West College Scotland. A number of S5 and S6 pupils are now able to access a full day at college leading to appropriate accreditation. Taster sessions have been offered in a range of vocational subjects including 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.

The school has taken forward steps to improve and recognise the achievements of all young people. Saltire awards have been introduced to accredit work placements through volunteering at local adult support centres. 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. In 2016 / 2017 6 pupils achieved their Duke of Edinburgh bronze award and a further 3 pupils also achieved bronze in 2017 / 2018. The school continues to access other opportunities for accreditation of wider achievement which will be introduced as appropriate including the John Muir Awards and Princes Trust.

### **STATISTICS FOR 16/17 AND 17/18**

The improvements in curriculum choices through improved integration to mainstream provision and re-alignment of the school staffing structure are leading to improved sustained post-school positive destinations

### **5.3 Self-Evaluation And Quality Assurance**

The quality of leadership is having a significant impact on the attainment of the young people within Craigmarloch. 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.

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. In 2017 - 2018 a new format for planning, tracking and monitoring has been established which is better informing staff of pupil progress. Evidence from class visits is beginning to impact positively on pupil learning experiences.

Along with the detailed analysis of SQA results, a wide range of data and information about learner's progress is gathered to monitor and track attainment and achievement of all learners throughout the session. The collation of this data forms part of the school's wider self-evaluation process which is managed using an agreed Quality Assurance calendar. This has enabled the school to be more analytical in its analysis of data and to ensure that staff are making better use of data to support both the attainment of pupils and the school improvement process.

## 5.4 Pace and Challenge

The school continues to develop teacher judgements in Literacy, Numeracy, Art and Home Economics and has made further progress in the 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.

Craigmarloch's Head Teacher has participated in an SNSA focus group specifically for ASN establishments to ensure that the procedures and data gathered via the SNSA process is robust and meaningful.

The school is making good use of its links within the community campus to ensure all young people have the appropriate levels of challenge. For example the positive partnership has enabled one pupil to move from Craigmarloch to Port Glasgow High School on a permanent basis and another to achieve a B pass in National 5 Mathematics.

Pupil confidence across the campus is growing, particularly since the school has now arranged for all S4 – S6 pupils to have lunch in the main campus agora with their mainstream peers.

## 5.5 Partnership with Parents

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 need to develop a cohesive school culture and environment that is able to respond to the challenges of the demographic distribution of families across Inverclyde. Consequently, a series of meetings in different locations and communities have been introduced to allow parents 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 2018/19 and contribute more effectively to the school's improvement agenda. Parents attended sessions provided by the principal teacher to inform them on how to support literacy at home through the new framework and resources. Craigmarloch's Makaton trainer also held weekly Makaton classes for parents to support consistent communication approaches are used.

- 5.6 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.

## 6.0 CONCLUSIONS

- 6.1 It is evident that there has been significant improvement in all aspects of educational provision for young people at Craigmarloch School since the publication of Education Scotland's inspection report in May 2016. There has been a complete overhaul of the school's curriculum provision and the move to align the school day with the campus partners has been an important step towards equity of provision and has undoubtedly been beneficial to all three educational establishments.

The school's reputation and profile have certainly risen. This is evidenced by the number of parents who now look to place their child in the school, confident in the educational, personal and social opportunities available.

There is clear evidence of a more cohesive and united staff who share a common purpose in improving the outcomes for the young people in their care. An ethos and culture of

belonging to the Craigmarloch Community is a step-change from the previous divisive atmosphere that was unfortunately evident prior to the visit by Education Scotland. This is undoubtedly due to the Head Teacher's inclusive and collaborative approach to leadership and a focus on improving learning and teaching and ensuring consistency through a rigorous approach to self-evaluation and quality assurance. All staff have bought in to his vision.

As noted in the narrative of this report, it is difficult to develop a community spirit in an educational establishment that has an Authority-wide catchment area. The School Leadership Team is therefore to be commended in their efforts to build a more cohesive school community through the parental engagement programme.

It is the opinion of Officers that there is sufficient evidence that the school has been on a transformational process over the past two years which has produced improvements that are both commendable and sustainable. It is therefore now no longer necessary for reports to be presented to the Education and Communities Committee to demonstrate that continuing progress.

## 7.0 IMPLICATIONS

### 7.1 Finance

#### 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					

### 7.2 Legal

N/A

### 7.3 Human Resources

N/A

### 7.4 Equalities

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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7.5	<b>Repopulation</b>	
	N/A	
7.6	<b>CONSULTATION</b>	
	N/A	
<b>8.0</b>	<b>LIST OF BACKGROUND PAPERS</b>	
8.1	Education and Communities Committee Reports:  05 September 2017 – Further follow up progress report following Education Scotland visit to Craigmarnloch School 07 March 2017 – Follow up progress report following Education Scotland visit to Craigmarnloch School 06 September 2016 – Education Scotland report on Craigmarnloch School	
8.2	Education Scotland Inspection of Craigmarnloch School was published on 17 May 2016 ( <a href="https://education.gov.scot/assets/inspectionreports/inscraigmarnloch170516.pdf">https://education.gov.scot/assets/inspectionreports/inscraigmarnloch170516.pdf</a> )	