



Education
Scotland
Foghlam Alba



**Moore House Care and
Education Service
Bathgate
22 March 2016**

Education Scotland inspect schools in order to let parents¹ and young people know whether their school² provides a good education. Inspectors also discuss with staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher/senior managers and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which young people are involved. We also gather the views of young people, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well young people are doing, how good the service is at helping them to learn and how well it cares for them. We comment on how well staff, parents and young people work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support young people. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.educationscotland.gov.uk. Here you can find analyses of questionnaire returns from young people, parents and staff, and details about young people's examination performance. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

² The term 'school' includes the nursery class or classes where appropriate.

Contents

1. The school
2. Particular strengths of the school
3. How well do children and young people learn and achieve?
4. How well does the school support children and young people to develop and learn?
5. How well does the school improve the quality of its work?
6. What happens next?

1. The school

Moore House Care and Education Service (Moore House) is a non-denominational residential special school for young people with a range of additional support needs. The school specialises in providing care and education for young people who have experienced trauma or loss. The school building is located in Bathgate. The school roll was seven at the time of inspection in January 2016. No young people had a co-ordinated support plan. The school has experienced a number of staffing difficulties in recent times.

2. Key strengths of the school

- High quality support provided to young people and their families by the Day Service team.
- A positive start to providing a clear vision across care and education.

3. How well do young people learn and achieve?

Across care and education, staff have warm, nurturing relationships with young people. This helps most young people to feel safe, overcome any anxieties with their learning and seek support when they need it. Some young people benefit from well-targeted one-to-one teaching as well as working in pairs and small groups. This has helped some previously disengaged young people to improve their attendance and engagement with education. However, expectations of young people's learning, attendance and behaviour are too low with most young people making limited progress with their learning. Care and education staff need to raise their expectations of young people's participation and engagement with their learning. When engaged in challenging and stimulating learning activities, the majority of young people were motivated and keen to learn. Overall, the quality of learning activities is not consistent across the school. In a few classes, young people do not understand the purposes of lessons and what they could achieve. Teachers need to use more resourceful and imaginative approaches to engage young people with their learning.

Moore House places great emphasis on assisting young people to improve their wellbeing. As a result, most young people are making progress with their social and emotional development. Young people's personal achievements are recognised and celebrated by staff. A few young people are supported by care staff to access community-based sporting activities. In recent times, most young people gained a few

National Qualifications from a very limited number of subject areas. All young people would benefit from more opportunities to experience success and achieve more widely in both education and care settings. In particular, young people at the senior phase should be working towards gaining more National Qualifications. Overall, young people are making limited progress with their literacy and numeracy skills. They would benefit greatly from more opportunities to develop these skills across other subject areas and in real-life contexts. The recently introduced student council has made a positive start in strengthening young people's ability to contribute to aspects of school life.

4. How well does the school support young people to develop and learn?

The majority of tasks and activities are well planned to support young people to develop and learn. However, in a number of classes the pace of learning is too slow and does not provide sufficient challenge for young people. All young people participate in an effective induction programme which helps accurately identify their social and emotional needs. Most staff across education and care are sensitive and responsive to young people's individual needs. Young people benefit from input from the Psychological Services and Intervention team, and the 'In Touch' transition support service. The highly effective Day Service team play a lead role in supporting young people and their families to develop their social and emotional skills. Regular meetings involving the young person, parents and key staff from education and care enable progress and difficulties to be discussed. All young people have Individualised Learning Plans. Staff should ensure that targets within these plans are meaningful for each young person. This would help young people to understand what they need to learn next and how this builds on what they already know.

The school has set out its vision to provide a curriculum in education and care which enables young people to develop the skills they need for life and work. Across the school, young people experience learning in a limited range of curricular areas. These experiences can provide

valuable contributions to developing young people's skills for learning, life and work. Overall, young people do not have the opportunity to study a broad enough range of subjects particularly at the senior phase. The school needs to put clear plans in place to develop the curriculum in line with Curriculum for Excellence. Staff are at an early stage in developing coherent and progressive programmes. For example, there is not yet a plan for taking forward literacy and numeracy. This needs to be developed along with the school's approaches to assessment and moderation.

5. How well does the school improve the quality of its work?

The recently appointed Chief Executive has made a positive start in developing and communicating a shared vision for Moore House and creating a culture of mutual trust and respect. There is evidence of better support and teamwork amongst staff across care and education. This has led to a number of staff taking on additional responsibility in taking forward service priorities. The school has clear and appropriate improvement priorities in place to implement Curriculum for Excellence. In particular, there is increased focus on strengthening the opportunities available for young people to achieve more widely and develop skills for life and work. Education staff welcome feedback on their practice from senior managers and colleagues. Senior managers need to develop formal processes to monitor the quality of the school's work. This would help to improve the quality of learners' experiences and achievements. All staff access regular training opportunities to better meet the diverse needs of young people. Education staff would benefit from targeted professional development in learning and teaching approaches and the implementation of Curriculum for Excellence.

6. What happens next?

As a result of our inspection findings we think that Moore House needs additional support and more time to make necessary improvements.

Our Independent schools link inspector along with the Board of Governors will discuss the most appropriate support in order to build capacity for improvement, and will maintain contact to monitor progress. We will return to evaluate aspects of provision and the progress in improving provision within one year of publication of this report. We will then issue another report to parents on the extent to which Moore House has improved. In that report we will inform you if we are going to carry out a continued inspection visit.

We have agreed the following areas for improvement with the school and Board of Governors.

- Increase expectations of learners' experiences and improve staff's skills and confidence in planning and delivering high quality learning activities.
- Improve young people's attainment and achievement at the broad general education and senior phase.
- Develop the curriculum in line with national guidance and ensure challenge and progression across the school.
- Take a more rigorous approach to monitoring learning and teaching and tracking young people's progress.

Quality indicators help schools, boards of governors 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 HMIE publication *How good is our school?*.

Here are the evaluations for Moore House Care and Education Service.

Improvements in performance	weak
Learners' experiences	weak
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school.

The curriculum	weak
Improvement through self-evaluation	satisfactory

Managing Inspector: Steven McPherson
22 March 2016

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/MooreHouseSchoolWestLothian.asp>.

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on 0131 244 5555.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: enquiries@educationscotland.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Crown Copyright 2016
Education Scotland