

Summarised inspection findings

Redburn School

North Lanarkshire Council

17 March 2020

Key contextual information

Redburn School is situated in the Cumbernauld area of North Lanarkshire. It is a school for primary children and secondary young people with complex learning needs. At the time of the inspection, the roll of the school was 113. The headteacher had been in post for just over a year.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The recently appointed headteacher has brought stability and strong leadership to the school. She has made significant progress in bringing the school community together and developing an inclusive school culture. Together with the senior leadership team, she is managing the pace of change well. This is enabling staff to reflect and evaluate their practice in both formal and informal ways. Staff are encouraged to engage in appropriate, well-chosen professional learning. The headteacher is working well to raise the profile of the school within the local learning community.
- Staff, and a few partners, were consulted regarding the recently developed school's vision, values and aims. Most staff have a clear understanding of these aims. As planned, senior leaders should now consult more fully with stakeholders within the school and community to ensure that aims reflect the views of all children, young people and their families. It is important that the vision, values and aims are presented in a manner which children, young people and their families can access. Staff should support children's and young people's understanding of the school values and ensure there is greater consistency in the approaches used to support them.
- The majority of teaching staff and approximately one third of support staff joined the school within the last two years. This has slowed progress on achieving improvement priorities. However, most staff are responding very well to the appropriate agenda for change and improvement. Almost all staff report improvements in staff morale and team working since the new headteacher took up post. Senior leaders have clearly defined the roles and responsibilities of the whole staff team. Depute headteachers and principal teachers have appropriate leadership roles across both primary and secondary sectors.
- Staff have recently engaged with a range of evaluative activities across the school. These include daily reflections, questionnaires and collegiate sessions. Members of the senior leadership team carry out lesson observations followed by dialogue with teachers. This encourages teachers to self-reflect on their practice and is beginning to lead to improved learning experiences for children and young people. The senior leadership team need to continue to work with staff to ensure high quality learning and teaching across all classes. Senior leaders are supporting staff well to use data to understand children's and young people's progress and achievements. There should be a greater focus on using data to raise attainment and to ensure children and young people are achieving as highly as possible.

- Staff are developing well a collaborative approach to school improvement planning. The school improvement plan, informed by local and national priorities, focusses on four main priorities; health and wellbeing; raising attainment through improving pedagogy; developing skills for learning life and work; and delivering science, technology, engineering and mathematics (STEM). These were identified after consultation with staff and the Parent Council. Senior leaders measure progress appropriately against these priorities through, for example, collegiate meetings and on-going quality assurance activities to support and challenge learning and teaching across the school. Almost all teachers have engaged with the recently established working groups. A few teachers welcome opportunities to lead these improvement groups such as literacy; numeracy; communication; Developing the Young Workforce; Eco School and rights based learning. These do not all yet fully align with the school improvement priorities. There is now a need to strengthen the strategic approaches to improvement planning to ensure that it better takes account of the priorities for the school.
- Staff participate well in a range of planned professional learning opportunities, such as nurture and signing training, to enable them to support children and young people. All teachers have opportunities to meet annually with a member of the senior leadership team (SLT) as part of their professional review and development. The headteacher, having recently completed Masters level study, is working with colleagues across the local authority to develop policy relating to aspects of health and wellbeing. Other senior leaders are engaged with leadership studies and a few teachers are participating in professional learning opportunities outwith the school environment. This reflects the staff's commitment to building individual and collective staff capacity. As senior leaders develop further the approaches to self-evaluation and school improvement, professional learning discussions and subsequent training should be more closely aligned with priorities for improvement.
- Staff have a good understanding of children's and young people's barriers to learning. This includes an understanding of the social, economic and cultural context of the school. As a result, staff are focussing the allocation of Pupil Equity Fund (PEF) to the school on improving children and young people's physical wellbeing. Additional coaches support the development of sporting activities, more outdoor play equipment has been purchased and specific strategies have been employed for a few individual young people where required. Staff should now evaluate the impact of these activities to determine if they are improving wellbeing outcomes. Senior leaders recognise the need for this to be more strategic and well-planned based on evaluation evidence. They should continue as planned to involve more stakeholders in the consultation process and subsequent implementation of activities.
- Parents are supportive of the school and recognise improvements over the past year. There are better opportunities for parents to be involved in aspects of their child's learning. Staff should improve consultation and engagement with parents on wider school issues. There are effective arrangements in place for joint planning with partners and almost all are positive about their involvement in the school.
- Children and young people take on a variety of leadership roles including being monitors in classes. The recently introduced pupil council affords a few children and young people the opportunity to give their views on a variety of topics. Staff are beginning to develop approaches to learner participation to ensure all children and young people are engaged in the life of the school. Staff should now use national guidance to support the improvement of pupil participation. Children and young people should have better opportunities to have meaningful input into decisions about their lives and wider school issues.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The school has a positive, supportive ethos and there is a clear commitment to children's and young people's wellbeing and rights. Staff know children's and young people's needs well and are beginning to develop their understanding of nurturing approaches. Almost all children and young people experience positive relationships with staff. Development of nurturing approaches should continue in order to embed approaches and to ensure the dignity of all pupils.
- Most children and young people behave well during lessons and the majority are able to engage appropriately in group activities. Staff are respectful in their approaches to supporting pupils who disengage or leave the activity. These positive interventions successfully allow pupils to re-engage. Teachers should ensure there are more individualised active learning tasks for those who find challenges engaging with desk-based learning.
- Staff support pupils well to cope with transitions between learning activities. A range of effective strategies are used, including visual timetables, objects of reference, 'first, then' strips and clear verbal instructions from staff. These strategies reduce uncertainty for children and allow them to cope successfully with their routines. The use of transition songs is very successful in allowing pupils to transition from one activity to another and maintain the pace of learning. In some classes, the use of favoured items in nurture boxes and sensory regulation activities are enabling children and young people to self-regulate.
- Almost all staff across the school have a good understanding of the importance of helping support children improve their wellbeing and ensuring children and young people are treated in a respectful and dignified manner. This is demonstrated through sensitive and well considered interventions to support children in aspects of their learning, personal care and to moderate their behaviour. In a few classes, staff discuss the needs of pupils without taking due account of their dignity. Some staff need to have a greater awareness about the importance of respecting the privacy and dignity of children and young people and not engage in discussions with each other about children's needs. Staff are beginning to develop their understanding of children's rights. They should continue with this valuable work ensuring there is a focus on how staff can support children to exercise their rights.
- The majority of children and young people would benefit from opportunities to experience greater pace and challenge in numeracy. Staff should continue to plan more learning activities, based on a robust assessment of their progress and linked to 'Getting it right for me' (GIRFME) plans to support young people to develop their numeracy skills. This should contribute to their growing independence.

- Across the school, the quality of teaching is inconsistent. The 'Redburn Lesson' supports teachers' understanding of some of the prerequisites of a positive learning experience. However, teachers should develop further their understanding of these to ensure relevance for all learners. In the majority of classes, teachers use differentiation well. Some pupils are too passive in their learning, particularly in group activities. Teachers need to challenge pupils more and deliver active learning experiences which further develop existing skills and increase independence in learning. Learning and teaching needs to be more relevant and meaningful with a greater focus on life skills and learners' interests. Teachers should work together to explore a greater range of resources and develop more creative ways to engage all learners.
- Staff understand the importance of supporting learners to develop communication, independence and social skills. Some pupils are able to make choices in learning and express their views using visual supports and cues. The majority of pupils are engaged in their learning and develop communication skills using a range of supports such as signing and picture exchange systems, however this is inconsistent across all classes. Staff should continue to develop communication approaches to suit the profile of learners including developing further the use of digital technologies.
- Creative arts input and a range of active and fun experiences from external providers bring vibrancy to the learning environment. This input supports pupils to express themselves positively and develop further skills such as co-ordination, gross motor and numeracy. Children and young people are clearly enthusiastic and motivated by these opportunities. Teachers should consider how to replicate and incorporate a wider range of approaches to capture some of this motivation and engagement. The school should also progress plans to develop peer learning experiences in music with Cumbernauld Academy due to the success of the 'Redburn Rocks' initiative.
- Teachers assess children's and young people's progress throughout the year and at the end of each term. The majority of teachers use observational assessment information to inform their judgements and next steps in learning. Information includes team discussions, observation folders, annotated photographs and pieces of work. Most teachers can describe their pupils' learning achievements and progress well. However, the quality of evaluative statements in assessments and reports is variable. The school should now establish a clear assessment rationale and develop consistent use of a shared language of assessment across all evaluations of learning and in reports. This should ensure that application of learning in meaningful contexts is considered.
- Teachers use a range of information to support planning of learning and teaching including information from GIRFME plans and other individual profiling documents. Planning in GIRFME plans is variable in quality and duplicates other planning of learning.
- The school uses a useful online system that is leading to effective tracking and monitoring of learning experiences. This system is providing valuable attainment data for teachers about individuals and groups, which they use well to track and monitor attainment and inform next steps in learning. Senior leaders should ensure that this does not narrow the focus of learning and that teachers extract what is useful, whilst continuing to use other evidence to inform a holistic picture of children's and young people's progress. Senior leaders should use information about progress and attainment to support and focus professional dialogue with teachers to improve attainment.
- The majority of teachers have taken part in appropriate recent local authority moderation processes which has allowed professional dialogue with peers around assessment of pupil learning. This process should be expanded in order to support all teachers over time to make consistent judgements about a child's or young person's learning.

2.2 Curriculum: Learning pathways

- The school's curriculum incorporates flexible learning pathways and aims to promote social skills, independence and good communication. Identified children and young people follow an individualised curriculum. Senior leaders encourage teaching staff to plan learning using early and first level experiences and outcomes from Curriculum for Excellence. A few young people successfully attend the local college and others have gained life experience through regular work placements. These experiences promote preparation for life beyond school. There are missed opportunities for young people to develop more independence through these activities. Children and young people work very well in the school café and the majority participate in outdoor horticultural experiences and trips to the local supermarket. A few activities result in high quality learning experiences and a positive ethos. Children perform at the Motherwell Arts Festival showcasing their dance and musical accomplishments.
- Staff have recently established a numeracy working group to lead the development of numeracy across the school. Their aim is to ensure that all children and young people develop numeracy skills within meaningful contexts and through real life experiences. The working group has developed a numeracy pathway and shared a variety of strategies for developing numeracy skills within Redburn School.
- In a minority of lessons, the structure and delivery of the curriculum does not take into account children's and young people's circumstances and learning journey. In a few classes, children and young people work on basic concepts rather than focusing on relevant and meaningful skills-based learning. Teachers plan learning experiences, which match learners' cognitive stage, but are not related to their practical needs. There should be increased opportunity to practice skills in real life contexts. Teachers need to take better account of the interests and preferences of children and young people and develop meaningful appropriate lessons based on these. Senior leaders have identified the need to re-visit some of the learning pathways to increase children's and young people's engagement in lessons. They should ensure pathways take account of relevance, personalisation, challenge and enjoyment.
- Across the school, partnership working enhances the curriculum. An array of partners, including drumming groups, local school pupils, sports coaches and community organisations provide valuable opportunities for children and young people to develop skills for learning, life and work. Some partners have a clear focus on health and wellbeing, while others focus on promoting science, technology, engineering and mathematics. The school should continue, as planned, to develop partnership working to improve engagement, provide relevant contexts and increase attainment. Teachers should work alongside partners in lessons, where possible, in order that they then replicate the good practice brought to the school.
- Across the school, staff celebrate personal achievements of children alongside curricular-based awards. Children experience personalisation and choice through their topic activities and through their involvement in interdisciplinary learning. At the senior phase, S4-S6 is one continuous cohort. Staff should ensure that throughout the three years of the senior phase, they monitor progress effectively and that there is increasing depth and challenge. As planned, young people need opportunities to take on increasing responsibility for aspects of their own learning and to follow their own interests. This will encourage independence and better prepare young people for unfamiliar environments.

2.7 Partnerships: Impact on learners – parental engagement

- Partnership working with parents has improved over the past 18 months and parents are positive about the school. Staff have successfully increased parental engagement and parents feel they have been instrumental in driving change. The Parent Council brought partners into the school to speak with parents and staff. For example, a recent visit from a charity provided information about respite care. Their input has had a positive impact on relationships between staff and parents and increased parental involvement in their children's learning.
- The school has a number of partners who are involved in children's learning. At the early stages, the close relationship with the local additional support needs nursery class provides valuable support for families during transitions into P1. The school works closely with local health and social care partners and encourages families to use the local independent advocacy service. This helps families to plan positive destinations after the senior phase. Parents feel supported by these effective partnerships.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Health and wellbeing outcomes are improving for almost all children, young people and their families. Individual reports detail progress in health and wellbeing such as developing social skills, better physical fitness and improved independence. There are good examples of progress in engagement and behaviour for most learners. Staff gather aspects of information about progress in wellbeing through a recently introduced electronic reporting format. They now need to improve approaches to gathering information about progress in health and wellbeing.
- Children are beginning to develop an understanding of the wellbeing indicators. The pupil council takes a leading role in presenting information about the wellbeing indicators in relevant ways. A classroom charter based on children's rights has been introduced and a few pupils are able to describe their involvement in developing this. The school should continue to support children to gain a better understanding of their own wellbeing and what they can do to improve.
- Almost all children and young people show that they are happy and feel safe with the school. They benefit from opportunities to experience a range of activities to improve their wellbeing such as cooking, soft play and hydrotherapy. In almost all classes, relationships between staff and pupils are nurturing and supportive. Staff demonstrate a good knowledge about children's and young people's strengths and needs. They use what they know well to interact and engage with children. Staff are caring towards children and young people.
- Health and wellbeing targets set within GIRFME plans are appropriate for a few children and young people, however, there is a need to review the quality and purpose of these targets. Staff should review the impact of targets to determine if they are improving wellbeing outcomes. There is currently a lack of consistency across the school in how targets are set. There is not clear information as to how achievements of targets are assessed and recorded, or how target setting aligns with other planning approaches. As a result, there is a lack of information as to whether targets improve outcomes for children and young people. As planned, staff should now develop further health and wellbeing programmes to meet the individual needs of children and young people.
- Teaching and support staff work well together to ensure children and young people receive appropriate support to access their learning. Additional support needs assistants (ASNAs) know children and young people well and provide well considered interventions. Across the school, children and young people should be given opportunities to be more independent, where appropriate. Children and young people would benefit from planned opportunities to play and engage with others at breaks and in the playground. The senior leadership team should review the levels and quality of support for children and young people during breaks.

- Staff work well with other professionals and agencies to support children's and young people's health and wellbeing. The Health and Wellbeing Resource Team (HART) provide valuable support to the school to help build the capacity of staff.
- Children and young people attend and contribute to reviews about their learning and progress. Children and young people create informative 'My Views' documents to provide a framework for discussion of their achievements and progress.
- Almost all staff have a good understanding of their statutory duties. They participate in professional learning, such as child protection training, and are confident in carrying out their responsibilities. Children's and young people's additional support needs are identified and recorded in GIRFME plans. The school needs to review how these plans are used across the school and agree a consistent approach. Information in these plans does not always reflect the needs of children and is not always kept up to date. The school should work with the education authority to consider how GIRFME plans could be used to better support children and young people.
- Staff are committed to ensuring all children and young people have equal opportunities to access a broad range of educational experiences. Where necessary, individual timetables and programmes are in place to support children and young people who experience challenges in learning alongside their peers.
- Staff have a clear commitment to improving outcomes for all pupils. As they develop the use of tracking and monitoring approaches, there should be a greater focus on ensuring children and young people are challenged appropriately and achieve as much as possible.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Across the school, almost all children are making good progress in literacy and numeracy. As the school continues to improve the curriculum and planning approaches, staff should ensure that there is even better progress for learners and that the skills they are developing within literacy and numeracy are meaningful and relevant. There is a need for children and young people to develop and apply skills within real life contexts.
- At senior phase, young people are achieving SQA National 1 and 2 units across a range of subjects, such as independent living, music: exploring sound and rhythm and communication: creating text. Almost all young people at senior phase are working towards national qualifications. Staff should widen opportunities for young people to develop skills and gain accreditation in their senior phase.

Literacy

- Children use 'morning books' well to help them settle and begin their daily routines in a purposeful manner. They choose successfully from a range of pictorial symbols to signify the day of the week, weather, and to spell their name. The books allow children to express how they feel. Children work in a group and can follow directions to help them learn and understand.
- Story time is used to good effect in most literacy lessons. The majority of children and young people focus on stories for short periods and, with support, engage well with related tasks. In the early stages, there is valuable emphasis on resources and props, such as puppets and snow (shaving foam). This provides a tactile focus for those children who have difficulty fixing their gaze and who benefit from multi-sensory experiences.
- The majority of children are developing early writing skills, progressing from mark making, to constructing simple sentences. At early and first levels, most children are developing fine motor skills to prepare them for writing tasks. A few children at early and first levels are writing their name. A few children and young people can successfully identify letters. In the senior phase, young people are creating texts well through pictures.
- Children and young people are using a limited amount of technology to enhance communication and learning. Switches and 'talkie tins' help children to express themselves and aid communication with home. Children and young people could be make better use of digital technology to improve their communication skills. In most lessons, children and young people use multi-sensory approaches for communication. The object of reference (OoR) system works well in the school and provides identified children with a number of benefits. Through the use of OoRs, children can anticipate, understand, remember, make choices and express needs more

easily. Children and young people use signing and picture exchange systems well to express themselves and communicate successfully. The school rightly identifies enhancing communication as a priority. Senior leaders are engaging in the process of becoming a communication friendly school. They should continue to focus efforts in this area by ensuring each child and young person has clearly outlined strategies for communication identified within individualised planning.

Numeracy

- Children and young people visit local shops to buy items for enterprise projects. They are developing appropriate skills in understanding the use of money.
- Across the school, visual timetables are used well by staff to re-enforce first, then next. Children are becoming familiar with days of the week and months of the year through daily discussions and song. In a few classes, children count well using counters and real life objects, for example carrots when making soup. Children enjoy investigating shapes and being creative with them. They use two-dimensional shapes to build animal families and extend shape patterns.
- At the senior phase, young people work towards National Qualifications in numeracy. Young people use a timer for different activities and recognise longer and shorter items. They match items and recognise familiar numbers within the classroom and outside environment.

Attainment over time

- Staff make appropriate use of assessment information to make professional judgements about how well children are progressing. Information provided by the school demonstrates that almost all children are making suitable progress in specific areas of literacy and numeracy. Staff should now ensure that children and young people make even better progress. The school does not yet have data or information related to attainment in other areas of the curriculum.
- Staff use the school's tracking and monitoring system well to identify progress and plan next steps in learning. Senior leaders should support staff to have increased confidence in making professional judgements about progress.

Overall quality of learner's achievements

- The school is helping pupils develop the four capacities of CfE through planned learning activities and wider achievements. For example, children and young people participate in activities such as fundraising, looking after the outdoor environment and visiting local cafés to develop their confidence and experience success. Staff record and track these skills to enable them to collate information about the achievements of children and young people. Staff should now analyse this information more closely to identify learners who require targeted interventions.
- Across the school, children and young people have good opportunities to develop skills through activities such as dance, horticulture projects and music activities. These activities allow children and young people to develop social skills and apply learning in meaningful contexts. Children and young people show significant levels of enjoyment and enthusiasm when participating in these activities. Staff should widen opportunities for children and young people to achieve and develop skills within creative and motivating activities.
- Almost all children in the primary school are developing skills and improving their confidence through the Junior Award Scheme for School (JASS). This allows children to experience success and achievement. At the senior phase, young people are developing appropriate skills

through a range of college placements to support them for life beyond school. For example, young people are learning about catering and hospitality at college and using their skills to run a weekly café in school. Staff should extend opportunities for young people to develop skills and gain accreditation at the senior phase.

- A few children and young people are involved in activities that contribute to the life of the school through the pupil council. Children who are part of this group are developing a good understanding of their role and their achievements. All children and young people across the school should have opportunities to contribute to the life of the school and wider community.
- The school works well with partners, such as The Scottish Rural College, to support children and young people develop skills in gardening and horticulture. For a few young people, this is leading to employment when they leave school.

Equity for all learners

- The school received approximately £16,000 in PEF. There is a clear rationale for how the funding should be used. For example, some funding has been used for lunchtime clubs to improve children's and young people's physical fitness. The school needs to monitor the impact of activities and resources to ensure they are resulting in the intended outcomes.
- Senior leaders and staff are committed to ensuring all children and young people achieve as highly as possible. They should now continue to use tracking and monitoring approaches to focus on raising attainment and achievement for all.

School Empowerment

■ Curriculum-cluster model of empowerment

- The local authority implemented a model for empowering clusters in session 2019/20. The headteacher is a member of the local cluster of special, primary and secondary schools. The current cluster improvement action plan provides opportunities for schools to work together on agreed priorities linked with their own school priorities. This is at the early stages. This should enable staff within Redburn School to take forward work relating to STEM in a planned and progressive way.
- In the current school session, the establishment of working groups within Redburn School is empowering teachers to lead on aspects of school improvement. These groups provide teachers with opportunities to influence important aspects of the work of the school.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.