

Summarised inspection findings

The Good Shepherd Centre

5 September 2023

Key contextual information

School Name The Good Shepherd Centre
SEED number: 8600066

The Good Shepherd Centre (GSC) is an independent registered secure care and residential care establishment, including an independent school, based in Bishopton. GSC supports vulnerable young people from the age of 12 to 18. Young people are referred through the children's hearing and criminal justice systems. Young people tend to stay within the care of GSC for a few months. Education is provided in a secure environment and all young people are resident in houses at GSC.

The service has experienced significant changes in senior management in the education service, with very recent appointments of a new head of education and a new deputy head of education. This followed an extended period without senior managers in post. Staff are responding positively to the new senior management team.

The school roll at the time of the inspection was 18.

2.3 Learning, teaching and assessment

good

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

- Positive relationships are central to engaging young people successfully in learning. Staff are welcoming, patient and skilled in interacting with young people and building their self-esteem. They support young people to manage anxiety and focus on learning by creating a warm, welcoming environment and positive ethos for learning.
- Teachers and staff are sensitive to the individual needs of young people and intervene quickly when they show signs of distress or challenging behaviour. They make effective use of praise and encouragement to motivate young people. Using young people's interests when planning tasks often leads to better engagement with learning. As a result, most young people attend lessons regularly, almost all achieve a range of units, qualifications and awards and feel optimistic about their future.
- In most lessons, learning is well matched to the needs of learners based on individual assessment. Planning is linked closely to young people's individual targets set within individualised educational programmes (IEPs). However, more individualised approaches will help young people to achieve even better. Teachers' explanations and instructions are clear. While most lessons are well structured, the pace of learning is sometimes too slow. Most teachers share the purpose of learning with young people and what they need to do to be successful. When this is done well, young people can identify the purpose of learning and

evaluate their progress towards achieving clear learning outcomes. In a few lessons, the learning intentions are not clear.

- Young people have good access to digital technology to support them with a range of tasks including writing, research, coding and 3D printed models. Young people particularly enjoy outdoor learning experiences and working with partners such as Street League. They gain awards and learn skills linked to personal development, health and wellbeing and employment. Senior leaders plan to further develop partnerships with local employers to extend existing opportunities related to work experience.
- In the best lessons, staff use a range of resources creatively to enrich young people's learning experiences. These include film and video clips from a range of sources, displays and after school learning opportunities. Staff plan to further develop creative learning approaches linked to learners' personal interests. In a few lessons, learning is mainly teacher directed. This limits opportunities for young people to assume responsibility for their learning and work independently. They would benefit from more opportunities and additional help to work in pairs or groups with peers to support each other and share opinions and ideas agreeably. Staff welcomed peer and senior leader observations of their lessons in previous sessions and look forward to these being reinstated. They found these both helpful and supportive in identifying and sharing best practice across the centre and effective support strategies.
- All classroom assistants take on a range of additional responsibilities to support young people's individual needs and enhance their learning opportunities. They are skilled in supporting young people to manage their behaviour, using nurturing approaches, praise and encouragement to motivate and support them. A few classes would benefit from additional support staff, particularly where young people are working on a range of tasks across the Broad General Education (BGE) and Senior Phase.
- Staff have developed systematic and well-established approaches to assessing young people's progress and learning from placement. Staff and partners assess young people on arrival and throughout their learning journey. An initial planning meeting for each young person provides a clear, holistic approach to supporting emotional, physical and educational needs. This planning meeting helps to support transition. Standard tests and assessment provide a baseline for literacy and numeracy levels. This allows the school to identify gaps in young people's learning and plan next steps to support them to make progress.
- Teachers are using a range of evidence to inform their professional judgements and develop confidence in moderation. This is used to support decisions for planning appropriate next steps and support strategies to be implemented. Recent professional learning activities with other schools have led to better understanding of formative assessment approaches. Close observations within small classes, one-to-one support and formative assessment strategies, help practitioners to plan well-timed interventions and future support within learning. Daily feedback from the whole team around the young person is used effectively throughout to inform and support the progress in learning.
- All young people have regular access to the on-site nurse and visiting specialists. These include psychologists, a doctor and Forensic Child and Adolescent Mental Health Services (FCAMHS). An assessment of young people's social and emotional difficulties supports staff to understand a young person's behaviour and plan appropriate support strategies.
- Staff are developing well their understanding and use of learner progress data. This is supporting staff to keep under constant review, the impact of supports and interventions to help young people to improve their learning. They meet regularly to discuss approaches to

assessment and moderation. Structured internal and external moderation activities are supporting teachers well to improve their confidence in making accurate professional judgements about learners' attainment and progress. This supports teachers to plan the next steps for children in their learning. However, school leaders are aware that a redesigned or enhanced tracking and monitoring system is now needed to enable them to demonstrate improvement over time at an individual or cohort level.

- All children and young people have IEPs which are reviewed regularly and evidence progress over time clearly. Children and young people's targets focus on literacy, numeracy, support interventions and strategies to support social and emotional development. Key teachers agree individual targets with young people and ensure that they know and are involved in reviewing targets.

2.1 Safeguarding and child protection

- 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.

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

- The majority of young people are making appropriate progress in their literacy and numeracy. Across the school, attainment in both literacy and numeracy is good.

Literacy and English

- Taking account of their different starting points, half of young people at BGE are making appropriate progress from their previous learning in literacy and English and a small number are exceeding expectations.
- Overall, a minority of young people have gained course or unit awards in English or literacy. In the BGE, half of young people have achieved course awards at National 3. At BGE, around half of young people are undertaking SQA units at National 3 and National 4.
- At the Senior Phase, under half of young people between S4-S6 have achieved at least one National Qualification between National 2 and National 4. The majority of young people in the senior phase have achieved a unit or a course award ranging from National 2 to National 4.

Talking and listening

- Most young people at BGE contribute ideas, information and opinions when engaging with teachers and support assistants in one-to-one tasks. Most listen, answer and ask questions using appropriate tone and vocabulary. Most speak clearly and share their opinions and thoughts when talking to staff and each other. At senior phase, a few young people can express their views articulately on a range of political and social subjects of interest. These include sport, modern day slavery and human rights. At BGE and senior phase, young people would benefit from supported opportunities to develop confidence when engaging with others. This includes skills such as offering their views and building on others' contributions, opinions and ideas. Staff now need to further develop approaches to tracking of young people's talking and listening skills.

Reading and writing

- Most young people at BGE can identify the main ideas in a text. They identify the purpose, style and some language techniques to support their understanding of a range of texts and genre. The majority of young people read unfamiliar texts with fluency, understanding and expression. A few can apply their knowledge of language in writing, using appropriate punctuation, grammar and layout. The school has recognised the need to further extend opportunities for personal reading for all young people related to their interests.
- At senior phase, the majority of young people who attend classes regularly identify the main ideas and supporting details in a text and draw conclusions. The majority can write a

persuasive letter and use word banks to help them to develop and express their ideas in writing. A few apply this skill in other subjects such as social subjects and PSE. A few can recognise key features of different forms of writing such as personal, descriptive and persuasive writing. As a next step, staff could further extend opportunities to develop young people's literacy skills within wider achievement awards.

Numeracy and mathematics

- Across the school, a majority of young people are making appropriate progress with numeracy and mathematics. Almost all young people are working towards National Qualification units from National 2 to National 4. Almost all learning in numeracy and mathematics is based on textbooks or worksheets linked to qualifications.
- Taking account of their different starting points, a minority of young people have achieved at least one National Qualification unit in numeracy and mathematics. A few have completed a full qualification whilst at the school.
- The school uses an online mathematics programme to provide learners with additional support and structured practice with numeracy concepts. This enables them to solve addition, subtraction, multiplication and division problems as well as calculating fractions, percentages and decimals.

Number, money and measurement

- Young people are developing their understanding of managing money, with those studying at National 4 extending their learning to include foreign exchange and comparing prices. Learners are supported to use a range of skills, including calculating percentages and decimals.

Shape, position and movement

- Young people are developing their skills relating to shape, space and measures linked to national qualifications. Young people are able to apply these concepts when engaged in other areas of the curriculum, particularly in practical craft.

Information Handling

- Young people are developing their information handling skills linked to national qualifications. Learners are able to display data in bar graphs, line graphs and tabular form.

Attainment over time

- The school has developed its own comprehensive approach to the tracking and monitoring of young people's achievements and attainment at an individual level. However, staff are not yet able to collate or analyse this data to examine trends, globally or by a particular characteristic. School leaders are aware that a redesigned or enhanced system is now needed to enable them to demonstrate improvement over time at an individual or cohort level.
- Taking account of their additional support needs and barriers to learning, most young people at both BGE and senior phase have attained well over time. The majority of young people have made significant progress compared to their previous education placements. A few learners' attainment is impacted negatively by their barriers to learning, particularly due to their attendance and their level of engagement in learning activities.
- At the senior phase, across the curriculum, most young people are attaining successfully a number of National Qualifications and wider awards. Most young people attain course and unit awards at National 3, with a few attaining at National 4 and National 5. The majority of young people attain numeracy and mathematics qualifications. Most young people are also gaining

awards across a wide range of curriculum areas, including literacy and English, numeracy and Maths, employability, and wellbeing. Overall, the school can demonstrate that it is raising attainment over time for individuals at the senior phase, with learners gaining further awards, occasionally at a higher level than before.

Overall quality of learners' achievement

- Almost all young people are experiencing success through achieving a range of National Qualification units and wider awards including British Gymnastic Awards and Heart Start. The young people are very well supported by staff and partners who use a range of strategies to re-engage young people more readily with learning.
- The school is supported by key partners who work together with school staff to improve the quality of learners' achievements. These partnerships provide pathway opportunities in the future and are supporting learners to experience leadership, team work and resilience.
- The school has a good focus on supporting young people to experience success in learning and supporting recovery from interrupted learning.
- Staff are skilled at building strong relationships with young people and the employability focused learning enables young people to plan for their future and explore career opportunities. Young people are well supported to understand how to access the world of work across a range of subject areas.

Equity for all learners

- Senior leaders and staff have developed a good understanding of the additional support needs and barriers to learning of young people at GSC. Senior leaders and staff know the background of their learners and swiftly develop positive relationships with them. They are well aware that they are uniquely placed to re-engage young people in their learning and enable them to gain appropriate accreditation for this. Staff work hard to provide targeted, equitable support to help alleviate any challenges faced by young people. This is helping to ensure that young people are not disadvantaged by their personal circumstances. While making a positive difference for young people who attend GSC, staff are prioritising improving further their curriculum offer to become more vocationally based.

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.