

Summarised inspection findings

Clydeview School

North Lanarkshire Council

19 February 2019

Key contextual information

Clydeview School in Motherwell, North Lanarkshire, is a primary school for children with a range of additional support needs. At the time of inspection, the roll in the school was 32 children across four classes. The headteacher and principal teacher had taken up their posts a few months prior to the inspection.

1.3 Leadership of change

unsatisfactory

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 and staff have recognised the need to develop a meaningful school vision, values and aims to reflect the work of the school. The school needs to take increased account of children's rights and national, local and school priorities for improving children's wellbeing, attainment and achievement. The development of a new vision and values also provides a good opportunity to identify further opportunities for children to learn and play alongside their peers from St Bernadette's Primary School.
- Staff have knowledge about the range of children's learning and support needs and they are aware of the barriers to education faced by children and their families. Staff across the school now need to take better account of children's needs in their planning, learning and teaching and support. Staff should use the information they have about children to create a learning environment where all children are valued and respected.
- Since taking up post in August 2018, the headteacher has focused on building relationships with children, staff and parents to enable her to understand the needs of learners and identify the school's strengths and key areas for improvement. The headteacher is supported by the recently appointed principal teacher. Collectively, as a matter of urgency, they need to implement change and improvement across many aspects of the school including the wellbeing of children, approaches to learning, teaching and assessment and the curriculum. There should be an immediate focus on improving how children are supported in their learning and implementation of professional learning for all staff about children's rights. As they work with staff to bring about improvements, the senior leadership team should closely monitor the impact of change to ensure it is leading to better outcomes for children.
- The school was awarded £12000 Pupil Equity Funding (PEF). The previous headteacher consulted with staff and families to consider how this money should be used. The current plan details a number of projects to improve the wellbeing of children. The plan requires to be reviewed to ensure projects are appropriate and achievable within the given timescales. The current headteacher should monitor and evaluate the impact of the interventions identified within the plan to ensure they are achieving the desired outcomes for children.

- The headteacher recognises the need to improve approaches to self-evaluation. Staff have previously engaged with national guidance such as *How Good Is our school?* 4th Edition. They now need to revisit up to date national guidance to help develop their skills in identifying strengths and areas for improvement. Staff would benefit from opportunities to view practice in other schools and settings. Staff are committed to improving the school and are positive about potential future ways to participate more fully in school self-evaluation.
- The current school improvement plan (SIP) identifies priorities for improvement that are appropriate to the school such as the development of health and wellbeing. The headteacher, together with staff, should review these priorities and identify how they can work together to implement actions that will lead to improved outcomes for children. As the headteacher increases her knowledge about the school, she should work with staff to identify further areas that require urgent and significant improvement. There needs to be opportunities for all staff to develop leadership skills to enable them to take responsibility for whole school improvements.
- All staff are able to identify recent opportunities for professional learning such as promoting positive behaviour and massage therapy. Staff should now engage in professional learning to help them better understand how to meet the needs of children. Formal approaches to reviewing the professional learning needs of all staff should be implemented. Professional learning should focus on priorities that will lead to improved outcomes for children such as, wellbeing and learning and teaching approaches.
- The newly appointed principal teacher has introduced new approaches to tracking and monitoring. Together with staff, the senior leadership team should review if these new approaches provide enough relevant information to enable staff to track and monitor the progress of all children. Tracking and monitoring approaches should have a focus on identifying the individual progress of children. There is currently a range of plans in place and it is not clear how these plans provide individual learning pathways for children or how progress is being assessed and recorded.
- The headteacher and principal teacher recognise the need to develop opportunities for children to take on leadership roles across the school. They should engage with national guidance on children's rights and pupil participation to ensure children have a voice and that they are equipped to make choices and decisions.

2.3 Learning, teaching and assessment

weak

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

- Almost all children come to school each day keen and eager to learn. When engaged in their learning, they are respectful of others, interact well with their peers and enjoy opportunities to play and learn together. In too many instances, staff do not show appropriate levels of understanding of children's needs or how they can adapt their approaches to learning and teaching to ensure children do not become disengaged. The school needs to develop staff's understanding of approaches to positive relationships and how they impact on children's engagement in their learning.
- Teachers plan learning activities which seek to develop children's skills in meaningful real life contexts for example, numeracy is being developed through the use of money. Too many lessons are whole class activities and are teacher led. Children spend too long listening and waiting for their turn to take part in an activity. This results in children becoming disengaged from their learning and, in a few cases, distressed. Planned learning activities need to take greater account of each child's unique strengths and needs. Teachers need to differentiate lessons to ensure each child's learning is appropriately challenging and meets their needs.
- In a few lessons, teachers use visual timetables to help children identify their activities for the day. In a few classes, signing and visual cues are used to support communication with individual children. This practice is not consistent across all classes. Teachers' explanations of learning activities are not of a consistently high quality across the school. The school should develop teacher's skills in communicating learning intentions to ensure children have a better understanding of what they will be learning throughout the day. Staff use praise to recognise children's achievements. This is often linked to compliant behaviours such as sitting or waiting. Staff need to develop their use of praise to support children to understand better what they have learned and how successful they have been.
- The senior leadership team would benefit from reviewing the use of indoor and outdoor spaces to enhance learning and wellbeing. A few learning spaces are not suitable to meet children's needs.
- Teachers use a range of resources to engage children in their learning. A few children are able to use digital technology, including interactive whiteboards, to access their learning. The school should continue with their plans to develop further their use of digital technologies to support children to engage in their learning.
- Staff use the local community appropriately to support children to learn in real life contexts. Children are learning how to use money to buy items in shops and they visit the local park to learn about nature.

- Teachers use the observation of children’s learning as the primary means of assessing progress. Staff should develop clear and explicit assessment approaches to enable them to better assess what children are learning and the progress they are making. The school has very limited information on children’s progress and this results in teachers having a lack of understanding about each child’s strengths and abilities. As a result, teachers plan learning activities which do not take good enough account of children’s prior learning. The school has recently reviewed processes for identifying and recording children’s needs and targets in their learning. This system is insufficiently developed to provide teachers with any meaningful data to measure children’s progress.
- The school has recently introduced a tracking and monitoring tool. The headteacher, together with the principal teacher and staff, now need to ensure this tool supports teachers to have a better understanding of children’s individual progress. Teachers have recently been introduced to the national milestones and benchmarks. They now need to familiarise themselves more fully with these to help support their assessment of children’s progress.

2.2 Curriculum: Learning pathways

- The school needs to develop a curriculum rationale with staff, parents and its community partners. In doing so, they should ensure that the curriculum rationale is reflective of the unique setting of the school and its proximity to St. Bernadette's Primary School.
- To support teachers to meet the individual needs of all children, the leadership team recognise the need to develop a relevant and coherent curriculum with all stakeholders. This should provide challenge and enjoyment, breadth, progression, depth, personalisation and choice.
- Teachers use a variety of different frameworks from different sources to support their planning. The senior leadership team is aware of the need to develop progressive frameworks with staff in all curriculum areas. This has the potential to ensure that children are progressing and developing skills in different areas of the curriculum.
- The school is at an early stage in developing a shared understanding of interdisciplinary learning. Staff would benefit from engaging in professional learning opportunities that support them in planning high quality interdisciplinary learning experiences that take full consideration of Curriculum for Excellence guidance.
- There are a few examples of teachers providing opportunities for children to develop skills for learning, life, and work. For example, children take on jobs within the classroom such as line leader and snack monitor. They learn to socialise in local cafes and buy snack items in local shops. Staff should continue to familiarise themselves with the Careers Education Standards and use this to support the development of this work.
- The school plans to support teachers to develop short term targets to support children's individual needs. The senior leadership team is aware of the need to introduce more robust arrangements for evaluating learners' progress over time, including moderation.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher has established a good working relationship with the Parent Council. She has supported them well to become more involved in the work of the school. For example, the Parent Council recently organised a Halloween themed party for children. The headteacher should build on the positive start she has made in engaging the Parent Council in the work of the school.
- Home school diaries are used to share information between the school and parents/carers. This supports communication between children’s families and their teachers. The school should continue with their plans to increase methods of communication, including social media, to improve how the school shares information with parents.
- Parents recently attended an event to talk to teachers about their child’s learning. This was well attended. Staff should now develop more opportunities for parents and carers to become involved in learning activities.

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 that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

unsatisfactory

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

- Staff work with a range of partners to meet the health and wellbeing needs of children. As a result, some children are developing skills and making progress across areas such as communication and eating and drinking. A few children are not having their nutritional needs appropriately met. Staff have a lack of awareness of the individual needs of children and how best to improve their wellbeing. Parents identify that there is a need for more input from other professionals to support children's communication and wellbeing.
- The school has recognised the need to develop a cohesive health and wellbeing programme to ensure children are developing appropriate skills and knowledge to help them keep safe and healthy. The current school improvement plan details actions related to improving wellbeing. These plans and actions need to be reviewed to ensure they result in better outcomes for children. The school does not currently gather information as to how they are improving wellbeing outcomes for children. Children's health and wellbeing targets are not robust and do not allow staff to track progress or identify specific wellbeing needs.
- A range of plans are in place to identify and record strategies to support children's wellbeing. These include eating and drinking plans, behaviour support plans and risk assessments. In line with education authority guidance, the school is currently transitioning to Getting it Right for Me (GIRFME) approach to identifying and recording children's needs and progress. Staff are at an early stage of using the wellbeing indicators to identify children's strengths and needs in GIRFME plans. Staff have identified long term targets for children and are planning to develop short term targets to help assess progress. The senior leadership team, together with staff and the education authority, needs to review approaches to how they assess, record, report and evaluate children's progress. There is inconsistency in how plans are used and some plans do not accurately reflect children's progress. Staff should continue to help children develop an understanding of the wellbeing indicators to support them to communicate their own feelings and needs.
- Children participate in activities designed to support their wellbeing. These are not always well matched to their needs. Individual wellbeing targets need to be reviewed to ensure they provide appropriate challenge and result in improved outcomes for children. In almost all classes, health and wellbeing timetabled activities, such as snack time, are too teacher led and do not offer children opportunities to develop important independence skills or to make relevant choices.
- Children participate in physical activities such as swimming, athletics and outdoor physical activities. Almost all enjoy these activities. The school should now ensure that all children are appropriately challenged to improve their physical fitness and to develop skills.

- At the time of the inspection, current policies and guidance such as child protection, equalities, behaviour and health and wellbeing were not available. The education authority should work closely with the school as a matter of priority to ensure that up to date school policies and procedures are in place and reflect local and national guidance.
- The school, together with the education authority, need to review and improve their approaches to safeguarding and child protection. As a matter of urgency, there should be a review of child protection documentation that determines if appropriate action has been taken when child protection concerns have been raised. The headteacher, as child protection coordinator, requires support from the education authority to ensure that she is aware of procedures for the reporting and recording of concerns and secure storage of information. All staff would benefit from further child protection training, especially those who say they are not currently aware of procedures.
- The headteacher should work with other agencies to ensure that the progress and wellbeing of care experienced children is monitored and that interventions and supports are appropriately recorded in files.
- The headteacher should carry out a review and analysis of all incidents and accidents to help improve the wellbeing and safety of children. In the recording of incidents, staff should provide more detailed information. Specific interventions should be identified and taken forward to help reduce the number of future incidents.
- Children have some opportunities to learn and play with children in the adjoining school. These experiences have resulted in positive engagement and interactions. Staff should now extend opportunities for children to engage with mainstream children.

3.2 Raising attainment and achievement

weak

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 school is not yet collecting and analysing information about individual children's progress and whole school attainment data. The senior leadership team recognise the need to have a wide range of assessment evidence that demonstrates breadth, challenge and application. This information should be moderated within the school and in partnership with other schools. Staff need to develop an understanding of the school's attainment gap to ensure funds received from the Pupil Equity Fund raise attainment for identified children. The school is not yet able to evidence individual children's progress and attainment. There is scope for most children to make further considerable progress in their learning.
- Annual review reports over a period of three years show that, overall, children across the school are making satisfactory progress in literacy and limited progress in numeracy. The school was not able to provide any information about progress over time. Teachers are at the very early stages of developing their confidence in making professional judgements. The senior leadership team and class teachers would benefit from using local and national guidance to develop their moderation practices to gain a better understanding of national standards. This improved understanding needs to lead to improvements in progress and attainment for all children, including different cohorts such as care experienced children.

Literacy and English

- Children across classes have a wide range of ability in literacy and a diverse range of needs. Most children observed in lessons are making satisfactory progress in developing their communication and literacy skills within the broad general education (BGE). Whilst teachers provide appropriate literacy activities for children, a more personalised approach and a swifter pace would encourage children to make greater progress with their learning.
- The school identifies that almost all children are working towards achieving the early level. The leadership team recognise that a few children are able to engage in learning activities beyond early level. Teachers need to develop a better understanding of Curriculum for Excellence (CfE) levels and raise their expectations of what children can do to ensure they attain and achieve as highly as possible. Teachers need to plan learning across CfE levels to take improved account of children's abilities and age.

Listening and talking

- The majority of children across the school are making satisfactory progress in developing their communication skills. In a few classes, the school supports children's progress by using a range of systems such as picture exchange books, digital technology and sign language. However, this is not consistent throughout the school. The school is aware of the need to increase children's access to appropriate communication supports including alternative and augmentative communication systems.
- The majority of children across the school are developing and applying listening across their learning at their own level. Most children, when motivated and engaged in interesting learning episodes, listen well to the staff in the school for very short periods of time. The majority of children are attempting to take turns when listening and talking. A few children respond to others appropriately. However, whole class, teacher-led approaches to almost all literacy lessons reduces the scope for children to communicate frequently and with purpose.
- The school has used its PEF to invest in total communication across the school. The senior leadership team now need to monitor the impact of this to ensure it is used consistently to develop children's communication and understanding.

Reading

- The majority of children across the school are developing the early steps towards reading. Children experience stories using a variety of sensory stimuli which enables them to engage in learning at their own level. For example, children enjoyed a bonfire night story using objects of reference such as a hat to signify outdoor clothing, and a recording of the sound of a fire and fireworks.
- Most children can turn the pages in a book, and a few can talk about the cover. A few children can name the characters in a story identifying them in pictures. A few children are beginning to recognise common letters and words. A few children can read simple texts with expression fluently. The leadership team has rightly identified that almost all children would benefit from opportunities to engage with a wider range of reading texts, both fiction and non-fiction.

Writing

- Most children can over write their first name with support, a few can write their surname. A few can write their names independently. A few children, with help, can write over letters in chalk, paint, flour, foam and a minority can copy common words with a pencil. A few children are learning how to write individual letters of the alphabet. A small number of children demonstrate letter recognition and practice writing simple sentences using symbols or a computer with support. Teachers now need to increase challenge and pace of learning to ensure that children are more fully engaged for longer periods of time. Children should also experience a range of new and stimulating activities in real contexts where possible.

Numeracy and mathematics

- The school lacks any meaningful data on children's learning and this significantly inhibits teacher's abilities to plan for progression in numeracy. As a result, all children are working at early level. Inspection activities identify that a few children would benefit from opportunities to experience greater pace and challenge in numeracy. All children would benefit from increased opportunities to develop their numeracy skills.
- Across the school, children are able to write the numbers to ten in digit and word form. A few can add and subtract single digit numbers. Children are learning to use coins to buy items in real life contexts. A few children can tell time to o'clock on a clock face and identify common

two-dimensional shapes and three-dimensional objects.

Attainment over time

- The senior leadership team is at the early stages of tracking children's attainment. They are aware this existing approach is not yet robust enough to demonstrate children's progress over time and have plans to improve further the quality of tracking across the school. In doing so, they need to promptly scrutinise data and identify areas for improvement.
- The leadership team and class teachers are aware of the need to develop their understanding of moderation and assessment. Moderation activities should now include all aspects of literacy and numeracy.
- The school is at the early stage of using Getting It Right for Me plans which include long term targets. The school recognises that these targets need to be robustly and regularly evaluated to identify progress and next steps in learning. Inspectors, when looking at targets for individual children over time, were able to identify that a majority of children are making small steps of progress. The school now needs to increase the pace at which children learn.

Overall quality of children's achievements

- Wider achievements are celebrated across the school at weekly assemblies, through certificates for being star of the week and in lessons, when appropriate, through praise. The school recognises that it needs to broaden the range of opportunities for children to achieve.
- Staff make some use of the space within the school to create a welcoming learning environment. Children's work is displayed in classes and in corridors. Some displayed examples of achievements are not current and the school should consider how they support children to understand their learning by displaying recent examples of work and achievements which are relevant to them.
- Children have opportunities to learn and develop skills in the local community. The school should consider possible ways of using award schemes for accreditation and recognition for some of children's personal achievements.
- The senior leadership team recognises the need to introduce a consistent and coherent approach to developing children's skills for learning, life and work. Staff should begin to familiarise themselves with the Careers Education Standards and use this to support the development of this work.

Equity for all learners

- The school recognises the importance of outdoor learning and has used Pupil Equity Fund (PEF) and a grant from a local supermarket to improve the grounds. The purchase of appropriate all-weather outdoor clothing for children and staff is helping break down the barriers for children in accessing the outdoors. There are a few examples of children being given the opportunity to take their learning outdoors in the school grounds, local park and nature reserve. The school has begun to explore integration opportunities for a few children through outdoor learning activities with children from a local primary school. Staff need to use the outdoor areas more frequently to develop children's learning. Staff would benefit from researching good practice and using this to enhance outdoor learning activities. The school should review the use of the PEF to ensure that it is focused on targeted children and provides specific support for their needs. The school is not yet able to demonstrate the impact of the funding on improving outcomes for children.

Choice of QI: 2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

- The school engages with a range of partners, including allied health professionals, to identify the needs of children before they attend the school and at other key times. Children's needs are assessed prior to their attending the nursery setting and, where appropriate, this involves a range of partners to ensure resources are in place. Staff from the nursery visit children at home and in their settings to assess their strengths and needs. The school has identified the need to improve transitions from the nursery to primary one to support children with changes in routines. A few parents state that they would like more opportunities to visit the school with their child at times of transitions. Transitions from stage to stage are informal and there needs to be more formal approaches to sharing of information. Children have opportunities to visit the secondary school prior to attending and the headteacher has identified the need to build on transition approaches to secondary school.
- Children need to be provided with more opportunities to move independently around the school and to develop confidence to be able to make choices. Transitions around the school are currently too adult led and most children are not able to develop independence. Transitions within the school day are not well managed. There needs to be a better use of visual timetables and objects of reference to help children understand their planned activities.
- Approaches to sharing information within the school and with others agencies needs to be improved. The recent change in staffing within the senior leadership team has highlighted the need for better arrangements for transferring information about children's progress and needs.
- As the school improves their curriculum pathways and approaches to tracking and monitoring, staff should ensure that there is continuity and progression for all children as they move from stage to stage.

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.