

Summarised inspection findings

Ashton Secondary School

Glasgow City Council

17 December 2019

Key contextual information

Ashton Secondary School is a specialist provision located in Glasgow. It provides education from 12 to 18 years of age for young people with additional support needs. At the time of the inspection, the school roll was 98.

The headteacher took up post in August 2018. Following a merger of two schools four years ago, the balance of need in the school has moved towards young people with more complex additional support needs. This is driving the school's agenda for change. Almost half of the young people live within SIMD 1 and 2.

There have been significant changes in staffing, including across the leadership team, since the merger of the two schools.

1.3 Leadership of change

very 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 strong and highly effective leadership of the headteacher is providing the school with a fresh and renewed approach to the leadership of change. She has made significant progress in developing an open and inclusive school culture. This is welcomed and appreciated by parents and the wider school community. It is already leading to positive outcomes for young people. The headteacher is ably supported by her leadership team. Together, they are driving forward school improvement priorities such as the senior phase learning framework and the 'distressed and distressing' approach to promoting positive behaviour.
- The headteacher has consulted very effectively with young people and their families, partners and the wider community to develop the school's vision, values and aims. The aspirational vision and aims is focussed on meeting the changing complex needs of young people. It takes very good account of the context of the school, and provides clear information on what education at Ashton School is aiming to achieve for young people. The vision is clearly understood by all staff, parents and partners. The recently recorded school song is helping young people to understand the school's vision. The headteacher has liaised effectively with the Parent Council, and staff representatives. She has developed an appropriately challenging, yet appropriate, pace of change.
- Almost all staff demonstrate a high level of dedication to improving outcomes for all learners. Most staff are responding positively to the agenda for change, which strives to provide young people with a clear pathway from the broad general education to the senior phase and into adulthood. The revision of senior leader remits is beginning to support the development of greater consistency in learning and teaching. Senior leaders are confident to analyse what makes a good lesson. They use this information to challenge and support teachers to better meet the increasingly complex additional support needs of young people. Parents report that

they enjoy close relationships with senior leaders who know their child very well. This is leading to very effective pastoral care across the school.

- Robust self-evaluation is in place across the school involving all staff, learners and parents. This is leading to better informed strategic planning for improvement. Appropriate adaptations, communication aids and support is provided to enable all learners to share their views. The school improvement plan is built on this robust self-evaluation process and identifies a number of relevant and key priorities to take the school forward. Staff are increasingly taking on school improvement responsibilities. For example, teachers are leading developments in assessment, digital technology and literacy. This is resulting in improved progression pathways through the broad general education and senior phase.
- The school's collegiate calendar ensures that time is made available for teachers to engage in professional dialogue with senior leaders. Teachers report that this provides appropriate support and challenge to improve their teaching approaches and for young people to attain and achieve further. Building on this positive profile, senior leaders should continue to encourage the sharing of good practice and expertise amongst staff, and monitor its impact on outcomes for learners.
- The headteacher engages very well with national and international research in the field of additional support needs to bring the best practices to Ashton School. Her own research work, as part of an Erasmus project, is leading to the school being very well placed to be able to plan, track, monitor and report on the progress young people are making. She readily shares her expertise in early developmental learning in relation to play and communication and assessment across Glasgow City and beyond.
- The majority of teachers are engaging in a number of improvement initiatives based on national and international guidance. Their active research in relation to distressed and distressing behaviour is leading to young people returning to learning more readily when distracted. Assessment approaches are helping teachers to support young people to make appropriate progress in their learning across the school day.
- A few teachers are gaining General Teaching Council for Scotland professional recognition for their work. Career-long professional learning and a rigorous professional review and development process are an integral part of school improvement. This is helping ensure that more consistent approaches to meeting learner's needs are being achieved across the school.
- The headteacher very effectively reviews all aspects of the school's work in collaboration with staff. A strengthened quality assurance calendar has been introduced this session to provide a more systematic and streamlined approach to self-evaluation. As a result, the senior leadership team have a wider range of evidence to inform school improvement. Staff increasingly seek to learn from others. Teachers work with partner schools within Glasgow City and beyond to develop strategies and approaches to meet the needs of learners. Partners spoke very positively about the sharing of practice and opportunities to learn from each other.
- Staff have a clear understanding of national priorities, and are committed to ensuring all young people access a wide range of experiences in preparation for life after school. The school successfully secures funding to support school initiatives. Pupil Equity Funding is being used appropriately to support improvement priorities. The impact of the development of nurture approaches across the school, supported by the Pupil Equity Fund, is beginning to be evident. Most significant is the reduction in school incidents of distressed and distressing

behaviour. Support for families has been increased through the introduction of family learning events at weekends and during the evening. These events are well attended by parents.

- The Parent Council play an active role in discussing and agreeing school improvement priorities, including the use of the Pupil Equity Fund allocation. Well supported by the headteacher, they feel informed and involved in school improvement. Feedback gathered from parents through formal and informal means is used very well to inform school improvement and measure the impact of change. The school communicates with parents through home school diaries, at review meetings and through school reports. It should continue with its efforts to improve communication with families so that parents have greater access to information about young people's learning and the wider work of the school.
- Young people are encouraged to take on leadership roles and contribute to the life of the school in a variety of ways. For example, through their involvement in the pupil council and enterprise activities, and as peer mentors and young leaders. The school tracks young people's leadership achievements to ensure that no learner is at risk of missing out. The headteacher seeks the views of young people about aspects of school improvement, uniform and the organisation of whole school events. The school should continue to build on this strong practice, enabling young people to be more actively involved in the leadership of change.

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 maximize their successes and achievements. The themes are:

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

- Relationships across the school promote a nurturing and supportive ethos. Staff at all levels are caring and respectful of young people's needs. Almost all learners are treated with dignity and respect. Teachers and staff work effectively in teams, know learners very well and support them to remain engaged in their learning. Health and wellbeing staff meet the medical needs of identified young people well.
- In almost all lessons, learners are supported to settle quickly when coming into class. In most lessons, young people are motivated and engaged in their learning. Most staff take account of young people's interests and needs well when planning learning activities. They encourage learners' to make choices. Staff now need to develop morning routines which allow for greater progression in young people's learning. Any young people who are anxious or distressed are supported sensitively by staff in a calm and nurturing manner.
- A range of approaches are used to support young people's communication and understanding. The school is increasing the capacity of staff to use a wide range of communication approaches, particularly sensory signifiers, signing and objects of reference. Communication champions are developing links with speech and language therapists and have attended training events with an aspiration for the school becoming a total communication environment. The school recognises that further professional learning is required to ensure greater consistency and quality of practice across the school.
- The school is well resourced and makes effective use of a range of technologies to support learning, including switches and augmentative and alternative communication devices. The majority of staff use signing well to support learners' understanding, both within and out with the classroom. We discussed with senior leaders the need to use signing more consistently across the school. Young people respond positively to the use of technology in music. They take pictures to record their work and a few engage well in film-making activities. The school is beginning to identify digital approaches through which learners' achievements can be shared with parents.
- Learning and teaching approaches are underpinned by the school's recently revised vision, values and aims. In most lessons, staff are supporting young people well to understand the purpose of their learning and when they experience success. Young people are developing their ability to self-assess. Senior phase learners are encouraged to think about the skills they are developing. Across the school, learners are encouraged to make connections to real life contexts in order to support their understanding of their learning. This is helping to strengthen the school's approach to developing young people's skills for life and work. The school should continue with its plans to improve the consistency of learning and teaching.

- Most staff are taking full account of the changing profile of learners and, in partnership with allied health professionals. They are establishing appropriate spaces in which to develop young people's sensory needs. The continuing development of learning environments is beginning to support developmentally appropriate play-based approaches to learning. These classroom environments are purposeful and promotes effective learning, teaching and assessment in most classes. There is a strong focus on supporting young people to make choices and become more independent.
- A structured approach to outdoor learning is beginning to provide high quality learning in different contexts. Learners are developing a range of practical skills through participation in small, achievable tasks. Young people are also developing their ability to work in a team and be independent.
- Most staff make effective use of a wide range of formative and summative assessment strategies to check young people's understanding and progress. In a few classes, young people are able to self-assess their work against set criteria. The development of curriculum frameworks, particularly to support numeracy and mathematics, is helping teachers to make accurate professional judgements in relation to national expectations. Staff are benefitting from increased engagement in moderation activities, both internally and with other schools.
- The school's recently introduced tracking system is providing clear information on learners' attainment across all curricular areas. Staff are gaining confidence in using this more streamlined approach to support planning, tracking and monitoring. As planned, senior leaders should ensure that staff use this data effectively to improve outcomes for all learners.

2.2 Curriculum: Learning pathways

- Building on the work undertaken last session to refresh the school's vision, values and aims, the school is now revising their curriculum rationale. Staff are working effectively with a range of partners, including internationally, to take this forward with a clear focus on improving outcomes for learners. Informed by research and national guidance, developments including, outdoor learning, digital technology and play-based pedagogy, are informing the design and implementation of the refreshed curriculum. It would be beneficial to incorporate Getting it right for every child (GIRFEC) wellbeing indicators.
- The school is in the process of phasing out the use of Award Scheme and Development Accreditation Network awards. The introduction of new learning pathways will support learners to achieve the Junior Award Scheme for Schools, Saltire Award, John Muir Award and The Duke of Edinburgh's Award. This is informing the refresh of the curriculum rationale and aligns closely with the introduction of a more robust, planning, tracking and assessment tool.
- The school is developing its focus on learning pathways to raise attainment and provide high quality learning experiences. It has taken appropriate account of national and local authority guidance and made strong progress in developing a high quality numeracy and mathematics progression framework. This framework is currently being trialled in a few classes and staff are beginning to increase their understanding of what mathematics look like for young people with complex needs. Senior leaders should continue to support staff to progress and implement this work across the school. The development of a literacy framework is at an earlier stage.
- Having identified the need to develop a numeracy and mathematics framework which would meet the needs of all learners, Pupil Equity Funding is being used to create a principal teacher post to develop this. Teachers speak positively about the impact the numeracy framework is guiding their teaching. A numeracy collegiate working party seeks to increase teacher confidence and expertise in the delivery of numeracy through the use of prepared resources. The literacy framework is beginning to shape experiences which are relevant to all learners. Early indications are showing a positive impact on the development of early reading skills.
- A health and wellbeing curriculum framework is in place and has been audited to ensure it provides the necessary breadth and depth in learning. Gaps have been identified and plans are in place to address this. Whole-school events, such as 'health promoting week' provide opportunities for challenge through a wide range of activities. As the school implements planned changes to the curriculum, staff should continue to monitor the coherence and progression of its health and wellbeing curriculum.
- Young people in the senior phase enjoy positive links with a range of community providers to prepare them for life after school including colleges and third sector partners. School-based work experience, such as in the café, provide meaningful learning activities within a safe, structured environment. A Skills Development Scotland advisor supports some young people to transition to positive destinations which meet their personal skills and interests. The school needs to better link its curriculum to the Careers Scotland Standards (3–18).

2.7 Partnerships: Impact on learners – parental engagement

- Parents are actively involved in transition planning and reviewing their child's progress. They are very positive about recent changes to transitions and feel increasingly welcomed into the school to discuss young people's next destinations. Staff communicate well with parents in a variety of ways, such as home-school diaries. Parent Council membership is increasing. The parent group has a positive relationship with the school. Parents feel there is still a need to develop approaches to communication further.
- The school seeks the views of parents and carers in a variety of ways to support school improvement. In response to their feedback, and in discussion with the Parent Council, senior leaders have identified the need to increase levels of parental engagement. Plans to address this are in the school's current improvement plan. A calendar of events has been established, aimed at providing a wide range of family learning. For example, Saturday morning sessions where families can come together and access the school's sports facilities have been introduced. Pupil Equity Funding is being used to support this initiative. The introduction of a 'meet the team' day at the start of this session was well-received, with a quarter of parents attending. Parents are beginning to feel more involved in their child's learning.

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. Inspectors have identified good practice in child protection and safeguarding procedures.

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 maximize their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The wellbeing of young people is embedded in all aspects of the work of the school. Staff are very attentive to the unique needs of all young people. Relationships across the school are positive and respectful, creating a calm and purposeful learning environment. Staff teams work together well to provide appropriate care and support. As a result, young people feel valued and cared for. Detailed pupil profiles, structured around the wellbeing indicators, support staff to know young people and their individual needs well. The involvement of parents and partners in the review and development of pupil profiles strengthens this understanding. School surveys indicate that most parents feel that staff know their child as an individual and support them well. Moving forward, young people's understanding of the wellbeing indicators, and their rights, should be developed further. This will support them to understand better how they, and those who support them, contribute to improving their wellbeing and to protecting their rights.
- Professional learning has contributed to the development of a collective understanding of nurture. As a result, a nurturing, supportive ethos and culture is evident throughout the school. Almost all young people feel safe. A dedicated nurture class is supporting young people to successfully reintegrate with their wider peer group. Professional learning has also increased staff understanding, and ability, to support young people's distressed behaviour. Effective monitoring and tracking data demonstrates a significant reduction in the frequency, duration and impact of distressed behaviour. Young people are able to re-engage with learning more quickly. School attendance is rising and there have been no exclusions over the past three years. Issues relating to school transport are impacting on a few young people's ability to access their full entitlement to education. The headteacher, in partnership with the local authority, should seek to resolve these concerns.
- Pastoral care responsibilities are closely aligned to the school's new broad general education and senior phase structure. As a result, young people know that they have someone to talk to about any worries or concerns. Principal teachers are beginning to embed a new approach to pastoral care and are increasing their knowledge of assigned year groups. Planning for points of transition are strengthening as a result of these changes. Initial indications are that parents are responding positively to this new structure and feel more able to seek advice from the school.
- Pupil Equity Funding is improving young people's access to a range of social, emotional and physical wellbeing experiences, such as music therapy, massage, yoga and horse riding. These have supported a number of young people to become more relaxed and to increase their awareness of respect and responsibility. Staff should continue to review how these interventions contribute to improving outcomes for young people.
- Young people benefit from a range of clubs and activities that support the development of their health and wellbeing. They are encouraged to be active and healthy and participate in

energetic and active sessions, to make choices, turn take and work in pairs. Learners are learning to identify the skills they are developing and the effects exercise has on the body. They are beginning to recognise the physiological changes that take place when engaged in active learning, such as increased heart rate, breathing and becoming hot.

- As a result of regular training and guidance, all staff have an understanding of, and apply, the statutory requirements and codes of practice in relation to child protection. Robust systems and processes are in place to support child protection procedures. A range of training ensures staff have the necessary knowledge and skills to meet the medical and care needs of young people.
- The headteacher is working with multi-agency partners to develop approaches to first line responses to any initial incidents causing concern about young people's wellbeing. Systems and approaches are being developed to help other professionals engage effectively with young people with complex additional support needs. As a result, young people feel confident to talk to unfamiliar adults and express their concerns.
- The main duties of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 are being met. Young people have access to drinking water throughout the day and the school meal service is promoted to parents and young people.
- The nutritional analysis of the current menu cycle shows that further work is required to ensure full compliance with all nutrient standards. Food and drink standards are being met at lunchtime. The breakfast provision offered by the school needs to take account of the relevant standards to ensure full compliance.
- All young people are regarded as valued members of the school community. Young people have engaged particularly well in digital music opportunities with partner organisations. As a result, learners are proud of the individual pieces of music they are creating. This is leading to young people being increasingly confident to take risks and engage with new opportunities to learn. There is a strong focus on equality and inclusion across the school. Strategies are in place to reduce potential barriers to participation. For example, creative approaches are being taken to enable young people to participate in The Duke of Edinburgh's award scheme.
- Staff have a strong understanding of the social and cultural context of the school community. They are respectful of the beliefs and traditions of young people and their families. Diversity is recognised and celebrated across the school. Curricular experiences supports learning about different festivals, religions and cultures. Whole school events and school assemblies reinforce this. As a result, young people know that they are treated as individuals and after offered opportunities, both in the school and the community to learn skills for learning, life and work.
- The school's tracking system provides teachers with data which helps them plan appropriately challenging learning activities for learners. The school has recently improved the tracking procedures further. This enhanced system is enabling teachers to monitor more closely young people's involvement in, and achievement of, activities. Most young people are engaged most of the time in lessons and in wider achievement opportunities. The focus on learner's participation in lessons supports the school to focus on specific groups of children, such as those who are care experienced or face barriers due to their socio-economic background. This is helping the school to understand the progress different groups of learner's are making over time.

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

Overall attainment in literacy and numeracy

- Overall, most young people are making good progress in literacy and numeracy taking account of their additional support needs. Most young people are making good progress in increasing their levels of independence. The data presented by the school demonstrates that the majority of young people within the broad general education are working across the milestones, with almost half working at pre-early level in both literacy and numeracy. A few learners are working at second level in reading and listening and talking. At senior phase, almost all young people achieved National Qualifications units ranging from National 1 to National 5.
- There is improving confidence in teacher's professional judgements. Most teachers engage in sharing standards. They are benefitting from the moderation work with a peer school. This is contributing to the development of greater consistency of standards in relation to the milestones.
- A new monitoring and tracking system is supporting the school to strengthen its use of data to ensure continuous progress for all young people. Senior leaders recognise the importance of using this data to support dialogue with teachers. Having undertaken baseline assessments for almost all young people, the process to review initial progress and achievement is well underway.

Literacy and English Reading

- Across the school young people listen to stories well. Staff support children with more complex needs to engage with books. At the broad general education, young people can recognise common signs and identify these within the school environment and beyond. At senior phase, young people are encouraged to apply their reading skills to support the development of skills for life and work. For example, through enterprise activities such as the Baked Tattie Company. Young people can identify a range of information texts and use these to extract key information.

Writing

- Young people are supported to write for a variety of purposes in a developmentally appropriate way. Young people can hold, grasp and release tools for writing. A minority can form letters independently to create simple messages. A group of young people are working towards the production of a school newsletter. Older learners are producing a letter asking their peers to make a contribution to the newsletter which will detail the wide range of activities and events in which they are participating.

Listening and talking

- All young people are supported to develop good listening and talking skills. This includes turn taking and making eye contact. A few young people confidently provided inspectors with an informative guided tour of their school. A minority of young people can relay a message. All young people have a part in school shows and have opportunities to contribute to school assemblies. This is leading to young people being able to confidently express their views more readily.

Numeracy and mathematics

- Overall, young people's progress in numeracy from prior levels of attainment is good.
- Learners across the school are working on early counting and identifying shape, number and colour. Familiar classroom songs and routines support these learners in naming the days of the week, identifying the weather and making simple choices. A minority of learners can correctly match times to the school timetable. Practical, real-life activities enable young people to handle money in relevant contexts. Young people can use practical materials to demonstrate their understanding of place value to hundreds. They can accurately complete number sequences. Young people can recognise and match a range of 2D shapes and explore patterns and sequences. They can create a simple bar graph.

Attainment over time

- The data provided by the school indicates that most young people have made good progress in raising their attainment over time. A few young people have made significant progress. Young people in the senior phase achieve a range of National Qualifications to meet their needs and interests. At the time of the inspection, the school was in the process of transitioning to its new tracking system. Over the last few years the school has recognised the changing needs of their young people. The pupil population now represents a wider range of abilities than previously. This is reflected in the schools attainment data, particularly across the senior phase. The school should continue to add value when meeting learner's needs by providing an extensive range of National Qualifications from young people to achieve.

Overall quality of learners' achievement

- Almost all staff celebrate achievements and successes to help raise young people's self-esteem and confidence. Young people are encouraged to exercise responsibility across the school and wider community. Learners speak positively about their work experience opportunities and the skills of punctuality and working as a team they are learning as a result. They are ambitious for their future. Participation in charity events supports them to be global citizens.
- Young people are highly motivated as they move through the school to achieve accreditation for their work. The school is developing a progressive approach to achieve progression in wider achievement. Utilising the Junior Awards Scotland Scheme, John Muir Awards and The Duke of Edinburgh's award schemes, a progression pathway has been established. This is enabling all learners to feel a sense of achievement as they move through the school. By embedding this within the school's new tracking and monitoring system, staff will be able to see more clearly how young people's skills are progressing and how these achievements contribute to learning across curricular areas. Young people appreciate the opportunities such awards are affording them in the community. This is improving young people's wellbeing, independence and resilience.
- Commendably, over the past three years, all young people have moved on to positive destinations in education and further training. The school recognises that further work needs to be done to improve the sustainability of these destinations.

- Learners benefit from access to a range of clubs and activities where they can achieve success. Young people have competed at the Special Olympics and athletics events out with the school. Whole school community projects, such as creating and recording a school song, are enjoyed by everyone involved.

Equity for all learners

- The majority of staff have a clear understanding of the socio-economic background of all young people. Staff know and understand young people and their families very well. Two principal teacher posts have been funded by Pupil Equity Funding to improve attainment, with a focus on literacy and numeracy. There are early indications that learners are able to communicate more effectively through the use of augmentative and alternative communication systems. As a result of the introduction of a new tracking system, the senior leadership team are developing a clearer understanding of young people's attainment from differing socio-economic backgrounds. This is helping teachers to introduce bespoke learning activities for learners. This individual approach is supporting learners to make further progress in their learning. Young people are better engaged for longer and are enjoying learning. Staff demonstrate an understanding of different factors that may affect equity arising from their additional support needs.

Choice of QI: 2.4 Personalised support

- Universal support
- Targeted support
- Removal of barriers to learning

- Strong partnerships with Ashton School's primary feeder schools ensures that detailed P7 to S1 transition planning is robust and effective. As a result, almost all young people who join the school quickly settle into life at Ashton School. Teachers attend review meetings and visit primary schools in advance of young people starting at Ashton School. Parents and young people visit Ashton School regularly to familiar themselves with their new school. Getting it right for every child and 'all about me' profiles help staff learn about the individual needs of young people joining Ashton School. Enhanced transitions are planned for a few identified learners. Staff provide appropriate supports, such as visual timetables, to help young people move between activities within lessons and across the day. An appropriate transition process is in place to support school leavers to move to life after school. Commendably, all leavers move to positive school destinations.
- Most staff know and understand young people's needs well. They provide skilled targeted support to enable them to access learning. The needs of young people are central to planning. Support plans identify individualised learning activities, targets and strategies to overcome barriers to learning. Plans are reviewed regularly to measure progress and identify next steps in learning. Where possible, young people are involved in reviewing their learning and in contributing to review meetings.
- Staff know the strengths and needs of young people very well. These are recorded in a range of plans and profiles such as wellbeing assessment plans and 'all about me' profiles. Staff use this information well to support young people in their learning and care. Most tasks and activities in class are differentiated well to meet the needs of individual young people. Personal care and support for medical needs is highly individualised. Good quality professional learning is resulting in skilled and knowledgeable staff who provide effective support.
- Staff are working very effectively with young people who have distressed and distressing behaviour as a result of their complex additional learning needs. Staff recognise that all behaviours are forms of communication. This is helping staff to identify how to support learners to manage their own behaviours. Effective professional learning is underpinning this approach. Incidents of distressed and distressing behaviour are greatly reduced.
- Staff are strongly committed to supporting all young people and their families. They identify well those learners and families who require specific support. Staff and professionals meet with parents and carers in response to specific challenges or needs. Effective multi-agency working within the school enables learners, parents and carers to access a range of supports and overcome barriers to learning. The school has recognised the need to support pupils and their families' outwith the school day and offers family learning programmes, weekend activities and after-school clubs.

Practice worth sharing more widely

The approaches to distressed and distressing behaviour

A school working party has reviewed national research in managing the behaviour of learner's with complex additional support needs and developed an approach which identifies firstly that all behaviour is communication. Building on this, the approach seeks to identify the main behaviours that parents and the school want to change. An accurate assessment of the behaviours followed by a detailed plan help all staff approach behaviours consistently. This is resulting in a reduction on incidents across the school. When there is an incident staff respond empathetically and de-escalate situations quickly.

Robustness of approaches to child protection

The headteacher and depute headteacher recognised that the multi-professional team found it challenging when talking to learners with complex needs about an incident raised through an initial note of concern. The headteacher joined a working party with members of Police Scotland and social workers to develop systems and approaches to assist professionals when communication with learners with complex needs after a note of concern has been raised.

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.