

**North Lanarkshire Council
Learning & Leisure Services**

Redburn School

Report on Progress Following HMIE Inspection

5th March 2012

1 The inspection

HM Inspectorate of Education (HMIE) published a report on the inspection of Redburn School in January 2009. The School Improvement Plan was adapted to indicate how staff would address the areas for improvement identified in the HMIE report.

Officers from North Lanarkshire Learning and Learning Services visited the school in March 2012 to work with school staff to evaluate the progress made to date.

2 Progress in improving the quality of education

Three areas for improvement were identified in the original HMIE report. This section evaluates the progress made and the resulting improvements for pupils and other stakeholders.

2.1 Improve the curriculum for all children and young people.

The school has made good progress in addressing this area for improvement.

- The school has met the recommendation that the length of the school week should be extended in line with children and young people's entitlement.

The curriculum within the nursery continues to be a particular strength. Children are experiencing a broad and balanced curriculum. Children's profiles show evidence of significant learning and links to *Curriculum for Excellence* and *Effective Early Development and Learning*, the critical period from birth to three document.

Following the inspection, the school has taken steps to provide appropriate certification including ASDAN and SQA awards. This has helped to provide more challenge, ensuring opportunities for personal achievements are more appropriate to young people's needs. While more opportunities are now available to young people, the school should continue to explore ways of broadening young people's experiences relevant to their future lives within the community. Some aspects of the curriculum have been developed in line with Curriculum for Excellence, for example, interdisciplinary topics, but the school should explore ways of contextualising the learning in a variety of real life situations which are meaningful to young people. Commendable efforts have been made to offer young people age-appropriate experiences, for example, beauty therapy in the upper school. In exploring further ways of enhancing young people's learning, it is important that staff now look beyond early level experiences and outcomes.

2.2 Meet individual needs more appropriately and improve learning, particularly in language and communication

The school has made good progress in addressing this area for improvement.

The nursery teacher effectively plans a range of learning experiences for children set firmly within appropriate play contexts. All children are encouraged to make choices within the range of play activities. Short term planning shows differentiation for individual learning and profiles are compiled using photographic evidence and observational assessment.

Across the school, staff work effectively with a range of other professionals, informally and formally where appropriate. Considerable progress has been made in improving language and communication skills across all stages. The effective use of the Picture Exchange Communication System (PECS), backed by training for staff and parents, is having a very positive impact. Parents are very positive about the school's approach to the implementation of this initiative, which has had a noticeable effect in reducing children and young people's frustration, thus improving behaviour. Children are encouraged by all staff, including catering staff, to make choices and to express their needs and feelings. Some staff are using Makaton to very good effect. Well planned input from the speech and language therapist was appreciated by parents and staff.

While there were some very good examples of teachers' planning for individuals and groups, this was not consistent across the school. Teachers' planning for young people did not always take cognisance of ASPs/CSPs. In some instances children were not being sufficiently challenged. The extent to which parents were involved in setting targets was also variable. The senior management team should, as a priority, standardise approaches to planning for children's learning, and be more rigorous in the monitoring of teachers' forward plans in order to ensure that the learning potential of every individual child/young person is maximised.

Opportunities are provided for teaching staff and ASN staff to plan together, but the impact of this planning is variable across classes. Teachers should plan the involvement of ASN staff in lessons and provide guidance to enable them to support children's learning more effectively.

2.3 Continue to improve approaches to evaluating and improving the quality of education

The school has made limited progress in addressing this area for improvement.

The school's lack of progress in developing a culture of self evaluation remains a cause for concern. While some individuals were clearly committed to improving their own practice through critical reflection and participation in the TLC, there was no consistency in how this was organised. Opportunities for teachers and auxiliary staff to reflect on their work and to share good practice were limited. While there was some evidence of formal monitoring of the work of the school, there did not appear to be a consistent approach to the timing and purpose of, for example, classroom visits. There was no monitoring calendar and no evidence that any of the classroom visits that had taken place had any impact on young people's experience. Senior managers should, as a priority, review the school's position with regard to self evaluation and consider ways of ensuring that teachers and other staff are given the opportunity to share good practice and to reflect on their impact on learning and teaching.

Similarly, while relationships with parents were very positive, and there were good processes in place to share information between home and school, parents' views of their children's learning experiences were not regularly sought. Attempts to gauge young people's views of their learning were limited. The school needs to establish a more rigorous approach to monitoring and evaluating their work to ensure that learners' experiences are enhanced.

3 Conclusion

The school is currently led by an acting headteacher until the post is filled. The management team and staff are extremely committed to the welfare of children and young people, and parents particularly appreciated the caring, welcoming environment created by all staff in the school. While learning experiences are increasingly reflecting Curriculum for Excellence approaches, there is scope to introduce more challenge and to make learning experiences more relevant to children's lives in the community. It will be important for the school to develop a stronger sense of strategic direction, taking account of stakeholder's views, and to establish policy and principles to inform future progress. Building a culture of self-evaluation which involves learners, staff, parents and the wider community in improving learners' experiences is a key priority in taking the school forward.

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