



Integrated Inspection of Redburn School Nursery Class

Redburn School and Nursery Class were inspected in November 2008 by HM Inspectorate of Education. The nursery class inspection was part of the integrated inspection programme with the Care Commission. The full report on the primary school and the nursery class can be found on the HMIE website. The nursery class catered for pre-school children aged birth to five years. It was registered for eight children attending at any one session. At the time of the inspection, the total roll was seven.

- Staff were aware of the implications of the Scottish Social Services Council
- There were no recommendations or requirements from the previous integrated inspection.

Areas for Improvement

- There were no recommendation which were specific to the nursery class.
- There were no requirements from this inspection.

Further details relating to the findings and evaluations from the inspection of the nursery class are contained within the accompanying HMIE report on the primary school and nursery class.

How can you contact us?

Copies of the full primary school and nursery class report have been sent to the headteacher, staff and education authority. Copies of the full primary school and nursery class report are available on the HMIE website: www.hmie.gov.uk.

If you wish to comment about this inspection, contact us at HMIEenquiries@hmie.gsi.gov.uk.

Our complaints procedures are available from Rona Littleproud, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA or by telephoning 01506 600258 or from our website at www.hmie.gov.uk. Alternatively contact the Complaints Coordinator, Headquarters, Care Commission, Compass House, Riverside Drive, Dundee DD1 4NY.

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to the SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 (fax 0800 377 7331) or e-mail: ask@spsso.org.uk. More information about the Ombudsman's office can be obtained from the website: www.spsso.org.uk.

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**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.

Christine Pollock
Executive Director
Learning & Leisure Services



**Redburn School
and Nursery Class
Cumbernauld
North Lanarkshire Council
20 January 2009**

This report tells you about the quality of education at the school¹. We describe how children and young people benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents² and services which support children and young people. We also comment on how well staff, children and young people work together and how they go about improving the school.

Our report also describes the ‘ethos’ of the school. By ‘ethos’ we mean the relationships in the school, how well children and young people are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school’s aims. In particular, we focus on how well the aims help staff to deliver high quality learning, and the impact of leadership on the school’s success in achieving these aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns and details about young people’s examination performance. Where applicable, you will also be able to find descriptions of good practice in the school and a report on the learning community surrounding the school.

¹ The term ‘school’ is used to include the work of the nursery class and primary and secondary departments.

² Throughout this report, the term ‘parents’ should be taken to include foster carers, residential care staff and carers who are relatives or friends.

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1. The school

Redburn School is a non-denominational school with a nursery class which serves North Lanarkshire Council. A small number of children are placed by neighbouring authorities. The school provides education for children and young people between two and 18, who have a wide range of additional support needs. At the time of inspection, the roll was 71, including seven children in the nursery class. The nursery class also provides one session a week for children who are under two and their parents. At the time of the inspection the depute headteacher for the secondary department was on secondment to another school, and the depute headteacher with responsibility for the primary and nursery had been absent from work for some time. A teacher had taken on the role of acting depute head for the secondary stages. Pupils' attendance was in line with the national average.

2. Particular strengths of the school

- Children and young people's wellbeing and enjoyment of school.
- Learning experiences of children in the nursery.
- Partnerships with the local community and professional performers which enhance the learning experiences of children and young people.
- Support for parents, and the inclusion of parents in the life of the school.

3. Examples of good practice

- The use of specialised equipment to include young people with physical disabilities in dance and physical education.
- The support group for very young children and their parents provided by the nursery.

4. How well do children and young people learn and achieve?

Learning and achievement

In the nursery class, children enjoy their learning very much and are making progress. They are becoming aware of each other and beginning to develop friendships. They are all settled in the nursery and developing the confidence to explore their environment. Children are learning to recognise and respond to familiar rhymes and songs. They are learning to use gestures, signs and sounds to join in group activities. Children are beginning to understand cause and effect through simple toys, switches in the sensory room and exciting games using the interactive whiteboard. They are finding out about the natural world through their play in the sensory garden. They are becoming confident when taking part in physical activities in the soft play area and on the trampoline. The nursery also provides a weekly session for children under two with their parents. Staff skilfully support parents in this group to help their children learn and develop. The babies respond very well and are beginning to react to the familiar routines and take more notice of their environment and each other.

Children and young people across the school feel safe, happy and included in the life of the school. They are learning successfully through well-planned activities in, for example art, physical education, snack and food preparation in class, and information and communications technology. They respond with enthusiasm to

opportunities provided by visiting performers such as the drummers from Brazil. A dance therapist has provided very successful learning opportunities for young people, which have been continued by school staff. Children and young people are learning about their immediate environment through the work of the Eco committee. They have improved the school grounds and are involved in recycling activities, leading to the award of their Eco-School Scotland Green Flag award. Children and young people have regular opportunities to develop skills in real-life situations in the community. Staff now need to plan these experiences in more detail to ensure each pupil has the opportunity to be as independent as possible.

Across the school, children and young people are developing communication and language skills. A few children can speak which helps them communicate with those who know them well. Others can use facial expression, gesture, signing, or pictures and symbols to communicate. Staff now need to work together to ensure that each child and young person is helped to develop fully their potential to relate to others, in the way that best suits that individual. Children are making progress with numeracy, and can match colours, sort objects, and count objects within ten. They use skills in counting and matching in practical activities such as setting the table for lunch. Most pupils are learning about their environment through the use of sensory approaches to learning. In the secondary classes, young people are developing skills in counting, measuring and understanding sequences through cooking lunch for their class group. Almost all pupils, with well-planned support and suitable learning activities, could achieve more in key areas of their learning. In previous years young people have achieved awards in a range of National Qualifications (NQs) at Access level. No young people had been presented for any courses or units in the previous session. The school is planning to certificate young people's achievements through the Award Scheme Development and Accreditation Network (ASDAN) scheme for the development and assessment of key skills and other personal and social skills. Staff need to ensure that young people also experience NQs at Access level.

Curriculum and meeting learning needs

The curriculum in the nursery focuses on the needs of the child, and is based on play and active learning. The curriculum offers a broad range of play activities in a well-planned environment. Staff provide a very good range of experiences using all the senses to develop children's curiosity. There are good arrangements for children starting nursery and moving on to group one in the school, or to other placements. The nursery staff and staff from group one have worked very well together to provide opportunities for children to continue to learn through play. Across the school, staff plan activities for pupils based on their individual learning needs. In a few classes, activities are stimulating and help pupils learn and develop new skills. However, staff need clearer guidance to ensure that the programmes which children and young people follow are of a high enough quality in all classes. In the secondary department, staff need to develop further their courses to ensure young people have appropriate skills and certification on leaving school. Courses should be more challenging and ensure well-rounded personal achievements, relevant to young people's future needs. The learning opportunities of children and young people are reduced because they have a shorter school week than they are entitled to. Children moving into the secondary department from the primary department are well supported, and have opportunities to become familiar with their new classes. Staff have begun developing approaches in a few curricular areas based on the national initiative *Curriculum for Excellence*. Staff hold meetings with other services for all pupils from S3 onwards to plan for when they leave the school and move on to other settings. The career service should also be included in these meetings. The planning meetings lead to appropriate arrangements for most young people when they leave school.

In the nursery class, staff know the children very well and plan carefully to meet their needs. They use national and local authority guidance to build a profile of individual needs to plan their learning. Staff are aware of next steps for individual children. When they play and interact with children they ensure they always help them to learn

and develop. At times, in group activities in the nursery class, the language used by staff is too difficult for children to follow. Across the school, staff know their class group and children's needs well. The majority of activities broadly meet the needs of children and young people and a few meet the range of needs within the group very well. Teachers, in discussion with parents and other agencies, develop short- and long-term targets within individualised educational programmes for all children and young people. They should now establish an agreed way of clearly identifying each young person's strengths, and what their next steps in learning should be. Staff support parents in helping their children learn at home. More discussion is now required to establish what activities children and young people could do at home to help support their learning.

5. How well do staff work with others to support the learning of children and young people?

Children and young people are happy in school. Parents meet regularly with school staff to discuss their child's progress. They are involved in agreeing targets for their learning, and reviewing their progress at annual reviews. Parents and school staff share children's experiences through the daily home-school diary. This helps parents and school staff to encourage children and young people to communicate. Parents participate regularly in school events with staff, children and young people. The Parent Council has made a very positive contribution to improving the school environment. Parents particularly appreciate the parents' room where they can meet together or with school staff. Speech and language therapists, physiotherapists, occupational therapists and the visiting teacher for the visually impaired all contribute well. They help to identify the specific needs of children and young people, and plan programmes to meet their needs. Some teachers build well on advice from therapists, and ensure therapy aims are incorporated in to class activities. This practice should now be adopted by all teachers. The school and speech and language therapists need to work more effectively together to develop children and young people's communication skills

in a more consistent way throughout the school. The school has successfully developed links with the local community to support children and young peoples' learning. For example local groups and children and young people from the school have worked together to develop the school grounds.

6. Are staff, children and young people actively involved in improving their school community?

Children and young people on the school Eco committee have given their views on developing the school garden and on recycling activities. Staff should now build on this experience of consultation with learners, to help children and young people to express their opinions on wider aspects of their life in school. Staff are very committed to improving the school and the experiences of children and young people. They have successfully developed activities such as the Friday café, and participation in school performances which have contributed to improving children and young peoples' experiences. The staff are involved in working groups within the school to develop aspects of provision. The management team and staff have used a range of approaches to evaluating their work but have not focused enough on the impact on children and young people of the initiatives they have developed. Teaching staff have started filming lessons to help them evaluate the quality of their teaching. They have found this a very helpful way to think about and improve their work. The management team and staff now need to focus more on reviewing and improving the learning experiences of children and young people in all classes.

7. Does the school have high expectations of all children and young people?

The school has a very strong caring ethos in which all children and young people are treated with dignity and respect. Staff know children and young people and their families well. They meet the health and care needs of children and young people very effectively. The school has achieved a gold award as part of the authority's health-promoting schools scheme. Staff understand their responsibilities for protecting children and ensuring their safety. They handle sensitive issues very well, working closely with other services and parents. Staff, children and young people and parents all celebrate children and young people's successes. The school has appropriate arrangements for religious observance. Children and young people experience other cultures appropriately through music, dance and experiencing tastes and smells from these cultures. Children and young people are also involved in contributing to others through providing Christmas boxes and fundraising. The school needs to raise expectations of what all children and young people can achieve. They need to develop more consistent approaches to children and young people who are reluctant to join in activities because of the difficulties they have in learning and communicating.

8. Does the school have a clear sense of direction?

The headteacher has led her staff and parents in developing a vision for taking the school forward. She has achieved significant improvements in the school environment, including teaching areas and resources. She has improved the range of experiences and opportunities available to children and young people. The nursery and early years teachers have improved learning by developing active learning through play. The acting depute headteacher has started to support staff well throughout the school to review some of their approaches to learning. The headteacher and management team now need to focus on reviewing children and young peoples' learning experiences in classrooms. The priority now is to achieve greater

consistency in the quality of learning and to ensure that all young people have the best possible communication skills and skills for independence when they leave school.

9. What happens next?

We will remain in contact with the school to support improvement during the year following the publication of this report, and to check that the action taken is effective and can be sustained through improved self-evaluation. The school and the education authority have agreed to amend the school improvement plan to take account of what we found during the inspection. They will inform parents about the school's progress in improving the quality of education.

We have agreed the following areas for improvement with the school and education authority.

- Improve the curriculum for all children and young people.
- Extend the length of the school week in line with children and young people's entitlement.
- Meet individual needs more appropriately and improve learning, particularly in language and communication.
- Continue to improve approaches to evaluating and improving the quality of education.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Redburn School and Nursery Class.

School

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	satisfactory

Nursery class

Improvements in performance	good
Children's experiences	very good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	weak
Improvement through self-evaluation	weak

HM Inspector: [REDACTED]
20 January 2009

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This report uses the following word scale to make clear judgements made by inspectors.

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses