



Follow-through Inspection Report

Linburn School

December 2007

The Inspection

Her Majesty's Inspectorate of Education published a report on standards and quality in December 2005 following their inspection of the school in September 2005. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original report. In July 2007 the education authority evaluated the progress made by the school and prepared the following report which was accepted by Her Majesty's Inspectorate of Education.

Continuous Improvement

The Head Teacher had provided clear leadership and support to staff in addressing the main points for action identified in the report. In carrying forward the action plan the school had been supported by the Education Improvement Service and health professionals. In addition, the school had continued to develop other aspects of its work.

Regular staff meetings had been established, providing every member of staff with regular opportunities for two-way communication with managers and with one another. This had improved both the quality of communication and the morale of staff who felt more valued.

Fortnightly meetings of each class team had also been established and were regularly attended by senior managers. Team meetings had begun to focus on care needs, individual pupil progress and next steps in learning. This had resulted in improved teamwork and better outcomes for pupils.

The school had established a cycle of annual professional reviews, which demonstrated the value placed by managers on each member of staff and upon continuous improvement. In addition, all staff were involved in drawing up the school's working time agreement and collegiate activities to ensure the effective use of professional development time. Time had been identified for the regular sharing of good practice and for meetings of the 'Book Club' to discuss current educational publications. Individual members of staff had agreed to lead on a number of whole school developments.

Managers had also negotiated whole school duties with support staff, which reflected their personal interests and skills. As a result, support staff were now clear about what was expected of them and essential whole school tasks were being carried out efficiently. Support staff had reported increased job satisfaction from successfully undertaking whole school duties and teachers had reported increased time for teaching.

Pupils had also been involved in setting class rules and had agreed contracts for class, school and work experience. This had provided pupils with planned opportunities to express their opinions and influence school life. Special assemblies had been held at which pupils had identified issues, which the school had addressed. The school had planned to build on the success of the special assemblies by timetabling each class for four class council sessions each year to identify issues to be addressed at special assemblies.

The school had continued to work closely with parents and to develop informal opportunities for parents to visit school including a coffee morning, a Christmas Fair and a very successful school show which had all been very well supported by parents. A higher percentage of parents had attended both formal and informal events in the school.

The school had begun to involve parents more actively in supporting pupils' targets at home. Improvement in the frequency and use of homework had supported pupils in consolidating skills and knowledge. The school had consulted with parents about homework and had bought homework diaries, which will be used throughout the school from August 2007. It had also developed a home-school agreement, which provided advice to parents on how to support learning at home.

At S3 to S6, pupils' attainments in a range of National Qualifications (NQ) Units at Access levels had continued to improve with a further increase in the number of Access units achieved. In addition, 92% of targets set within IEPs were achieved during session 2006-07.

The school had continued to be successful in promoting wider achievement for its pupils. Two pupils had won an award for their entry to the West of Scotland Anti-Racist Calendar competition; S3 and S4 pupils gained a silver award in the Superbowl competition; two pupils had paintings featured in the 2006 Glasgow Schools' Calendar, one on the front cover; a group of senior pupils entered a competition to design a Christmas card for Haven Products with one of the designs being chosen as the illustration for the card which was then produced by the senior pupils and was sent to major companies all over the country. Following this success, senior pupils then undertook the printing of the newsletter for the Poodle Club of Scotland.

The school's work experience co-ordinator had increased the number of work experience placements in cooperation with ENABLE and local businesses. As a result more senior pupils had been able to benefit from successful work experience placements in venues such as the ENABLE offices, Haven Products, a nursing home and supermarkets.

Progress Towards the Main Points for Action

The initial report identified four main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

Main point for action 1

Continue to develop the curriculum to ensure progression in learning experiences and contexts for all pupils.

The school had made very good progress towards meeting this main point for action.

The school had continued to develop its curriculum to ensure progression in learning experiences and contexts for all pupils. It had developed more coherent programmes of study and had extended the range and balance of learning contexts to ensure appropriate progression for pupils as they moved through the school. Progression in learning was now carefully planned, monitored and recorded in the areas of English Language and Communication, Mathematics and Understanding and Relating to the Environment and Personal and Social Education.

The school had increased the opportunities for pupils to work and to communicate with each other. Choice has been introduced into lunchtime routines for many pupils, enabling them to choose where to sit. This had encouraged communication between pupils in different classes and participation in a range of adult led activities at break times. The school had developed a menu of cross-curricular enterprise events for each class, which linked learning experiences across curricular areas. Enterprise activities such as the Christmas Fair, School Show, Coffee Morning and Smoothie Making had also helped pupils to develop their skills in communication and working together. Senior pupils had accompanied first year pupils on a week long residential trip and had successfully acted as buddies. Pupils had benefited from these planned opportunities to develop and practise skills in a variety of meaningful contexts.

The process of drawing up Coordinated Support Plans had involved parents in joint planning with the school and other professionals. There was increased agreement about how targets could be supported consistently in school, at home and in respite and as a result, pupils were making better progress towards shared targets.

Staff had further developed programmes of work for Personal and Social Education, in particular, health education and sex education. The school had linked with other similar schools to develop its programme for drugs and alcohol education. Parents had been consulted about their child's participation in the personal safety and sex education programmes. As a result all pupils were participating in the personal safety programme and an increased number of pupils were participating in the sex education programme.

The school had continued to develop its Sensing Success programme, which had been effective in developing pupils' understanding and skills and in promoting the use of technology. The school had increased the opportunities for pupils with complex needs to use switch-operated technology on a regular basis, enabling them to interact directly with the environment.

Teachers were more skilled in building upon pupils' prior achievements to ensure that learning experiences were sufficiently challenging. Overall, pupils were making better progress and were more able to transfer their learning to new situations. This had begun to impact on attainment with an increase in the number of Access units achieved.

Main point for action 2

Address the accommodation issues to ensure that pupils have access to adequate personal care facilities.

The education authority had made unsatisfactory progress towards meeting this main point for action.

The school had procured estimates for alterations to the pupil showering and personal care areas in order to accommodate an increased number of changing beds and an overhead hoist. Representatives from Education Services had visited the school to assess possibilities. The work will be scheduled in discussion with Estates Management.

The school had continued to use facilities at a local community centre to provide for physical education.

The school had repaired some broken seating in the garden area and in response to consultation with pupils, had committed funds towards developing the outdoor play facilities.

Main point for action 3

Work closely with partner agencies including medical staff to plan for better postural positioning of pupils during the school day.

The school had made very good progress towards meeting this main point for action.

In collaboration with physiotherapists, a postural management audit had been completed for those pupils with physical disabilities who spent considerable parts of the day in their wheelchairs. As a result an individual plan had been created for each pupil to ensure better postural positioning during the school day. Physiotherapists had delivered staff training and two members of staff had worked closely with the physiotherapist in order to extend good practice throughout the school. Weekly functional movement sessions were timetabled and delivered jointly by education and physiotherapy staff.

Class teams, including the physiotherapist, had monitored individual plans, which had resulted in pupils being more comfortable and settled in class. This had enabled them to

engage more fully in learning. Pupils on walking programmes were maintaining and in some cases increasing mobility.

One class team, including the physiotherapist, had also attended training from the MOVE organisation, which had resulted in parents meeting with staff to identify appropriate mobility targets, which could be supported at home. This joint planning and consistent support had benefited those pupils involved.

Main point for action 3

Introduce more rigorous approaches to evaluating pupils' learning experiences.

The school had made good progress towards meeting this main point for action.

Staff had been fully involved in developing the school's approaches to evaluating pupils' learning experiences, which had a clear focus on monitoring the impact of recent developments on pupils' learning experiences.

The Headteacher had begun to systematically evaluate the quality of pupils' learning experiences in the classroom. This had resulted in reflective, self-evaluative discussion between the Headteacher and class teams, which had led to improvements in classroom practice and the sharing of good practice across the school.

The school had worked hard to ensure that learning experiences were sufficiently challenging for all pupils. Managers had provided helpful feedback on forward plans and had focused on the level of challenge during classroom visits, which had contributed to improved achievement and attainment overall.

Conclusion and Next Steps

The Headteacher had provided clear direction and support to staff in addressing the main points for action in the report and the school had made good progress overall. All staff had been involved in recent developments, which had improved the quality of the curriculum and pupils' learning experiences.

The school had continued to develop its approaches to self-evaluation and had focused clearly on the impact of recent developments on pupils' learning experiences. The school had also focused on ensuring an appropriate level of challenge for individual pupils and had continued to raise levels of achievement and attainment.

The commitment of the school and individual members of staff to distributed leadership, self-evaluation and continuous professional development meant that the school was well placed to build upon recent developments and to sustain continuous improvement.

The unsatisfactory progress made by the education authority in addressing the accommodation issues has been highlighted by Her Majesty's Inspectorate of Education and as a result this work will now be scheduled in discussion with Estate's Management.



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