



# Follow-through Inspection Report

## Ladywell School

May 2010

### 1. The Inspection

HM Inspectorate of Education (HMIE) published a report on the inspection of Ladywell School in June 2008. Working with the school, the education authority prepared a plan indicating how they would address the main points for action which were addressed within a changing context.

This report evaluates the progress that the school and education authority have made in addressing the main points for action in the report, within this developing context.

### 2. Continuous Improvement

As a result of a city-wide review of provision for young people with additional support needs arising from social, emotional and behavioural factors and family circumstances, the local authority had developed a model of multi-agency learning centres, building on established best practice. Ladywell had now been identified as the first secondary school to be developed as a learning centre. New processes, procedures and systems were being developed to ensure that the needs of all young people whom they supported were being met. A number of Co-ordinated Support Plans were now in place.

The educational provision that the school offered had been altered to follow the traditional secondary school structure, with provision for young people from the age of eleven years. This structural change was implemented as part of the local authority's plan to meet the long term needs of the young people more effectively. Attendance now included both full-time and part-time placements. The school also continued to develop a flexible outreach service to local mainstream secondary schools, supporting both young people in full-time attendance at the mainstream school and staff in a capacity building role.

The Family Support Service<sup>1</sup> provided an increasingly comprehensive service to young people and their families designed to complement the formal curriculum. Family support workers provided structured support and groupwork for parents/carers and worked with specific programmes, such as the Positive Parenting programme. Youth workers had both individual sessions, using approaches such as Ross 2, with the young people and also working in the classroom, when appropriate. Through partnership working with the Outdoor Resource Centre, Ladywell School now delivered adventurous outdoor activities, including sailing, orienteering and gorge walking, where young people benefitted from opportunities to develop further problem solving and team working skills. Operational since August 2009, this service offers a 52 week provision for young people and their families. Parents' Groups were to start in the third term. A range of formal structures for evaluation of provision, were being developed and implemented by teaching staff and by the Family Support Service staff in conjunction with a research assistant from the local authority's educational psychology service. Feedback from secondary schools staff, young people and parents, was overwhelmingly positive.

<sup>1</sup>Family Support Manager, three Family Support Workers (Social Work, Community Education and Forensic Psychology) and five youth workers (Community Education and Social Work)

The school had continued to provide a very good education for its young people within this new multi-agency framework. Staff had responded to the action points identified by the HMIe inspection while maintaining a focus on the development of the young people as confident individuals, successful learners, effective contributors and responsible citizens. As staff worked together on the main points for action, they had also continued to build on the particular strengths identified by HM Inspectors.

### **3. Progress Towards the Main Points for Action**

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

#### **Main point for Action 1**

**The school should work with the authority and mainstream schools to ensure that pupils do not miss out on core aspects of the curriculum during their placement, and receive their entitlement to a full time education.**

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

The part-time programme allowed young people to attend Ladywell for three half day sessions when they benefitted from a personal and social development focus through the Promoting Positive Behaviour and Managing Anger programme. Expressive Arts activities were used to deliver these programmes. At the initial case management meeting, representatives of the young person's school were advised clearly of the mainstream school's role in ensuring that young people did not miss out on core aspects of the curriculum or their entitlement to a full time education.

For those young people on a part time placement, the aim was to promote their re-engagement with the mainstream school and curriculum. Appropriate transition support planned at the final review with parent/carers and the mainstream mentor helped facilitate access to the mainstream curriculum on return to school.

The school now needed to continue to develop and embed these approaches within this new multi-agency setting.

#### **Main point for Action 2**

**Meet the needs of all learners more effectively by improving links with mainstream schools**

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

The school had focussed considerable efforts to developing the secondary curriculum for its new population.

In order to extend the curriculum and to develop resources, the school established a Core Curriculum Group with mainstream secondary school representatives. This collaborative working was mutually beneficial to all members and supported staff in developing appropriate curriculum resources.

Ladywell School was now playing a clear role in supporting many establishments in developing their capacity to meet the needs of all young people in their establishments. They were acting as consultants to one secondary school in developing a behaviour

support base and were also involved in a local community initiative to raise attainment and achievement. Using a coaching in context model, they were delivering staff development sessions to mainstream schools to support the delivery of Promoting Positive Behaviour and Anger Management programmes.

The needs of young people were increasingly planned for in a systematic way. Appropriate planning and exchange of information took place prior to the young person enrolling with subsequent reviews held for all stakeholders at regular intervals. At times of transition, support was also planned jointly at these meetings. Effective links between family support service staff and teaching staff were ensured with formal weekly meetings and daily informal communication. All part-time placements had a mainstream mentor who received weekly electronic progress reports from the key staff member at Ladywell. Staff worked effectively with a range of external agencies including multi-systemic therapists and other Health staff.

A secondary curriculum had been developing since August 2009 with the enrolment of young people full time. There was a clear commitment to embedding a Curriculum for Excellence, and at the core, an acknowledgement of the importance of emotional wellbeing. The curriculum included numeracy, literacy, health and wellbeing, expressive arts and technologies. Interdisciplinary working was being developed. Accreditation at Access and Intermediate levels, and where appropriate at Higher, was on offer. Young people were being supported in tracking their own progress in the four Curriculum for Excellence capacities of successful learner, effective contributor, responsible citizen and confident individual. The introduction of formal accreditation of achievement through ASDAN (Award Scheme Development and Accreditation Network) was now being planned.

Staff had worked with partners to ensure that young people benefitted from access to a wide range of indoor and outdoor sport and physical leisure activities at both the Outdoor Resources Centre and the local sports and leisure centre. The school had also developed links with Rangers and Celtic Study Centres for specific year groups.

Although all young people who attended full time were now on the roll of the school, links were still maintained with the mainstream school, should a return to mainstream be appropriate.

**Main point for  
Action 3**

**To increase the outreach service to provide earlier intervention to support pupils in mainstream schools, and appropriate support for transitions back to school**

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

The dedicated outreach team had increased to two members of staff. Since 2008, there has been a considerable increase in the numbers of young people supported on an outreach basis. The importance of this service as an early intervention strategy was recognised and the team had successfully developed positive relationships with secondary school staff.

To support the principles of early intervention outreach, support was focussed on young people in their first year of secondary provision and took a range of forms dependent on need: individual extracted work, in-class support or groupwork with supportive peers as identified by the mainstream school. Specific individual planned outcomes were shared with all mainstream staff ensuring support for young people. This range of support was also in place during the transition phase if young people

returned to mainstream. Successful strategies were shared with mainstream staff who were offered an opportunity to shadow Ladywell staff.

The school was now developing both criteria for prioritising selection for outreach support and a service agreement between schools and the outreach service which would ensure that the requirements of the local authority's Additional Support Needs policy are met.

**Main point for  
Action 3**

**Implement the authority's policy on risk assessment**

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

A working party, chaired by the Family Support Service Manager and with a wide range of membership including a local authority Health and Safety specialist, was producing a comprehensive risk assessment policy. This identified all activities in which young people and staff might be involved: internal and external environments and behaviour management including that for individual young people. This comprehensive document, shortly to be completed, would also provide a template for use by other learning centres.

**Conclusion and  
Next Steps**

Staff at Ladywell School, both education and social work, had worked effectively as a team to develop and improve provision within the changing context. Overall, the school had made very good progress towards meeting all the main points for action. The new learning centre model had successfully adopted a multi-agency approach which had the potential to impact on city wide provision.

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