

Summarised inspection findings

Primary Wellbeing Support Service

East Dunbartonshire Council

SEED No: 8338744

11 September 2018

Key contextual information

The Primary Wellbeing Support Service is situated in Oxbang Primary School in Kirkintilloch. The service supports primary-aged children from across East Dunbartonshire Council who require support for their social and emotional needs. The service provides support for children both within the base and in an outreach capacity. At the time of the inspection the service was supporting 20 children in total.

1.1 Self-evaluation for self-improvement

good

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

- All staff in the Primary Wellbeing Support Service (PWSS) are committed to improving outcomes for children in the base and those they support in an outreach capacity. Through collegiate discussions on whole-service improvement using How Good Is Our School? (4th edition), staff provide information on how well the service is performing and how it could improve. Staff have lead roles in taking forward improvement priorities and a clear understanding on how well the service is progressing in achieving their improvement priorities. The Service Improvement Plan (SIP) reflects the priorities within the National Improvement Framework with particular emphasis on raising attainment, achieving equity and partnerships with parents. The service is making good progress in taking forward improvement priorities this session.
- Children, parents and a range of partners are given opportunities to offer their views on the service's strengths and areas for development predominantly through questionnaires and at review meetings. They are involved in decision-making for individual children and contribute well to measuring progress and identifying next steps. Children played a lead role in developing a child-friendly vision, values and aims. There is now a need for PWSS to involve children, parents and partners more fully in whole-school self-evaluation activities which influence future school improvement priorities. The planned introduction of pupil and parent focus groups will support this area for development.
- The team leader is well respected by the school community. Stakeholders are very positive about her leadership and how she has improved the quality of the service. She has provided the service with a clear sense of direction and has installed a high level of professionalism and collegiate working. She understands the importance of self-evaluation activities being focussed on improving outcomes for children and their families. Teamwork amongst staff is a strength of the school and collectively they are self-reflective practitioners. Staff participate in a wide range of self-evaluation activities in a systematic way including peer observations and moderating standards in writing and numeracy.

- Teachers and support for learning assistants engage in a good range of career-long professional learning (CLPL) opportunities that are focussed on meeting the diverse additional support needs of learners and improving learning and teaching approaches. Recent professional development has included nurture, de-escalation approaches and teaching numeracy. Led by the team leader, the service has built strong links with cluster mainstream schools. This has allowed staff to engage in worthwhile moderation activities and participate in events on pedagogy at neighbouring schools. The team leader has also looked outwardly by visiting special schools in other local authorities. The service should use these strong links to continue to build their own practice. For example teachers would benefit from more opportunities to liaise with colleagues in other schools to help build their confidence in using the national benchmarks.
- In order to effectively measure children's progress, the service gathers an array of useful data and intelligence to analyse the impact of their work for individual children both in the base and in an outreach capacity. The recent introduction of pupil management plans have been particularly useful in this area. This data and intelligence is helping the service to clearly identify where they have been performing well in meeting the needs of children. For example, the service has been highly successful in supporting children to return to full-time mainstream education. Assisting children with prolonged periods of interrupted learning to re-engage with their learning is also a strength. As recognised by the team leader, there is now scope to analyse this valuable data and intelligence further to measure the performance of the service as a whole across all of its work. The service could also use data and intelligence from mainstream schools to analyse further the effectiveness of the service's outreach support, professional learning offer and consultations.
- The service has a strong understanding of the socio-economic factors affecting children. Staff ably support children and families to overcome potential barriers to learning including health needs, family circumstances and periods of prolonged interrupted learning. The service is using family learning initiatives well to support parents to engage purposefully in their child's learning. Children, parents and partners spoke highly of this input.

2.1: Safeguarding

- The centre 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. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

very 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.

Attainment in Literacy and Numeracy

Overall attainment in literacy is good whilst attainment in numeracy is very good with most children working well within appropriate Curriculum for Excellence levels.

Progress in Literacy

- Almost all children are making good progress in literacy and English language. Children are developing very good skills in listening and talking. They listen and interact well with staff and with each other. They are developing increased confidence in talking about their feelings and emotions. Children use their vocabulary well in discussions and in talking about their learning. Children are applying a range of tools to improve their reading and writing skills. Almost all children are making good progress from their prior levels of learning. For a few children, progress has been slower due to interruptions in their attendance or challenges in engaging with learning prior to starting at the base. The school should continue to track children's progress across all aspects of literacy and English language.

Progress in Numeracy

- Children's progress in numeracy and maths is very good. Children are developing a very good understanding of number operations and can apply these in a range of problem solving activities such as when handling information in graphs and charts. Children are working well with money and identifying coins. They understand aspects of measure appropriate to their stage.

Attainment over time

- Children's attainment over time is very good. Children are making significant progress, particularly in their social and emotional wellbeing. This is resulting in better engagement in learning and improvement in attendance. Children are demonstrating increased resilience in their ability to learn and deal with challenges. A significant number of children return to their mainstream setting as a result of interventions and support. In addition, the majority of children who benefit from targeted support from the outreach service then progress to sustaining a mainstream placement unsupported.
- Staff are making effective use of assessment information such as Boxall profiles to determine specific interventions and targets. As a result, children are making sustained improvements in a range of areas such as engagement, social interactions and behaviour.

Overall quality of achievement

- Staff routinely track children's achievements to enable them to target specific supports and interventions where necessary. Children are benefiting from opportunities to experience success across a range of contexts such as horse riding, forest schools and orienteering. These activities are enabling them to gain confidence and build self-esteem. Achievements are celebrated appropriately through awards and assemblies. Children are understanding about helping others and have recently raised a significant amount of money for a national charity.
- Children who attend the support base have very good opportunities to attend mainstream classes and to participate in activities within the adjoining Oxbang Primary School. Staff take very good account of children's individual strengths and needs when planning inclusion in mainstream classes. As a result, children are becoming increasingly confident in attending classes and other activities within Oxbang Primary School.
- Children and their families benefit from the family learning programme. This programme has enabled children and family members to engage positively with learning and develop a shared understanding of strategies to promote social and emotional wellbeing. Parents are positive about the impact of the programme and value the achievements and successes of the events and activities.

Equity

- The service is very successful in supporting children to access mainstream education and a significant number of children have transitioned back to mainstream schools. Staff have a clear focus on ensuring children engage with learning in an appropriate mainstream setting. A few children have been attending school part-time for a prolonged period. Staff should work with mainstream schools and partners to ensure all children are accessing full-time education as quickly as possible.
- Staff have a very good understanding of the individual strengths and needs of children. Information is used well to enable children to access activities and experiences that will provide them with opportunities to achieve success and develop new skills.
- Interventions and support from the service is resulting in improved outcomes for almost all children across a range of areas. The school can demonstrate improvement in areas such as attendance, engagement in learning and attainment in literacy and numeracy.
- The service has recently been involved in delivering a high level of support to a mainstream school. In collaboration with the education authority and other agencies, staff from the PWSS supported the school in a range of areas such as professional learning, teaching and learning and direct support for children. This collegiate approach resulted in positive outcomes for children and staff in the school. The education authority has recognised the success of this model of intervention and support.

2.4 Personalised Support: Theme 2: Targeted Support

- Children benefit from very good targeted support based on reliable assessment information. Staff work very well with the education authority and other schools and services to ensure that assessment information is relevant and accurate. Children are involved in decisions about their learning and support. For example, they are encouraged to attend review meetings and offer their views. Children are able to identify the targets they are working towards. The team leader, together with staff, monitors well the impact of interventions and regularly reviews the progress of children. Appropriate plans such as inclusion plans and pupil management plans are used well to record interventions and supports.
- Outcomes for children are improving as a result of well-planned targeted support. The majority of children who engage with the outreach service are able to move on to sustaining an unsupported mainstream placement as a result of interventions. The majority of children who attend the base provision for support, return to mainstream schools full-time.
- Staff provide high quality targeted support to families. Communication with parents ensures that they are fully informed about their child's strengths and needs. Interventions and supports are reviewed in collaboration with parents and carers. The family learning programme provides individual and targeted support for parents and carers to help them develop strategies to support children at home and engage in joint learning activities.

3.1 Ensuring wellbeing, equality and inclusion: Theme 1: Wellbeing

- Positive relationships between staff and children are a very strong feature of the service. Nurturing approaches are evident across all areas of the service and this supports children to feel safe and cared for. Children are comfortable sharing any worries or concerns that they may have about their education or any other personal matters affecting their wellbeing.
- Social and emotional assessments are used effectively to identify barriers to children's learning. Individualised strategies and targets are in place for each child. This is helping children to better engage with their learning and respond more positively at times when they feel anxious or distressed. Children are learning valuable skills in how to identify and talk about their feelings and how they can better self-regulate their behaviour if they become upset. Health and wellbeing lessons are developing children's skills. They are learning to work with others in a classroom, build and sustain friendships, and eat healthily. The service now needs to further monitor children's bespoke programmes across all settings to ensure they develop an understanding of what they need to do to keep healthy and safe.
- Flexible and responsive strategies are adopted to support children and their families to engage in learning activities and improve their wellbeing. With the help of partners, the service provides parents with a range of activities for them to participate in with their children. This parental engagement further supports children and their families to be engaged and involved in both learning and personal achievement activities at home, school and their local community. This is having a positive impact on the wellbeing of both children and their parents.

Practice worth sharing more widely

The service and local authority have recently demonstrated good practice in multi-agency working with a local primary school requiring support. Staff from the service, together with the local authority and other professionals worked closely with the school for an extended period to support children and build the capacity of staff and senior leaders. As a result, children are engaging better with their learning.

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.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot

© Crown Copyright, 2018

You may re-use this information (excluding images and logos) free of charge in any format or medium, under the terms of the Open Government Licence providing that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Education Scotland copyright and the document title specified.

To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence> or e-mail: psi@nationalarchives.gsi.gov.uk

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.