



**Kibble Education and
Care Centre
Paisley
29 November 2011**

Education Scotland and the Care Inspectorate inspect schools in order to let parents¹ and young people know whether their school provides a good education. Inspectors also discuss with staff how they can improve the quality of care and education.

At the beginning of the inspection, we ask senior managers about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which young people are involved. We also gather the views of young people, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of care and education.

This report tells you what we found during the inspection and the quality of care and education in the school. We describe how well young people are doing, how good the service is at helping them to learn and how well it cares for them. We comment on how well staff, parents and young people work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support young people. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.educationscotland.gov.uk. Here you can find analyses of questionnaire returns from young people, parents and staff, and details about young people's examination performance. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

¹ 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

Kibble Education and Care Centre is an independent charitable service which serves young people with significant social, emotional and behavioural needs. Twenty-eight Scottish local authorities and one English local education authority have placed young people in the open school. Kibble includes an open school and a secure unit. The open school provides education and residential care for young people who need it. The secure unit, called the Safe Centre, provides secure residential care and education for young people. In addition to the school and Safe Centre, Kibble offers a range of services including workplace experiences at Kibbleworks and an Intensive Fostering Service to support carers. When the inspection was carried out in September 2011, the roll was 76 in the open school, 33 of whom were day pupils, and 18 in the Safe Centre. Eight young people have coordinated support plans.

2. Particular strengths of the school

- The success the school achieves in improving the lives of young people.
- Personalisation of the curriculum to meet the needs of individual young people.
- Outstanding personal support that enables young people to benefit greatly from their Kibble experience.
- High quality relationships between all staff and young people which make young people feel safe, valued and respected.
- Commitment of staff to improving the services Kibble provides for children and young people.

3. How well do young people learn and achieve?

Learning and achievement

Across the service, young people enjoy very positive relationships with staff. Staff are motivating them to learn and become more confident. Young people receive a range of learning experiences across care and education settings. These experiences are helping them to gain success in learning and to change their lives. In most classes, young people show good skills in working independently. However, teachers need to share the aims of lessons more consistently to help young people understand what they need to do to improve.

Young people achieve success through a variety of experiences in care and education at Kibble. They enjoy taking part in and helping to arrange pantomimes and other school shows. Some have been successful in taking part in professional productions at the Paisley Arts Centre. A number of young people in the open school and Safe Centre gain confidence, a sense of achievement and improve their self esteem from raising money for charity and performing for residents in a local care home and hospice. Young people have achieved a great deal of success in football. They play in the Renfrewshire and District League and this has helped them to exercise self discipline and work together as a team. The pupil councils in both the Safe Centre and open school give young people good opportunities to express their views and exercise responsibility. By taking part in a number of international initiatives and trips a few young people have been very successful in extending their personal and social skills.

Young people make good progress in building on their knowledge and skills when they join Kibble. In the Robertson Trust Centre, young people are making good progress in their literacy targets. They are able to carry out calculations involving time, money and length and height. Most young people in S4 attain Standard Grade or SQA Unit awards in English and mathematics. The majority of young people in S4 attain Standard Grade awards in social and vocational skills. A few also gain awards at Higher Grade or equivalent. Over the last three years there are signs of improvement in Standard Grade English, modern studies, social and vocational skills and in Access 3 mathematics.

Curriculum and meeting learning needs

Young people receive a very broad range of programmes and courses leading to improved learning outcomes and a broad general education. They benefit significantly from having their curriculum personalised to suit their needs. Young people achieve successfully and engage in learning through a wide range of certificated courses. Vocational programmes provide exceptional opportunities for young people to develop skills for learning, work and life. They progress to more

advanced learning because of the well-structured programmes provided in Skillzone, Kibbleworks and the vocational work base in the open school. In the vocational courses young people have very good opportunities to use their basic reading and comprehension skills and to apply skills in measurement. In other subjects, young people have fewer opportunities to use their literacy and numeracy skills. Staff use imaginative approaches to deliver the curriculum and have very good partnerships with the voluntary sector and local businesses.

Kibble has clear and very effective approaches to identifying young people's needs. Staff know young people very well and involve them in discussing the types of support that would be helpful to them.

Where appropriate, young people have access to a range of specialist support services. Care and education staff work together closely to ensure that young people receive appropriate levels of support and challenge. They are highly effective in helping young people overcome their barriers to learning. Overall, teaching staff take very good account of individual learning needs to plan and deliver suitable programmes of learning. Classroom support workers play an important role in helping young people make the most of their learning experiences. The service has very effective arrangements for assessing young people's progress and reviewing their needs. Young people, parents and carers are involved in evaluating progress and identifying new targets. Each young person has an individualised educational programme that contains clear targets for their progress. Overall, young people receive outstanding personal support that enables them to gain as much as possible from their Kibble experience.

4. How well do staff work with others to support young people's learning?

Kibble communicates very effectively with parents, carers, education authorities and its many partners. As a consequence, parents and carers are very supportive and education authorities are well informed about the progress their young people are making at Kibble. Links with local colleges and work experience opportunities provided by local

businesses have enriched the learning opportunities available for young people. A few young people experience learning opportunities in other countries. The centre also has close working relationships with many specialist health and education services which provide support for young people.

5. Are staff and young people actively involved in improving their school community?

Care and education staff play a major part in evaluating their work and taking steps to improve their practice. In care, the work of the day and residential units is audited regularly and staff take action to bring about continuous improvements. In education, senior managers and staff review systematically the quality of their work. They check thoroughly the quality of lessons, ask young people, staff and stakeholders their views and keep a close watch on the performance of young people in class and in national courses and units. They establish teams of staff to bring about improvements to the way the service operates. This very positive culture is helping the service to develop continuously the range and quality of services it provides for young people. Closer working between care and education staff would further improve the efficiency and effectiveness of these procedures.

6. Does the school have high expectations of all young people?

All staff have very high expectations of behaviour. They have established a calm and purposeful atmosphere across the centre. The centre places a very high value on raising young people's expectations of their future lives. This includes developing their social skills through visits, activities and mentoring. The move to a co-education campus has had a positive effect on the atmosphere. Bullying is dealt with appropriately within the centre. Young people feel safe and the service is promoting their health and wellbeing effectively. Young people know the effect of unsafe behaviours and are encouraged to make healthy choices. In the open school, staff should continue to

discourage young people from smoking. Racial and sectarian views are actively challenged and discussed with young people in personal and social education classes and this is followed up by care staff. Young people are encouraged to express their views and raise concerns and complaints. They can do this through unit meetings, school council meetings or talking to a representative from Who Cares? Scotland.

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

Leadership is strong at Kibble. Senior managers have a very clear vision for Kibble and its development. As a result, the service has been able to extend and improve the services it provides for young people, their families and carers. Due to the range of care and education services that Kibble provides, staff can reduce the number of disruptive changes vulnerable young people make when their circumstances change. The Kibble model supports the seamless transition of young people from the Safe Centre to the open school and vice versa. The service vision includes the development of a degree course with a local university. This aims to provide a worthwhile career development path for care staff. Middle managers in care and education provide a strong impetus for innovation and improvement of the services which Kibble provides for young people. Managers share leadership responsibilities effectively. As a consequence, many teachers and care staff have positions of responsibility which they find satisfying and which helps them to develop.

8. What happens next?

As a result of the very good quality of education provided by the service, we will make no further visits in connection with this inspection. The board of governors will inform parents about the service's progress as part of their arrangements for reporting to parents on the quality of its service.

We have agreed the following areas for improvement with the school and board of governors.

- Teachers should continue to explore and develop effective approaches to teaching and learning.
- The centre should develop further its approaches to self-evaluation through closer working between education and care staff.
- Staff should continue to promote smoking cessation in the open school.

Quality indicators help schools, board of governors and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the HMIE publication *How good is our school?*

Here are the evaluations for Kibble Education and Care Centre.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	excellent

We also evaluated the following aspects of the work of the school.

The curriculum	very good
Improvement through self-evaluation	very good

HM Inspector: Terry Carr

Care Inspector: Jackie Calder

Care Inspector: Charlie Buckle

29 November 2011

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

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

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