



Education
Scotland
Foghlam Alba



care
inspectorate



**Kibble Education and Care
Centre
Paisley
6 September 2016**

Education Scotland and the Care Inspectorate (Social Care and Social Work Improvement Scotland) inspect schools in order to let parents¹ and young people know whether their school² 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 the headteacher/senior managers and staff 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.

² The term 'school' includes the nursery class or classes where appropriate.

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1. The school

Kibble Education and Care Centre is an independent service which serves children and young people with significant social, emotional and behavioural needs from across Scotland, local education authorities in England and Ireland. Kibble includes an open primary and secondary school, a secure accommodation service known as the 'Safe Centre' and a group of social enterprises. The centre provides education and residential care for young people who need it. Children and young people were placed in the centre by 28 Scottish local authorities. In addition to the school and the Safe Centre, Kibble offers a range of services including workplace experiences at its social enterprises, including Kibbleworks, The Experience as well as an Intensive Fostering Service to support carers. When the inspection was carried out in May 2016, the roll was 60 in the open school, 16 of whom were day pupils 17 were placed in the Safe Centre. Two young people had coordinated support plans (CSP).

2. Key strengths of the school

- The extensive range of children's and young people's personal achievements.
- Strong, trusting relationships between all staff and young people.
- The impact of the Specialist Intervention Service in identifying and meeting the needs of young people and in facilitating learning.
- The enrichment and extension of the curriculum through highly effective partnership working.
- Innovative, high-quality vocational education and training for young people at Kibbleworks and The Experience.
- The inspirational leadership provided by the governing body and senior leaders.

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

The school is very successful at engaging children and young people in learning and helping them to achieve. Throughout the school and social enterprises, children and young people benefit from the strong, trusting relationships they have with all staff. All learners know that they are respected by staff and this value permeates the school and residences. In the primary school, staff adopt a nurturing approach which is helping children to settle and re-engage with learning. In the Open School and Safe Centre, teachers build on young people's interests and strengths and provide relevant and meaningful contexts for learning. Young people are motivated by opportunities to choose courses and activities within lessons and the residences. Members of the Student Council put forward their views and suggest ways of improving the service. In Kibbleworks and The Experience, young people learn in a supportive work-focused atmosphere where they are treated as employees and engage in a real working environment, often dealing with the general public. The extent to which children and young people know their strengths as learners and what they need to

do to improve varies across the school. Staff do not always pay sufficient attention to sharing the purpose of lessons.

Young people improve their confidence, wellbeing and sense of responsibility through participating and being successful in a wide range of activities. The very effective partnerships which the school has developed with local and national organisations give young people many opportunities to achieve in sport, culture and citizenship. The sporting options for young people include badminton, basketball, football, tennis, and athletics. Young people participated successfully in a number of local sporting competitions. Children and young people engage in a range of creative activities, which include ballet, dance, music, art, parkour and drama. Working with the local care home for the elderly, raising money for the Schools for Malawi project, and contributing to a number of charities helps young people to develop social responsibility. Young people gained an impressive range of awards for their achievements including, Duke of Edinburgh's Award, ASDAN and the Sports Leaders Award. Young people's achievements are celebrated well through certificates, displays and assemblies. Staff use digital media creatively to record individual and group success.

Young people are very successful in gaining National Qualifications in a wide range of academic, vocational and personal development awards. The number and level of qualifications gained depends upon the length of time they attend the school. The majority of young people who attended the school last session for a month or more gained five or more Scottish Qualifications Authority (SQA) unit or course awards. Young people gained SQA course and unit awards at Higher and from National 5 to National 2 levels. Most gain awards in literacy and numeracy. In the social enterprises, young people gain Scottish Vocational Qualifications (SVQ) in business administration and customer service. They are making very good progress towards achieving CITB modern apprenticeships. Young people achieve the Certificate for Work Readiness and Employability Awards, and have high completion rates in the manual handling and fire safety short courses.

4. How well does the school support children and young people to develop and learn?

The school has highly effective arrangements for identifying children's and young people's needs. All teachers across the primary school, open school and Safe Centre have a sound understanding of trauma and attachment issues and demonstrate significant skills in managing young people's anxieties and engaging them in learning. The school's highly effective Specialist Intervention Service plays a very important role in meeting young people's learning, social, emotional and behavioural needs. The service offers a wide range of high quality services which are very effectively meeting children's and young people's and their families' initial and on-going needs. Critical information about all children and young people with difficulties is reviewed regularly and shared with key staff in education and care on an ongoing basis. A particular strength is the first level psychological assessment of all children and young people within 72 hours of arrival. These important assessments highlight children's and young people's immediate mental health needs and inform all aspects of the service's approach to planning appropriate interventions. In the best lessons, teachers use a range of resources, including digital technology, very effectively to support learning and promote engagement. Most teachers use questioning well to focus learning. Key tutors and key workers play a strong role in supporting children and helping them to stay engaged in learning.

The design of the curriculum ensures that all learners' have an outstanding range of opportunities for personal achievement which provide progression in their learning. The school places a very strong emphasis on developing skills for learning, life and work, and helping young people to progress successfully into employment, training or further education after they leave school. Its innovative features in Kibbleworks and The Experience provide exceptional opportunities for young people to gain vocational qualifications and experience. The school has a clear and shared strategy for raising attainment in literacy and numeracy. Very high-quality, planned learning experiences contribute to the life and ethos of the school, and learning within an

interdisciplinary context. Both the Safe Centre and Open School are increasingly providing appropriate individual programmes for young people from the broad general education into the senior phase. The senior phase for learners is of a very high quality with outstanding features. Learning occurs in a very wide range of contexts enhanced by a wide range of partners. This is helping young people to build on their achievements, access learning in real and relevant contexts and improve their skills for learning, life and work. The school has very strong arrangements in place to support young people's transition into, within and beyond the school.

5. How well does the school improve the quality of its work?

The school is very successful at improving the quality of its work. Its governing body provides a clear well-informed strategic direction in keeping with Kibble's core value of respecting young people. The executive directors for education provide outstanding, inspirational leadership for the whole school community. As a consequence, Kibble has a strong culture of self-evaluation and continuous improvement, which involves all staff, parents, young people and other stakeholders. Many teaching and care staff take a lead role in reviewing school improvement and identifying future ways to further improve the learning experiences and outcomes for children and young people. The school's strong procedures for evaluating the quality of learning and teaching are managed very effectively by the deputy headteachers. These evaluation procedures inform professional learning and staff review and development. The ethos and direction provided by the senior leadership team, the involvement of a wide range of staff in evaluating earlier initiatives and delivering improvements is improving Kibble's services each year.

6. What happens next?

We are very satisfied with the overall quality of provision. We are confident that the service's self-evaluation processes are leading to

improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the service and the Board of Governors in order to record and share more widely the innovative practice. We will ask the service, in discussion with the Board of Governors, to let parents know the outcome of the innovative practice visit.

We have agreed the following areas for improvement with the school and the Board of Governors.

- Improve the quality and consistency of children's and young people's classroom experiences to enhance their engagement with learning and attainment.

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	excellent
Improvement through self-evaluation	very good

HM Inspector: Terry Carr
6 September 2016

Care Inspector: Mark Causer

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

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KibbleEducationand38CareCentreRenfrewshire.asp>

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