

Summarised inspection findings

Lomond View Academy

Inverclyde Council

5 March 2019

Key contextual information

Lomond View Academy is situated in Greenock. Young people who attend the school have additional support needs related to their social and emotional wellbeing. At the time of inspection, the roll of the school was 18 young people. Four young people were working within the broad general education (BGE) and 14 young people were working at the senior phase. The headteacher has been in post for four years. The school has recently experienced a number of changes in teaching staff.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Young people learn within a supportive environment where staff treat them with respect. Staff across the school are strongly committed to supporting young people to achieve and attain qualifications. Whilst the majority of young people display interest in their learning, a few regularly disengage with lessons. There is a need for staff to improve a range of issues linked to learning and teaching in order to support young people to engage. For example, staff need to work with young people to agree boundaries and acceptable behaviour that will facilitate better learning. Young people would benefit from opportunities to understand the purpose of their learning and to discuss the skills they are developing. Current timetabling arrangements result in a high number of breaks throughout the day leading to reduced time for learning and teaching.
- Almost all young people who spoke to inspectors were positive about the school. They stated that their relationships with staff help enable them to re-engage with education after periods of non-attendance in other establishments. Young people felt that some contexts for learning were relevant and interesting. A few stated the need for better opportunities to develop their knowledge and understanding of mathematics. A few would like to follow National Qualifications in mathematics and this has not been possible due to staffing issues.
- Staff plan learning experiences that takes appropriate account of the strengths and interests of most young people. For example, a few young people are learning British Sign Language to support their work placements with deaf children. Bespoke learning experiences are in place to support a few young people to build on their interests. For example, a few young people are following individual accredited courses in music and sound production. When school-based learning experiences are relevant and interesting, young people engage well. There is a need to provide experiences that are more challenging for all young people that meet their individual needs and interests. Staff need to make more use of available information about individual young people to provide differentiated programmes and targeted support. The majority of lessons are teacher-led and do not provide young people with enough opportunities to make choices, share ideas or develop independent approaches to their learning. Staff should make better use of digital technology to support young people in their learning. Young people need to be more involved in planning and reviewing their own learning.

- Learning is planned across a range of contexts both in the school and in the local community. Young people have opportunities to learn at college and with local businesses. Links with partners provides a range of learning activities such as gardening, bicycle repairs and childcare.
- Staff have a good understanding about young people's barriers to learning as a result of their social and emotional needs and adapt their teaching approaches accordingly. However, a few young people do not treat staff or each other with respect in their day-to-day interactions. This leads to conflict and disruption both in classrooms and in other areas of the school. A few young people require further support to help them understand acceptable use of language and actions when engaging with others.
- Staff plan learning for almost all young people through the use of long and short term targets. Targets are related to the completion of Scottish Qualification Authority (SQA) units. Assessment of progress and attainment is almost always linked to work within SQA courses. There is a need to review assessment and moderation approaches across the school. Assessment of learning needs to provide more information about young people's strengths and next steps. As they develop approaches to assessment, staff should ensure that information they gather enables them to plan appropriately for individual learners. Young people need to be more involved in assessing their own learning to help them to understand their strengths and what they need to do to improve.
- The senior leadership team have a good understanding about young people's needs. They display an in-depth knowledge of young people's social and economic backgrounds. Tracking and monitoring approaches are informal and there now needs to be a more formalised approach to tracking progress with a greater focus on raising attainment and achievement.

2.1 Safeguarding and child protection

- The school 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. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion - wellbeing

- Most young people report that the school helps them feel safe. Staff treat young people with respect and deal well with conflicts when they arise. Attendance for most young people improves when they move to Lomond View Academy. Staff work with a number of partners to support young people and enhance the curriculum. A range of partners, such as social work and psychological services, work very well with staff in the school to support young people. As staffing issues stabilise, staff will be able to build on the work with partners to increase young people's involvement in the community and work placements.
- Staff have a good understanding of young people's individual circumstances and the barriers they face. They work well with most parents and carers to determine support needed. Parents reported to inspectors how they valued the support provided by staff in the school, not only to young people but also to their families. Parents gave examples where staff provided significant support to families beyond their remit and contractual hours which was appreciated by parents and carers.
- Although most staff intuitively respond appropriately to young people's needs, there should be more rigorous assessments to identify the wellbeing needs of individuals. This should be linked to individual target setting of social, emotional and learning goals. Young people should be more involved in target setting to meet their needs, particularly their social and emotional needs. These need to be evaluated and reviewed regularly with young people to support them develop the skills for self-regulation.
- Staff have recently taken part in professional learning in adverse childhood experiences and how these affect young people. As a result, staff have a greater understanding and empathy for young people in their care. Plans are in place to use this professional learning to assess and plan for specific interventions to improve the health and wellbeing of young people. Staff have made an early start to using the wellbeing indicators to identify young people's strengths and needs. There is scope to develop much further the language of the wellbeing indicators throughout the school. There is a need to track regularly the progress of individuals and to provide them with a way of discussing their own needs.
- Staff provide young people with a range of opportunities throughout the year to develop their understanding of a range of health and wellbeing topics for example, substance and alcohol misuse. There is a need to develop a coherent and progressive health and wellbeing programme that supports young people's personal and social education across the curriculum. There is scope to target some of the learning within health and wellbeing to specific young people, depending on their need.

3.2 Raising attainment and achievement

satisfactory

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

- The school provided reliable information showing the attainment of young people over time in National Qualifications at the senior phase. Data shows that almost all young people move to a positive destination. Post school destinations are supported very well for a period of up to twelve months through joint working arrangements with social work and education. As a result, almost all young people sustain their work or college placements. The majority of young people attending Lomond View Academy start at S3/S4 stage. A high priority is placed on young people achieving National Qualifications during the relatively short time they attend the school.
- At the time of the inspection, the school was unable to provide reliable information about the progress of young people within the broad general education (BGE) Curriculum for Excellence levels. In addition, they were unable to show evidence of young people's progression over time.
- At the time of the inspection, the majority of young people were not in school due to a variety of arrangements including work experience placements. Judgements about progress were made by the inspection team through proportionate sampling of learner's progress, observations of learning and discussions with staff and young people.

Attainment in Literacy and Numeracy

- Overall, attainment in literacy and numeracy is satisfactory.
- At the BGE and senior phase, individual strengths in literacy are evident through oral and written responses within relevant contexts such as current affairs and health issues. For example, young people distinguish figurative and literal language accurately within newspaper articles. There is a need to identify development needs in literacy with clear strategies for young people and staff to improve their skills in literacy. The majority of young people speak confidently, discuss topical issues and share their opinions. Too often, young people do not value others' contributions or build on ideas positively. At the senior phase, the majority of young people are on target to achieve a National Qualification in literacy.
- In numeracy, personalised learning pathways now take greater account of real life contexts or cross-curricular learning to develop young people's understanding and application of numeracy. When motivated, young people complete written calculations with accuracy. They gather information and analyse it well. There is a need to assess each young person's needs and progress, with clear strategies to develop their skills in numeracy.

Attainment over time

- Interrupted learning due to periods of absence from education impacts on the progress young people make before attending the school. As a result, most young people placed in the school have substantial gaps in their learning. The personal learning journeys of each young person is understood by the class teacher. Individual targets are supported by curriculum planning mostly within literacy, numeracy and wellbeing.
- Data provided by the school shows that almost all young people on entering the school at the senior phase undertake National Qualifications in English and mathematics. A few young people achieve well across a range of units. The majority of those presented for National Qualifications achieve National 4 courses and a few progress towards National 5 courses. The range of awards include SCQF levels 4 and 5 Construction and Civil Engineering Operations. The school continuously reviews the range of courses available nationally to ensure that they provide a range of progression pathways for young people at the senior phase.

Overall quality of learners' achievement

- Young people's achievements are shared and celebrated through displays and informal discussions. Their achievements both in and out of school are encouraged and praised by staff. Due to difficulties in staffing, the school has been unable to provide the range of opportunities to develop wider skills and interests that have previously been on offer. Staff plan to continue to build on the links with the community garden project to encourage young people to develop their understanding of growing vegetables and gardening.
- Staff make good efforts to ensure that they are aware of young people's interests and skills and try as far as possible to build on these. Most young people demonstrate their respect and sense of responsibility for the wider community in a variety of ways such as fundraising for the local hospice. The Friday café is run by young people for staff and pupils and proceeds go to a local charity.
- Young people participate in a six week programme of outdoor education and are encouraged and facilitated to attend the gym several times each week. Recently, four young people took part in the Heart Start programme to increase their skills in dealing with an emergency. The participation of individual pupils in clubs and activities and their wider achievements are not yet tracked at a whole school level. We ask that the school now review this to inform young people's progress and ensure equality of opportunity.
- Four young people participate in the Duke of Edinburgh's Award scheme developing skills of resilience and perseverance. We ask that staff build on the use of certificated award programmes to help provide opportunities for progressive personalised pathways to develop young people's skills for life and work.

Equity

- The headteacher has a sound knowledge of each young person, their family circumstances and their level of need in relation to their socio-economic backgrounds. The school received a small allocation of Pupil Equity Funding (PEF) and is at the early stages of measuring impact of the attainment from the interventions.
- Recorded levels of pupil attendance are high and staff are proactive in ensuring young people are supported to attend. The school has a positive impact on reducing exclusions and young people reported that they want to come to school. For many, the school reduces patterns of non-attendance established during their previous school placements. There is a need to ensure that attendance in class is accurately recorded. During the week of the inspection,

there were examples of young people spending long periods of time not in classes and not engaged in planned learning.

- The school prioritises positive destinations for all leavers and almost all continue on to a work or college placement when they leave. Each destination is carefully considered and reflects very well the needs and interests of the young people. Young people are supported by social work and education staff for up to twelve months when they leave. Commendably, almost all placements are sustained.

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.