

# Summarised inspection findings

**Fairview School**

Perth and Kinross Council

9 June 2020

## Key contextual information

Fairview School is an all-through school in Perth for children and young people who have a range of complex learning needs. At the time of inspection the roll of the school was 66 children and young people across 11 classes.

### 2.3 Learning, teaching and assessment

good

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 interactions
- effective use of assessment
- planning, tracking and monitoring

- Across the school, relationships between children and young people and staff are positive. Staff treat learners with high levels of courtesy and respect. Children and young people are happy and enthusiastic about their learning. Staff show great consideration for the dignity and worth of pupils. This results in a caring and supportive learning environment.
- Across the school, there is a clear focus on developing children's and young people's abilities to communicate. This enables good levels of engagement in learning for most of the time. Teachers plan learning activities which children and young people enjoy. Pupils express choices in classes when, for example, making food choices or providing answers. The school's aim to develop children's and young people's independence is evident in the majority of lessons.
- The pupil council supports children and young people to express their opinion and influence decision making in the school. All pupils contribute to the life of the school through undertaking responsibilities such as taking lunch orders and collecting waste for recycling. These contributions support children and young people well to develop their confidence and sense of responsibility.
- Teachers use digital technologies effectively to enrich children's and young people's learning experiences. They use these particularly well to support learners to communicate. This helps children and young people to engage more fully in their learning and to express their likes and dislikes.
- In most lessons, teachers' explanations ensure children and young people know what they are learning. Teachers should now develop this practice further to ensure all learners are clear about expectations in all lessons. In most classes, teachers questioning skills promotes children's and young people's thinking. Teachers observe pupils closely and adapt their teaching according to how well each child or young person is progressing. In a few lessons, learning and teaching is not yet providing sufficient levels of challenge for all learners. In the few instances where children or young people become disengaged, staff are adept at supporting them sensitively and re-engaging them in their learning. The school should develop further leadership of learning by staff at all levels. Support staff are well placed to undertake leadership roles which focus on leading learning.

- Teachers gather evidence of levels of attainment in literacy and numeracy for each child or young person. In addition, information about the levels of support provided to pupils and their engagement in learning is used very well to enable children and young people to become more independent. Assessment evidence supports teachers well to plan for next steps in learning. Staff use formative assessment approaches on a daily basis to determine children's and young people's achievements. If necessary, they adapt planned learning to support each pupil. Teachers should continue to engage purposefully in moderation activities to ensure they have a good understanding of national standards. The school uses a range of approaches to ensure parents are kept well informed of their child's progress. Termly, multi-agency planning meetings ensure teachers have a good overview of the ongoing needs of learners. Effective planning meetings enable teachers, parents and partners to identify personalised targets for each child or young person.
- The school's recently implemented tracking and monitoring tool provides staff with relevant and detailed information about specific progress in literacy and numeracy. This supports teachers very well to monitor how well individual children and young people are progressing in their learning. Staff should continue to develop tracking and monitoring approaches to support improvements in attainment across other areas of the curriculum.

## 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.

### 3.2 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

- Children and young people are making very good progress in literacy and good progress in numeracy. Accurate literacy and numeracy data about individual learners' progress demonstrates that children and young people are achieving very well. Senior leaders and staff have a very good understanding of attainment data and use this very well to monitor progress and implement interventions.
- Data demonstrates that almost all children and young people are achieving planned targets in social communication and lifeskills.

#### Literacy and Numeracy

- Children and young people confidently use a range of communication approaches such as signing and digital technology to make choices and offer their views. Most children and young people access literacy through text and symbols. They are becoming adept at using words and symbols to present their ideas. They are developing a good understanding of signs in the local environment.
- Learners are developing their writing skills very well through marking or overwriting letters and words on tablets. A few are able to match words in sentences to tell a story. A few children and young people are using writing tools appropriate to their physical needs. They tell stories well using pictures. Children and young people describe the purpose of different types of writing and how these help us, for example, a shopping list or set of instructions. Almost all children and young people listen to instructions very well. They respond appropriately and show an understanding of what they are being asked to do. Almost all learners are able to take turns when listening or communicating.
- Across the school, children and young people are developing good skills in numeracy, relevant to their needs. Children and young people are able to identify and sort coins of different value. A few use money appropriately to purchase items in a shop. Children use jigsaws to recognise how different shapes fit together. They use terms such as larger and smaller to describe the relative size of shapes. Children and young people understand the sequence of events through practical activities such as following visual daily timetables. A minority of children and young people can recognise numbers to 10 and a few can match numbers within 50.

#### Attainment over time

- Data over a three year period demonstrates that most children and young people achieve their targets in literacy and numeracy. Senior leaders use data and information very well to engage in professional dialogue with staff to ensure learners are achieving as highly as possible. The

school is not yet gathering data on progress or attainment across other areas of the curriculum.

### Senior Phase

- Young people at the senior phase have attained National 1 and 2 units across a range of curriculum areas such as Business in practice and French: Life in another country. Between 2016 and 2019 there was a significant increase in the number of units achieved by young people at National 1. Young people are also achieving a high number of National 2 units each year. This session, young people at the senior phase are working towards 37 ASDAN units across a range of areas such as communication skills, using transport and meal preparation.

### Overall quality of learner's achievements

- All children and young people are valued members of the school community. They participate very well in a range of clubs, committees and activities to support the development of their communication and health and wellbeing. Across the school, leadership roles allow children and young people to take responsibility and develop their independence skills. Children and young people are confident in carrying out a range of jobs such as delivering the lunch list, taking messages to the school office and litter picking across the campus grounds. The pupil council have recently consulted on the design of the new library area. Children and young people feel empowered and are improving their self-esteem and independent living skills.
- Staff are strongly committed to supporting children and young people to participate and compete in physical activities. Learners improve their fitness and teamwork skills through competing in sporting events with other schools such as swimming, dance, athletics and shinty.
- The school is beginning to track children's and young people's wider achievements. They are identifying learners who are at risk of missing out. As planned, staff should now work with families to encourage all children and young people to participate in extra-curricular activities.
- Children showcase their expressive arts skills very well through attending and performing at events for parents. The Makaton choir recently performed at a Perth and Kinross Education event. Participation at these events develops children's and young people's confidence and resilience very well.
- Young people at the senior phase develop a wide range of skills for life and work through participating in accredited programmes such as the Duke of Edinburgh's Award and the Dynamic Youth Award. The school should now identify ways for children and young people within the broad general education to receive more accreditation for their achievements.
- The school makes very good use of digital technology to share and celebrate achievements with parents and carers. Parents access information, pictures and videos on a regular basis about their child's achievements. This allows them to celebrate and build on their child's learning at home.

### Equity for all learners

- Across the school, the individual needs of almost all children and young people are very well met. As a result, learners receive the support and interventions they require to attain and achieve well. There is a strong focus on supporting families and working with partners to ensure children and young people receive support at home.
- Information provided by the school shows that all young people who left the school over the last three years successfully moved to positive destinations such as college and day centres.

### 3.1 Ensuring wellbeing, equality and inclusion - wellbeing

- The wellbeing of children and young people is embedded in all aspects of the work of the school. Children's and young people's individual needs are understood and respected. Relationships are positive and create a calm and purposeful learning environment. This supports pupils to feel safe, secure and included. As a result, children and young people arrive at school happy and engage positively in learning.
- Staff know the social and economic context of learners and their families very well. The views of parents and partners are sought and acted upon in relation to improving the wellbeing of individuals. Partners in health and education identify the positive impact of joint working with staff to implement specialist programmes. As a result, children and young people are receiving ongoing input across a wide range of services and attendance at specialist clinics has increased. The running of health service clinics in the school is positively impacting on children's and young people's attendance at school.
- Parents are positive about the welcoming and inclusive ethos of the school and the focus on supporting health and wellbeing. Families are involved in decision making around individualised targets. As a result, children and young people are able to apply skills from school to their home environment.
- Staff understand the wellbeing indicators well and regularly revisit the principles of Getting it right for every child as part of professional learning. This is supporting the development of a shared appreciation of wellbeing and of children's rights. As a result of this work, staff are becoming increasingly skilled and confident in developing approaches to improve outcomes for children and young people. Teachers use the wellbeing indicators well to identify where learners are experiencing barriers to learning. They then set appropriate targets for children and young people to achieve. Almost all learners are achieving targets and making good progress in areas such as self-help and social communication. Staff should continue to develop approaches to track and monitor the progress learners are making in improving their wellbeing.
- Recent approaches to developing emotional literacy are supporting children and young people to recognise and talk about their feelings. Learners are beginning to express themselves using appropriate vocabulary or through the use of emotion picture symbols and expressions. This is supporting pupils and staff to carry out more effective restorative conversations. In line with the school improvement plan, the school should continue to embed this approach in a progressive way to support all children and young people as they move through the school.

## 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.