

School Improvement Plan



2015-2016

Our mission

Kibble exists to provide a stable, purposeful, safe and happy environment for young people in trouble. It aims to be a place where pupils and staff live and work together in a spirit of trust, mutual respect and co-operation. By investing in people and setting high standards of work and behaviour, individuals and teams develop their full potential in learning, changing and growing.

Audit

Evaluation of 2014/15

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|------------|------------|--|
| Section 1a | pages 4-9 | Evaluation of the impact of 2014/15 SIP Groups |
| Section 1b | page 10-12 | Self-evaluation visits – June 2015 |
| Section 1c | page 13-14 | Feedback from parents and carers |
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1a

Evaluation of the impact of 2013/14 SIP Groups

Kibble's 2014 - 2015 SIP groups were created following an evaluation of the 2013/14 SIP. The following groups were established and worked throughout the session. There is a commitment to broadly stick to these groups for 3 sessions:

- Learning and Teaching
- Professional Update
- Systems and Resources
- Partnership
- Teamwork

ACTION PLAN ONE

Learning and Teaching

AIM

We strive to improve the quality of the learning experience for our pupils across all centres. Children will become more motivated and eager participants in their learning and will show increasing skill as learners, especially when learning is appropriately challenging. We will develop and share innovative and effective approaches to learning and teaching.

SUCSESSES/IMPACT

- There is a greater focus on learning and teaching strategies at morning meetings. Positive discussion on what works well is being encouraged more. [Pupils benefit from effective strategies matched to their learning styles being more widely understood and applied by teachers.](#)

AREAS FOR DEVELOPMENT

- More opportunities to celebrate success in learning (eg. at assemblies)
- More focus upon learning/teaching methodologies

ACTION PLAN TWO

Professional Update

AIM

We will demonstrate a commitment to self-evaluation and critical self-reflection. We will increase our capacity to deliver a high quality education by engaging in professional learning. Personally and collectively, we will seek to know our school and ourselves well. We will inform our thinking by engaging with a range of educational research and pedagogy.

SUCCESSES/IMPACT

- GTC validation process recognised the embedded culture of professional learning within the teaching team. Teachers are acknowledged as being reflective professionals, keen to develop their capacity as leaders of learning. Teachers have been guided by the group and are confident in the PU process. There is expertise within the team to support and maintain high standards of engagement with professional learning. [Young people benefit from teachers maintaining high standards of professionalism in this regard.](#)

AREAS FOR DEVELOPMENT

- To robustly match teachers' professional learning to impact on learners.

ACTION PLAN THREE

Systems and Resources

AIM

We will develop improved methods of identifying needs and sharing information about our pupils. We will use this information to better match tasks and activities to the needs of the kids at any point in time. We will develop and implement systems to improve collaborative work with our Care colleagues – young people will feel better supported at school as a result.

SUCCESSSES/IMPACT

- The SEEMIS system provides a detailed picture of attendance patters per pupil per class. We can see patterns in attendance and focus our attention on specific issues. [Young people are getting better quality support to maximise attendance.](#)
- The PLP page 2 provides better quality information about learners' needs and it is easier to share this information. [We are better at identifying needs.](#)

AREAS FOR DEVELOPMENT

- A school bell should be implemented to make changeovers smoother and safer.
- The SEEMIS can and should be better used. We need to limit anomalies in the recording of points.

ACTION PLAN FOUR

Partnerships

AIM

We will build lasting and productive links with partner agencies. These shall include parents, partner professionals, schools and our wider community. We will create opportunities to share good practice and learn from others locally, nationally and internationally, informing the rationale and design of our curriculum. We will strive for our pupils to be more included in local and wider society and give them opportunities to be successful beyond Kibble.

SUCCESSES/IMPACT

- A vast range of partnerships have been created and maintained this year; Scottish Ballet, Royal Conservatoire, Scottish Badminton, Scottish Ambulance Service, Geo Bus, Who Cares Scotland, Police Scotland, Active Schools, Street Soccer, Library Van, Barras Art and Design, Autism Advocacy, Epilepsy Scotland.....and that's not even half of them! These range from big, high profile, national events such as Care 2 Create to smaller, subtle partnership. A key feature of all is that [young people have been able to be included in successful, positive, diverse and memorable life experiences.](#)

AREAS FOR DEVELOPMENT

- With partnerships becoming ever more diverse and accessible to all, we need to track participation and try to match up experiences to achievement. Participation in many of these events can and should contribute to wider achievement.

ACTION PLAN FIVE

Teamwork

AIM

We will improve the quality and frequency of whole school events. We will strive to ensure all young people are included in the life and work of the school.

SUCCESSES/IMPACT

- A huge amount of effective collaborative work goes on in the school and much of this comes from good will of many if not all staff to work together. [Many young people benefitted from being included in whole school events.](#)

AREAS FOR DEVELOPMENT

- Improved use of recording systems would have a greater impact on pupils from including pictures and/or video evidence for review meetings.
- Improved coordination of IDL events would have a greater impact on wider achievement and, subsequently, attainment.
- Some young people still miss out on events for a variety of reasons

1b

Self evaluation visits June 2015

Throughout the month of June 2015, the Head Teacher visited classes across Open and Safe school settings. The visits consisted of:

- conversations with young people about their learning
- conversations with teachers about young people's learning
- consultation with parents
- learning walks around the school premises
- 21 observations of learning and teaching across both centres
- discussions with promoted staff
- discussions with care staff

How well do young people learn and achieve?

Strengths

- Overall, young people engage well and most are eager participants in learning. Attendance levels are high (89.9% for day pupils) and we monitor attendance per pupil per class to establish patterns and to support young people to maintain high attendance levels.
- Exclusion is rarely used and when used is a last resort. For day pupils, 0.7% of all available days (number of days x number of pupils) were lost to exclusion and this is a 0.3% improvement from the year before. When day pupils are excluded, home visits almost always occur on the day of exclusion – day care staff work effectively with parents and carers to support a successful return to school. When risk management means residential pupils are kept out of school, teachers and classroom support workers work alongside residential care staff to support young people with their learning.
- Most young people are making steady progress in key aspects of their learning. Some young people, mainly those whose life circumstances have been supported to be more stable, are making very impressive progress in their learning. We have an established system of monitoring engagement in learning and many young people are motivated by this system.
- There is an ever broader range of opportunities for wider achievement across both centres. Young people enjoy this variety and it is reflected in the progress they are making. Many of these courses and programmes lead to a variety of attainment outcomes.

Aspects for development

- Some young people only manage to engage in learning on an inconsistent basis. While often this is due to their emotional wellbeing, the balance between support and challenge should be kept to the forefront of decision making and daily planning. High

expectations need to be more consistently applied, emphasising learning over behaviour.

How well do we support young people to develop and learn?

Strengths

- High quality relationships exist between young people and staff. Young people benefit from supportive, trusting, honest relationships that promote a culture of direct, candid support and guidance being offered, 24hrs a day. Staff demonstrate a high degree of resilience and skill, particularly when supporting young people at points of crisis.
- Staff in the primary service work highly effectively to support children in all aspects of their life. Children benefit from teachers, CSWs and Care staff working collaboratively to ensure they are safe, nurtured and making progress in their learning.
- Personalised packages of support built through highly effective collaborative work with care colleagues often make a significant positive impact on the lives of young people. Innovative interventions are effectively shared with all at daily meetings and are consistently applied with good impact. Teachers and CSWs provide strong advocacy for young people and this often brings about better outcomes as a result.
- Day pupils in the Open School benefit from a programme of targeted outreach support (linked to OMF) at evenings and weekends, this being backed up by personalised support from key workers at point of crisis.
- In the Open School, there is a clear rationale and design to the curriculum. Young people are very well supported to make structured choices in their curriculum. There are increasing levels of personalisation and choice which are well managed by senior staff. The development of our senior phase programme is providing well supported transitions to high quality destinations for young people who access this programme beyond S4. Young people approaching the end of S4 who plan to move on benefit from personalised support towards achieving a positive destination and this is tracked towards it being maintained well after the young person has left school.
- Young people are benefitting from improved approaches to identification of their needs and subsequent targets setting. Progress towards targets is encouraged and monitored by Key Tutors.

Aspects for development

- The curriculum in the Safe Centre requires a review of its rationale, design and purpose. While good attention has been given towards maximising engagement (with particularly good effect in relation to IDL events), we now need to focus on ensuring young people are getting their entitlement to a BGE or a purposeful, relevant senior phase. Whilst acknowledgement must be given to the challenges and limitations brought about by the environment, we should consider a more aspirational approach to curriculum design.

How well do we improve the quality of our work?

Strengths

- Insightful, reflective, solution-focussed discussions are part of our culture. We challenge each other and provide strong advocacy for young people, striving to ensure every youngster gets a good deal.
- Learning conversations/OMF discussions at daily meetings focus on identification of and meeting learning needs. We share *what works* strategies and check on the progress of each learner.
- Observations of learning and teaching inform our practice. Senior staff regularly visit classrooms, discussing learners' progress with teachers and young people and keeping expectations high.

- We are tracking/monitoring curricular coverage and progress using Es and Os. We are also tracking progress with engagement charts in PLPs - we know how well or otherwise young people are progressing and can make well informed decisions about when and how to support them.
- The new ION pew page in the PLP has an increased learner focus and provides greater clarity on learning needs.

Aspects for development

- A more systematic and rigorous approach to learning conversations and key time would ensure all young people benefit from being discussed and known better by key staff. Young people would benefit from key Care and Education staff meeting more regularly to discuss learners' progress. (see ION/MLN SIP group)
- Peer observations of learning and teaching to complement observations by senior staff could enhance the overall quality of learning and teaching. (see L&T SIP group)

1c

Feedback from parents and carers

Parents and carers responded in writing to bi-annual reports. Below is a collation of these responses:

I wish to make the following comments: Jamie is slowly making progress, learning how to make his social skills better, and knowing when his behaviour isn't appropriate, I talk to Liam/Jonathan about Jamie regularly so no need for me to have any further discussions. Being at Tapscott is good for Jamie in so many ways, I really appreciate the time and effort so many people have taken.

I wish to make the following comments:
I am so pleased + so very proud of my son Robbie, for such an excellent report. I know he enjoys Geography & is over the moon with "Mechanics"! If there was a spare pair of Mechanics available he would be thrilled!!
I thank you.

I wish to make the following comments:
I am very pleased with Kristopher's progress since starting at Tapscott. I know it would be difficult at first & I am glad that he is managing to engage in his work.

I wish to make the following comments:
EXCELLENT REPORT —
WELL DONE LIA!

I wish to make the following comments:
I am happy to read that Cameron continues to make positive progress in his education and it comes as no surprise that he needs to improve his life skills. I am confident that Ribble is the best place for Cameron at this time.

I wish to make the following comments:
I am really pleased to see that Ross is enjoying with his learning and hope that he continues to make progress.

I wish to make the following comments:

I AM DELIGHTED WITH THE PROGRESS
 JOHN IS MAKING AFTER HE HAD SO
 MUCH SCHOOLING IN THE PAST.
 THE FACT THAT HE IS MANAGING FULL
 TIME EDUCATION IS FANTASTIC AND HE
 MUST FEEL SETTLED IN HIS ENVIRONMENT

I wish to make the following comments:

Just to know exactly what common
 struggles with in Maths. And if we could
 help in anyway at the unit (ie homework)

I wish to make the following comments:

I'm glad to see Jenna is making
 good progress and although is
 less keen on certain subjects, is
 actively engaging with her learning.
 I'm so proud of her and we've
 chatted over her Report. 😊

I wish to make the following comments:

Further discussions with teaching staff or Keyworker
 would be helpful. Could give us guidance on how
 to support Jake further, especially in classes he's
 struggling with. This could be done between
 Keyworkers, who work really well together
 and are in regular contact with each other.

I wish to make the following comments:

Ben is making excellent
 progress which is testament
 to Ben's work ethic and the
 support he is provided by
 all staff at Ribble.

I wish to make the following comments:

A REALLY GOOD REPORT LEON, PROUD OF
 YOU. KEEP IT UP.
 ONE OF THE BEST HE HAS HAD FROM
 ANY SCHOOL.
 SORRY BUT IT IS IMPOSSIBLE FOR ME TO
 ATTEND ON THE 9TH JUNE

I wish to make the following comments:

ALTHOUGH IN HIS REPORT HE'S DOING WELL
 HIS BEHAVIOUR IS BECOMING CONCERNING

I wish to make the following comments:

As Joshua's Social Worker, I am pleased with
 his progress academically. For the forthcoming
 year I would like to see intensive supports to
 improve Joshua's peer building skills within friendships
 and displaying pro social behaviours. Overall a
 good report in the short time he has attended
 Ribble School

1d

Consultation with young people – “You said, we did”

Pupils were issued with an anonymous questionnaire in July 2014. Below is a summary of their suggested improvements and the responses to them:

| You said | We did |
|--|---|
| | |
| “More music on the timetable” | There is more scope to take up different types of musical experience; music, singing group, KTV, DJing |
| “Do more trips” | There were more trips this year and there is now a fairer way of making sure everyone gets a chance – see Alan Thomson |
| “More home skills like cooking” | You helped prepare for more hospitality events than ever before and we have invested in your skills by building a new hospitality classroom. |
| “More PE within education” | With parkour, cycling and so on added to the curriculum there were more opportunities to do different things. We could do better though and this is why we’ve invested in building a brand new gym. |
| “Compulsory to sit exams” | This can’t and shouldn’t be forced upon you and most subjects don’t require an exam until N5 level anyway. |
| “Pay more attention in class” | We’ll keep trying to help you do this. Teachers spend about 10 minutes each morning talking about one pupil and what works best for that person’s learning. |
| “Less nagging from teachers” | We nag because we care but we’ll be polite about it! |
| “Just want to get through it” | We want you to enjoy and benefit from being at school so we’ll keep trying hard to ensure you do. |
| “Stop school altogether – more fag breaks” | Not going to happen! |
| “Make it more fun” | Hopefully you enjoyed all the events put on that were just for fun; LIST THEM |
| “Hot chocolate machine” | Sorry but we can’t allow free access to sugary drinks for health reasons. |

| | |
|---|--|
| <p>"I think classrooms could be more productive as young people seem to be allowed to walk in and out of classes"</p> | <p>Good point! People coming in and out of classes can be very annoying when you are trying to concentrate and learn. We talked about this a lot at assemblies and people who were leaving classes lost out on other things. We also put in a new system to check up on people who arrive late or miss classes but this hasn't worked as well as we had hoped. We will keep working on this.</p> |
| <p>"Religious Education, teachers to do different subjects, to play in football team, school assembly so we can get certificates" (Safe Centre)</p> | <p>We are looking at developing the Safe Centre curriculum further and teachers generally offer more than one subject. John gets as many people into the football team as he can and he has also made sure there are monthly assemblies – daily ones are tricky. Certificates have and will continue to be presented at these assemblies.</p> |

1d

Consultation with young people contd – results from questionnaire

In the same format as the year before, young people in the school were given the opportunity to complete a questionnaire about their experience of school over the course of the year. The first question was a simple rating one:

If 1 is excellent, 2 very good, 3 Ok, 4 not so good and 5 bad, how would you rate your school experience last year?

From 25 responses, 80% stated school had been OK or better:

- Excellent – 1
- Very good – 4
- OK – 15
- Not so good – 2
- Bad – 1

Questions and all responses to the subsequent questions are below. Individual names of young people and teachers have been removed.

What did you enjoy most?

- PE
- Nothing
- Home Economics
- School trips
- PE
- I enjoyed none of it.
- Mechanics and Home Economics
- PE & Modern Studies
- About the schooling part I really enjoyed learning and I really enjoy about the unit getting to see my mum and dad at home.
- Friends
- PE & Mechanics
- All subjects and activities provided
- I did not enjoy school
- Home Economics
- Music with xxxxx
- Music, Modern Studies, English
- PE
- Panto

- Mechanics
- Mechanics
- Seeing friends
- PE
- PE/Mechanics

What did you find least enjoyable?

- Class work
- Social Study
- Nothing
- English
- Football team
- I found everything the least enjoyable.
- English
- Maths (Mental abuse to humans)
- Waking up early almost every morning
- Work
- Maths & English
- Xxxx's class
- School
- English
- Getting up in the morning
- PE & Maths
- Maths
- School
- Social Subjects
- English
- Getting into trouble for smoking round the back
- History
- Maths, English & Modern Studies

Do you think you made good progress in your learning? (If possible, give examples)

- No, due to not attending.
- No
- Yes
- Yes, I learned more and enjoyed it.
- Yes
- Yes
- No progress in my learning.
- Yes, got qualifications in most subjects
- A little bit! Example - my concentration.
- No, apart from music.
- Maybe, I went to my classes most of the time.
- Yes. Previously didn't attend education & now in full time education.
- Yes

- So so
- Yes, when I was in [previous school] teachers didn't know my level but Kibble do and I'm doing harder work.
- Yes in music and modern studies
- Yes
- Yes
- Yes, a little bit - I learned about money.
- Yes
- No
- Yes. Maths and Biology.
- No, due to not attending.

Above represents roughly a 70% positive response

What suggestions do you have about improving school life?

- More PE & Home Economics
- More breaks
- Nothing
- Uniform and strict rules for pupils who don't behave.
- None
- None
- Improve teachers
- None
- School back in Perth please. And much more, like much more work towards my qualifications!
- No work
- Should have a quiet area for people who are having trouble in class.
- Homework. I asked for Maths & English work to complete over the holiday as I would like to gain N5's in both subjects, but never received any.
- More breaks
- No
- No answer
- More trips
- Better things
- None
- none
- Don't know
- none
- Get teachers from mainstream. Larger classes as 1 or 2 pupils is not a class.
- Better teachers

1e

Consultation with Education staff

Teaching staff were asked to provide 2 stars and a wish to evaluate areas of strength in the school and areas for improvement. In terms of our responses in 2014/15 to areas for improvement (wishes):

BLUE – Systems & Resources

MAROON – Partnerships

GREEN – Learning & Teaching

RED – Teamwork (new group arising from consultation)

BLACK – not specific to SIP 14/15

| |
|---|
| Assemblies – Attendance! So important for all pupils to be present at assembly and period 1. Good life skill to get up in time! |
| To stop YP from changing an option subject after doing well for a period of time (eg JLM/Chloe S) |
| Better communication across campus, care and education. Diminish “them and us” mentality. |
| Liaise with units and gently suggest, where possible, for appointments (dental, opticians, etc) to be outside school day. |
| Dealing with smokers. |
| Payback |
| More staff development day (away from Kibble). |
| More help for after leaving school. |
| To look more at alternative qualifications. |
| Qualifications/preparing for moving on. |
| Record wider achievement |
| Wider recognition of achievements. |
| More opportunities to work with other members of staff to present courses. |
| Note achievements and hard work. |
| Sharing work loads for special events – same people giving 100%. |
| Personally constantly striving to develop learning through teaching practices/developing materials. |
| Expectations |
| Deal better with now participating students/under achievers. |
| Cross-cric teaching. |
| Consistent expectations of teaching in all subjects. |
| More kids reaching positive, sustainable destination once leaving. |
| More consistent team at Lapwing. |
| |
| School chaplains/access to religious workshops. |
| Not sure yet. |
| |
| |
| |

For discussion with the full team in August 2015...How have we done?

Action

Overview of action plans

None of the SIP groups from last year will be continued. The SIP this year aims to maintain the 3 year plan of school improvement that has the following five broad headings. Each is linked to one of the National Performance Framework quality indicators in *How Good is Our School?*:

- **Learning & Teaching** (linked to 2.1 Learners' experiences)
- **Professional Update** (linked to 5.9 Improvement through self-evaluation)
- **Identifying and meeting needs** (linked to 5.3 Meeting learning needs and has evolved from last year's Systems & Resources group)
- **Partnership** (linked to 5.1 Curriculum and 2.1 Learners experiences)
- **IDL** (linked to 5.1 Curriculum and 2.1 Learners experiences and has evolved from the last year's Teamwork group)

Note that the QI missing from this is 1.1 Improvements in performance. Attainment, achievement and school improvement are the key themes here and they are everyone's responsibility. The improvement plan itself and the overall quality of our work will impact on this QI.

ACTION PLAN ONE

LEARNING & TEACHING

AIM

We strive to improve the quality of the learning experience for our pupils across all centres. Children will become more motivated and eager participants in their learning and will show increasing skill as learners, especially when learning is appropriately challenging. We will develop and share innovative and effective approaches to learning and teaching.

KEY QUESTIONS

- How do we [balance challenge and support](#) in the classroom?
- How do we keep [expectations](#) high and maximise potential?
- How do we [differentiate](#) and assess?
- How do we [maximise the impact](#) we can have on learning, lesson by lesson?
- How do we [share best practice](#) in learning and teaching, including peer observations?

GROUP

Julia Jaconelli (chair)

Anne Cardie (vice chair)

Linda Martin

Jennifer Sloan

Alan Mitchell

Kara Smith

Alan Thomson

Stephen Tierney

Claire Lunday

ACTION PLAN TWO

PROFESSIONAL UPDATE

AIM

We will demonstrate a commitment to self-evaluation and critical self-reflection. We will increase our capacity to deliver a high quality education by engaging in professional learning. Personally and collectively, we will seek to know our school and ourselves well. We will inform our thinking by engaging with a range of educational research and pedagogy.

KEY QUESTIONS

- How does enhanced professional learning of teachers make a difference to learners' experiences?
- Is there key, fundamental professional learning that should be available to all teachers because it so clearly answers the above question?

GROUP (-0/----- AND -5/----- GROUP)

Greg Morris (chair)

Chris McDonald (vice chair)

Mark Robertson

Laura Cairns (part present, also in IDL group)

Tracey Jardine

Martina Bennett

Alexis Urie

Eileen Cummings

ACTION PLAN THREE

IDENTIFYING AND MEETING NEEDS

AIM

We now have a good system in place whereby the teaching team share best practice and strategies that work with individual learners; daily discussions focussing on learning and teaching cover this. We must now strive to make best use of the expertise we have so that information is shared, known and used by all in seeking to meet the needs of every learner. How we collaborate with others to know and support young people better will be a key theme here.

KEY QUESTIONS

- What is the purpose of key time – what should the agenda be for these meetings and [how will we know if they are worthwhile and are having impact?](#)
- What are the practical considerations – what can be realistically achieved and what are the basics to be covered?
- What are the ethical considerations – what should and should not be shared?
- Who should be involved – young people, parents, external partners?

GROUP

Jonathon Melvin (chair)

Lyndsey Capper (vice chair)

Leslie McKitterick

Rachel Francis

Leanne Henry

Vikki Montgomery

David Lowther

Stevie Morrison

Gillian Conway

Gillian Neil

ACTION PLAN FOUR

PARTNERSHIP

AIM

We will build lasting and productive links with partner agencies. These shall include parents, partner professionals, schools and our wider community. We will create opportunities to share good practice and learn from others locally, nationally and internationally, informing the rationale and design of our curriculum. We will strive for our pupils to be more included in local and wider society and give them opportunities to be successful beyond Kibble.

KEY QUESTIONS

- How do we ensure we [widen access and have parity](#) of opportunity for all?
- How do we link participation in such events to [wider achievement](#)?
- How do we manage some of the ethical considerations such as confidentiality?

GROUP

Gavin Sinclair (chair)

Alex Thorburn (vice chair)

John Hillcoat

Lorna Yee

Tracie McEwan

Jim O'Donnell

Claire Spence

Alicia Eadie

Robert McCulloch

ACTION PLAN FIVE

IDL

AIM

We will strive to create high quality IDL events that promote learning in a wide range of contexts. We will be rigorous in how we track engagement in these events and will link them to pathways for wider achievement and attainment. We will ensure there is access for all to these events.

KEY QUESTIONS

- What is the plan for IDL events for the year?
- [How do we, on an ongoing basis, evaluate participation and impact?](#)

GROUP

Darrena Smith (chair)

Laura Cairns (vice chair)

Alison Williams

Elaine O'Neil

Paul Campbell

Danny McMichael

Carol Keegan

Joe McGoldrick

Gary Findlay

Vikki Coughlan