

Summarised inspection findings

Kibble Education and Care Services

Independent

25 April 2023

Key contextual information

Kibble Education and Care is an independent special school based in Paisley. The school comprises four provisions located on different sites. Goudie Academy and Mirin Academy are both secondary provisions, located at the central site in Paisley. Mirin Academy provides education for young people in secure care. The primary provision, Forest View School, is located in nearby Lochwinnoch. The school also has a senior phase provision, The Skills Academy, which is located in Hillington, Glasgow.

The school has two headteachers who have overall responsibility for two sites each. Each site also has a dedicated education manager. At the time of inspection, the school roll was 108. 28 in Forest View School, 58 in Goudie Academy, 18 in Mirin Academy and 11 in the Skills Academy.

2.3 Learning, teaching and assessment

very 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 teaching
- effective use of assessment
- planning, tracking and monitoring

Primary Stages

- At early level and across the primary stages in Forest View School, almost all children are happy and settled. Teachers and classroom support workers are skilled at developing positive relationships with children. Children find staff kind and caring. Children are able to make choices during their learning and are very enthusiastic about school trips. They are exemplifying the school values, showing kindness and respect to each other and to the teachers.
- Children are provided with regular opportunities to engage in a range of high quality indoor and outdoor play experiences including den building and physical play in the park areas. Almost all children are highly motivated by the range of activities offered, which are matched to their individual development and sensory needs. Staff have created rich learning spaces to improve further play-based learning opportunities.
- Staff create well-organised classrooms, which have a very good range of learning resources. This includes a class library which is available for children to access daily. All classrooms also have access to laptops or desktop computers which enable children to access a range of educational programmes to develop their literacy or numeracy skills. Children are highly motivated to engage in outdoor learning activities in the surroundings of the school. Staff use the outdoor spaces very well for learning activities including physical education.
- Children participate regularly in 'Our Voice' meetings. These provide children with valuable opportunities to make suggestions and influence improvements for Forest View School. Children feel that they are listened to and that their suggestions are acted upon.

- Teachers' explanations and instructions are clear. They use questioning skilfully to ensure that children are understanding the concepts which they are teaching. In almost all lessons, teachers also make learning progressive by building on children's knowledge and skills developed in other areas of the curriculum. Imaginative approaches are designed by teachers to ensure that children are physically involved in developing their understanding of, and making responses to, abstract concepts including aspects of mathematics.
- Care staff provide tailored support for children who opt for an alternative space to work. They interact sensitively with children, ascertain what the difficulty is and then intervene appropriately to support children to get back on track. Children's transitions in and out of class are managed with the minimum of fuss.

Secondary Stages

- In Mirin Academy, young people are on placements which can be ended abruptly due to changes in circumstances. Teachers aim to ensure that young people attain as much as possible while they are Kibble pupils, which is often their most settled placement. This leads to teaching staff being very flexible with their lessons in order to engage young people, whatever the current issues are in young people's lives. This is supporting almost all young people to engage very well with their learning.
- In most classes in Mirin Academy, young people are extremely well-motivated and enthused by the focus of the lesson. Teachers use personalised strategies well to support young people to engage purposefully in learning as much as possible. A minority of young people need frequent breaks to remain focused. A few use headphones to listen to music while they work. All classes are well staffed by teachers and classroom support workers, who know young people's learning needs very well. Staff are well aware that they need to have strong relationships with young people to engage them in their learning. They are particularly skilled at building these relationships quickly and effectively.
- Young people at Goudie Academy benefit from a varied and appropriate curriculum which is used by teachers effectively to engage them in their learning. Teachers develop the curriculum very well based on young people's needs, interests and aspirations. Staff know young people well and have very positive relationships with them. All young people are well supported both in and out of class. Young people have a key tutor to contact if they have issues related to learning and a key worker who can support them with care-related issues.
- Overall, young people in Goudie Academy enjoy their education and particularly appreciate practical and more innovative approaches to learning. These include outdoor learning opportunities, trips and special events such as 'Welcome Back Friday'. They also report being supported well by staff to take forward ideas such as organising and putting on a school pantomime.
- Staff provide a positive environment for learning within the Skills Academy where most young people feel they are treated with respect. There are very strong relationships between young people and the staff. All young people report staff are approachable and supportive. Within this caring and inclusive environment, staff provide engaging, well planned learning activities based on real-life situations. Young people engage very well in learning activities. Teachers are encouraging young people to be independent through individual; group work; projects and other creative learning approaches. Young people routinely reflect on their progress through class work, placements and assessments that support reflection.
- Teachers and instructors are relaxed and confident in class, which encourages young people to participate well in learning activities. Most staff are skilled at explaining learning activities

and use questioning effectively to check understanding. Teaching staff work well as a team to share what is going well so that they can all benefit from the most effective approaches to engage and motivate young people.

- Most teachers provide young people with learning experiences which are presented in an engaging and innovative way. However, a minority of young people are not participating in learning as fully as staff would hope. Supported by senior leaders, teachers now need to continue to review learning activities are sufficiently challenging and in line with young people's interests and aspirations. A few teachers need to be less reliant on worksheets and desk-based learning activities.

Primary and Secondary Stages

- At the point of entry, children and young people are engaged very well in detailed and robust holistic assessments involving a range of onsite specialist staff and external partners. Led by the Specialist Intervention Services team, resulting assessment information identifies clearly, factors impacting upon a child or young person's wellbeing and potential barriers to learning. Teachers are presented with accurate assessments of learners' knowledge and skills in literacy and numeracy. Following this initial assessment period, staff are provided with a highly detailed understanding of children and young people. This enables staff to develop bespoke programmes and targeted interventions based on children and young people's individual needs.
- Detailed daily morning meetings between care and education staff allows the sharing of valuable information. This enables teachers to know where a child or young person is with their wellbeing each day, and the potential support they may require in learning. This allows staff to consider and adjust the pace of planned learning experiences to maximise engagement for learners.
- Across the broad general education (BGE) and senior phase, teachers use a variety of formative and summative assessments well to extend children and young people's learning and demonstrate their progress. As a result, most teachers can judge well the pace of learning. They adapt planned learning well to meet the changing needs of children and young people.
- All children and young people have personal learning plans (PLPs), which are reviewed regularly and evidence well progress over time. Children and young people's targets predominantly focus on curriculum learning and reducing any barriers to learning. Senior leaders and staff should now review PLPs to ensure that targets are consistently specific. Staff should continue to engage children and young people in creating PLPs to allow them to develop a greater awareness of what they are learning and how this can support them in real life.
- Senior leaders and teachers can demonstrate children and young people's progress and attainment in literacy, numeracy, and health and wellbeing at key milestones. Newly introduced progression pathways are being used well. Senior leaders and teachers should now continue to develop these plans to assess better progress in all areas of the curriculum.
- Across the secondary provisions, staff meet regularly to discuss approaches to assessment and moderation. Structured internal and external moderation activities are supporting teachers well to improve their confidence in making accurate professional judgements about learners' attainment and progress. This positively impacts teachers ability to plan the next steps for children in their learning.

- Newly introduced comprehensive online systems have been introduced to track the progress of all learners. Senior leaders and staff track and monitor the progress of all learners at regular intervals. Senior leaders should now review the tracking system to streamline unnecessary bureaucracy and ensure all learners' holistic progress is captured more fully.

2.1 Safeguarding

- 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 Board of Governors.

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

- Taking account of their additional support needs and barriers to learning, children and young people's attainment in literacy is good. Children and young people's attainment in numeracy is very good.

Literacy

Reading and Writing

- At the primary stages, younger children form letters and copy and spell words. They are developing their knowledge of homophones. Younger children make the connection between pictures and words. They are able to read simple stories aloud and with expression. They will also happily read for enjoyment, taking a book from the class library or a graded reader provided by the teacher. Younger children are working to improve their handwriting, although this could be checked more carefully by staff to encourage children to do this to a higher standard.
- Older primary children write in a more sophisticated way. They produce pieces of extended functional writing based on their current topic in class. In doing this, they use directional language and employ numbers or time connectives when beginning instructions. Older primary children are also improving their spelling whilst identifying spelling patterns and rules in personalised lists of words. Older primary children would benefit from less worksheet based writing learning activities.
- Young people in secondary write in sentences and are developing their handwriting, spelling and letter formation. They are creating sentences from word lists. After reading short stories, they are attaining well in a range of activities including comprehension exercises, prediction and sequencing.
- At the senior phase, young people are working towards qualifications at National 3, 4 and 5. They are reading short stories, novellas and poems. Young people are developing their skills in creative and functional writing, using desktop computers to research topics and to type up their work. They have also had experience of writing poetry, occasionally in the form of acrostics. Across the curriculum, young people are developing their vocabulary, undertaking cloze exercises and wordsearches.

Listening and talking

- Most children and young people across each of the sites contribute relevant ideas well to discussions offering their views on a range of topics. This includes offering opinions about children's rights and how to improve the school. Most learners' speak confidently to visitors and talk positively about their work and what they are achieving. Most children and young people

are able to participate well in small group settings. They are building their skills in listening to others and taking turns to speak.

Numeracy and mathematics

Number, money and measurement

- In primary, children are exploring ably number processes and weight and measurement across a variety of practical contexts. They are developing very well their understanding of counting, sequencing and quantities. In secondary, young people are develop effectively a range of skills relating to calculations, decimals and percentages.

Shape, position and movement

- In primary, children are building their understanding very well of two-dimensional shapes and three-dimensional objects. In secondary, young people are developing confidently their understanding of the properties of two-dimensional shapes and three-dimensional objects. They can describe accurately the properties of shapes such as angles and symmetry.

Information Handling

- In primary, children are beginning to learn about information handling through collecting objects. They ably display their knowledge in different ways including using concrete and pictorial displays of their learning. In secondary, young people are able to interpret data in a range of formats including tables, bar charts and pie charts.

Attainment over time

- Taking account of their additional support needs and barriers to learning, most children and young people at both BGE and senior phase have attained very well over time. A minority of children and young people have made significant progress compared to previous education placements. Despite the challenges of the pandemic, most learners continued to progress very well during periods of remote learning particularly at the senior phase. A few learners' attainment is impacted negatively by their barriers to learning notably attendance and their level of engagement in learning activities.
- At the senior phase, most young people are attaining successfully a number of National Qualifications and wider awards. Most young people attain course and unit awards at National 4 with a few attaining at National 5. Almost all young people attain numeracy and mathematics qualifications. Most young people are also gaining awards across a wide range of curriculum areas, including literacy and English, employability, and physical education. The school can demonstrate that they are raising attainment over time at the senior phase with learners gaining more awards, often at a higher level, year on year. A few learners working at National 4 should be challenged to work towards achieving qualifications at National 5 or above.

Overall quality of learners' achievement

- Almost all children are achieving successfully in developing skills for life and independence. Supported very effectively by staff, most children and young people are developing their ability to regulate their behaviour and manage their emotions. Children and young people use strategies well to avoid becoming anxious or distressed. They are increasingly confident in trying new things and meeting new people. As a result, the number of incidents and use of safe holds at the school has reduced significantly.
- Supported effectively by an extensive range of partners, the quality of learners' achievement is a strength of the school. Children and young people participate purposefully in a wide range of personal achievement activities. These include school committees, expressive arts initiatives, outdoor education and community safety. As a result, learners' are building skills in leadership,

resilience, working with others, sustainability and citizenship. At the senior phase, most young people participate successfully in a meaningful work placement closely aligned to their career aspirations and employability skills.

- The school places great emphasis on developing young people's employability skills. Staff at the Skills Academy provide high quality opportunities for young people to build their skills and gain practical experience in a real world setting. Most young people are developing successfully skills and attributes which are desirable across a range of employment sectors, often achieving accredited awards in the process. Young people have a strong awareness of the pathways into specific jobs or industries, including the qualifications needed. Young people are able to understand, recognise and articulate their emerging employability skills. Most young people move on successfully into meaningful positive destinations in education, training or employment.

Equity for all learners

- Senior leaders and staff have a sound understanding of the additional support needs, barriers to learning and socio-economic background of children and young people at the school. Senior leaders and staff know the Scottish Index of Multiple Deprivation profile of learners. A key priority of the school is supporting children and young people facing barriers to learning as a result of their socio-economic circumstances. Staff provide targeted, equitable support to help alleviate any challenges faced by children and young people. This is helping ensure that children and young people are not disadvantaged by their personal circumstances.

Other information

All children and young people receive two hours of high quality physical education each week.

The Career Education Standard 3-18 is embedded well into the curriculum. There are strong examples of staff linking skills development and subject teaching to the world of work. These include career skills such as curriculum vitae writing and mock interviews.

Identified senior phase learners attend the Money House project. This project provides valuable learning for young people in, or about to move into, independent housing. Young people are given advice to manage their money and maintain their tenancy. Young people gain practical, financial and digital skills to teach them how to prevent homelessness.

The specific guidance which relates to this type of setting is [Section 3 Nutrition Guidance - Health Promotion Guidance: Nutritional Guidance for Children and Young People in Residential Care Settings - gov.scot \(www.gov.scot\)](#). This guidance has not yet been updated to reflect the most recent nutritional regulations relating to children and young people in school settings. These [Nutritional Regulations 2020](#) provide helpful guidance on planning nutritionally balanced menus for children and young people. Whilst these regulations are helpful, there is no requirement for meals to be nutritionally analysed at Kibble Care and Education.

Meals planned for the secondary campus take account of Scottish Dietary Goals to reduce salt, sugar, and fat. The documents noted above provide additional guidance to support the planning of menus which meet closely the nutritional needs of young people. Areas for further consideration by the catering service would be to review the overall presentation of meals on arrival in the houses, and how effectively the views of young people are taken into account when planning menus. The school should consider creating a food policy which connects food provision and learning across the day to support young people when making decisions around their health while at school and beyond.

Food provision at Forest View School is well informed by the guidance noted above. The chef is keen to access any support available while redeveloping menus and recognises the importance of nutrition for children's wellbeing. Children enjoy fresh, well-presented meals and fruit consumption is exceptionally high. Commendably, a policy is in place to guide food provision at Forest View.

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.