Independent Schools
Annual Engagement Visit Record 2016/17

Name of HMI	Date	Name of HT	Name of Establishment
███████	15/2/17	███████	George Watson's College

Professional engagement	Meetings • SLT • Safeguarding coordinators • Junior School Pupils • Senior School Pupil • DHTs/AHTs Nursery/Primary/Senior • PTs Modern Studies, Geography, Biology and Technology Other activities carried out during the visit • Tour of Junior school with two pupils.
Main Points/Issues Covered	Leadership • Discussion of leadership including self-evaluation and tracking. The school has been developing an interesting approach to self-evaluation to co-ordinate approaches across the whole school. This includes approaches to tracking progress • NB – the SLT is fairly new. The Head of the Senior School has been in post for under a year with the Head of the Junior School only starting recently. Governance • New chair of Governors has been appointed Curriculum • Discussion with AHT (Senior School) and 4 PTs regarding plans to develop the first year curriculum in social studies and STEM. School had obviously been giving a lot of thought to this. An interesting discussion on interdisciplinary learning. Standards of Attainment • High attainment is a consistent feature of the school. The school is introducing a management system to track attainment. The school uses the SCIS profile of comparator school. • Senior staff are very competent in discussing attainment across the school

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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. At the time of the visit, there were no identified areas for development.

Priorities for improvement
- Targeting Achievement
- Engaging, innovative learning and teaching
- Staff Collaborative working – to ensure a shared understanding of school improvement.

Other
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Further Action Required
cc: AD
cc: LO

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None

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Other Comments

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George Watson's has a real 'family feel' throughout the school. Relationships across the school are very strong and positive. Staff and pupils who engaged in this visit were very positive about all aspects of school life. Senior pupils were very reflective on the 'George Watson's Journey' and how this had prepared them for their future academic careers.

An interesting feature to note is how the the P1to 3 classes are organised. – 5 teaching wings with a P1/P2/P3 class in each wing – creating a small school feel.

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If there is a nursery, is it in partnership with the LA. Ie do they have funded places?

Details of any recent inspection by the Care Inspectorate

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- Yes in partnership with the City of Edinburgh Council. Nursery is for pre-school year only.
- Recent Care Inspection had excellent for all evaluations.

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Report on Section 66 Special Inspection
George Watson's College, Edinburgh

Monday 4, Tuesday 5 and Wednesday 6 of September 2017

1.0 Introduction

1.1 ███████ HMI (Lead Officer for Inclusion), ████████████ HMI and ████████████ HMI carried out a special inspection of George Watson's College on 4, 5 and 6 September 2017 as requested by the Registrar of Independent Schools on behalf of Scottish Ministers in accordance with section 66(1) of the 1980 Act.

1.2 Specifically, and in accordance with section 66(1AA)(b) of the 1980 Act, the Scottish Ministers would like advice and a report on the following matters:

- the quality and implementation of the school's policies for promoting and supporting wellbeing, provision of additional support for learning and ensuring the safety of children and young people; specifically:
    - o the school's ability to identify children and young people in need of support either as a result of learning or physical needs;
    - o the quality and consistency of that support;
    - o school staffs' knowledge in their roles and responsibilities in relation to the above;
    - o what action the school has taken to review and improve its child protection policies and practices in the last two years;
- the role of the Governing Council and school leaders in ensuring governance around the development and implementation of policies and practices related to additional support for learning.
- the school's approach to complaint handling and investigation;
- the school's recording and handling of staff disciplinary matters; and
- governance at the school in general.

1.3 HM Inspectors were also asked to report on any other issues of concern found by them.

1.4 George Watson's College is a co-educational independent school in the Colinton area of Edinburgh. At the time of the inspection, the total school roll was 2361, with 88 children in the nursery, 898 primary-aged children and 1375 secondary-aged young people.

1.5 Inspectors observed a sample of lessons in the nursery, junior and senior schools; scrutinised a range of relevant documentation, including a random sample of individual pupil records; and engaged in discussions with the following staff:
- Principal
- Head of Senior School
- Head of Primary
- Chair of the Governing Council
- Head(s) of Support for Learning
- Head of Guidance and Year Heads

- Support for learning teachers
- Individual class teachers
- Support staff on duty in the playgrounds
- Head of Human Resources
- Quality and Administration System Manager
- Chair of Education Committee

2.0 Evidence

2.1 The quality of promoting and supporting the wellbeing of pupils

- Last session 2016-17, through self-evaluation, the school identified health and wellbeing as a school improvement priority. The areas of improvement include supporting those potentially overlooked learners to ensure they feel valued, recognised and supported. As a result, the school has developed a whole school strategic approach to promoting health and wellbeing. At the start of August 2017, the revised health and wellbeing policy was implemented across the junior and senior school.

- The revisions to health and wellbeing approaches include an anti-bullying policy which references the United Nations Conventions on the Rights of the Child (UNCRC). As the revised health and wellbeing policy is implemented, there is a need to monitor the impact using measures that demonstrate progress and improvements in outcomes for children and young people across the school. There is a need to ensure children and young people are knowledgeable about factors that impact on their wellbeing and are able to reflect on their own progress. Questionnaire responses from stakeholders, focus groups, direct observations and quantitative data will provide triangulated evidence and clear benchmarks to evaluate the progress of the policy rigorously.

- In the senior school, implementation of the new anti-bullying policy and practices includes preventative and reactive strategies including a "no fault" (now no blame) policy which is monitored carefully by guidance staff. They log all examples of low level bullying or incidents, demonstrating actions and resolutions agreed. We have advised staff that more work is needed using the data and information gathered to analyse any emerging patterns of bullying behaviours appearing in any particular year group or class. This enables staff to keep a strong strategic overview of whether their anti-bullying systems in place are having the necessary impact over a period of time. Staff comment that the use of the new digital monitoring system is helping them to improve their knowledge and understanding of any particular learner's circumstance. We have also asked staff to keep a clear, easily accessible log of all learners included in the bullying systems to enable regular follow-up checks to be carried out. In addition, all senior staff should make regular checks on the overall recorded data linked to bullying, checking for any increase or changes to behaviour patterns across the school. Training on anti-bullying strategies have included useful Child Exploitation and Online Protection (CEOP) workshops for staff.

- The junior and senior schools maintain a bullying log and issues of bullying are recorded. For session 2016-2017, 15 incidents were recorded in the junior school and 30 in the secondary school (on the no blame/fault log). The sharing of the revised definition of what is deemed bullying across the school has been helpful to staff in understanding unacceptable behaviours. Support staff on duty in the junior school playground were familiar with the policy and understood their responsibility in keeping children safe from harm. There is a need to continue to monitor the impact of the revised approaches to anti-bullying across the school.

- The junior and senior school promote health and wellbeing through the values of tolerance, respect, equality and good citizenship to promote healthy relationships. The visual representations of these values across the junior school are supportive in ensuring a shared understanding for children. In addition, there is a Children's Rights based approach to anti-bullying where children, young people and staff demonstrate behaviours in line with the UNCRC convention. There is a need to reflect this approach clearly within the written policy and specify the involvement of individual children, young people and parents in monitoring the outcomes of actions taken by the school.

- Junior school children in the focus group clearly defined bullying and explained reasons why some children may bully others. They knew what to do if they were experiencing this type of behaviour within the school and described some of the supports in place. They distinguished the characteristics of bullying and general disagreements. They described strategies to resolve disagreements with peers if they arose. As the revised health and wellbeing policy is implemented there is a need to ensure all children and young people have an understanding of restorative approaches to repair relationships where there has been conflict or a breakdown. This needs to be monitored to provide additional interventions if required.

- Children in the junior school's focus group described the school values and were aware of the health and wellbeing indicators. At the start of the session each class creates their own charter based on the school values. Staff in most of the classroom observations had wall displays with the school charter and/or aspects of health promotion. As the school continues to implement the new approaches to health and wellbeing there is a need to ensure the aspiration that health and wellbeing is a responsibility of all permeates the life and work of the school.

- There are examples of effective practice in the junior and senior school of staff promoting open, positive, supportive relationships across the school community. Staff should continue as planned to monitor the impact of professional learning. The need to and ensure that all adults in the school community are aware and understand it is the responsibility of all to promote the mental, emotional, social and physical wellbeing of the children and young people in their care.

- Approaches to promoting positive behaviour are shared with staff and visual displays in the junior school support children to achieve the weekly reward of Circle Time. Children in focus groups and in observed classes are motivated by this approach. The universal approach to delivering health and wellbeing outcomes is suitably flexible to meet the needs of more vulnerable learners.

- Through self-evaluation, the school identified aspects of health and wellbeing that caused issue for individuals within the school community. These related to making healthy choices about food and homework. To improve practice and inform approaches, medical staff attended professional learning relating to healthy eating. In addition an audit was undertaken in the junior school to evaluate the impact of homework on children's leisure activities. As a result changes to the types of homework and the schedule for distribution and return were shared with parents. The junior school plans to identify clear measures of success as a result of the changes.

- The wide range of after-school and lunchtime clubs is extensive and all staff are expected to deliver at least one club. Sports, culture and expressive arts take place and the children make choices about what to attend. The school should continue with its plan to audit attendance to identify children and young people who may not be participating to ensure quality of opportunity for all.

- The Health and Safety committee oversees any issues arising in relation to property and buildings, school classrooms and teaching activities. Accident forms are completed and submitted to the principal and the safety officer. Incidents are logged and summary reports of accidents shared with the relevant committee. Corrective action takes place if clusters of incidents occur and the identification of the root cause established. For example, as the result of an analysis of the data, the school made improvements to protective clothing in practical classes and to the boundary fence. The school operates a "near miss" practice where any incident that could have led to an accident is investigated and mitigating actions are instigated to prevent a reoccurrence.

- The school promotes a culture that encourages respect and promotes positive relationships. Children and young people recognise the school values and opinions are valued. This is good practice in relation to making it difficult for bullying behaviour to flourish. The school needs to continue to develop approaches to children's voices and celebration of differences. As the policies are implemented, the school should develop further approaches to measure the understanding of children, staff and parents in relation to bullying.

- Commendably, during 2016-17, the school achieved Level 2 Rights Respecting School Award which recognises a whole-school approach to embedding the UN Convention on the Rights of the Child. The school needs to continue to embed this work within the school and revisit the revised data gathering approaches outlined in the programme.

2.2 The quality of the provision of additional support for learning (including the school's ability to identify children and young people in need of support, either as a result of learning or physical needs; and staffs' knowledge in their roles and responsibilities)

- Recently, the school developed or updated a range of key core policies and procedures relating to inclusion and safeguarding including anti-bullying, Getting it right for every child (GIRFEC) and school attendance. The documents articulate well with national guidelines and legislation. The new policy on support

for learning clearly explains to staff the principles and approaches to identifying, assessing and evaluating the additional support needs of learners. The changes within the policies now require time to be fully implemented into all aspects of school life.

- In the senior school, the evolution of the role of form tutor into first line guidance provides a valued opportunity for young people to discuss their learning and personal development with an adult who knows them well. A key aim of the new role is to ensure that the "missed middle" cohort of learners are supported and nurtured successfully. The school is tracking and monitoring through its data systems to identify learners who would benefit from enhanced support by first line guidance. Staff are now more aware that the wellbeing of learners is the responsibility of all. However, it is too early to evaluate the impact of the new role.

- Across the junior and senior school, there is an extensive range of highly committed and competent specialist staff within support for learning and guidance teams. A named support for learning teacher is allocated to classes or year groups to be responsible for children and young people requiring additional support. Support assistants provide effective universal and targeted support for individual and groups of learners. The school recently increased the number of support staff in the primary school.

- Children and young people are assessed and their needs met through the effective application of a three-stage intervention process. The stages move from universal support provided in class to more intensive targeted support provided by specialist staff. Specialist staff use competently a range of assessment toolkits to identify learning difficulties including dyslexia and screening and English as an additional language. Across the school for 2016-17, there are 604 learners recorded as requiring additional support which represents 25% of the school population. The national figure (2015) is 22.5%.

- Across the school, an identified cohort of children and young people benefit from targeted support from the school's Educational Psychologist, movement specialist, Life Skills Psychology, and/or the National Health Service's speech and language therapist. The medical needs of learners are supported well by a team of trained medical staff, distributed across the school, managed by a recently appointed team leader.

- The support for learning team is resourced to a high standard. There are well equipped bases across the junior and senior school which are used for direct tuition or extracted group work.

- Guidance and other specialist staff use a wide range of documents to plan specific aspects of education requiring to be personalised for learners. The plans include separate plans for English as an Additional Language (EAL), behaviour support, GIRFEC - wellbeing concern forms and Individual Educational Plans. The development of a streamlined single planning framework for use across the school would help staff to more easily understand their role in supporting curricular targets and wellbeing outcomes.

- Staff are able to access information on certain pupils via the pupil profiles available on the secure digital portal. However, staff would benefit from easily accessible profiles and helpful strategies for all learners on the school's ASN register.

2. 3 Approaches to reviewing and improving policy and practice in child protection in the last two academic years.

- The school has revised its Child Protection Policy taking into account guidance issued by Scottish Council for Independent Schools (SCIS) in 2015. In October 2016, the school used an external consultant well to evaluate the efficacy of its policies on protection, care and wellbeing which included the Child Protection Policy. The guidance includes clear advice to staff on how to deal with safety and welfare concerns arising from a child or young person. A useful check list for staff to use in any potential child protection situation, *Recognise, Respond, Report and Record*, is included. The policy should be adapted further to include more advice on safeguarding. This is a much wider concept than child protection and refers to promoting the welfare of children.

- Building on the insight provided by the external consultant, during the session 2016-17, the newly appointed heads of the senior and junior school mapped how well the Child Protection Policy articulated with other relevant policies including those providing advice and guidance to employees. The Child Protection Policy was subsequently streamlined and simplified to make it more accessible to staff.

- All staff including supply staff, after-school care and volunteers are registered on the Protection of Vulnerable Children scheme. All staff are issued with small laminated cards stating their child protection responsibilities.

- All staff regularly attend child protection training and their attendance is logged and recorded. The senior staff are trained to a higher level of training to equip them with the competence, skills and knowledge to undertake the role of Child Protection Co-ordinators.

- Staff use assemblies well to share aspects of anti-bullying policies such as how to be a good friend, how to avoid on-line issues and how to report any worries. The school has a useful link to a local community police officer who provides helpful information especially around the area of social media bullying. The school also uses "Childnet" offering parents presentations on how to ensure their children stay safe on-line. Further work should be done to maximise the role that pupils can play in supporting their peers and younger learners as buddies or mentoring leaders building on the S6 mentor programme.

2.4 The role of the Governing Council and school leaders in ensuring governance around the development and implementation of policies and practices related to additional support for learning.

- Specialist staff including year heads and guidance have recently been modernising their systems to take account of current legislation and best advice.

The Governing Council has sight of draft policies and support and challenge staff on areas they consider can be developed further. The new Chair of the Governing Council recognises that more time needs to be spent perusing and commenting on emerging policies to ensure the school delivers best practice.

2.5 Approaches to complaint-handling and investigation:

- The school understands that complaints management needs to be an integral part of the school's operations designed to work well for all stakeholders. They conducted a recent scoping review to consider whether the present complaints policy is fit for purpose, clear and robust. The analysis from this review has supported a complete revision of all future handling of complaints. This four stage process is now ready to be finalised and put in place subject to senior management and Governance approval. We advised that the school should move quickly to update and implement the new complaint handling system with one addition showing follow-up procedures in place beyond the agreed resolution date. This is to be added to any of the four stages after the resolution phase.

- School managers want all staff to resolve any grievances informally where possible and employees are all encouraged to raise any issues at an early stage. The grievance policy for staff is being revised and updated to take account of modern management practices including a clear timeline for completion and outcomes. This policy has recently been passed to staff for perusal and comment with minor feedback received in responses. All grievance complaints follow Advisory Conciliation and Arbitration Service (ACAS) procedures. Senior managers and school governors now need to ratify the new updated procedures and put them in place. We advise that this should be done as soon as possible.

- Managers agree that any complaints against Human Relations (HR) would be dealt with as a result of an external investigation. The school now has a membership of Quality Scotland and information from this agency is helping the school to put better systems management in place to improve performance.

- Policies such as the school's new anti-bullying policy are appropriate, providing clear information on the rights and respects for the school community based on the school's motto *ex corde caritas* (Love from the heart). The policy relates better to the rights of children and young people both in the complaints system and the resolution (often through restorative approaches). Staff have clear sight of the new three stage bullying policy through their access to the staff digital "kiosk" which stores all school policies. We have asked the school, through their quality assurance processes, to check that every member of staff is aware of and uses the new staged anti-bullying policy's procedures at all times.

2.6 Approaches to recording and handling of staff disciplinary matters

- The staff's four stage disciplinary and dismissal process needs updated to increase clarity and improve systems management which the school has plans to complete by the end of this year. The school presently adheres to the standards set out by ACAS and includes its guidance for any staff member involved in a disciplinary matter. All paperwork, including any transcribed conversations linked

to any staff disciplinary measures is logged carefully, formally and stored in a confidential and secure area. We have asked staff to add a clear and dated summary paper demonstrating all the stages overtaken during any disciplinary process including all outcomes decided. We have also requested that an additional section is added to log any on-going pastoral support given to anyone involved.

- A decision has been taken to move all the recruitment processes into HR. This is providing better consistency and streamlining in the recruitment recording systems.

2.7 Approaches to school governance in general

- The Governing Council led by the new Chair avoids micro-managing, instead providing leadership, support and challenge. The council has trust in the professionalism of senior managers. Governors are proud of supporting and encouraging a school ethos based on the provision of a family oriented school. The Governing Council is assisted by three committees which leads scrutiny on education, property and finance. Governors are visible in the school and take an active interest in many of the activities throughout the school year. The composition of the Governing Council is broad with a membership including parent and staff nominees. They demonstrate a very strong mix of experience, skills and knowledge to support and challenge the school well in future.

- The Governing Council understands its responsibilities for driving forward school improvement through supporting and challenging school policy and all other development work. The Board and senior managers recently participated in an "away day" to review their strategies for governance and exchange views. The themes discussed included people, property, finance, education, external development and relationships. The event also gave the new team opportunities to understand the skills offered by each Board member. We agree with the Board that they now need to distil the ideas generated and take forward a governance development strategy with clear specific, measurable and significant targets. In addition this improving group would benefit from linking up with experienced governors from other independent establishments to develop self-evaluation and monitoring of their own procedures and outcomes. We have asked the school to research the best practice in school governance and put in place tight systems to take forward improvements in this area. The new chair understands the need to put in place a more codified governance system to ensure tighter monitoring of all the school's systems. To ensure best success, the governors should consider whether the addition of more regular meetings, both with the main group and with any subsequent sub-groups, could improve the pace of change in all that school governance can achieve.

- Communication systems for governance are appropriate. Agendas for meetings and the impact seen from previous meetings are shared. Meetings are well organised and minuted ensuring that everyone present can contribute and be heard. Governance business is heavily focused on the consideration of all the priorities within the school's improvement plan.

- Governors have benefited from valuable training sessions including with SCIS. The chair of the education committee recognises the benefits from governance becoming more pro-active in future rather than being merely reactive to the ongoing challenges facing the school.

- The governors seek the views of parents through the parent liaison group. It will be beneficial for governors to develop their systems further to enable them to meet with and know the wishes and views of parents, pupils and staff better in order to assure these stakeholders that their comments are acted upon robustly. Young people have had positive opportunities to present their ideas to the governors such as the work shared by the LGBT group. Governors recognise they can improve their systems further to enable learners to have a bigger part in school decision making.

- The Governance Council has previously set out key roles and responsibilities for the Education Committee. This has led to the committee being responsible for a very wide range of responsibilities. The Education Committee recognise they need to review, revise and re-energise their work with tighter objectives, ensuring they have the correct committee members in place with suitable expertise to provide the school with a well organised critical friend. In addition, clearer terms of reference for this committee need to be completed to ensure on-going improving results. The committee would also benefit from putting in place a number of sub-groups who can focus on particular aspects of curriculum policy development becoming more expert in particular areas for focus and thus providing stronger opportunities to support and challenge staff.

2.8 Any other issues of concern found as a result of the inspection
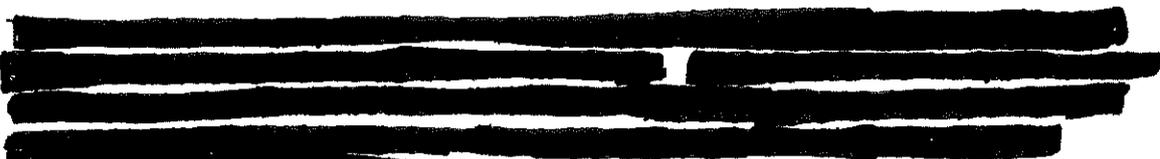
- ▉▉ There is a need to risk assess the procedures to maintain operational aspects of the school and children's safety.

- It is important that all children in the Galleon building are supervised at all times. For a short period of time a junior class remained unsupervised in the Galleon building while waiting for a teacher to escort them to their next lesson

3.0 Conclusion

3.1 There is evidence that the school is addressing the required areas of improvement in a focused manner taking into account the holistic wellbeing needs of all children and young people. HM inspectors are satisfied that the school supported by the Governing Council has identified the correct blend of priorities to deliver improved wellbeing outcomes for learners including those requiring additional support. HM inspectors are satisfied that the school is reviewing and improving its safeguarding procedures appropriately including the important area of addressing bullying behaviours through the use of more effective systems and procedures.

3.2 A good number of the school's policy statements are new. It is too early to measure impact from the use of these new policies at this early stage. Other policies such as Equality and Diversity need revisiting and updated and a few are almost ready to put into practice soon. Senior managers should put in place a clear system of version control revisiting policies, updating them regularly and evaluating the impact from their implementation.

3.3 HM Inspectors found that the approaches and systems in place for the administration for governance are appropriate. However, further work is needed to maximise the impact of governance. The Education Committee requires to state its core purpose and mission clearly. The new Chair and the board members are beginning their work to refresh their systems and make clear their overall purpose. They now need to take a more critical and analytical look at all their present systems. This should include, looking inwards using self-evaluation indicators, looking outwards using the latest academic research on high quality governance systems and from there looking forwards completing horizon scanning to prepare for unexpected school change. Further developments should include how the governors themselves are supported and challenged in their own decision making through, for example, the use of partner governors from other establishments who can moderate decisions taken and share creative ideas for consideration.

Recommendation

Because of the number of policies and approaches recently implemented further support is required. The relevant Lead Officer will visit the school within a year to discuss progress. The link HM inspector for the school will continue to engage with the school, as is normal practice

Education Scotland
06 September 2017

Report on Section 66 Special Inspection - Kilgraston School, Perth & Kinross

Wednesday 14 September 2016

1.0 Introduction

1.1 ███████████ HMI (Lead Officer for Independent Schools) and ███████████ HMI carried out a special inspection of Kilgraston School on 14 September 2016 as requested by the Registrar of Independent Schools on behalf of Scottish Ministers in accordance with section 66(1) of the 1980 Act.

1.2 Specifically, and in accordance with section 66(1AA)(b) of the 1980 Act, the Scottish Ministers would like advice and a report on the following matters:
1. the school's policies and practices around the provision of additional support for learning;
2. the quality of that learning support;
3. the quality of the school's Individual Learning Plans for young people and the tracking of learners' progress; and
4. the school's policies and practices on medicine handling, the treatment of ailments, and how the school supports young people with conditions such as asthma.

1.3 HM Inspectors were also asked to report on any other issues of concern found by them.

1.4 Kilgraston School is an independent school with boarding facilities, located in Bridge of Earn, Perth and Kinross, for girls of primary and secondary age. Kilgraston School chooses to adopt a non-selective admissions policy, in that children and young people are not expected to pass an entrance assessment or test in order to be enrolled in the school. At the time of the inspection, the total school roll was 250, with 50 primary aged girls and 200 secondary aged girls.

1.5 Inspectors observed a sample of lessons in the primary and secondary departments; observed the weekly pastoral meeting for all Heads of Year; scrutinised a range of relevant documentation, including a random sample of individual pupil records; and engaged in discussions with the following staff:
- Headteacher
- Depute headteacher (secondary)
- Head of Support for Learning (HoSFL)
- Head of Pastoral Support
- Head of Primary
- Support for learning teacher
- Individual class teachers
- School nurse

2.0 Evidence

2.1 The school's policies and practices around the provision of additional support for learning.

2.1.1 An appropriate staged approach to intervention is in place across the school and was understood by all staff who inspectors engaged with. Appropriate procedures are in place for identifying learners who require additional support and for referring them for further assessment, including by educational psychologists as required.

2.1.2 Young people at the secondary stages who require additional support for learning, spoke unprompted and comfortably to inspectors about being dyslexic. They commented positively on the quality of support from specialist staff

2.1.3 A new policy for support for learning has been issued for August 2016. Although still in draft, it is well written, clear and very appropriate. It is in line with the Additional Support for Learning Act.

2.1.4 A new post, Head of Support for Learning (HoSFL) across the primary and secondary departments, has been created. The extremely well-qualified and experienced, successful candidate took up post two weeks ago at the start of the new academic year. This new post was created as a result of the vision of the headteacher to develop a more streamlined, whole-school approach to how support for learning is organised. Previously, the primary and secondary departments operated separate arrangements for support for learning.

2.1.5 The HoSFL maintains a clear overview of all children and young people across the school who require additional support. The types of need are varied, and the majority of learners requiring support are identified as dyslexic.

2.1.6 The school has plans to utilise the significant expertise of the HoSFL in developing further the skills of teachers in meeting the needs of all their learners in class. The headteacher has increased the number of in-house InSet days to six across the year, with time dedicated to whole staff professional learning on universal and targeted support for learners and on wellbeing/GIRFEC.

2.1.7 The HoSFL is already carrying out the various roles of a support for learning professional very well. We have asked the school to ensure that she is afforded appropriate time within her busy schedule to observe learners in class situations, in order to enhance her role in the assessment of learners' needs and the most appropriate strategies for them.

2.2 The quality of learning support

2.2.1 The school demonstrated to inspectors a range of evidence (as described in section 1. above) which showed effective practices are in place. We have asked the school to continue to develop the skills of teachers in differentiating the tasks and activities they set within lessons.

2.2.2 Young people requiring reasonable adjustments under the Equality Act are supported well.

2.2.3 The school is taking forward well-judged and appropriate actions to improve how support for learning is organised and delivered across the school. This is clearly documented as a main priority in the school's improvement plan for academic year 2016/17, which was drawn up in April 2016. These improvements are in line with current legislation.

2.2.4 This academic year, the school has moved from a vertical model of pastoral support to a horizontal model, with Year Heads now taking responsibility for one year group of learners, rather than for a group of learners aged 4 to 18, as with the previous House system. Staff report that they feel this new approach is already more effective in gaining a deeper knowledge of the individual emotional and social needs of learners. As a next step, we have asked the school to ensure that, as the whole school approach to support for learning is developed, that the new approaches for the wellbeing and pastoral support of learners are integrated with support for learning, and not seen as separate.

2. 3. The quality of the school's Individual Learning Plans for young people and the tracking of learners' progress

2.3.1 Of the 44 learners across the primary and secondary departments currently identified as requiring additional support for learning█ have an individualised learning plan (IEP). All examples of IEPs and other records that inspectors randomly sampled across the school, in classes and within the learning support base, were up to date and appropriate.

2.3.2 The HoSFL has introduced a new format for IEPs. This new format is clear and appropriate and highlights that the role of parents and learners in reviewing and setting targets within such plans is being strengthened. Previously, parents had been less involved as key partners in this process.

2.3.3 The school gathers a range of assessment data for all learners at all stages of the school, including the results of examinations and standardised assessments. The headteacher has identified within the improvement plan for this year, the need to develop further the school's approaches to monitoring and tracking the progress of learners.

2.4 The school's policies and practices on medicine handling, the treatment of ailments, and how the school supports young people with conditions such as asthma.

2.4.1 Systems for the administration of medicines and arrangements for First Aid are appropriate.

2.4.2 An appropriate administration of medicines policy is in place. The qualified, full-time nurse, who is based in the schools 'infirmary' within the main school building,

ensures that all medication is stored safely and securely. Specific medication for individual children is stored separately from general medical supplies. The nurse is responsible for dispensing all medication during school hours. The nurse, in partnership with the local pharmacy, maintains an up to date note of the correct dosages of over-the-counter medicines for different age groups of children, and this is shared with staff.

2.4.3 Due to the physical distance between the departments, for children in the primary department who may require emergency medication, such as Epipens or inhalers, their medication is stored within the primary department office and administered by primary staff. Any such medication administered by primary staff is currently logged within a record book and then transferred to the infirmary's electric records.

2.4.4 The school has appropriate health plans in place for children who require sustained, daily medication. These are drawn up in conjunction with parents, health professionals, the school and where appropriate, the pupil. This includes children who suffer from allergies or conditions such as asthma.

2.4.5 The school has appropriate systems in place for the administration of 'one-off' or short-term medication for learners.

2.4.6 In line with the recommendation made by the Care Inspectorate during their inspection of the boarding facility in October 2015, a new, bespoke electronic system is in now place in order that the nurse and boarding staff can input information to the same system, and can automatically see where medicine has been administered to a pupil. The school is in the process of developing this electronic system further in order to have a 'one-stop' holistic system that records information regarding the learning, wellbeing and care of all pupils. The school is very mindful of the complexities involved in creating such a system, in relation to the sharing of sensitive information. As this system becomes embedded in practice, we have asked the school, through their quality assurance processes, to check that all staff are using the new system correctly.

2.4.7 In addition to the school nurse, currently, one third of the staff team (teaching and non-teaching) are trained as First Aiders. The school has booked a further 12 new members of staff on First Aid training within the next few weeks. This will bring the numbers of trained staff to over 50, which far surpasses the recommended ratio for the size of school (which would currently be advised as 10 trained First Aiders). It is the school's ambition that all members of the staff team are trained in First Aid.

3.0 Conclusion

3.1 Through a process of self-evaluation during school session 2015/16, school leaders identified the need to make improvements to how support for learning was managed and delivered. There is clear evidence that the school is taking appropriate and effective action to improve this area of their work. HM Inspectors are satisfied that the school has appropriate systems in place to identify and support children and young people who require additional support for their learning and/or wellbeing.

3.2 HM Inspectors found that the approaches and systems in place for the administration of medicines are appropriate. The school has taken action to address the recommendation made by the Care Inspectorate at the last inspection of the boarding facilities. A bespoke electronic system is in the process of being rolled out, where staff can record centrally when medication and/or treatment is administered to children and young people. The ratio of staff (teaching and non-teaching) who are qualified in administering First Aid far surpasses national guidelines.

3.3 HM Inspectors are confident that Kilgraston School offers an appropriate (or better) standard of service in respect of meeting the needs of learners and in administering medicines. Overall, the judgement and decision making of staff, senior leaders and the headteacher in this area of their provision is effective.

Recommendation

No further inspection activity is required. The link HM Inspector for the school will continue to engage with the school, as is normal practice.

Education Scotland
16 September 2016

Independent Schools
Engagement Visit

Name of HMI	Date	Name of HT	Name of Establishment
████████	23 March 2016	████████	Newlands Junior College

Reason for Contact	Support visit to school to follow up on main points for action arising from the post-registration inspection in August 2015.
Discussion(s) With	• DHT ████ – Pastoral and Wellbeing • DHT ████ – Curriculum • Partner ████ – City of Glasgow College
Main Points/Issues Covered	• NJC has continued to build and strengthen its partnership with City of Glasgow College (CoG). Close, on-going liaison between NJC and college staff is supporting effective and timeous information sharing regarding learner attendance, behaviour and attitude to learning. In addition, staff regularly share important background information about prevailing circumstances that may affect learning. This is supporting staff well to accommodate learner needs and overcome any difficult issues that arise with individuals learners. • Curriculum staff from both NJC and CoG have established closer working arrangements since the post-registration inspection. Staff regularly meet to share their experience of teaching NJC learners and contribute collectively to Course Review meetings. They share practice, and identify areas for improvement in delivery such as timetabling, subject choice, and standards of behaviour of learners. • The NCJ curriculum contains three distinct strands – vocational learning, academic subjects, and personal development. The vocational strand is delivered by partner organisations, principally CoG who deliver 8 of the 10 vocational subjects. 2 subjects are delivered by other partners; Riverside Music Studios (RMS)- music technology and Glasgow Training Group (GTG) - motor vehicle. HMIs were unable to establish whether the relationships with GTG and RMS are as strong in terms of information sharing as with CoG. • CoG indicated that the delivery of the Foundation Apprenticeship in Engineering involving NJC learners has been challenging due to the core skills requirements. Core skills remains a concern for those NJC learners who wish to progress to a Modern Apprenticeship in Engineering due to the high level of numeracy and communication required to complete the training. SCQF level 6 numeracy is a national concern within this framework and NJC learners are

- particularly vulnerable due to their low levels of prior attainment. CoG and NJC need to continue to work collaboratively to support learners to achieve the required level of numeracy in particular.
- During the post registration inspection, it was recommended that NJC establish a working relationship with Skills Development Scotland (SDS) to provide independent Career Advice and Guidance (CIAG) services. At the time of the inspection, this had not happened and the then intake had received no support from an SDS career coach. This meant that NJC learners were not accessing services available to them in mainstream secondary education. Moreover, all of NJC learners would be deemed 'at risk of not entering a positive destination' in a mainstream setting and would have access to extensive targeted support. NJC has responded well to this request and now has regular input from a career coach from the local SDS office. The career coach delivers group work sessions and has introduced some learners to My World of Work (MyWoW) and other career management skills (CMS) techniques. Some of the current year two group have also had initial one-to-one interviews. We have recommended to NJC that they continue to build on this relationship with SDS to (1) ensure that all NJC learners receive career coaching, (2) all NJC learners are aware of the full range of options available to them on exit, and (c) that all learners are supported to develop their CMS. This is important as NJC learners could be vulnerable should they drop out early or change track in terms of their intended destination. Working with a career coach will help to ensure that all learners are provided with independent support and are known to SDS should they drop out. This will help to prevent learners entering a negative destination.
- Overall, NJC has made good progress with the curriculum and has responded well to the recommendations made at the initial visit. We have recommended that the college produce a clear curriculum map detailing how the curriculum enables learners to progress through their subjects, achieve more widely, and progress to a positive destination. At the moment it is not clear how the three strands relate and support each other or how the senior phase entitlements are being delivered. As the school state their intention to use CfE as the main driver, they make their curriculum journey clear to staff, learners, and stakeholders to ensure smooth transition beyond NJC to positive destinations.
- Senior staff report that partnership working with Glasgow City Council (GCC) has improved in some ways. The transfer of pupils' information between schools is now more effective and the college have a named link officer with GCC whom they are in regular contact with. Staff are hoping to arrange an opportunity to speak to all PTs of Guidance in GCC at one of the EA network meetings. Staff report positive relationships with other EAs who nominate pupils, such as North Lanarkshire, South Lanarkshire and Renfrewshire (who intend to send a cohort of pupils in August 2016).

Further Action Required cc: AD cc: LO	
Other Comments	

Note of Education Scotland visit to monitor progress on the Conditions issued to
The New School Butterstone

Date of visit: 23rd March 2017

Condition 1

The school must, by 20 March 2017, rationalise its record keeping: ensuring that
each child and young person's file is accessible by all who require access, and that
each child and young person's file can be updated as required.

The senior leadership team have reviewed the files of all children and young people
and improved how information is recorded and updated. There are electronic and
hard copies of all files which are updated appropriately in response to changes in
profiles or events. Staff are able to access these files and there are improved
approaches to monitoring children's and young people's progress and wellbeing. The
Board of Governors and Education and Care Committee have worked with staff to
review and improve approaches to recording of information in files.

Recommendation: Condition is removed

Condition 2

The school must, by 3 March 2017, complete a review of all care plans in place for
children and young people enrolled at the school.

Care plans have been reviewed and take better account of the needs of children and
young people. Risk assessments provide more detailed information about how the
school will minimise risks and support young people. The school should now, as part
of its quality assurance procedures, ensure all files are regularly reviewed and
evaluated. Furthermore, risk assessments need to be systematically monitored to
ensure they are responsive to any changes in children's and young people's
circumstances. We have agreed with the school that they will include an individual
ICT risk assessment for all young people.

Staff have also amended placement protocols for children and young people
requesting a place in the school. Placing authorities and parents/carers are asked to
provide more detailed information about children and young people. The decision to
offer a place will only be made after the child or young person has completed an
assessment placement.

Recommendation: Condition is removed

Condition 3

The school must, by 3 March 2017, take measures to ensure all staff as appropriate
are made aware of care plans, any changes made to care plans and any strategies
listed in care plans;
Staff have a better understanding of their personal responsibility to ensure they are
fully aware of information contained within care plans. Weekly staff meetings

between education and care staff allow effective sharing of information and discussions about children and young people. Senior leaders meet regularly with staff and these meetings now have a greater focus on important information contained within plans.

Recommendation: Condition is removed

Condition 4

The school must, by 20 March 2017, review and update its policies and practices in relation to ICT equipment and internet access to ensure that children and young people are safeguarded while online.

The school has updated its ICT policy and parents are currently reviewing this document. The school has now agreed with parents/carers and children and young people that they cannot bring personal laptops to school. They are still allowed to bring tablets and mobile phones. We have agreed with the school that they will carry out an ICT risk assessment for all young people that reflects any known risks associated with the use of ICT. We also agreed that supervision by staff is required at all times when children and young people are using school ICT equipment and that the school WiFi will be temporarily switched off. The school has contacted Google as owners of Youtube to limit availability of inappropriate materials. Staff have also identified filters that have been successfully used in another local school and are in the early stages of installing these in the school. Currently, there are no new filters in place.

Recommendation: Condition has been partially achieved. The link inspector will continue to liaise with the school to monitor the progress in devising individual ICT risk assessments. We will also monitor progress in relation to ensuring ICT practices are keeping children and young people safe. This will include reviewing staff supervision approaches and the impact of filters to limit access to online materials.

Condition 5

The Board of Governors must (a), by 20 March 2017, conduct a review of the events of Monday 20 February 2017; and (b), by 27 March 2017, provide a report, based on that review, to the Registrar of Independent Schools detailing the conclusions of the review and the actions taken by the Board of Governors in response to this review.

At the time of the visit the report from the Board of Governors was not available to HM Inspectors. The Chair of the Board of Governors provided information as to how the review of the events had been conducted. The report details eight points for the school to consider and will be sent to the Registrar for Independent Schools by the agreed date.

Other Information

Staff across the school and the Board of Governors have responded appropriately to the Conditions. They have made every effort to meet the timescales whilst dealing with tragic events. The senior leadership team and Board of Governors have

responded well to the emotional needs of children, young people and staff by ensuring counselling and support is available.

In the course of evaluating progress towards meeting the Conditions, the following was agreed with the senior leadership team:

- Staff should carry out individual ICT risk assessments for children and young people and ensure ICT practices are keeping young people safe.
- The Care Inspectorate and the Registrar of Independent Schools should be informed about any significant incidents that occur in the school.
- There should be a review of supervision levels for one young person to reflect their identified needs.

The link inspector will continue to liaise with the school and visit the school again in May 2017.

█████████
HM Inspector
27th March 2017