



Education
Scotland
Foghlam Alba



care
inspectorate



**The Good Shepherd
Secure/Close Support Unit
Bishopton
10 March 2015**

Education Scotland and the Care Inspectorate (Social Care and Social Work Improvement Scotland) inspect schools in order to let parents¹, local authorities and young people know whether their school² provides a good education. Inspectors also discuss with staff how they can improve the quality of care and education.

At the beginning of the inspection, we ask the senior managers and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which young people are involved. We also gather the views of young people, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of care and education.

This report tells you what we found during the inspection and the quality of care and education in the school. We describe how well young people are doing, how good the service is at helping them to learn and how well it cares for them. We comment on how well staff, parents and young people work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support young people. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.educationscotland.gov.uk. Here you can find analyses of questionnaire returns from young people, parents and staff, and details about young people's examination performance. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

² The term 'school' includes the nursery class or classes where appropriate.

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1. The school

The Good Shepherd Secure/Close Support Unit is an independent, non-denominational service. It provides secure residential care and education for boys and girls aged 14 to 17 years with significant social, emotional and behavioural difficulties. The roll was 24 when the inspection was carried out in January 2015. Young people were placed in the service by 11 Scottish and four English local authorities. Six young people attended either the Close Support Unit or the Cottage. One young person attended as a day pupil for part of the week. One young person had a coordinated support plan.

2. Key strengths of the school

- Young people's outstanding progress in developing skills for learning life and work.
- The success achieved by care and education staff in establishing positive relationships with young people and helping them to engage in the life and work of the centre.
- Rigorous initial and ongoing assessments which help staff to identify and meet young people's needs.
- The wide range of innovative courses and activities in care and education which young people experience.
- Effective use of the centre's 'outcomes framework' to monitor and track young people's improving wellbeing.

3. How well do young people learn and achieve?

Young people are very successful at learning, achieving and gaining qualifications in the Good Shepherd Centre. Almost all young people engage well with the tasks and activities which are planned by the care and education staff. In lessons, young people often play a significant role by asking teaching staff relevant questions. They do not always know what they need to do to improve their learning and would benefit by having more consistent discussions with their key teacher on their progress. Young people participate well in activities and routines in the residential units and frequently offer suggestions to improve the service through, for example the food committee. As a result of the very good relationships in care and education, young people trust and respect staff. They know that staff are committed to keeping them safe and caring for them. All young people are aware of their rights as individuals and know the rules and boundaries established by the service. As a consequence, the atmosphere in care and education is calm and settled and young people's behaviour is generally good.

Young people are proud of their achievements and the qualifications they have gained.

The Good Shepherd has an impressive record of assisting all young people to improve their wellbeing. They develop skills in a wide range of areas and improve their self-esteem and confidence. Many of their achievements are recognised by awarding bodies such as Duke of Edinburgh's Award, John Muir Trust and ASDAN. Through training as sports leaders, young people improve their ability to work with people. They increase their self-confidence and develop their organisational skills and self-esteem. A few young people provide peer support in fitness and other sports activities. Young people improve their self-confidence through taking part in drama and performing in pantomimes such as '*Snow White and the Seven Eejits*'. Young people demonstrate citizenship skills by leading and taking part in charitable fund raising projects and by participating in activities such as the school council and focus groups to improve the work of the service.

All young people attain an impressive range of good qualifications even though they are often placed in the Good Shepherd for short and indeterminate periods. In lessons and activities in the residential units, all young people improve their knowledge and skills in literacy, numeracy and health and wellbeing. They achieve targets in each curriculum area in their individual plans. Young people generally attain a number of SQA unit awards in English, mathematics, science, hospitality, physical education, music technology, digital media and information and communication technology. Most awards are gained at SCQF level 3 but some young people are achieving level 4 and 5 awards in these and other subjects. Many young people also achieve useful vocational awards in barbering, bartending, care, hairdressing and mechanics.

4. How well does the school support young people to develop and learn?

Residential care staff, the wellbeing team and teaching staff provide very good support for young people. The centre has a well thought out food and nutrition policy which applies across the service. Its safeguarding policy and procedures are robust. Key features of the school's success are the rigour and range of the initial and on-going assessments of young people and the responsiveness of staff to their varied and complex social, emotional and behavioural needs. Young people contribute to their own assessments and are made aware throughout by staff of the centre's procedures. The wellbeing team provide a wide range of specialist programmes and therapies which are carefully selected to meet individual young people's needs. Wellbeing staff also offer parents and young people family support to strengthen relationships and help young people to return to their home and local community. Occupational therapists, clinical and forensic psychologists and speech and language therapists also provide additional support as required. Each young person has an individual educational plan and their progress is monitored closely. A few young people do not receive sufficient additional support to develop further their literacy and numeracy skills. Exceptionally good support is provided in classes by a team of highly skilled classroom assistants. Staff review individual educational plans regularly and young people and parents or carers have the opportunity to participate in these reviews.

The school provides a very good, broad, relevant curriculum which meets the needs of its young people. It is designed to raise standards of attainment and achievement, promote equality of opportunity and reduce disadvantage. The curriculum consists of a wide range of courses at the earlier stages which provide the foundation for the later SQA units and courses. Teaching staff have developed a number of engaging projects which link different areas of learning and give young people additional opportunities to develop and practise their skills. Young people can also develop useful vocational skills through a wide range of work experience placements and through distance learning

courses with a local college. Staff provide further opportunities for young people to develop their skills and talents and achieve success in a wide variety of sports and arts after school clubs and activities. The service has developed productive partnerships with the police, fire and rescue service, a theatre company, the BBC and other local organisations and businesses which deliver aspects of the curriculum in the school. The timing and organisation of these beneficial events often limit and conflict with the time available for young people to attend core subjects. The nurse and care staff provide support to assist young people to live independently with programmes on sexual health, relationships and parenting.

5. How well does the school improve the quality of its work?

The centre has an outstanding record of continuous improvement. Leadership is strong, purposeful and shared very well across staff teams. Governance is strong and external managers support the school well. Senior managers and all staff are committed to improving outcomes for young people through self-evaluation. Senior managers involve all staff, partners, parents and young people in improving the service through the use of surveys, questionnaires and focused discussions. Staff reflect on their own practice and work together to evaluate each other's work. Senior education managers observe lessons and senior care managers supervise care staff. The service has a strong approach to reviewing staff and supporting their development through a wide ranging professional learning programme which uses both internal and external expertise. Staff use a rigorous approach to track young people's wellbeing using the Scottish Government's wellbeing indicators. The service's innovative improvement plan integrates well both care and education, is organised by the wellbeing indicators and is focused upon improving outcomes for young people. The Good Shepherd can demonstrate commendable improvements in the outcomes for young people through the achievements and qualifications they gain in the short and variable time of their placements.

6. What happens next?

We are satisfied with the overall quality of provision. We are confident that the centre's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the centre and Board of Governors in order to record and share more widely the innovative practice. We will ask the centre, in discussion with the Board of Governors, to let parents know the outcome of the innovative practice visit(s).

We have agreed the following areas for improvement with the school and Board of Governors.

- Give greater emphasis to improving young people's literacy and numeracy skills across care and education.
- Continue to review the design of the curriculum, including the timetable to enhance young people's learning experiences.

There are no Requirements or Recommendations from the Care Inspectorate.

Quality indicators help schools, board of governors and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the HMIE publication *How good is our school*

Here are the evaluations for The Good Shepherd Secure/Close Support Unit.

Improvements in performance	excellent
Learners' experiences	very good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school.

The curriculum	very good
Improvement through self-evaluation	excellent

HM Inspector: Terry Carr
10 March 2015

Care Inspector: Lynn Ellison

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/GoodShepherdCentreRenfrewshire.asp>

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