



**Kibble Education and Care  
Centre  
Paisley  
6 September 2016**

Education Scotland and the Care Inspectorate (Social Care and Social Work Improvement Scotland) inspect schools in order to let parents<sup>1</sup> and young people know whether their school<sup>2</sup> 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 headteacher/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](http://www.educationscotland.gov.uk). Here you can find analyses of questionnaire returns from young people, parents and staff, and details about school performance. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

---

<sup>1</sup> residential care staff and carers who are relatives or friends.  
<sup>2</sup> T@A: { A &@ [ |q & ~ â^• A@A ~ !•^!^ &æ• A !&æ•^• A } @!^Aq ] :|] :æ^È

## **Contents**

1. The school
2. Particular strengths of the school
3. How well do children and

## 2. Key strengths of the school

The extensive range of children and young people and their achievements.

Strong, trusting relationships between all staff and young people.

The impact of the Specialist Intervention Service in identifying and meeting the needs of young people and in facilitating learning.

The enrichment and extension of the curriculum through highly effective partnership working.

Innovative, high-quality vocational education and training for young people at Kibbleworks and The Experience.

The inspirational leadership provided by the governing body and senior leaders.

## 3. How well do children and young people learn and achieve?

The school is very successful at engaging children and young people in learning and helping them to achieve. Throughout the school and social enterprises, children and young people benefit from the strong, trusting relationships they have with all staff. All learners know that they are respected by staff and this value permeates the school and residences. In the primary school, staff adopt a nurturing approach which is helping children to settle and re-engage with learning. In the Open School and Safe Centre, teachers and staff work in partnership with young people to support their learning and achievement.

do to improve varies across the school. Staff do not always pay sufficient attention to sharing the purpose of lessons.

Young people improve their confidence, wellbeing and sense of responsibility through participating and being successful in a wide range of activities. The very effective partnerships which the school has developed with local and national organisations give young people many opportunities to achieve in sport, culture and citizenship. The sporting options for young people include badminton, basketball, football, tennis, and athletics. Young people participated successfully in a number of local sporting competitions. Children and young people engage in a range of creative activities, which include ballet, dance, music, art, parkour and drama. Working with the local care home for the elderly, raising money for the Schools for Malawi project, and contributing to a number of charities helps young people to develop social responsibility. Young people gained an impressive range of awards for their achievements including, Duke of Edinburgh Award, ASDAN and the Sports Leaders Award. Young people's achievements are celebrated well through certificates, displays and assemblies. Staff use digital media creatively to record individual and group success.

Young people are very successful in gaining National Qualifications in a wide range of academic, vocational and personal development awards. The number and level of qualifications gained depends upon the length of time they attend the school. The majority of young people who attended the school last session for a month or more gained five or more Scottish Qualifications Authority (SQA) unit or course awards. Young people gained SQA course and unit awards at Higher and from National 5 to National 2 levels. Most gain awards in literacy and numeracy. In the social enterprises, young people gain Scottish Vocational Qualifications (SVQ) in business administration and customer service. They are making very good progress towards achieving CITB modern apprenticeships. Young people achieve the Certificate for Work Readiness and Employability Awards, and have high completion rates in the manual handling and fire safety short courses.

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

The school has highly effective arrangements for identifying children and young people with special educational needs. All teachers across the primary school, open school and Safe Centre have a sound understanding of trauma and attachment issues and demonstrate significant skills in managing anxieties and engaging them in learning. A highly effective Specialist Intervention Service plays a very important role in meeting the educational and behavioural needs. The service offers a wide range of high quality services which are very effectively meeting children and young people's initial and on-going needs. Critical information about all children and young people with difficulties is reviewed regularly and shared with key staff in education and care on an ongoing basis. A particular strength is the first level psychological assessment of all children and young people within 72 hours of arrival. These important assessments highlight children and young people with special educational needs.









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/scho>