

**REPORT TO: SCRUTINY COMMITTEE – 17 APRIL 2019**

**REPORT ON: EDUCATION SCOTLAND (HMI) INSPECTION OF ROCKWELL LEARNING CENTRE**

**REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE**

**REPORT NO: 147-2019**

**1.0 PURPOSE OF REPORT**

1.1 The purpose of this paper is to report on the findings of the Education Scotland (HMI) inspection of Rockwell Learning Centre.

**2.0 RECOMMENDATIONS**

2.1 It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Chief Education Officer to monitor progress towards meeting the areas for improvement outlined in the report.

**3.0 FINANCIAL IMPLICATIONS**

3.1 None.

**4.0 MAIN TEXT**

4.1 Rockwell Learning Centre was inspected by Education Scotland (HMI) in December 2018. They published a report of their findings on 19 March 2019. At the time of the inspection 43 young people were on the centre’s roll. Rockwell Learning Centre is a city-wide specialist provision for secondary-age pupils who are at high risk of disengagement and exclusion from education. 35 are looked after and 70% live in SIMD 1-2.

4.2 Rockwell Learning Centre’s Head Teacher has been in post since August 2016 when the centre was established, following a restructure of 3 off-site provisions and was finalised in August 2017. A staffing structure was established at that time which comprises: Head Teacher; Depute Head Teacher; Principal Teacher; Resource Manager (Social Work); Senior ERW; and 9 teachers. There is an allocation of 5 Learning & Care Assistants (LCAs) and 2 Education Resource Workers (ERWs) and 5 Assistant ERWS in addition to this. The inspection team confirmed that this was the right structure for staffing.

In May 2018, the Council’s Targeted Support Visit recognised the significant changes which all staff and some young people had been through over the past 2 years in establishing Rockwell Learning Centre, and the key role in maintaining young people within care and education placements in Dundee.

4.3 The inspection team identified the following key strengths of the school:

- Caring, nurturing relationships between young people and staff. This is supporting young people to feel safe, valued and respected.
- Working effectively with partners to develop young people’s skills for life and work.

4.4 Importantly, the inspection team highlighted that parents and partners spoke very highly of the Head Teacher and SMT’s leadership and the positive impact they are having on young people’s lives, and of the positive ethos within the school. They recognised that the headteacher has concentrated on supporting the newly established school community. With the support of his senior management team (SMT), he has made a positive start in bringing together staff from

across three centres and creating a child-centred approach based on mutual respect between staff and young people.

4.5 The following areas for improvement were agreed with the school and Dundee City Council:

- The senior management team need to provide a clearer direction for school improvement. This should include more leadership opportunities for young people and staff.
- Ensure more consistent high quality learning and teaching across the school. Increase expectations of what young people can achieve.
- Develop the curriculum in line with national guidance.
- Improve the quality of individualised planning, assessment and tracking of young people's progress.

4.6 Education Scotland (HMI) reports using a six-point scale for reporting performance:

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

4.7 The following quality evaluations were given at this inspection:

Quality Indicator	Rockwell Learning Centre
1.3 Leadership of change	Weak
2.3 Learning, teaching and assessment	Weak
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
3.2 Raising attainment and achievement	Satisfactory

4.8 As a result of the inspection findings HMI think that the centre needs more time to make necessary improvements. They will liaise with Dundee City Council regarding the school's capacity to improve and will return for a further inspection visit to follow up on progress within one year of the inspection (January 2020). Dundee City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

4.10 An Improvement Action Plan Group has been established which includes the centre's Leadership Team, the Education Manager and the school's link Education Officer, along with the link Educational Psychologist. It will continue to monitor the school's progress and improvement in relation to the identified areas for improvement.

4.11 Rockwell Learning Centre's Improvement Plans (2018-2019 and 2019/20 and beyond) will include a focus on the identified areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and the local authority's quality improvement procedures. The attached appendix provides a synopsis of the Summary of Inspection Findings and outlines actions taken in the time to date.

4.12 Planned school improvement activity building on the school's identified strengths and addressing the areas for development include:

- Revisiting the centre's Vision, Values and Aims to ensure clear alignment to actions and outcome measures in the school improvement plan
- Distributing leadership of learning across the centre through the establishment of 3 Principal Teacher posts (for Literacy, Numeracy, Health & Wellbeing), replacing the whole school PT post within a restructure of the SMT. Each PT will lead a working group to lead improvements across the whole centre
- Clear alignment of people/posts to outcomes and actions within the revised School Improvement Plan
- Establishment of a key worker system for each young person with responsibility to track and monitor Wellbeing in consultation with staff tutors responsibility for progression in learning
- Curriculum rationale developed which takes account of pathways for young people based upon assessment of their skills and interests, and ensures an appropriate balance of academic and vocational courses/awards
- Introduction of an Individual Planning Tool which covers progression in learning and wellbeing, and is reviewed in line with Child's Plans through the TATC process
- Revised approaches to professional support, and teachers' self-evaluation of their practice.
- Creation of a "Rockwell Standard for Learning and Teaching", exemplified within DCC schools and national SEBN partners
- Revised leadership structure to lead learning in the key areas of literacy, numeracy and health and wellbeing.
- Reviewed approaches to assessment and moderation within the Broad General Education to more accurately identify next steps in young people's learning, and share that with young people.
- Establish an 'Attendance protocol' which is monitored on a weekly basis against attendance data

4.13 As part of the Children and Families Service School Improvement Framework, visits are made to the centre by the school's link Education Officer and Education Manager to monitor the school's progress towards the action points raised by the inspection. In addition the SMT will continue to participate in the collaborative self-evaluation activity with other specialist provisions in neighbouring authorities to ensure that Rockwell LC looks outwards and learns from excellent practice elsewhere. In support of such activity, a team of officers from the Children and Families Service and other authorities will undertake a Continuing Support Visit (CSV) to the school in September 2019 to evaluate the school's progress in addressing identified weaknesses. The CSV will have a particular focus on: Leadership of Change; and Learning, Teaching and Assessment (QIs 1.3 and 2.3) The CSV team will include national School Improvement Partners from SEBN provisions – in Falkirk & Fife.

4.14 Actions taken by the local authority and school leadership team so far include:

**School Improvement:**

- The Vision, Values and Aims have been reviewed with all staff.
- The School Improvement Plan has been reviewed to be solely focused upon the areas identified by HMIe feedback, with named staff allocated to lead improvements.
- A key working approach has been introduced for staff to support young people's care and learning needs.
- A joint Champion's Board and Pupil Council has been established in recognition of the uniqueness of Rockwell's pupil population.
- The Rockwell Improvement Group which has been established, includes representation from both education and social work functions in the Children & Families Service.

**Learning and teaching:**

- Approaches to professional support have been revised along with teachers' self-evaluation of their practice.
- The leadership structure has been changed to focus on lead learning in the key areas of literacy, numeracy and health and wellbeing.
- Approaches to assessment and moderation have been reviewed within the Broad General Education to more accurately identify next steps in young people's learning, and share that with young people.

## **Curriculum:**

In addition to the above:

- A Curriculum Rationale working group has been established to ensure that learning pathways for pupils are mapped between their individual strengths and interests, and to employability, for example introducing Travel & Tourism as a course choice.  
The learning pathways are designed to support young people to build on their prior learning and ensure appropriate progression, while having personalisation and choice – and reflect the uniqueness of Rockwell.

## **Planning, assessment and tracking of young people's progress:**

- Review of admissions procedures to more accurately identify need and plan as a team for individual young people.
- Continue to develop the tracking tool to include learners within the BGE phase.
- Introduction of key working approach for staff to support young people's care and learning needs, including close tracking of their attendance
- Approaches to assessment and moderation have been reviewed within the Broad General Education to more accurately identify next steps in young people's learning, and share that with young people.

## **5.0 POLICY IMPLICATIONS**

- 5.1 This report has been subject to an assessment of any impacts on Equality and Diversity, Fairness and Poverty, Environment and Corporate Risk. There are no major issues.

## **6.0 CONSULTATION**

- 6.1 This report has been subject to consultation with the Council Management Team.

## **7.0 BACKGROUND PAPERS**

- 7.1 None.

PAUL CLANCY  
Executive Director of Children and Families Service

March 2019

**Dundee City Council**  
**Children and Families Service**  
**Scrutiny Committee Report Summary Notes**  
**Inspection and Reporting**

Inspection Agency	HMI
Report Publication Date	19 March 2019
Name of Establishment	Rockwell Learning Centre
Sector	Special
Name of Head Teacher	Mark Sutherland
Roll	43

**Inspection Outcomes 2018**

<b>Quality Indicator</b>	<b>Primary Rating</b>
<b>1.3 Leadership of change</b>	Weak
<b>2.3 Learning, teaching and assessment</b>	Weak
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	Satisfactory
<b>3.2 Raising attainment and achievement</b>	Satisfactory

The report uses the following word scale:

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

Please note that a revised set of national quality indicators were launched in 2015 with the introduction of How Good is Our School? (4<sup>th</sup> edition). Caution should be used in making direct comparisons between new quality indicators and 'similar' previous indicators where the focus and weighting of factors has significantly changed e.g. the shift in teaching and learning towards learner autonomy away from teacher behaviours.

## Inspection Outcomes 2019

<b>Key Strengths</b>
Caring, nurturing relationships between young people and staff. This is supporting young people to feel safe, valued and respected.
Working effectively with partners to develop young people's skills for life and work.

<b>Areas for Improvement and Action</b>
The senior management team need to provide a clearer direction for school improvement. This should include more leadership opportunities for young people and staff.
Ensure more consistent high quality learning and teaching across the school. Increase expectations of what young people can achieve.
Develop the curriculum in line with national guidance.
Improve the quality of individualised planning, assessment and tracking of young people's progress.

<b>Synopsis – Summary of Inspection Findings</b>
<p>Following publication of the inspection report and Summarised Inspection Findings, the School's Improvement Plan 2018-19 was amended to reflect the areas for improvement identified by HMle and provide a clear strategic focus for related school improvement.</p> <p>The Summarised Inspection Findings highlighted the following strengths and areas for improvement within each of the quality indicators.</p> <p><u>Leadership of change – strengths</u></p> <p>With the support of his senior management team (SMT), the head teacher has made a positive start in bringing together staff from across three centres and creating a child-centred approach based on mutual respect between staff and young people. Many young people, parents and partners spoke highly of the positive ethos within the school.</p> <p>Led by the headteacher, the school has created a vision, values and aims which is child-centred and takes account of the unique features of the school. Staff are consulted on school priorities such as approaches to positive behaviour, timetabling and the vision, values and aims.</p> <p>The headteacher and SMT are well liked and respected by the school community. In particular, parents and partners speak very highly of their leadership and the positive impact they are having on young people's lives.</p> <p>There are examples of staff leading on new initiatives and taking responsibility for aspects of school life such as work placements, girls' groups and nurturing approaches.</p> <p>During the inspection, young people spoke confidently with inspectors and voiced their opinions in a measured and articulate fashion. Young people would benefit greatly from increased leadership opportunities and a more prominent role in reviewing and evaluating the quality of the school's work.</p>

The SMT undertake a range of self-evaluative activities including gathering data on attendance, exclusions and attainment and achievement; observations of learning and teaching; examining the quality of plans and young people's work and seeking the views of stakeholders at review meetings.

There is a school improvement plan (SIP) in place which is in line with key national priorities and has a focus on raising attainment, improving wellbeing and building skills for life and work.

The school is using their allocated Pupil Equity Fund (PEF) funding to provide extended work placements at a local provider. Young people speak highly of this opportunity. The SMT need to analyse the impact of these interventions with a clear focus on whether they are raising the attainment and achievement of the most disadvantaged young people attending the school.

#### Leadership of change – areas for improvement

The SMT need to focus more on providing a clearer strategic sense of direction in taking the school forward based on continuous improvement. Led by the SMT, there is a need to support staff to fully align themselves to Rockwell and help the school to move forward.

There is a need to revisit the vision, values and aims to better reflect the purpose of the school and the key outcomes that are sought for young people and their families. They should play a more prominent role in influencing school improvement notably curricular development and improving outcomes for young people.

There is a need for staff to lead and contribute far more to whole school improvement, share their ideas, reflect on their current practice and work collegiately to improve outcomes for young people.

Self-evaluative activities need to be completed more systematically and not be overtaken by operational matters. Stakeholders need to play a greater role in reflecting on the work of the school. Staff would benefit from increased opportunities to review and evaluate their own practice. The school does gather some valuable data and intelligence through self-evaluative activities but this information needs to be better analysed and contribute more fully to influencing future change and improvement at the school.

The current SIP is very generic and needs to focus on key areas requiring improvement including curriculum development, expectations of what young people can achieve and consistency of learning and teaching.

#### Learning, teaching and assessment – strengths

Across the school, there are examples of teaching staff adopting a range of creative learning and teaching approaches to help motivate and engage young people in their learning. In the best lessons, young people enjoy their learning, are enthusiastic learners and work conscientiously through tasks and activities. They respond well to organised, structured learning activities which incorporate a variety of learning approaches including independent tasks, collaborative working and a mix of practical and desk-based activities.

Across the school, almost all staff have positive and caring relationships with young people. They help young people to feel safe, happy and confident in seeking support when required. Most young people are well behaved, polite and speak highly of the school particularly in comparison to previous educational placements.

In most classes, instructions and explanations are clear and most young people are aware of the purpose of learning. In some lessons observed, teachers make effective use of questioning

to encourage young people to think and build on prior learning. There are a few examples of young people developing skills for life and work by relating their learning to real life contexts. There is now a need to further develop opportunities for young people to apply their skills and understanding more in this area.

Teachers use a few formative assessment approaches to let young people know how they are doing in their tasks in class. Effective questioning is used well in some classes. Teachers now need to develop a more coherent and consistent use of approaches to assessment across all classes.

Overall, the quality of teaching across the school is variable. Inspectors observed high quality teaching at times which included activities which were real and relevant to young people's interests and aspirations. In these lessons, teachers use a variety of scaffolding approaches built on prior learning and use a range of resources well to motivate and engage young people.

Teachers are confident at tracking young people's progress through programmes and courses at the senior phase. Systems to track learners' progress at the BGE is at an early stage of development and are not consistently applied across the school.

Young people benefit from occasional opportunities to take responsibility, express their views and influence decision making across the whole school. Tutor time provides a way for young people to share thoughts, ideas and concerns with staff.

#### Learning, teaching and assessment – areas for improvement

All staff across the school need to support young people to improve their attendance and encourage them to engage in their timetabled learning activities.

The school's approaches to assessment requires further development to ensure that assessment forms an integral part of the planning process. Staff need to continue to develop their understanding of assessment to enable them to use a range of evidence to identify what learners need to do next.

Staff now need to increase their expectations of what young people can achieve. In many learning activities, young people are not sufficiently challenged with their learning and the pace of learning is too slow. Staff need to work together to minimise unnecessary changes to timetabled activities and support young people to attain as fully as possible.

Young people should have a greater say in evaluating the work of the school including the curriculum and quality of learning and teaching. This would potentially identify ways to improve school attendance and engagement with learning.

Teachers should identify ways to introduce more learning activities across the four contexts for learning. Teachers in the Big End need to ensure that young people in S1 – S3 receive their entitlement to a broad general education (BGE) and do not follow National Qualifications intended for the senior phase. In order to help improve this position, teachers would benefit from an increased focus of what constitutes effective learning, teaching and assessment. This will support consistently high-quality learning and teaching experiences for all young people across the school.

Teachers should continue to explore ways in which learners can independently access digital technology.

#### Curriculum: Learning Pathways

There has been a significant amount of focus on developing approaches to 'Developing the Young Workforce' which is providing more flexible learning pathways for young people in the



senior phase. This includes practical experiences in the world of work as well as college placements.

Young people in the 'Wee End' have opportunities to learn across a range of curricular areas, using interdisciplinary learning approaches. The focus is on addressing gaps in literacy, numeracy and health and wellbeing, and supporting young people to re-engage.

In the 'Big End' the focus of the curriculum is on National Qualifications. Young people who are in the broad general education are not receiving their entitlement. Further work is needed to plan learning that incorporates literacy, numeracy and health and wellbeing across all areas of the curriculum.

Overall, senior leaders need to review their curriculum rationale and ensure that young people are receiving their entitlements. They need to continue to develop personalisation and choice so that individual pathways are relevant, appropriate and progressive.

### Ensuring wellbeing, equality and inclusion – strengths

The wellbeing of young people who attend Rockwell is an important aspect of the work of the school. Relationships between staff and young people are positive and supportive. Staff demonstrate care and respect towards each young person. They have a sound knowledge of learners, their home situation and wider community context. As a result, almost all young people feel welcome and are developing a sense of belonging at Rockwell. Young people feel safe in school and almost all have someone in school to speak to if they have a concern or worry.

The principles of Getting it Right for Every Child are understood by staff and are integral to the Team Around the Child (TATC) plans. We have discussed with senior leaders the need to embed the wellbeing indicators into the day to day work of the school. This will support young people to understand their relevance and take responsibility for their own wellbeing.

In the past 15 months, a significant amount of time has been invested in developing nurturing approaches. This has led to a greater staff awareness of the impact of trauma, and adverse childhood experiences. Staff are now more attuned to the young people and are supporting them to improve their self-regulating behaviour. As a result, exclusions for all young people are lower than previous placements in mainstream schools.

Almost all young people are happy with how staff deal with bullying. Senior leaders should take into account recent national advice related to the recording and monitoring of all bullying incidents, such as those related to protected characteristics.

Almost all young people feel that the school is teaching them to make healthy choices. In home economics, young people have a number of opportunities to learn about healthy food choices such as understanding food labelling and a balanced diet. Young people learn about how to stay safe online and an acceptable use agreement is discussed with young people as part of their transition into school. NHS staff lead good quality smoking cessation education groups. This is helping young people to be more aware of the impact of smoking on health, such as understanding the risks from passive smoking.

The school provides a range of activities for young people to be active through physical activity in school, as well as activity based learning and outdoor learning. Young people are positive about these experiences, and it is helping them to develop relationships with staff and other young people. Senior leaders should consider how developing the outdoor areas of the school can further contribute to outdoor and active learning opportunities for young people.

Senior leaders have an understanding of the main statutory duties related to wellbeing, equality and inclusion. Partners are positive about their involvement in planning meetings such as Team

Around the Child (TATC) meetings, and communication between agencies is strong. Senior leaders recognise that further work is needed to improve the quality and consistency of information which is provided upon placement at the school. Recent work to improve transition planning, including the development of pupil profiles, is providing useful information about strategies to support young people. This now need to be built upon to improve planning to meet individual additional support needs.

Young people have an entitlement to high quality personal support where they can have regular conversations with a key adult to review their targets and progress being made, and discuss next steps. The school takes this forward through daily tutor time sessions.

Staff have a sound understanding of the need to support young people to understand and value diversity. There are a few examples of work which has improved young people's understanding of different religions, and for a few young people this has led to a reduction in racist behaviours. As the curriculum develops, staff should consider how learning about equality and diversity is planned in a progressive and coherent way, including learning about all protected characteristics. Senior leaders also need to monitor gender specific activities to ensure all young people have equal opportunities to participate.

#### Ensuring wellbeing, equality and inclusion – areas for improvement

Overall, approaches to planning and monitoring the progress of young people's wellbeing needs to improve.

Further work now needs to be done to develop the health and wellbeing curriculum to ensure that young people learn in a progressive and relevant way.

Specific targets, which are clearly understood and owned by individual young people, need to be identified and actions with clear responsibilities and timescales should be identified. Staff should further strengthen their autism-friendly approach, taking fuller account of sensory needs. Overall, young people need to have increased participation in decision-making across the school, and approaches to rights need to be strengthened. This includes having a greater say in what additional support they need to help them to progress in learning. This will help them to develop self-confidence and responsibility. A few parents said they would welcome the opportunity to be more involved in discussions about the support their child needs.

At present, tutor time is a highly variable experience for young people. Its purpose is not clear and requires review. Greater clarity of roles and responsibilities around planning to meet individual learning needs would help to ensure that all young people are making progress. It would also help senior leaders to have a more strategic approach to oversee the effectiveness of interventions and supports. For example, building on the work of the girls' group which is showing signs of a positive impact, such as improving peer relationships and ability to work with others.

Average attendance of young people is well below the national average and exclusion rates are high. Senior leaders need to build on the approaches which have proved successful in re-engaging individual young people and reducing exclusions, so that attendance and exclusion rates improve. At present, many young people are not receiving their full entitlement to education and a few learners are on part-time timetables. Senior leaders need to address this.

#### Raising attainment and achievement – strengths

Attainment over time: In recent years, most young people gained a small number of National Qualifications course awards and units predominantly at National 3 and National 4. Young people consistently perform strongest in literacy and English, numeracy and mathematics and hospitality. Projected results for this session expects young people to achieve an increased range of National Qualification course awards and units with a number predicted to achieve qualifications at National 4 and National 5. The school recognises there is a need to further improve pupil attainment both in terms of National Qualifications and wider achievement awards.

The school has been successful in improving levels of attendance for the majority of young people, many of whom have well-established patterns of non-attendance at previous educational placements. The school has also been successful in lowering exclusion figures. As recognised by the school, there is still a need to further improve school attendance and continue to reduce the number of school exclusions.

**Attainment in Literacy and Numeracy:** All young people accessing Rockwell have had interrupted learning within education which has had an impact upon their attainment of prior Curriculum for Excellence levels. Overall young people within the broad general education are making satisfactory progress with literacy and numeracy when compared to their prior levels. Almost all of the young people in the senior phase are working toward National 3, National 4 and National 5 accredited English and mathematics courses. Progression in literacy and numeracy would be improved with increased attendance in timetabled classes.

Young people are able to take turns to talk and demonstrate growing confidence when sharing their views with staff. The staff teaching English ensure that there are interesting contextualised learning opportunities to promote levels of interest and engagement. In some groups young people are actively involved in activities that demonstrate their presentation skills through persuasive arguments. Young people require further support to develop skills to communicate confidently when in a larger group.

**Reading:** Most young people can read paragraphs independently albeit with a few young people requiring adult support. The young people have opportunities to engage with texts across all aspects of their learning and are able to answer contextualised questions. Young people are demonstrating increased confidence in reading to others across most aspects of their learning.

**Writing:** Young people accessing the broad general education were observed writing for a variety of purposes, for example, note taking, creating persuasive texts, subject based articles, personal experiences and introductions to stories. The majority of young people are able to organise sentences into paragraphs although they required adult support to complete written tasks. Most young people are able to spell commonly used words correctly and are able to spell unfamiliar words with adult support. Young people would now benefit from more opportunities to write at length rather than short paragraphs or single sentences. As the young people move into their senior phase they demonstrate improved capacity to engage in writing activity. The staff will use word processing programmes to support young people appropriately.

**Numeracy:** Most young people in the broad general education are able to add and subtract numbers with four digits. A minority of young people are able to multiply and divide using four digits by one digit. Young people are able to confidently describe two-dimensional shapes, three-dimensional objects and angles. The majority of young people could tell the time using digital clocks and transfer this into real life contexts. A few young people could tell the time using an analogue clock. As young people move through their broad general education into their senior phase most young people have successfully learned aspects of mathematics that they had previously missed in previous educational placements. There is evidence that young people are extending and applying their numeracy skills in a minority of other curricular areas. The school requires to continue to improve the development of numeracy across other aspects of learning.

**Achievements:** Young people are making good progress with their skills development through participating in an increasing range of personal achievement opportunities. This includes working with a range of partners to provide learning experiences in, for example, the outdoor environment and learning about the world of work. Young people attending Murton gain a certificate which recognises their learning in animal husbandry, estate maintenance and animal handling. Young people also gain valuable skills and accreditation through taking part in the Young Firefighters scheme. They can also gain certificates in first aid and food hygiene. Senior leaders recognise the need to develop opportunities to accredit young people for more of their personal achievements. For example ASDAN, Duke of Edinburgh's Awards and Saltire Awards have

recently been introduced. Staff should also support young people to recognise the skills they are developing as a result of taking part in wider achievement experiences. They should also support young people to engage in more personal achievement opportunities beyond the school day.

There are a good range of opportunities for young people to take part in activities in the local community. This includes a developing range of work placements and college links. This is helping young people to develop relationships and confidence, as well as skills for learning, life and work. Staff work closely with Skills Development Scotland and other key partners to tailor programmes for young people. This is helping to prepare learners for positive post-school destinations.

Equity: Staff know and treat young people as individuals. They are dedicated to meeting their needs and overcoming any barriers to success. The school works diligently in ensuring that no young person is disadvantaged due to their personal circumstances.

#### Raising attainment and achievement – areas for improvement

Moderation activity within the school, as well as across a wider range of schools, would support teaching staff improve their confidence in making professional judgements when assessing achievement of a level.

#### Partnerships

Almost all parents and carers commented favourably on the support their children receive from Rockwell. They feel that the daily communication is supportive and that they can ask for advice or help from the staff. Parents and carers also reported that their child has improved their school attendance and behaviour since being placed at Rockwell. The school supports young people and families to improve school attendance through undertaking home visits at the request of parents and carers. A few parents and carers felt that they are not fully included in the wider assessment, planning and decision making surrounding their child's needs.

Feedback from partners demonstrates that positive progress has been made by the school and this is beginning to have an impact on learners. Partners commented that there is regular communication from school staff which supports them in delivering an effective service. This regular communication promotes a responsive approach to planning and focuses on the needs of young people. The partners feel part of the school community and have been supported to develop their understanding of the needs of young people attending the school. The school contributes to the education authority's Champions Board which promotes opportunities for care experienced young people to make their needs known.

Partnership agreements create a shared understanding of the purpose of service delivery and ensure consistency of input from partner agencies. Agreements that are in place are reviewed within agreed timescales. Partners have an appropriate awareness in relation to needs of young people and adapt their practice to ensure meaningful support is provided. Partners are committed to improving outcomes for young people particularly supporting their transition to a positive post-16 destination.

The school works closely with partners to provide meaningful learning around health and wellbeing. This includes work with Police Scotland and Barnardo's to reduce risk taking behaviour. The school ensures that young people engage with events and activities led by the Developing The Young Workforce and work experience team. Partnerships developed by the school results in partners delivering meaningful learning activities. Such partners include Skills Development Scotland, Discover Opportunities and Ancrum Outdoor Education.

Following publication of the inspection findings, the school's Head Teacher has taken prompt action in leading related school improvements. Key activity to date has included the following:

***The senior management team need to provide a clearer direction for school improvement. This should include more leadership opportunities for young people and staff.***

***ACTIONS SO FAR***

Vision, Values and Aims have been reviewed with all staff.

The School Improvement Plan has been reviewed to be solely focused upon the areas identified by HMIE feedback, with named staff allocated to lead improvements.

A key working approach has been introduced for staff to support young people's care and learning needs.

A joint Champion's Board and Pupil Council has been established in recognition of the uniqueness of Rckwell's pupil population.

***Ensure more consistent high quality learning and teaching across the school. Increase expectations of what young people can achieve.***

***ACTIONS SO FAR***

Approaches to professional support have been revised along with teachers' self-evaluation of their practice.

The leadership structure has been changed to focus on lead learning in the key areas of literacy, numeracy and health and wellbeing.

Approaches to assessment and moderation have been reviewed within the Broad General Education to more accurately identify next steps in young people's learning, and share that with young people.

***Develop the curriculum in line with national guidance.***

***ACTIONS SO FAR***

In addition to the above:

A Curriculum Rationale working group has been established.

***Improve the quality of individualised planning, assessment and tracking of young people's progress.***

***ACTIONS SO FAR***

Review of admissions procedures to more accurately identify need and plan as a team for individual young people.

Continue to develop the tracking tool to include learners within the BGE phase.

Introduced key working approach for staff to support young people's care and learning needs.

Approaches to assessment and moderation have been reviewed within the Broad General Education to more accurately identify next steps in young people's learning, and share that with young people.

Full details of the Summarised inspection findings are available at:

<https://education.gov.scot/inspection-reports/dundee-city/5320038>

**Signed**

A handwritten signature in black ink, appearing to read 'Paul Clancy', with a large, stylized initial 'P'.

**Paul Clancy, Executive Director of Children and Families Service**

A handwritten signature in black ink, appearing to read 'Audrey May', with a large, stylized initial 'A'.

**Audrey May, Head of Service (Chief Education Officer)**

**Mark Sutherland, Head Teacher, Rockwell Learning Centre**

19 March 2019

Dear Parent/Carer

In December 2018, a team of inspectors from Education Scotland visited Rockwell Learning Centre. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Caring, nurturing relationships between young people and staff. This is supporting young people to feel safe, valued and respected.
- Working effectively with partners to develop young people's skills for life and work and improve their wellbeing.

The following areas for improvement were identified and discussed with the headteacher and a representative from Dundee City Council.

- The senior management team need to provide a clearer direction for school improvement. This should include more leadership opportunities for young people and staff.
- Ensure more consistent high quality learning and teaching across the school. Increase expectations of what young people can achieve.
- Develop the curriculum in line with national guidance.
- Improve the quality of individualised planning, assessment and tracking of young people's progress.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). Quality Indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

### Here are Education Scotland's evaluations for Rockwell Learning Centre

Quality Indicators	Evaluation
Leadership of change	weak
Learning, teaching and assessment	weak
Raising attainment and achievement	satisfactory
Ensuring wellbeing, equality and inclusion	satisfactory
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/dundee-city/5320038>

#### What happens next?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with Dundee City Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with Dundee City Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

Steven McPherson  
HM Inspector