



Education
Scotland
Foghlam Alba



**Camphill School
Aberdeen
9 February 2016**

Education Scotland inspect schools in order to let parents¹ and young people know whether their school² provides a good education. Inspectors also discuss with staff how they can improve the quality of 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 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

Camphill School is an independent school which provides care and education for children and young people placed there by nine local authorities in Scotland and Northern Ireland. The roll was 37 when the inspection was carried out in December 2015. No children have a coordinated support plan.

2. Key strengths of the school

- The outdoor environment and the opportunities it provides for children to play and learn.
- Children and young people who enjoy being at school and their positive relationships with staff.
- The range of therapies available to children and young people.

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

In the majority of lessons children and young people are engaged in their learning. They demonstrate this by listening, being attentive and responding to staff. Children and young people have opportunities to review what they have been learning through their learning logs. They use these to evaluate how well they have achieved. In a few lessons, children and young people are motivated by well-planned, relevant activities. Staff need to ensure that learning experiences are relevant for all children and young people across the school. Children and young people are not aware of what they are good at and what they need to do to improve. Learning experiences are enhanced by use of the extensive grounds and the range of facilities on both estates. Staff make good use of these resources to provide opportunities for activities such as farming, equine therapy, woodwork and play. The school could make better use of digital technology when planning learning. Children and young people have the opportunity to share their views and ideas about the school by participating in the pupil council.

Over the past two years, all young people who have left the school achieved a good range of awards and National Qualifications. An increasing number of young people are achieving a Duke of Edinburgh's Award. The school should now consider ways to extend opportunities for children and young people to achieve further qualifications and recognition for their learning. They should ensure that these achievements are celebrated and shared across the school and with parents. Children and young people are making satisfactory progress in literacy and numeracy. The majority of children and young people are developing appropriate communication skills. They could make better progress in developing their communication skills if staff make effective and consistent use of signing and signifiers to support understanding. They would benefit from more opportunities to develop literacy and numeracy skills in relevant contexts and in the local community. Children and young people are learning about what it means to be healthy. Many can identify risks they might encounter and know how to keep safe.

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

Overall, the school supports children and young people well. Staff take account of their emotional wellbeing and provide a positive learning environment. In a few classes, tasks and activities are well planned to take appropriate account of children's and young people's individual strengths and support needs. Some children and young people require more challenging activities. Staff need to provide more clarity in their planning and during activities about what children and young people are learning. The school should review how it manages the behaviour of some children and young people. All staff and volunteers need to ensure that they understand approaches to positive behaviour management. The school works well with a range of partners to assess the needs of children and young people. Detailed education and personal plans are in place which identify specific targets for children and young people in the school and residences. Staff should work towards a shared approach to planning across the school and residences.

The school has recently been reviewing the curriculum to take account of the principles of Curriculum for Excellence. Programmes include a wide range of therapies such as eurythmy and equine therapy. Almost all children and young people take part in workshops such as metal work and pottery, some of which are accredited with National Qualifications. The school needs to further develop the curriculum to meet the needs of all learners and to ensure it provides challenge, enjoyment and relevance. Staff need to be clear about how children and young people will progress and how they will build on previous learning. As they develop the curriculum, staff should extend opportunities for work experience opportunities for young people at the senior stages.

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

The school has recently undergone a review of its management structure. Senior managers have developed an appropriate strategic plan detailing priorities and how they will take these forward. The recently appointed head of education and care has begun to progress priorities related to the residential areas of the school. Senior managers should place a greater emphasis on evaluating the work of the school and in particular the quality of learning and teaching. This should include more robust approaches to monitoring and tracking the progress of children and young people. Teaching staff are positive about professional review and development meetings with managers. Teachers have good opportunities to participate in professional learning and development activities. The school should ensure that these opportunities result in improved outcomes for children and young people.

6. 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. Our Independent schools link inspector along with senior managers and the Board of Governors will discuss the most appropriate support in order to build capacity for improvement, and will maintain contact to monitor progress. We will return to evaluate aspects of provision and the progress in improving provision within one year of publication of this report. We will then issue another report to parents on the extent to which the school has improved. In that report we will inform you if we are going to carry out a continued inspection visit.

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

- Improve approaches to learning and teaching to meet the needs of all children and young people.
- Further develop the curriculum to ensure it provides challenge, enjoyment and relevance.
- Further develop approaches to self-evaluation to improve outcomes for all children and young people.

Quality indicators help schools, education authorities/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 Camphill School.

Improvements in performance	satisfactory
Learners' experiences	satisfactory
Meeting learning needs	satisfactory

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

The curriculum	satisfactory
Improvement through self-evaluation	weak

HM Inspector: Monica McGeever
9 February 2016

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/parentzone/myschool/findaschool/schools/camphillrudolfsteinerschoolsaberdeencity.asp>.

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