

**Falkland House School
Falkland
31 October 2007**

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1. Background

Falkland House School was inspected in June 2007 as part of a national sample for pupils with additional support needs. The inspection was part of a programme of integrated inspections of residential schools by the Care Commission and HM Inspectorate of Education. It was one of the twice-yearly inspections which are undertaken by the Care Commission.

The inspection covered key aspects of the school's work at all stages. It evaluated approaches to ensuring pupils' care and protection, throughcare and aftercare, Scottish Social Services Council codes and staff training, mental health and wellbeing and the environment for care and learning. It also evaluated pupils' achievements, the effectiveness of the school, the school's processes for self-evaluation and its capacity for improvement. There was a particular focus on attainment in English language, mathematics, personal and social development, craft, design and technology and social and vocational skills.

Care Commission officers and HM Inspectors gave particular attention to selected national care standards and quality indicators. HM Inspectors observed learning and teaching and examined pupils' work. Along with Care Commission officers, they analysed responses to questionnaires issued to all parents, pupils and staff and took account of the views of placing authorities. They interviewed groups of staff and pupils, including the pupil council. Members of the inspection team also met a representative of the Board of Governors. They provided oral feedback to the school's senior management and Board of Governors on the standards and quality of the work of the school.

Falkland House School is situated in Falkland in Fife. It is independently managed and provides care and education for 23 boys aged from 10 to 17 years who have been placed in the school by 12 local authorities. Pupils have significant social, emotional and behavioural difficulties often arising from autism spectrum disorders. Care is provided on a 39 week basis. Two pupils had a coordinated support plan. Pupils' attendance was above the national average.

2. Key strengths

HM Inspectors and Care Commission officers identified the following key strengths.

- The quality of teaching and learning in social and vocational skills and craft, design and technology.
- Curricular and vocational support for young people due to leave the school.
- The quality of staff and pupil relationships across care and education and strong sense of fairness and appreciation of individual needs.
- Links with parents and the local community.

3. What are the views of parents and carers, pupils, staff and placing authorities?

Further details about what most pleased parents and carers, staff and pupils, and what they would most like to see improved, can be found in Appendix 2 of this report.

All parents felt that their children enjoyed being at the school and almost all thought that care staff and teachers cared about their welfare. They felt welcome in the school and thought that it was well led. All parents thought that staff were good at responding to their concerns. Most pupils were positive in their views. All thought that they had a positive relationship with at least one adult in the school and that staff encouraged them to behave well. Most pupils felt that the school encouraged them to embrace healthy lifestyles. A few pupils felt that they were not always treated fairly. All staff thought that they showed concern for the wellbeing of pupils and that the school dealt effectively with any instances of bullying. A few staff felt that both pupils' behaviour and communication, particularly between care and education staff could be improved. The local authorities who responded to the request to provide information about Falkland House School were very positive about the school's effectiveness in planning for young people due to leave the school. Almost all commended the school on its supportive and caring environment.

4. How well are pupils supported?

Care and protection

The school placed a strong emphasis on supporting young people as individuals. Staff showed personal commitment to their pupils. All young people reported that their key workers handled complaints very well and that they felt safe and confident in the school and residences. Almost all staff were clear on their responsibilities. They had received recent training in child protection and followed procedures effectively. The school had clear policies on raising pupils' awareness about the dangers of drugs and alcohol and used the personal and social education (PSE) programme to further promote pupils' understanding. Only one young person had gone missing from the school or residences over the past year. Whilst the school had an agreed policy on restraint, it needed to ensure that night staff were familiar with guidelines on safe holding. Staff followed the correct procedures for safely administering medication.

Arriving for the first time

Staff were confident in their ability to meet the needs of young people with additional support needs. They had developed a well-planned programme of flexible visits and short, trial placements for new admissions. The social work manager carried out home visits in order to build effective relationships with families. Parents were very positive about the process of admissions. Young people settled into the school quickly and the evening activity groups helped them to build positive relationships with other young people and care staff. Each pupil was allocated a key worker who acted as their key contact with the school. The school website and brochure provided helpful information about the school.

Support arrangements

A very effective and well-established outreach programme promoted very good home-school links. The enthusiastic key workers took very good account of young people's preferences and choices in organising the outreach activities which often had an educational focus. Well documented personal plans were in place for all young people and reviewed appropriately. All young people were well prepared for reviews and most felt able to convey their views effectively. All young people had access to a local general practitioner as required.

Leaving school

The school had made good links with further education colleges to prepare pupils for leaving school. These included Perth, Jewel and Esk College in East Lothian, Borders College and Elmwood College in Cupar. The strong focus on individual living skills had helped pupils to become more independent prior to leaving school. The school took steps to ensure that, where appropriate, young people had improved opportunities to integrate back into their own community and attend college there. The school should ensure that a policy relating to throughcare and aftercare is developed and staff are given appropriate training to effectively meet the needs of young people preparing to leave Falkland House School.

Curricular and vocational guidance

Overall, the quality of curricular and vocational guidance was very good. The careers adviser provided very good support to pupils through interviews and effectively linked with their own careers service. Pupils benefited from attending careers exhibitions, such as an army event where pupils had opportunities to experience a range of trades. The teacher responsible for curricular and vocational guidance had developed an effective leavers' programme, which included practical advice from outside agencies. He also maintained a small careers reference library. Pupils updated their own careers information during social and vocational skills. Care staff had supported pupils well to travel independently to college. Pupils were well supported to attend events and interviews at colleges and with employers near their homes.

Personal and social development

The school provided a range of opportunities to enhance pupils personal and social development (PSD). There was a focus on building self esteem, developing values and respecting those around them. All pupils were developing confidence through a range of challenging outdoor activities. Most pupils showed good levels of tolerance and respect for each other. The school had developed a programme of peer support that gave pupils the opportunity to share concerns and find solutions constructively with their class mates. Pupils contributed to the school's decision making processes by involvement in the pupil council. At meal times pupils had opportunities to take responsibility for a range of tasks, for example, clearing tables. The pupils were able to participate in a range of extra curricular activities which helped to increase their general wellbeing, develop their confidence and provide opportunities to work as teams. However, the school should now build on pupils' previous learning through the development of individual targets in PSD that are monitored and reviewed regularly. A few pupils would benefit from targets which allow them to focus on managing their own behaviour and recognising the impact that it may have on others.

5. How good are learning, teaching and achievement?

Supporting your education

Young people were provided with a good range of reading material within the residences and desks in their rooms for homework and additional study. Care staff encouraged them to finish homework prior to evening activities. Although care staff provided some effective support for pupils with their learning in class, senior managers had recognised the need to further develop these links across care and education. All young people had access to computers within the school building.

Structure of the curriculum

Overall the quality of the curriculum was weak. The school gave appropriate attention to improving pupils' literacy, numeracy and personal and social development skills. The well-organised programme of after-school activities often had a clear learning focus and included active sports and team-building activities. Staff were effectively developing pupils' life skills through a range of activities such as the Being Cool in School programme which was in the early stages of improving pupils' skills in managing their responses to challenging situations. Pupils at S3-S5 followed a wide range of courses leading to accreditation at Access levels 2 and 3 and intermediate levels 1 and 2. However, pupils had no opportunities to choose subjects and the school did not formally offer history, geography, music, religious and moral education (RME) or physical education. A few pupils received guitar tuition. The increased resources in information and communications technology (ICT) were not yet sufficiently used to support learning across the school. Occasional changes in timetable when teachers were absent caused some difficulties for young people with autism spectrum disorders. Most pupils at S5 benefited from college placements.

The teaching process

The overall quality of teaching was adequate. Staff had effectively promoted positive relationships with young people in most classes. In some classes, teachers used questioning well to check for pupils' understanding of tasks and a few gave feedback on how well pupils were doing. In science and craft and design and technology, teachers made effective use of the learning environment to support pupils in their learning through, for example nature walks and visits to the local farm. However, the majority of teachers relied too much on worksheets and individual teaching. Few teachers taught lessons to the whole group. In some classes, activities and resources were not age appropriate and teachers did not always take sufficient account of all pupils' individual needs when planning learning activities.

Pupils' learning experiences

The quality of pupils' learning experiences was good. Pupils were confident and willing to speak about their learning experiences and were, for the most part interested in lessons. They responded particularly well when engaged in active learning activities and when they were using motivating ICT resources such as computers and digital cameras. In a few classes pupils had opportunities to work collaboratively, as individuals and in groups. Pupils benefited from a number of practical experiences that prepared them well for the world of work. Overall, however, pupils had few opportunities to make decisions and exercise choice in learning activities. In a few classes the pace of learning was too slow.

Meeting pupils' learning needs

The overall quality of meeting pupils' learning needs was adequate. The school had a wide range of courses in place and addressed pupils' needs effectively through the very small class sizes. Most teachers provided high quality support to individual pupils. There was significant scope to involve further care staff and the learning support teacher to support learning in the classroom. Staff made considerable efforts to gather information about pupils prior to entry. The school carried out an initial assessment to establish pupils' levels of literacy and numeracy and shared this information with staff. Pupils were making good progress from these prior levels of attainment. However, staff did not have sufficient detailed information on pupils' learning needs to meet them effectively. Teachers had developed personal learning plans (PLPs) for all pupils. These were not yet suitably individualised and did not include behaviour or personal and social skills targets. Pupils were not yet involved in setting their own learning targets. The school did not have any regular links in place with speech and language therapy to support staff to develop pupils' communication skills.

Attainment

The following comments are based on Scottish Qualifications Authority data, using the Scottish Credit and Qualifications Framework (SCQF) for the three year period 2004-2006. They also draw on the overall evaluations of the quality of learning, teaching and meeting pupils' needs.

Across the school, the overall quality of attainment was very good. The school provided a very wide range of national qualification (NQ) units. Over the past three years, most pupils had attained a range of awards at SCQF level 4 and almost all pupils had attained awards at SCQF level 3. In addition, a few pupils had attained awards at SCQF level 5 and almost all pupils had gained unit awards at Access 2, Access 3, Intermediate 1 and Intermediate 2.

Information on the subjects inspected is given later in the report. Significant features of attainment in the subjects not inspected were:

- In science, all pupils had achieved an Access 3 in biology in 2006 and almost all in chemistry. In addition, just over a third of pupils attained awards in biology and chemistry at Intermediate 1, including a significant number at grade A.
- In citizenship, a few pupils had gained a range of units at Access 3.
- Most pupils had achieved Access 2 units in Italian.
- In home economics with the support of care staff, a few pupils had been successful in units at Access 3.
- In religious and moral philosophical studies, the majority of pupils had been successful in gaining awards at Access 3.
- Almost all pupils had gained awards in sailing and cycling.

English

Overall, teaching, learning and meeting needs was good. The sole teacher of English had successfully established a positive climate for learning and used praise appropriately to motivate pupils. She sometimes made effective use of care assistants and ICT to support pupils with additional support needs. The majority of pupils, particularly at S1, were making significant progress in reading, writing and spelling. They were particularly motivated by the well-presented displays of their personal writing. At S4, pupils had some opportunities to work collaboratively on, for example the school newsletter and on topics. Overall, the pace of learning varied and the range of approaches to teaching and learning was too narrow, with over-reliance on worksheets. Pupils were unable to identify what they needed to do to improve in their learning.

The overall quality of attainment was good. Particular features included the following.

- At S1/S2 most pupils had achieved level C in reading and level B in writing.
- Over the past two years, almost all pupils at S4 had achieved a pass at Access 3 in English.
- A few pupils at S4/S5 had achieved passes in Standard Grade English at general level and Intermediate 1 in oral and written communication.
- At all stages pupils made imaginative written contributions to the school newsletter.

Mathematics

Overall, teaching, learning and meeting needs was good. Teachers worked hard to create comfortable and purposeful working environments for pupils. They gave clear explanations to pupils and used praise well to encourage and motivate pupils. They did not share the purpose of lessons with pupils sufficiently or review their learning at the end. Almost all pupils engaged conscientiously on class tasks and responded positively to teacher's high expectations of work and behaviour. Pupils did not have sufficient opportunities to use ICT to support their learning. While tasks were appropriate for pupils' learning needs, they lacked variety and stimulation. The range of levels and courses available was used well to provide opportunities for pupils to make progression in their learning.

The overall quality of attainment was good. Particular features included the following.

- Across the school, most pupils showed skills in mental calculation appropriate to their ability.
- Pupils had enjoyed carrying out an investigation and design activity for marbles running down a slope.
- In S1/S2, the majority of pupils had attained a pass within the 5 - 14 levels and were making good progress at an appropriate level.

- By the end of S4, just over a half of the pupils had attained national qualification units at Intermediate 1 and a few pupils had attained an overall Intermediate 1 award. Most pupils had attained an Access level 3 course award.
- Across the school, pupils did not have sufficiently regular opportunities to develop appropriately their problem solving and information handling skills, particularly in real life situations.

Craft, design and technology

The overall quality of teaching, learning and meeting needs was very good. Pupils responded very well to the well-planned lessons and calm, purposeful learning environment. At all stages, pupils had good opportunities to work collaboratively and at the upper stages, a few pupils supported their classmates well in designing and making products. Through joint projects with social and vocational skills and computing, pupils developed useful enterprising skills. They learned about marketing, managing money and advertising. At all stages, pupils made a variety of small products for sale at the Falkland show. These included bird feeders, key holders, mug stands and lamp stands. Pupils at all stages were enthusiastic and focused and benefited from regular visits to a local sawmill and local businesses. A visiting wood turner provided regular and informative talks and demonstrations for pupils on working with wood. The school needed to review the safe use of equipment in craft, design and technology and ensure that staff and pupils were sufficiently aware of health and safety issues.

The overall quality of pupils' attainment was good. Particular features included the following.

- At S4/S5, a few pupils had achieved passes at Intermediate 1 and 2 at Grade A.
- Pupils were motivated by displays of their high quality products.
- Pupils at S3 to S5 made bat-boxes to order for the local ranger and demonstrated design skills by customising the boxes with their own names.
- At S3 to S5 pupils made notice boards and bedding boxes for local businesses and the local church.

Social and Vocational Skills

Overall, teaching, learning and meeting needs was good. The teaching in class and practical activities was very effective with clear, helpful explanations and good use of praise. The teacher had high expectations of the pupils and they responded positively to the brisk pace of the lessons and to the opportunity to make choices and to contribute to the design of the course. The wide range of activities on offer to pupils from S2 onwards, motivated the pupils to work hard on tasks both individually and collaboratively. Planned opportunities for cross curricular working with, for example the design technology department, making flower planters, further enhanced the real life learning taking place. However, the school required to take an overview of these experiences on offer to pupils across the school to ensure breadth and balance.

The overall quality of pupils' attainment was very good. Particular features included the following.

- Pupils in S4 had consistently achieved passes at credit general and foundation level at Standard Grade.
- A range of NQ units in sporting activity, work experience and community involvement at Access 3 and Intermediate 1 allowed pupils the opportunity to gain additional or alternative certification.
- Organising and competing in a schools cross-country race.
- Making and selling a range of products for the village fair.
- Attendance at job fairs and exhibitions helped pupils make choices about their next steps.

Personal and social education

Teaching staff delivered a good range of topics within the school's personal and social education and citizenship programmes. The quality of teaching approaches and the learning experiences varied. In some classes teachers provided clear instructions and explanations. Pupils could recall information from lessons on drugs education, substance misuse and sexual health. They had a good awareness of the importance of a healthy lifestyle and were encouraged to be involved in a range of outdoor activities including cycling and hill walking. Pupils in S1 were learning to look for positive solutions to social issues. In some lessons they were beginning to contribute more effectively to discussions and were encouraged to give their opinions on issues. However, there were insufficient opportunities for pupils to practice the skills of working cooperatively in a range of curricular activities.

Achievement

- Pupil presentations with a citizenship theme at achievement assemblies. For example, a drama activity on the work ethic.
- Successful National Qualifications at Access 2 in Life in another country and in the individual and the economy at Intermediate 1.
- Almost all pupils were polite and welcoming to visitors.
- Pupil participation in a range of fundraising activities to support charities.
- The involvement of the charity Move On allowed pupils the opportunity, through games and role play, to discuss homelessness.

	incidents of discrimination, there was insufficient action taken to reduce the number.
Partnership with parents, the governing body and the community	The school had very good links with parents, its Governing body and the community. Parents strongly valued the outreach programme where young people received support at weekends from their key worker within their own community. They were well informed about their children's progress through photographs, review meetings and telephone calls. The school website and the regular newsletters compiled by pupils ensured that parents were kept informed about school events. They felt welcome in the school and sometimes had lunch with staff and their children. The school had useful links with its local community. Pupils ran a stall at the local village fete and participated in the Falkland festival and other community events. A local farm, play groups and shops provided community placements and work experience opportunities for pupils. All senior pupils were offered a place at a local college where appropriate, or one within their own community. The school had good links with Barnardo's Lighthouse project and ensured that parents were familiar with resources to be used for promoting sexual health. Pupils learned about global citizenship by hosting children from Chernobyl and raised a significant sum of money through a sponsored walk for a school in India. The school had effective links with Fife Health Board and its placing authorities.

7. Improving the school

Effectiveness

Falkland House School provided pupils with a caring environment effectively supported by its committed staff. The school placed a high priority on recognising pupils' achievements through a wide range of opportunities for formal accreditation. Almost all pupils were achieving well. The well-organised outreach programme provided very effective support for young people and their families within their local community. Across care and education, staff worked hard to promote a sense of fairness and were beginning to work together to develop pupils' confidence and independence. The school needed to improve curriculum planning to ensure choice, breadth, balance and progression and ensure continuity in learning for pupils. Teachers did not always take sufficient account of all pupils' individual needs when planning learning activities.

Management and staffing

A more effective management structure was improving links between care and education at strategic level. Regular staff supervision and appraisal systems were in place for care staff and ready to be implemented for education staff. A comprehensive range of recently updated policies provided effective guidance for staff. Experienced staff gave good support to new staff across the care and education environment. Senior managers and key workers were confident and knowledgeable in their roles. Care staffing levels were good and staff turnover was low. Key workers demonstrated commitment to their tasks and to young people. Although half-termly meetings took place between care and education staff, these meetings were not sufficiently regular to ensure effective communication across care and education. The external member on the school's Governing body had recently retired and the school was actively seeking a replacement.

Self evaluation

The quality of self-evaluation was weak. All care staff had used the national care standards and teachers had worked hard to use quality indicators to evaluate their own practice. However, this had not resulted in an accurate identification of the strengths and areas for improvement within education. Links between the business plan and education improvement plan were unclear. The school did not produce a standards and quality report. The head of education informally visited classes and met with staff to discuss their progress towards meeting their targets within departmental development plans. He did not provide staff with sufficient high quality feedback to improve teaching and meeting pupils' learning needs.

Leadership (including staff with additional responsibility)

The overall quality of leadership was good. The chair of the Board of Governors effectively managed administrative and business tasks to ensure that the head of education, social work manager and operations manager were able to focus on their management roles. All senior managers were clear about their roles and responsibilities and had won the confidence of parents, most staff and young people. The head of education demonstrated an open approach to management and provided some advice and support to teachers on progress within their development plans. He now needed to provide teachers with clearer guidance on the curriculum, teaching and learning. The school's social work manager and operations manager were very responsive to concerns from parents and young people, approachable, committed and enthusiastic. Both demonstrated a very good awareness of care issues. Two principal teachers had developed very good relationships with pupils. However, they did not have a sufficiently clear role in leadership for learning and in sharing their effective teaching with other staff.

Main points for action

The school and the Board of Governors should continue to provide high quality and improving education. In doing so, they should take account of the need to:

- Improve curriculum planning to ensure choice, breadth, balance and progression and ensure continuity in learning for pupils.
- Further develop the personal learning plans (PLPs) for all pupils to take more account of individual needs and include behaviour or personal and social skills targets.
- Continue to improve links across care and education through more systematic meetings.
- Provide training for all staff to promote anti-discrimination.
- Ensure that self-evaluation is sufficiently linked to improving learning and teaching.
- Have an organisational policy for children and young people who are looked after and accommodated.

Requirements

Staff working with children and young people who are looked after and accommodated must be trained in throughcare and aftercare policies and procedures. This is in order to comply with Scottish Statutory Instrument 2002 Number 114 Regulation 13 (c) (i) – a requirement to ensure that persons employed in the provision of the care service receive (i) training appropriate to the work they are to perform.

What happens next?

The school and the Board of Governors are asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents when the report is published. On the basis of a report on the progress towards meeting the main points for action and on the findings from the Care Commission unannounced inspection, HMI MI and the Care Commission Reporting Officer may make a joint visit to the school 22 months after the date of the published report to further discuss and monitor progress. The timing of this visit will coincide with an announced Care Commission inspection. HMI MI will write a jointly badged report which will be published and sent to parents and placing authorities. Care Commission will continue to undertake their twice-yearly inspections.

Kate Hannah
HM Inspector

Morag Skinner
Care Commission Officer

31 October 2007

Appendix 1 - Framework of Inspection

RESIDENTIAL SPECIAL SCHOOL and SECURE ACCOMMODATION SERVICES INTEGRATED INSPECTIONS BY CARE COMMISSION AND HMIE

The inspection team gives particular attention to the National Standards for *School Care Accommodation Services* and Quality Indicators from *How good is our school?* (2002 edition, incorporating the six-point scale) under the following report headings.

How well are pupils supported?	
Standard 3 Standard 1 Standard 6 Standard 15 Standard 16 QI 4.3 QI 4.2	Care and protection Arriving for the first time Support arrangements Supporting communication (delete as appropriate) Leaving school Curricular and vocational guidance (delete as appropriate) Personal and social development
How good are learning, teaching, attainment and achievement?	
Standard 14 QI 1.1 QI 3.2 QI 3.3 QI 3.4 QI 2.1	Supporting your education Structure of the curriculum The teaching process Pupils' learning experiences Meeting pupils' needs Overall quality of attainment
How good is the environment for care and learning?	
Standard 5 QI 6.1 QI 5.1 QI 5.2 QI 5.3 QI 5.4	Comfort, safety and security Accommodation and facilities Climate and relationships Expectations and promoting achievement Equality and fairness Partnerships with parents, the School Board/Governing body and the community
Improving the school	
Standard 7 QI 7.2 QI 7.4(i) QI 7.4(ii)	Management and staffing Self-evaluation Leadership: Head of Centre Leadership: Corporate

Appendix 2 - Indicators of quality

How well are pupils supported?	
Curricular and vocational guidance	Very good
Personal and social development	Good
How good are learning, teaching and achievement?	
Structure of the curriculum	Weak
The teaching process	Adequate
Pupils' learning experiences	Good
Meeting pupils' needs	Adequate
Overall quality of attainment: S1/S2	Good
Overall quality of attainment: S3/S4	Very Good
Overall quality of attainment: S5	Very good
How good is the environment for learning?	
Accommodation and facilities	Very good
Climate and relationships	Good
Expectations and promoting achievement	Good
Equality and fairness	Adequate
Partnership with parents, the governing body and the community	Very good
Improving the school	
Leadership: Corporate	Good
Self-evaluation	Weak

This report uses the following word scale to make clear the judgements made by inspectors:

excellent	outstanding: sector leading
very good	major strengths
good	important strengths with areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

The sections in the above table follow the order of this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and so may be mentioned in those other sections too.

Appendix 3 - Summary of questionnaire responses

Important features of responses from the various groups which received questionnaires are listed below. Where any one group had five or less respondees then, in order to maintain confidentiality, the analysis is not provided.

Where there are no entries in a particular row then these boxes should be removed from the table.

What pleased parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Of the small number of parents who returned questionnaires, all indicated that they were happy with almost all aspects of the school. 	<ul style="list-style-type: none"> • Parents raised no major concerns.
What pleased pupils most	What pupils would like to see improved
<ul style="list-style-type: none"> • Pupils felt that they had a good relationship with at least one adult at the school and could talk to him or her about personal issues. • Pupils had confidence that staff would deal effectively with any issues of bullying. • Most pupils felt that they had the right resources and support available in the residences to help them with homework. 	<ul style="list-style-type: none"> • Around a fifth of pupils felt that they did not always get on well with their classmates. • A few pupils did not feel that they were treated fairly in the school. • A few pupils felt that staff did not always explain things to them clearly.
What pleased staff most	What staff would like to see improved
<ul style="list-style-type: none"> • All staff felt that they showed concern for the care and welfare of the pupils. • They set high standards for pupils' achievements. • They liked working in the school. • They were aware of the school's procedures relating to child protection. 	<ul style="list-style-type: none"> • Around a quarter of staff thought that there was not always mutual respect between staff and pupils. • A few staff thought that there was not effective communication between senior managers and staff.

How can you contact us?

If you would like an additional copy of this report

Copies of this report have been sent to the headteacher, Chair of governing body, school staff, placing authorities, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA or by telephoning 01506 600389. Copies are also available on our website at www.hmie.gov.uk and the website of the Care Commission at www.carecommission.com.

HMIE Feedback and Complaints Procedure

Should you wish to comment on any aspect of residential special school inspections you should write in the first instance to Kenneth Muir, HMCI at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you have a concern about this report, you should write in the first instance to our Complaints Manager, HMIE Business Management and Communications Team, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. A copy of our complaints procedure is available from this office or by telephoning 01506 600200 or from our website at www.hmie.gov.uk.

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 (fax 0800 377 7331) or e-mail ask@spsso.org.uk. More information about the Ombudsman's office can be obtained from the website: www.spsso.org.uk.

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