

Summarised inspection findings

Hospital Education Service

Glasgow City Council

16 December 2025

Key contextual information

School name: Glasgow Hospital Education Service
Council: Glasgow City Council

Glasgow Hospital Education Service (HES) is part of Glasgow Virtual School, along with the Interrupted Learners Service (ILS), Care Experienced Learners, Enhanced Vocational Inclusion Programme and Pathways Mentor Programme. The service operates across Stobhill School in Stobhill Hospital and the Glasgow Royal Hospital for Children (RHC).

Stobhill School is a small, self-contained school linked to three psychiatric wards for young people. The National Health Service (NHS) places young people here. All young people attending the school have experienced significant trauma which has profoundly impacted their sense of wellbeing and emotional stability. All young people have been admitted to hospital for active treatment or recovery from a wide range of acute and complex medical conditions. HES offers provision in the RHC for children and young people who have a need for educational input. Young people attend Stobhill School for around 40 days on average.

HES has a lead for Hospital Education Service and ILS, a deputy headteacher and an associate deputy headteacher. At the time of inspection there were 20 young people receiving education in Stobhill School, and a further 20 children and young people receiving education in the RHC. All children and young people remain on the roll of their 'home' school. All children and young people have additional support needs as a result of their admission to hospital education.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to- ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- All HES teachers are dedicated to achieving the best possible outcomes for the children and young people that they work with. They are aware that their involvement in these children and young people's education may be brief. However, they work hard to ensure that they make a positive difference during their engagement and interaction with them.
- The current values of HES are Nurture, Believe, Achieve. These values are prominently displayed in Stobhill School classes and modelled by staff. Teachers actively nurture children and young people during their time with HES to help them to believe in themselves and achieve their potential. Teachers have agreed they need to review the current vision, values and aims of the school to reflect better the work of HES. Senior leaders and teachers will consult with staff, pupils and stakeholders as their review takes place.
- All HES teachers have a range of areas for which they take responsibility and lead on behalf of the school such as literacy, digital learning and numeracy. Additionally, they take responsibility for professional learning across several topics including for example, autism. Through these opportunities, they are developing their leadership skills, contributing to colleagues' professional learning and working well together as a team.
- Young people in Stobhill School have opportunities to develop their leadership skills. They can join the pupil council, which focuses on children's rights and international days relating to the rights of others. The pupil council have also been involved in improving their local area. They sought the views of local residents on the poor condition of their local park in Springburn. They have subsequently engaged with the local MSP regarding their findings and will meet him as a result.
- Senior leaders and teachers seek the views of children and young people and their parents and carers regularly. They do this through the use of a questionnaire. Staff need to make clear what they will do to improve the service as a result of feedback from children, young people, and their parents and carers.
- All HES teachers have a good understanding of both the context of the school and their learners. Glasgow City Council accredited HES as a Language and Communication Friendly Establishment in 2020 and reaccredited it in 2023. HES senior leaders and teachers have developed an environment which enhances and promotes opportunities for speech, language and communication for all children and young people. Teachers have developed the use of resources such as the 'two-minute tub,' which young people know that they can use to refocus their attention if they are having difficulty engaging with learning activities. Almost all young people are engaged in their learning as a result.

- All HES teachers have been developing their understanding of children and young people's rights. They achieved an award related to children's rights at silver level and are currently working towards the next level. Teachers have built increasingly the rights detailed in the United Nations Convention on the Rights of the Child (UNCRC) into their work. They have seen positive benefits of this for children and young people. This has included taking greater care to ensure that children and young people have the right to be heard by senior leaders and teachers. Teachers have developed class charters with children and young people to reflect their rights. Their positive practice, including respecting the views of children and young people, reflects the charters clearly displayed in classrooms. Young people in Stobhill School feel empowered to give their opinion and know that staff will listen to them.
- HES has in place a formal quality assurance approach, developed by senior leaders and teachers. This helps ensure the continuous improvement of the service. Senior leaders should ensure that quality assurance arrangements make more explicit the link to school improvement planning. They should involve all stakeholders in this process, including children and young people, teachers and partner agencies. Senior leaders and teachers should ensure that the school improvement plan is based on rigorous self-evaluation. All stakeholders should have an opportunity to contribute to the improvement of the service.
- Senior leaders have provided an annual school calendar for staff which details the dates and topics for particular events. Events include site-specific training opportunities and parent open evenings. Teachers engage in working groups which support delivery of the actions in the school improvement plan. Senior leaders also engage in school improvement working groups in response to the professional learning needs of teachers. They have built professional learning events for teachers into the annual school calendar as a result. For example, during the previous session, RHC teachers undertook brain injuries training which enabled them to understand better the issues which a few of their pupils were experiencing. HES teachers can also access online training available to all other Glasgow City Council teachers. This allows them to improve their practice in areas such as supporting children with English as an additional language (EAL).
- Senior leaders monitor learning effectively through planned observations and learning rounds across the year. All teachers use peer learning rounds. They agree clear areas of focus in advance and use feedback gathered to inform next steps for improvement. Senior leaders and staff have developed a new learning and teaching policy. They have taken account of a range of information gathered from senior leaders' observations of learning, peer observations between teachers and consultation with a few young people. Teachers are taking steps to implement the process into practice this session. This should help to ensure that all children and young people benefit from consistent and high-quality learning and teaching across the school.
- Teachers are continuously looking for ways to improve their practice and better meet the needs of children and young people. Senior leaders should give more thought to the strategic leadership of the service beyond individual initiatives. Senior leaders could use the revision of the vision, values and aims to develop a more integrated approach across the service. This should encompass the successful academic work in classes. It should also include teachers' developing approaches to address the wellbeing and mental health issues of children and young people.
- Senior leaders regularly evaluate the school improvement plan to measure impact against the actions agreed with staff. However, the school's self-evaluation does not yet evidence impact of work done since the standards and quality report (SQR) for 2023/24. Senior leaders are aware that they need to involve teachers more in self-evaluation so that measurable improvements can be demonstrated.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled teachers who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by teachers and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Senior leaders and staff have developed highly positive and nurturing relationships which enable children and young people to feel safe, respected and understood. All learners have experienced adverse trauma and are undergoing active treatment or are in recovery from acute medical conditions. These can regularly impact on their overall health and wellbeing and lead to periods of emotional distress. Teachers have engaged in a range of important professional learning to support children and young people effectively, for example nurture and the UNCRC. New staff engage in a comprehensive induction process which helps them to develop their knowledge and understanding of the vulnerabilities of learners well. As a result, interactions between staff and learners are kind, supportive and underpin the school values. Staff recognise the importance of a calm and purposeful learning environment and how this contributes significantly to emotional regulation and sustained engagement in learning. Teachers demonstrate a deep understanding of the complex needs of each child or young person. They employ sensitive, personalised strategies to re-engage, encourage and motivate learners. Most children and young people achieve positive and improving patterns of attendance and engagement in learning, as a result. Most learners achieve depth and continuity in their learning over time due to low levels of dysregulation or challenging behaviour.
- Teachers are delivering learning at the correct levels of difficulty for most children and young people. Most teachers use well a range of effective learning and teaching strategies, such as chunking down tasks, modelling, scaffolding and using concrete materials. They use these to support learners to grow in confidence as they grasp new concepts in learning. In most lessons, teachers share the purpose of learning with children and young people effectively. They help learners understand what they are learning and how they can be successful. This is helping to ensure that learning builds progressively on pupils' prior learning and evaluations inform next steps. As a result, most learning takes place at an appropriate pace and is set at the correct level of difficulty. In the best examples, teachers match content well to individual learners' preferences, leading to increased motivation and engagement in learning.
- In most lessons, teachers use an effective range of questioning to encourage learners to recall prior learning and to think more deeply. This helps children and young people to develop their ability to expand on their ideas and thinking. Almost all teachers use positive praise and helpful feedback in the course of lessons. This scaffolds children and young people's thinking, supporting their wellbeing and developing their 'have a go' attitude. Children and young people are becoming more confident sharing their views in classes.
- All staff have engaged positively with a range of useful professional learning such as trauma informed practice, mental health and autistic spectrum disorders. This supports teachers well to develop more relevant knowledge and skills to meet better the diverse needs of learners during teaching. Teachers should extend their understanding of effective programmes and

approaches to meeting the learning needs of children and young people who are working towards early level of Curriculum for Excellence (CfE). They should focus particularly on developing their understanding of sensory learning and play. This will build their confidence to support all learners to make the best possible progress in their learning.

- Senior leaders and teachers are embedding a digital strategy and policy to improve learning and teaching. Staff use a limited range of tablet and desktop computers to support learning. In a few examples, teachers effectively use accessibility tools such as readers and dictation to meet learning needs. More frequently, however, the teacher gives reading and scribing support. Teachers should continue to develop their awareness and use of digital strategies to engage children and young people in their learning. They should use digital strategies to ensure that children and young people who face physical barriers to learning are more fully able to participate. Children and young people will then be more independent in their learning and develop further their own ideas with less reliance on staff.
- Teachers use a limited range of formative and summative assessment strategies effectively to monitor the progress of children and young people in their learning. Senior leaders and teachers gather a range of useful and important information. They get this from parents, medical and therapy staff and learners at the start of their engagement in hospital education. Staff engage very well with children and young people's home schools to understand their level of achievement. Teachers use this information and a small range of icebreaker assessment activities effectively to establish an appropriate starting point and to identify any gaps in learning. Teachers conduct periodic assessments of progress, checking these with partners, parents and home schools. Teachers' individualised approach is closing gaps for learners and maintaining the pace of learning that is appropriate to children and young people's age and stage. Senior leaders and teachers should strengthen assessment approaches by building up a more holistic view of learners beyond their academic learning.
- Teachers engage in moderation activities across the school and with local mainstream schools. This is supporting well their shared understanding of standards across the broad general education (BGE) and senior phase. Teachers find that moderation activities are building their confidence. They are improving their professional judgements of the progress which children and young people are making. At the senior phase, teachers are working well with the home school, sharing coursework and portfolio materials for moderation. Feedback from home schools confirms that teacher judgements are accurate. Teacher judgements are in line with the outcomes to be achieved by young people and are leading to successful accreditation.
- Teachers use daily plans and assessment information to provide regular updates to parents and children and young people's home schools. These reports clearly show the focus of learning and the progress which learners are making. In the BGE, teachers plan for children and young people daily on an individual basis in literacy and numeracy. In the senior phase, teachers plan daily for a range of subjects for young people. Teachers show clearly in the daily plans the knowledge and concepts they will cover and how they will measure success. Most teachers comment on learners' overall engagement in learning and what they have achieved in their learning. In a few examples, teachers capture learners' voice in the daily plan. Children and young people often demonstrate their growing confidence with grasping new concepts and when they benefit from explanations and examples. Teachers should strengthen their evaluations by providing clearer information on the levels of support which learners need to achieve success in their learning. They should also record how engaged children and young people are in developing a concept. This will better allow teachers to reflect on learners' important smaller steps in learning. Teachers can then build further learners' confidence and self-esteem, enabling them to master new concepts more independently.

- The school's tracking document accurately reflects what learners experience during their time in learning. It provides helpful information about the time which learners spend in periods of learning. Staff track the time children and young people spend in learning across subject areas.

2.2 Curriculum: Learning pathways

- Teachers across the HES aim to provide an appropriate and balanced curriculum for the children and young people they work with. They base this on the curriculum being followed in the child or young person's home school, where possible. Teachers assess children and young people to put together an appropriate curriculum for them in HES, based on their prior learning. They will take into consideration their health needs and any other barriers to learning.
- Teachers design the curriculum to be progressive, appropriate and individualised for each learner. There are examples of HES progression pathways available for both literacy and numeracy. However, the progression pathway for each child and young person will be different. Teachers are working with children and young people operating from CfE pre-early level through to Advanced Higher. Children and young people and their parents would benefit from progression pathways being developed by teachers for other curriculum areas.
- Teachers are aware that they need to be flexible in their approach to each learner's curriculum. They have been improving their approach to listening to the views of learners. They are developing a curriculum which meets the various needs of children and young people and leads to positive outcomes for them.
- Teachers have identified the need to give young people at Stobhill School the opportunity to review their mental health at the beginning of each day. Teachers introduced tutor groups, as a result. This has been successful in providing a forum for teachers to hold valuable discussions with young people. However, teachers should now consider further developing this approach into a progressive wellbeing curriculum to meet better young people's needs. HES has a wide range of partners. Teachers should collaborate with them to develop further and enhance a wellbeing curriculum.

2.7 Partnerships: Impact on learners – parental engagement

- Children and young people attending hospital education can come from all over Scotland. Parents and carers are often separated from their child for extended periods or support their child in hospital away from their local community. Parents report that hospital education staff make every effort to include them in communication where they can, despite geographical challenges. Parents and carers of children and young people attending hospital education speak very positively about senior leaders and teachers. They see them as important contributors to their child's holistic support. Most parents report that teaching staff have established effective positive and supportive relationships with their child. This helps their child to be able to settle into learning when they feel well and able to engage.
- Parents value the helpful and individualised approaches staff take to communicate with them. They also appreciate the opportunities staff give them to visit the school and to attend parent events. This helps them to feel included in their child's learning and that senior leaders and teachers value and listen to their views.
- Most parents receive regular progress updates which teachers share with their child's home school. Parents value the approach teachers take to support and encourage their child to attend school as regularly as possible. They appreciate how well staff work with young people to build their confidence, supporting them as they recover to make progress in their learning.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant teachers and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and young people at the RHC and Stobhill School benefit from consistently positive and trusting relationships with both teaching staff and school-based nursing staff. Teachers invest time to get to know each child and young person using games and engaging activities to build rapport and deepen their understanding of their learning needs. As a result, when medically well enough, children and young people interact positively with staff. Most children and young people feel safe and supported and demonstrate good levels of engagement in their learning. The strong relationships between teachers and learners contribute directly to children and young people's improved wellbeing, increased participation in education, and enhanced readiness to learn. Most children and young people make meaningful progress during their time at school as a result.
- Children and young people are developing their understanding of wellbeing and children's rights. A minority of young people are able to describe, to varying degrees, how teachers support them in recognising and promoting their own wellbeing and that of others. The recent introduction of morning tutor time is providing a more structured opportunity for emotional check-ins and discussions about readiness for the day ahead. This is beginning to offer more consistent pastoral support for young people. However, the quality and depth of engagement can vary. A few young people are beginning to engage in more targeted and meaningful conversations with their tutor teachers, which is helping them to feel more supported. Teachers should continue to ensure that they provide young people who miss the start of the day with time to check in so that everyone benefits from the targeted support. Teachers should record this interaction more fully to demonstrate the type and range of support young people are receiving. Teachers should ensure that they build on young people's successes progressively. Teachers discuss the wellbeing indicators with young people before they leave the service. They complete a self-assessment at this point. Teachers should use this approach more regularly with young people during their time at Stobhill School.
- Teachers give children and young people regular opportunities to share their views on their academic progress and to contribute to the review of their daily learning plans. Most young people feel listened to. They report having a voice in decisions about their learning, which supports a sense of ownership. Teachers have used 'All About Me' booklets in health and wellbeing to work with young people to explore their strengths, interests, barriers and emotional needs. Teachers could provide a relevant and meaningful focus for exploring health and wellbeing themes by using this approach more consistently. Senior leaders and teachers should build on this positive foundation by further developing a health and wellbeing curriculum that is progressive, targeted, and aligned with individual wellbeing and recovery needs. Teachers strengthening partnerships with health professionals would support a more holistic, team-based approach. This would help staff to ensure that they better coordinate specialist, targeted and universal interventions and that they are more impactful. This would

help enable all young people to make best possible progress in both their learning and overall wellbeing.

- Senior leaders and teachers have recently developed a relationships policy. They have based this on the specific context of the service and needs of the children and young people being educated by HES. Senior leaders and teachers have placed a strong emphasis on promoting the rights of the child. They have designed their policy to support improved outcomes in wellbeing, emotional regulation, and engagement with learning. At Stobhill School and RHC, children and young people can experience periods of emotional distress, low mood, and disengagement from learning. These learners' experiences can escalate into episodes of highly dysregulated behaviour, including distressed and violent behaviour directed towards themselves or others. Most children and young people, with the support of skilled teaching staff, manage their emotions very well. Recorded instances of call for assistance, the use of seclusion and the need for restrictive practice in education are very low. Staff should fully record all episodes of support which children and young people require when accessing education, including any need for physical intervention.
- Most young people at Stobhill School have personal risk assessments with a focus on mitigating risk in the learning environment. Young people do not have a behaviour support risk assessment. Clinical risk assessments are not routinely available to school staff. Senior leaders should work with relevant partners to ensure that all education staff working with young people are fully aware of potential risks regarding young people's behaviour. Staff should engage with Scottish Government national guidance on this area, Included, Engaged and Involved (Part 3). Education staff also need to know more clearly how others will support them if children and young people exhibit distressed or violent behaviour. This will help ensure that all children and young people receive consistent help from the team around them should they require enhanced support at any time.
- All staff demonstrate an understanding of their statutory duties in relation to legislation and guidance, which supports the safeguarding of children's rights and wellbeing. However, current systems for recording and tracking wellbeing information are not fully effective. Senior leaders are currently introducing a new pastoral tracking system. This has the potential to improve how staff capture and analyse significant events. It will help enable teachers to identify more effectively young people's needs and progress over time. At present, teachers are unable to find and extract key information from existing records easily. There are inconsistencies in how staff record information. All staff require further training on recording significant events and maintaining chronologies in line with national guidelines, policy and best practice. This would support more consistent and accurate recording.
- All children and young people remain on the role of their home school while receiving support from HES. Admissions can occur at any time and vary in duration. Staff effectively support transitions sensitively, helping families and learners adjust well to new routines when children and young people are being supported by HES in hospital. Teachers maintain regular and effective communication with home schools and, where possible, attend review meetings to share relevant updates. They help ensure continuity in learning and wellbeing support. They reassure children, young people and families when they are worried about being away from their community, school and friendship groups. Staff should develop, with relevant partners, plans for young people who may have a short stay at Stobhill School or the RHC. They need to agree which learning offer has the correct balance of learning and wellbeing support to best meet individual's needs.
- Teachers support children and young people to recognise their strengths and interests. Children and young people recognise that others, at times, hold differing views and they

accept each other's characteristics. Most young people at Stobhill School feel included and have a sense of belonging to the school. Teachers model respectful relationships. As a result, young people are respectful and show acceptance and kindness to their peers and build friendships with each other. Across the school there are wall displays, information boards and learning resources, including small class libraries. These hold a small range of relevant materials linked to young people's wellbeing and interests, offering them signposts to support. Young people can see themselves and their strengths and needs reflected, including aspects such as diversity and race. This gives them reassurance that they are not alone.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Teachers in Stobhill School use a specially developed tracking and monitoring tool for young people's attendance and progress. Teachers record children and young people's attendance, noting the number of hours each child and young person has attended each subject. Senior leaders should ensure that staff collect, track and monitor attendance on a daily basis so that issues can be identified and addressed timeously by staff. Teachers are aware that this approach to tracking and monitoring has limitations but are aware that centrally based staff are developing a new approach which teachers across the Glasgow Virtual School will use.
- A minority of young people who attend Stobhill School have one or two periods per day of education agreed by their placing authority. Teachers and senior leaders monitor attendance to ensure that young people participate in these classes as agreed. Senior leaders promote the importance of education with young people and encourage them to attend their classes. However, a few young people who should attend Stobhill School can be reluctant to leave the ward. Teachers agree a solution with the young person and the nursing staff. All of these young people then engage with education, either individually in their ward or in Stobhill School.

Attainment in literacy and numeracy

- In the BGE, children and young people make good progress in literacy and numeracy. In the senior phase, young people are attaining Scottish Qualifications Authority (SQA) qualifications in literacy and numeracy at National 3, National 4, National 5, Higher and Advanced Higher.

Literacy Reading

- In the BGE, most children read individual words and short sentences at an age-appropriate level. Children can read a range of appropriate texts on tablet computers. In the senior phase, young people read more sophisticated passages with complex technical language. For example, in English at National 5, young people can read passages of information and answer questions on their content and use of language. Teachers tend to work on shorter texts with children and young people as they do not know how long their placement will be.

Writing

- In the BGE, children recognise and sequence familiar words to form sentences. In the senior phase, young people write more complicated sentences. Young people are also writing for a range of purposes, including persuasive and informative pieces. Children and young people would benefit from greater use of technology to enable them to express their thoughts.

Talking and listening

- At the BGE and the senior phase, children and young people are constantly in discussion with their teachers during classes. At the senior phase, they will explore the requirements for

particular courses and exams with staff. They will occasionally discuss their learning with other children and young people and give their views. They are developing their skills in discussing their wellbeing during tutor time each day. Children and young people would benefit from further opportunities to present their learning to others in a range of formats.

Numeracy

- In the BGE, children and young people are working between early and third level CfE. Overall, they make good progress in their numeracy. In the senior phase, young people are on track to attain SQA qualifications in numeracy at National 4, National 5 and Higher.
- In the BGE, most children at early level count on and back and solve missing number problems. At first level, children use correct mathematical vocabulary and name the four operations. At second level, children explain the link between a digit, its place and its values and multiply and divide decimal fractions to two decimal places by 10. At third level, children use their knowledge of percentages to make calculations accurately. Across wider areas of numeracy and mathematics, children and young people make sustained progress in shape, position and movement and information handling. They can problem solve, provide reasoning and are developing well their analytical skills. Most young people progress confidently into the senior phase. Staff should build more regularly on children and young people's prior learning in shape, position and movement and information handling skills. This will help ensure all children and young people progress as best they can in all areas of numeracy and mathematics.

Attainment over time

- Children and young people have varying lengths of placement with HES. In RHC, children and young people may be involved with HES for days, months or years, depending on their placement and treatment. They may be being prepared for surgery or recovering from surgery. In Stobhill School, young people also have varying lengths of placement, with numbers attending the school changing frequently. There are therefore no cohorts of learners which can be compared with each other. Senior leaders and teachers consider attainment on an individual basis. Most young people who attend Stobhill School face significant barriers to learning. They remain committed to their learning and make good progress over time during their placements.
- In the previous academic year, 24 young people attended Stobhill School. They made good progress with their learning and accreditation. Sixteen of these young people successfully attained SQA qualifications following discharge. These included five awards at National 3, seven awards at National 4, 30 awards at National 5, 18 awards at Higher and one at Advanced Higher. Staff expect young people to achieve similar results in the current academic year.
- Teachers at Stobhill School have tracked the individual progress of young people in a series of case studies. They have detailed the aims for each learner on arrival, the actions taken, the outcomes for them and next steps. Almost all young people have benefited academically from the input of HES teachers and partner agencies during their placements. They have also consistently made significant improvements in their levels of engagement, social skills, confidence and motivation. Older young people have developed leadership skills and have moved on successfully to positive destinations.

Overall quality of learners' achievement

- Young people at Stobhill School are gradually developing their confidence as they spend time with teachers. Teachers at Stobhill School are keen to ensure that all young people reach their full potential and help them to develop their skills for learning, life and work. For

example, they encourage young people to accept volunteering opportunities with different charitable foundations such as the Scottish Wildlife Trust and also in a local care home.

- A few young people in the senior phase are participating in the Duke of Edinburgh's award. Young people complete the expedition element in an inclusive way, appropriate to the setting. Young people can complete a project-based virtual expedition to a different part of the world. Recent examples include Tokyo, San Francisco and Paris. Young people design their project and are supported by teachers to access online maps and have conversations with residents. Young people also give a presentation, sharing information and their findings. Young people are building their confidence and developing valuable skills for life through this approach.
- Young people in Stobhill School have enjoyed the opportunity to be part of an enterprise group to develop their skills for life and work. They are demonstrating skills including cooking, printing, planting and budgeting. They have been creating artworks and other gifts for summer and festive fayres. Young people have sold these to raise money for charity and have created gift packs for residents of a local care home. This links to their chosen theme, "What can I do to make a difference?"

Equity for all learners

- HES is not directly in receipt of Pupil Equity Funding (PEF) as all children and young people remain on the roll of their home school.
- Teachers in RHC and Stobhill School are focused on ensuring that all children and young people experience success and make progress in their learning. In Stobhill School, teachers provide education in the most appropriate place for the young person, which may be in the ward rather than in a classroom with others. Teachers are able to do this due to the enhanced level of staffing in HES. They also tailor the curriculum to meet the individual needs of young people, who are working at a range of different levels. Teachers in RHC are skilled at quickly developing relationships with children and young people when they are referred to HES. Teachers assess the child's needs and then provide them with individualised learning activities at an appropriate level. Teachers at Stobhill School are also adept at building relationships with young people, engaging them in education and ensuring that they reach their academic potential.
- Teachers track the progress of young people once they have left Stobhill School when they return to a school in Glasgow City Council. Almost all young people successfully return to mainstream education. Teachers find it more challenging to check progress if the young person goes back to another local authority. Senior leaders can sometimes get details from Skills Development Scotland (SDS) on young people's post-school destinations. Teachers note positive destinations on the school's tracking and monitoring database, although this usually refers to the young person returning to their home school.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.