

Education, Children and Families Committee

10am, Tuesday, 20 May 2014

Special Schools

Item number	7.11
Report number	
Executive/routine	
Wards	All

Executive summary

This report provides a summary of the improvements in evaluating performance across City of Edinburgh special schools for session 2012/13. In addition, in response to a request by the Committee in October 2013, this report provides a specific overview of the engagement and consultation activities in one particular special school, Panmure St Ann's.

The performance of special schools is improving and special schools have fully engaged with identifying their strengths and areas for development through self-evaluation, using increasingly robust data. Overall, the evaluation of improvements in performance across the 13 special schools is good.

Panmure St Ann's became a school offering full-time places for up to 54 secondary aged young people, in August 2013. Consultation and engagement activities with staff, pupils and parents have identified strengths and areas for development. Through this continued engagement and self-evaluation, the school is able to reflect on the needs of the young people and their families and to develop the provision appropriately.

Links

Coalition pledges	P1 , P5 , P7 , P29
Council outcomes	CO2 , CO3 , CO5 , CO6
Single Outcome Agreement	SO3

Special Schools

Recommendations

The Committee is asked to note progress on:

- 1.1 The positive engagement in the improvement process and the overall improvements in performance across special schools.
- 1.2 The transition of Panmure St Ann's to a school offering young people full-time educational provision.
- 1.3 The engagement and consultation with staff, young people and parents at Panmure St Ann's.

Background

- 2.1 The Children and Families service makes provision for approximately 1.5% of the school population in Edinburgh to have their needs met within 13 special schools. A range of needs is met within special schools. The factors giving rise to additional support needs include: social and behavioural needs, autism spectrum disorder, significant visual/sensory/health and medical needs and learning disability. Almost all learners in special schools have a complexity of needs arising from significant additional support needs.
- 2.2 Three special schools are primary only and six schools are secondary only. Two schools have nursery to secondary aged learners and the remaining two schools have primary and secondary aged learners.
- 2.3 The performance within each special school and across the special schools has continued to be monitored and tracked within the framework developed over the last few years.
- 2.4 Following a decision of the Education, Children and Families Committee in January 2013, Panmure St Ann's became a school in August 2013 offering full-time places for up to 54 secondary aged young people.
- 2.5 In October 2013, the Education, Children and Families Committee requested an update in 2014 on the continued engagement with the school staff about the school's improvement.

Performance in Special Schools

- 3.1 Over the last few years each special school has developed models of collecting and analysing information and data within a consistent framework, to identify strengths and next steps for development in performance. Individual schools have customised data sets for the population of learners whose needs they meet within their schools through focused self-evaluation. Through more consistent and robust self evaluation, performance has been both more rigorously tracked and improved. This is reflected in each school's annual Standards and Quality report where trends are recorded, with clear baseline data to establish areas of improvement.
- 3.2 A reporting schedule has been developed and shared with all schools. This outlines the roles and responsibilities of all stakeholders throughout the session and clearly demonstrates the interconnections between individual schools and different sections within Children and Families. The development of whole system leadership has been pivotal in improvements in performance within and across special schools.
- 3.3 All schools continue to learn from and support each other to improve outcomes for learners. Joint continuing professional development takes place and there are many more opportunities for professional dialogue within and across the schools. On the 24th January 2014, a continuing professional development session for teachers across the special schools took place with a keynote speech from Education Scotland. Each school presented a workshop activity on an area of work which has supported in raising attainment and achievement. Over 130 staff attended the event, including staff from the secondary resources provision and the primary language classes. The evaluations were very positive.
- 3.4 The performance of special schools is improving and special schools have fully engaged with identifying their strengths and areas for development through self-evaluation using increasingly robust data. Partnership working in this area with Edinburgh University and Education Scotland has developed over the last few years and a report issued in February 2014 by the University of Edinburgh described the work in this area as follows:
- “The introduction of this standardised framework across the special school sector represents a radical approach and leads the way for Scotland in terms of responding to the need to provide an overview of learner progress”.*
- Dr Gillean McCluskey, University of Edinburgh, February 2014
- 3.5 Overall, the evaluation of improvements in performance across the 13 special schools is good. An evaluation of this area using the national framework, 'How good is our school? Part 3' (HGIOS) is provided in **Table 1**: The number of

special schools at each level of HGIOS 3 evaluation as determined through self-evaluation.

Table 1: The number of special schools at each level of HGIOS 3 evaluation as determined through self-evaluation.

Evaluation Level from HGIOS 3	Number of schools
1 - Unsatisfactory	0
2 - Weak	1
3 - Satisfactory	2
4 - Good	7
5 - Very Good	3
6 - Excellent	0

- 3.6 This session, work has continued to develop an increasingly rigorous understanding of the evaluation reached at school level through professional dialogue with small groups of schools and using performance information from Education Scotland in relation to the national picture.
- 3.7 There have been a number of successes and achievements which demonstrate the increasing capacity in the special schools to develop staff and their learning communities to raise attainment and achievement. Areas of strength last session include:
- 3.7.1 a further reduction in instances of exclusions in special schools by 12%;
 - 3.7.2 an increase of positive destinations (as defined by the Scottish Government) for 64.6% of young people leaving special schools;
 - 3.7.3 securing places for a significant number of young people in personal/skills development 'packages' sourced by either the Council's Transition Team or through Activity Agreements;
 - 3.7.4 An increase by 63% in the number of pupils in special schools working towards and completing the Junior Award Scotland Scheme (JASS) and Duke of Edinburgh Awards (currently 272 children and young people involved);
 - 3.7.5 increased accreditation of ECO School Awards and Health Promoting schools;
 - 3.7.6 significant progress made in raising the expectations of individual and whole school performance for learner attainment and achievement;
 - 3.7.7 greatly increased participation and achievement within special schools at local and national levels.

The Development of Panmure St Ann's

- 3.8 The reports to the Committees in January 2013 and October 2013 set out three main objectives for the development of Panmure St Ann's.
- 3.8.1 Development of a shared vision of future provision;
 - 3.8.2 Development of agreed referrals system, capacity and full-time provision;
 - 3.8.3 Development of the curriculum.
- 3.9 Panmure St Ann's became a school offering full-time places for up to 54 secondary aged young people, in August 2013 and over the last year it has continued to develop the provision in line with the objectives above. Consultation and engagement activities with staff, pupils and parents have identified strengths and areas for development. Through this continued engagement and self-evaluation the school is able to reflect on the needs of the young people and their families and develop the provision appropriately. The consultation and engagement activities are set out below.
- 3.10 In October 2013 Panmure was visited by a team of European School Inspectors led by a senior HM Inspector of Education from Education Scotland. They visited classrooms and talked to staff and young people. In discussion with Education Scotland after the visit, the European inspectors noted the:
- 3.10.1 'strong and passionate' leadership and the headteacher's knowledge of the pupils and school;
 - 3.10.2 headteacher's clear and open agenda for improvement;
 - 3.10.3 clear focus of some staff on meeting learning needs;
 - 3.10.4 quality of support from the education authority.
- 3.11 In March 2014, a whole school survey was undertaken as part of the range of processes in place, to gather the views of the young people about their educational experience. The response rate was 54%. Most young people who responded to the survey indicated that their attendance had improved, with the majority indicating there had been a 'huge' improvement in their attendance. Overall, the young people reported that they were more interested in learning and that their confidence in the future had increased. Almost all young people indicated they were coping with the full-time timetable. The comments made by the young people highlighted that they felt there was not enough space in the school and there were limited social and playground areas. Table 2 details some of the responses made by the young people about their educational experience.

Table 2: Extract from the March 2014 consultation survey of young people

Statement	Response scale			No of responses
	1 is equal to no improvement and 10 represents a huge improvement			
	1 - 4	5 - 7	8 - 10	
My attendance has improved	12% (3)	24% (6)	64% (16)	25
I am more interested in learning	27% (7)	23% (6)	50% (13)	26
I am more confident about the future	8% (2)	38% (10)	54% (14)	26
	1 is equal to 'not coping at all' and 10 means 'coping very well'			
How are you coping with a full-time timetable?	4% (1)	38% (10)	58% (15)	26

3.12 In a parental survey carried out in December 2013, 19 parents responded. The response rate was 40%. The majority of the respondents (78%) believed that their child was managing a full-time timetable and 88.5% believed that their child was more interested in learning. When asked what parents/carers were particularly happy about, responses included:

3.12.1 'Her work is excellent, she clearly feels very proud... her numeracy and literacy are improving every day';

3.12.2 'I'm really happy as A has come on really well in studies, running, art, music. These are really good studies for A to advance himself. The support he has had is fantastic. He really enjoys Panmure St Ann's, which is a great thing as he never went to school before, or was interested in anything before';

3.12.3 'More subjects, she is learning more this year';

3.12.4 'I can see positive improvements. He wants to stay on and go to college'.

3.13 Whilst there were no negative comments from the parental survey, there were some constructive comments regarding possible next steps for Panmure St Ann's. Some parents requested more communication about how young people were progressing, including the introduction of report cards and parents evenings.

3.14 All staff (35) responded to a comprehensive staff survey undertaken in November 2013 which included the areas of management and leadership, the change-management process and impact on learners. Overall, the responses were positive and a selection of the responses is provided in the following sections.

- 3.15 Most staff indicated that they had understood and supported the changes in Panmure St Ann's and that the young people would benefit from the changes. Whilst the majority of staff felt they have been fully consulted and involved in the change process, some staff indicated that they felt that this was not the case. The majority of staff indicated that the management had a clear vision and listened to staff views. However, the majority of staff indicated that the management team was not united in the vision for the future.
- 3.16 It has been recognised that at a time of significant transformational change in Panmure St Ann's there is a need for the management team to work together and to continue to build capacity of the staff team. The school will continue to work towards an increasingly shared understanding of the vision for the school as it develops over the next few years. It is envisaged that the consultation process with staff will continue throughout the next session as part of the school's self-evaluation processes. Appendix 1 provides an overview of the staff responses to the change-management process and the development of the vision for Panmure St Ann's.
- 3.17 In addition, the staff survey indicated that most staff agreed that young people were entitled to a full-time curriculum and that the young people were happy to attend full-time. The majority of staff agreed that the young people valued the opportunity to achieve more qualifications. However, a minority of the staff felt some of young people exhibited more challenging behaviour and that the behaviour of some of the young people was not always acceptable in the local community.
- 3.18 Work to build partnerships and engage with local residents is ongoing. The young people and staff from the school are building links with local residents and business owners. Young people from Panmure St Ann's have participated in 'litter picks' which has resulted in a positive response from local residents. Similarly, there has been a successful visit to Fountain Court sheltered housing which has resulted in plans for more partnership working including, work experience placements, musical performances and fundraising coffee mornings. In addition, one local resident has recently made a significant donation to the young people attending Panmure St Ann's. Whilst it is recognised that the location of Panmure St Ann's will present ongoing challenges in terms of managing behaviour and relationships within the local community, there have, nonetheless, been many small significant steps taken to improve community relationships.

Measures of success

- 4.1 Educational outcomes for children with significant additional support needs are improved through robust and consistent self-evaluation.

- 4.2 Headteachers and staff continue develop processes to monitor performance at all levels in each establishment.
- 4.3 The education needs of children and young people are met within the city of Edinburgh.
- 4.4 The young people in Panmure St Ann's continue to attend, achieve and attain in a supportive educational environment.

Financial impact

- 5.1 There are no financial implications arising from this report.

Risk, policy, compliance and governance impact

- 6.1 The continuing developments in improving performance in special schools and in developing Panmure St Ann's as a school contributes to ensuring compliance with Additional Support for Learning and Equalities related legislation.

Equalities impact

- 7.1 There are considered to be no infringements of the rights of the child and a positive impact on children and young people with disabilities and other protected characteristics.
- 7.2 A positive impact in measuring improvements in performance in special schools will identify areas of strength which can be shared across all schools to improve outcomes for learners.
- 7.3 The implementation of the recommendations from the report will continue to advance equality of opportunity for children and young people with significant additional support needs.

Sustainability impact

- 8.1 No adverse environmental impacts arising from the developments outlined in this report have been identified to date.
- 8.2 Ongoing communication between Panmure St Ann's and the local community will continue to allow for further monitoring in this area. In addition, young people from Panmure St Ann's are supporting their local community to keep it clean by, for example, participating in litter picking days.

Consultation and engagement

- 9.1 All special schools have been involved in improving performance within and across special schools.
- 9.2 The staff, parents and young people in Panmure St Ann's have been involved in consultation and engagement activities to provide full-time education.

Background reading/external references

- [Item 20 - Performance Report: Special Schools – Reports, 40.61 KB](#)
- [Item 14 - Special Schools; Proposals for the Future Development of Panmure St Ann's – Reports, 34.86 KB](#)
- [Item 7.9 - Special Schools - Proposals for the Future Development of Panmure St Ann's – Reports, 55.7 KB](#)

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Links

Coalition pledges	<p>P1 - Increase support for vulnerable children, including help for families so that fewer go into care.</p> <p>P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.</p> <p>P7 - Further develop the Edinburgh Guarantee to improve work prospects for school leavers.</p> <p>P29 - Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work.</p>
Council outcomes	<p>CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.</p> <p>CO3 - Our children and young people in need, or with a disability, have improved life chances.</p> <p>CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities.</p> <p>CO6 - Our children and young people's outcomes are not undermined by poverty and inequality.</p>

Single Outcome Agreement

SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential.

Appendices

1. Extract from the November 2013 staff consultation survey in Panmure St Ann's.

Appendix 1: Extract from the November 2013 staff consultation survey in Panmure St Ann's

Statement	Strongly agree or tend to agree	Neither agree nor disagree	Tend to disagree or strongly disagree	No of responses
I understand the need for the changes.	80.0% (28)	8.6% (3)	11.4% (4)	35
The reasons for change have been well communicated to me.	77.1% (27)	8.6% (3)	11.4% (4)	34*
I support the need for change and improvements.	85.7% (30)	8.6% (3)	2.9% (1)	34
I am fully consulted and involved in the change process when it affects my job.	73.5% (25)	5.9% (2)	20.5% (7)	34
In terms of meeting the needs of young people, I feel that the changes will benefit young people.	76.4% (26)	2.9% (1)	14.7% (5)	32
The management team has a clear vision of where the school is going.	60.0% (21)	17.1% (2)	14.3% (5)	28
The management team is united in its vision of the future.	14.3% (5)	20.0% (7)	54.3% (19)	31
The management team is not interested in listening to staff opinions.	11.5% (4)	8.6% (3)	77.2% (27)	34
I have confidence in the management team.	71.7% (25)	17.1% (6)	8.6% (3)	34
I look forward to the challenges of the next few years.	80.0% (28)	11.4% (4)	8.6% (3)	35
I enjoy working at Panmure St Ann's.	85.7% (30)	11.4% (4)	2.9% (1)	35

**The responses do not include 'don't know'.*