

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Inspection of additional support needs provision Follow Through – Edinburgh Secure Services

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| Item number | 5.6 |
| Report number | |
| Wards | Ward 16: Liberton/Gilmerton |

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| Single Outcome Agreement | SO3 |

Gillian Tee

Director of Children and Families

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Executive summary

Inspection of additional support needs provision Follow Through – Edinburgh Secure Services

Summary

- Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES) changed the procedures for inspecting educational establishments as from August 2008. These new procedures also include changes to the follow-through arrangements carried out one or two years after the publication of the inspection report. ES will only return to schools where the inspection report was less than satisfactory. Inspectors will carry out this return visit within one year of the original inspection and will publish a follow-through report.
- In all other instances the responsibility for following up the original inspection will lie with the local authority and authority officers will produce the follow-through report.
- The purpose of the follow-through report is to provide information to parents on the continuous improvement in the school including any area identified for improvement.
- This report advises the Sub-committee of the outcomes of the follow-through visit. ES delegated the responsibility for this follow-through to the education authority and its officers have produced the report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in June 2011.
- Note the education authority will not publish further reports in connection with the 2011 HMIE report.

Measures of success

- Edinburgh Secure Services provided a very good standard of education for its pupils.

Financial impact

There are no financial implications contained in the follow through report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parents, staff and pupils discussions took place during the follow through.

Background reading / external references

<http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports>

<http://www.educationscotland.gov.uk/>

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Links

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| Appendices | <ol style="list-style-type: none">1. Follow through report – Edinburgh Secure Services dated October 20132. Overall evaluations from 2011 report |



CHILDREN AND FAMILIES

EDINBURGH SECURE SERVICES

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors published a report on the quality of education in Edinburgh Secure Services in June 2011. Subsequently the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection.

An education authority team recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.

This report tells you how well young people are now learning and achieving and how the school is continuing to support them to do their best.

2. How well do young people learn and achieve?

Areas for improvement from original report:

Ensure high quality achievement across the service including identifying opportunities for achieving in a wider range of contexts.

1.1 Improvements in performance

2.1 Learners' experiences

Young people continued to attain and achieve well within the secure and consistent learning environment. They were motivated and engaged in all lessons. Relationships with staff and with each other were excellent. Teaching and learning was planned on an individualised basis. Young people were very well supported to gain appropriate qualifications and to develop skills for their future life and work, for example one young person was supported to work towards the Scottish Electrical Charitable Training Trust examination. The pace of learning and teaching in the classes visited was well judged, with an element of challenge for individuals who responded well to this personal approach. Progress was monitored weekly on a target sheet, and collated regularly as part of the ongoing planning and reporting process. The young people liked the target sheets. They said they felt more in control of their learning.

There were many opportunities for young people to achieve in activities beyond the school curriculum. Art, sport and reading featured prominently. Some of these achievements were recorded in the young person's profile.

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

Areas for improvement from original report:

Develop consistently high quality links across care and education.

5.1 *The Curriculum*

5.3 *Meeting learning needs*

Increasingly, teaching and care staff were working together on aspects of the curriculum and were delivering the outcomes and experiences together in the school and in the residential setting.

The implementation of the broad general education was based on a sound curriculum rationale which had been developed and agreed with all teaching staff. Teachers' plans referred to appropriate outcomes and experiences within the subject and across literacy, numeracy and health and wellbeing. Good use was made of available information technology as part of learning and teaching.

Every Friday morning the timetable was dedicated to collaborative working. The young people responded well to this initiative. They enjoyed working in larger groups on topics and activities which spanned the curriculum. The interdisciplinary programme was varied and relevant. The young people were not yet fully involved in planning the programme but did contribute to the overview. They will be encouraged to contribute their ideas as part of the end of term evaluation.

At all times, great attention was given to supporting each young person depending on their individual needs. Providing a secure environment, building the young person's self esteem, and being sensitive to each one's personal circumstances were values that were integral to the ethos of the service. Opportunities to promote health and wellbeing arose on a daily basis and were approached in a restorative manner. Planning for choices and change featured in everyday teaching, learning and pastoral care.

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

Areas for improvement from original report:

5.9 *Improvement through self-evaluation*

At the time of the visit, the depute principal (education) had recently retired so, within the senior team, there were two acting posts. Senior staff had a very good understanding of where the strengths of the service were. They also acknowledged where work was still to be done to bring about further improvements. The improvement plans for care and for education sat alongside each other, allowing for shared priorities to be identified and developed. Regular discussion at staff meetings gave all staff an opportunity to reflect on their own practice and joint practice. Leadership opportunities were available at various levels, for example through the Friday morning programme. Teaching and care staff were offered a high level of support through regular individual meetings with their line manager. These meetings were also used to identify priorities for improvement for each member of staff.

Staff took part in a range of professional learning on a city-wide basis. Some staff were beginning to make subject specific links with mainstream secondary schools in order to facilitate verification of the new qualifications.

The whole school working group on behaviour management had been successful and was ready to produce a behaviour policy based on the restorative model. It was intended to reconvene the

working group on learning and teaching. Part of the group's remit would be to draft a calendar and identify a focus for sharing classroom practice.

3 Conclusion

With support from the education authority, Edinburgh Secure Services provided a very good standard of education for its young people. The school had progressed well since the inspection and had made the necessary improvements in light of the inspection findings. The education authority will not publish further reports in connection with the June 2011 HMIE report.

Sharon Muir
Quality Improvement Officer
October 2013

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the HMIE publication *How good is our school?*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Edinburgh Secure Services.

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| Improvements in performance | Very good |
| Learners' experiences | Very good |
| Meeting learning needs | Very good |

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

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| The curriculum | Good |
| Improvement through self-evaluation | Very good |

HM Inspector
Kate Hannah

SCSWIS Officer
Duncan Craig

20 September 2011