

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday 13 June 2016

Special School Follow Through at Oaklands School

Item number	6.1
Report number	
Wards	Ward 4: Forth

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

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Executive summary

Special School Follow Through – Oaklands School

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 undertook the responsibility for this follow-through and produced this report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in May 2014.
- Note the education authority will not publish further reports in connection with the 2013 HMIE report.

Measures of success

- Oaklands School 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

Parent, staff and pupil 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.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	1.	Follow through report – Oaklands School dated May 2016
	2.	Overall evaluations from 2014 report



OAKLANDS SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors published a report on the quality of education in Oaklands School in August 2014. 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 children and young people are now learning and achieving and how the school is continuing to support them to do their best.

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

Areas for improvement from original report:

To continue to improve outcomes for young people.

Across the school children and young people continued to learn and achieve very well in a wide range of activities. They were enthusiastic and motivated. They felt safe and well cared for. All children and young people were very well supported in their learning.

There has been an increase in the number and range of National Qualification courses presented and achieved over the past 14 months. All young people in the Senior Phase had appropriate choices leading to accreditation and this had been both motivating and had supported progression across stages. The impact of a skills based curriculum had led to young people moving onto positive destinations.

The school had developed innovative partnerships across all stages to improve the quality of learners' experiences and to enhance the quality of support for all learners and in doing so improve the overall quality of education offered at Oaklands School. Such partnerships include: State Street Bank, John Lewis and The Holyrood Rangers. Children and young people were fully engaged in the range of experiences and opportunities available in their learning.

There were increased opportunities for children and young people to lead learning through school assemblies, the integrated MOVE programme (movement for learning and life), the Seven Golden Rules and through the many high quality Enterprise activities embedded in the school curriculum. All successes and achievements were celebrated and shared through assemblies and other achievement ceremonies.

The improvement plan and the professional dialogue groups, taking forward the school's priorities for improvement, were well focused on raising attainment and achievement for all learners. The school's professional dialogue groups were very well established and provided opportunities for staff discussion, sharing good practice and self-evaluation.

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

Areas for improvement from original report:

Further develop the curriculum in line with national advice.

Continue to develop monitoring and tracking procedures to analyse and improve outcomes for children and young people.

Review the nursery environment and outdoor area to improve outcomes for children.

The school has continued to be highly committed to children and young people's care and welfare. The needs of learners were very well met. The school was open, welcoming and inclusive and it continued to offer excellent support to children, young people and their families.

The school had further improved its system to track and monitor learners' progress leading to improved outcomes. The impressive learning journal has been developed and implemented in the nursery and class one and demonstrated a true reflection of a learner's journey through school. This will now be rolled out across the school streamlining monitoring and tracking efficiently with best outcomes for all learners.

Significant improvement has been made to the environment and outdoor area in the nursery. All staff in the nursery have a deep understanding of the document 'Building the Ambition' and as a result play opportunities have been enhanced alongside an improved literacy strategy. The overall quality of learners experiences in the nursery have significantly improved.

Staff have made very positive progress in developing the curriculum in line with national advice. The curriculum is designed using the seven principles, across the four contexts and all learners are developing in the four capacities. All learners at Oaklands School receive their entitlements. There was a smooth transition from Broad and General Education into Senior Phase where young people worked towards a number of qualifications and prepared for life beyond school. There was also the opportunity for young people to link into college courses and take part in work experience.

All learners benefitted from opportunities to learn across subjects. These interdisciplinary and enterprise activities allowed learners to develop a wide range of learning and personal skills. The work with the Holyrood Ranger Service was an excellent example of such work, which developed the learners' confidence and skills for life, learning and work.

There was an improved approach to developing children and young people's skills in literacy. The school recognised the need to continue to develop literacy across the school.

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

The head teacher and depute head teacher had continued to demonstrate very effective leadership and had embraced the challenge of 'moving from good to great'. All staff had opportunities to be leaders of learning and the two principal teachers led school improvements in the nursery and Senior Phase very effectively with some outstanding results. Education Scotland recognised as best practice is a physical programme integrated into planned learning. Children have targets

written and do their physical programme daily. The impact of this programme is life changing for some children and young people who learn to sit up, walk and climb up and down stairs so it is life changing. Each year there is a MOVE performance day.

The school community was based on reflective practice and ensuring learners had a voice in their learning, progress and the life and work of the school. A range of evaluation took place across all aspects of the school and these were analysed to identify strengths and next steps. Partners had worked collaboratively with the school to support the development across the school including enterprise activities, work experience and the outdoor area for the nursery. This had included joint work with other special and mainstream school. Oaklands School now offered work experience for young people from Heriots School.

5. Conclusion

With support from the education authority, Oaklands School provided a very good standard of education for its children and young people. The school had made significant progress 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 August 2014 HMIE report.

Maria Lloyd
Quality Improvement Manager: Special Schools
May 2016

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 publication *How good is our school?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². 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.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Oaklands School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

Nursery class

Improvements in performance	very good
Children's experiences	good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	good
Improvement through self-evaluation	good

Here are the Care Inspectorate's gradings.

Quality of care and support	good
Quality of environment	good
Quality of staffing	very good
Quality of management and leadership	good

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf.

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

At the last inspection that was conducted by the Care Inspectorate, there was one recommendation and no requirements. The recommendation has since been addressed.

Requirements

There are no requirements arising from the current inspection.

Recommendations

1. It is recommended that staff review the resources on offer to children in the main playroom. The outcome of this review should be that:
 - Resources are presented and organised and in imaginative ways to provide children with opportunities for exploration, independence, decision making and choice.
 - Attention is made to aspects of the indoor environment to make sure children are provided with homely, cosy, nurturing spaces to support their overall well-being.

*National Care Standards for Early Education and Childcare up to the age of 16:
Standard: 5 Quality of experiences.*
2. It is recommended that the service should review current food provision for nursery children and implement the changes necessary to ensure children who are able to eat are provided with a well-balanced and healthy diet appropriate for their age and stage of development.

*National Care Standards Early Education and Childcare up to the age of 16:
Standard: 3 Health and wellbeing.*
3. It is recommended that the service provide children with natural light flowing through the main playroom throughout the day.

*National Care Standards Early Education and Childcare up to the age of 16:
Standard: 3 Health and wellbeing.*
4. It is recommended that the service should contact environmental health to seek advice regarding the toilet door opening onto an area where food is served. They should then follow any guidance given.

*National Care Standards Early Education and Childcare up to the age of 16:
Standard: 2 A safe environment.*
5. It is recommended that the management team assess the processes used for monitoring the work of staff practice to ensure they are following best practice. Attention should be paid to nappy changing.

*National Care Standards Early Education and Childcare up to the age of 16:
Standard: 14 Well managed service.*
6. It is recommended that the management team ensure that priorities and targets are identified for improvement in the nursery and included in the school Standards and Quality Improvement plan.

*National Care Standards Early Education and Childcare up to the age of 16:
Standard: 14 Well managed service.*

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the Requirements and Recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/OaklandsSpecialSchoolEdinburghCity.asp> and

http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489