

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 9 June 2014

Special School Inspection Follow Through – Pilrig Park School

Item number	6.1
Report number	
Wards	Ward 12: Leith Walk

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

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Executive summary

Special School Inspection Follow Through – Pilrig Park 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 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 February 2012.
- Note the education authority will not publish further reports in connection with the 2012 HMIE report.

Measures of success

- Pilrig Park School provided a very good, and across a range of areas, an excellent 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	<ol style="list-style-type: none">1. Follow through report – Pilrig Park School dated March 20142. Overall evaluations from 2012 report



PILRIG PARK SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors published a report on the quality of education in Pilrig Park School in March 2012. 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:

To continue to improve outcomes for young people.

Across the school, young people continued to learn and achieve very well in a wide range of activities. They were enthusiastic, motivated, polite and helpful. They felt safe and well cared for and supported each other very well.

There has been a significant increase in the number and range of National Qualification courses presented and achieved over the last two years. 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. An increased number of young people had moved to a positive destination of college or work.

The school had developed innovative partnerships to develop courses in the senior phase which were relevant and motivating. This included accredited courses in hairdressing, painting and decorating, gardening, hospitality and expressive arts. The young people were fully engaged in the range of experiences and opportunities available in their learning.

There were increased opportunities for young people to develop leadership and take on responsibilities across the school including senior prefects, head boy/girl, health and safety pupil officer and the ambassador role. Young people had been actively involved in national conferences including the Scottish Learning Festival and the Education Scotland Equality and Diversity conference. Success and achievement were celebrated through a wide range of school awards and nationally accredited awards, including the Duke of Edinburgh's Award and Junior Awards Scheme Scotland. These achievements were celebrated and shared through assemblies and at the annual achievement ceremony.

The improvement plan and the working groups, taking forward the school's priorities for improvement, were well focused on raising attainment and achievement for all learners. The

school's working 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:

Continue to improve young people's experience to reflect Curriculum for Excellence more fully.

The school has continued to be highly committed to 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 young people and their families.

The school had further improved its systems to track and monitor young people's progress. Parents contributed to and evaluated the progress of their child's learning through the continued development of individual achievement folders. These yellow folders were highly regarded across the school community and young people benefited from, and were proud of, opportunities to discuss their learning.

Staff had made very positive progress in developing the curriculum, taking into account Curriculum for Excellence. In S1/S2/S3 young people experienced a broad general education. In the senior phase, young people worked towards a number of qualifications and prepared for life beyond school through an increased range of college courses, work experience and other transition activities.

Young people benefitted from improved opportunities to learn across subjects. These interdisciplinary activities allowed young people to develop a wide range of learning and personal skills. The Theatre Arts programme was an excellent example of such work, which developed the young people's confidence and skills for life, learning and work.

There was an improved whole school approach to developing young people's skills in literacy and numeracy. A more consistent understanding, across the work of the school, of key aspects of young people's health and wellbeing was being developed.

Teachers continued to choose learning approaches which interested and motivated young people and used information and communications technology (ICT) confidently to present lessons and for group work. The school recognised the need to continue to further develop young people's use of ICT as an important skill for life.

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

The headteacher had continued to demonstrate exceptional leadership and had fully embraced the challenge of 'moving from good to great'. All staff were leaders of learning and there was a key focus on professional learning. Best practice across a number of areas in the school had been recognised and filmed by Education Scotland including, science, expressive arts, skills development, the learning ladders and creativity.

Young people in the senior school had taken a leadership role in contacting former pupils and setting up the Keeping in Touch (KIT) group. This had led to increased independence, confidence and development of skills for life after school.

The school community was based on reflective practice and ensuring young people 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 of innovative courses in the senior phase and increased the experiences and outcomes for young people across the school. This had included joint work with other special and mainstream schools. The link with Juniper Green Primary School had been developed to involve a successful collaborative project as part of the interdisciplinary Theatre Arts Production held annually. Pilrig Park School now offered work experience opportunities for young people who attended Oaklands School and mainstream schools.

3 Conclusion

With support from the education authority, Pilrig Park School provided a very good, and across a range of areas, an excellent standard of education for its 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 March 2012 HMIE report.

Rosie Wilson
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Textphone – 01506 600236¹**Appendix 2
Education Scotland
Foghlam Alba****Original Inspection Evaluations: March 2012**

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?*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.

Here are the evaluations for Pilrig Park School.

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

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

The curriculum	good
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link

<http://www.hmie.gov.uk/ViewEstablishment.aspx?id=7524&type=3>.

¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

² *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, <http://www.hmie.gov.uk/documents/publication/hgiosite3.pdf>.