

Standards, Quality and Improvement Plan

Oaklands School



Our vision is for all children and young people in Oaklands school to enjoy their childhood and achieve their potential.

Standards and Quality Report for session: 2016 - 2017

Improvement Plan for session: 2017 – 2018

Context of school

Oaklands school is a special school with a nursery class serving Edinburgh City. Oaklands School provides education for children and young people who have complex, long term additional support needs and require a significantly modified learning environment. Needs of learners are primarily associated with learning disability and significant visual/sensory/health and medical needs.

The current roll is 54 including 5 in the nursery. All pupils have complex needs; twenty-five of whom have an additional complexity of need arising from disability and visual impairment.

The school is purpose built and was opened in December 2006. It has 3 departments which include provision for Nursery, Primary and Secondary pupils. There is a Bright Start playgroup for children aged 0-3. We are also currently hosting a Primary 2 class from St Crispin's School.

The Senior Management Team consists of the Head Teacher, Depute Head Teacher and Business Manager. There are 2 Principal Teachers; one is based in the Nursery and Primary Department, the other is in the Secondary Department.

There school is composed of:

- 1 Nursery class,
- 4 Primary classes
- 2 Secondary classes

Each of these is led by a Class Teacher and supported by Nursery Nurses and Pupil Support Assistants.

Therapy and health staff are also based at Oaklands School. Therapy staff are fully involved in setting individual learning objectives for our children and young people.

Oaklands is part of the Craigroyston Cluster, along with 1 other Special School, 3 mainstream Primaries and 1 High School.

In May 2014, Oaklands was inspected by Education Scotland and the Care Inspectorate and a follow through visit from City of Edinburgh Council in December 2015.

In November 2016, the Principal Teacher in the Nursery led her team through a positive, unannounced visit from the Care Inspectorate where our service was considered:

- Care and Support - Excellent
- Environment - Very Good

On a recent City of Edinburgh Council self-evaluation visit, the visiting team identified the following strengths:

- The element of learner choice was very good throughout all lessons.
- Strong documentation of planning with Allied Health Professionals.
- Staff very skilled at meeting the individualised needs of the learners.
- Parents felt the school was responsive to their needs and that all staff knew their children very well.
- The positive impact of the MOVE programme.
- The school has a real focus on equity, this is done by giving access to accreditation opportunities and opportunities to experience as much as possible in different contexts.
- Skills for life, work and learning are embedded across the curriculum.

Our vision

We believe that children and young people in Oaklands do best when:

- they are able to live safely, happily and in good health within caring family homes with the right kind of support, as needed.
- they attend first class, inclusive schools, which meet their needs, so that they can learn and reach their potential.
- they are raised within a caring, supportive environment with access to a range of support and activities and are able to play a full part in their communities.

Our Aims

We would like our learners to be:

- successful learners, confident individuals, responsible citizens and effective contributors making a positive contribution to their communities.
- challenged in a way that helps them reach their full potential.
- able to progress in communication and health and wellbeing, whilst exploring the world around them.
- able to move as independently as possible.
- able to have skills for life which will inspire confidence and self-esteem as they move towards transitions.

We would like our staff to have:

- CPD opportunities which meet their personal and professional development.

Standards and Quality report

Session 2016-2017

School Priority 1: To complete the roll out of learning journals across the whole school tracking attainment and achievement for all.

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

School Leadership

Assessment of children's progress

Teacher professionalism

HGIOS4/HGIOELC QIs/Identified Themes

1.3 Strategic planning for continuous improvement

2.3 Effective use of assessment

2.3 Planning, tracking and monitoring

3.2 Attainment in literacy and numeracy

3.2 Attainment over time

Progress and impact:

- Primary Teachers and Nursery Nurses attended a revision and Question and Answer session to support the introduction of Learning Journals into their class.
- Learning Journals are now being used in Nursery, Class 1, Class 2 and Class 3.
- Parents of pupils who currently have a Learning Journal are extremely supportive and many leave lovely comments and feedback on their child's page and we have increased parental / family engagement through this.
- Most staff teams have a weekly system of updating each child's page.
- As a visual record of a child's achievements and experiences it is a very positive tool. However, we do not feel that Learning Journals provide us adequate data for tracking the progress of our young people
- The Learning Journals show breadth across the 8 curricular areas and highlight wider achievement.

Next Steps:

- To continue to use Learning Journals in Nursery and early Primary.
- To consult with parents about the continued use of Learning Journals
- To continue to support new staff in the use of Learning Journals.
- To investigate a tracking system that accurately tracks the progress of our children and young people from Primary 1 –the end of S3.

School Priority 2: To involve all partners in improving the school using HGIOS 4 as the toolkit (How Good Is Our School 4)

NIF Priority

Raising attainment and achievement

NIF Driver

School Improvement

School Leadership

Parental Engagement

HGIOS4/HGIOELC QIs/Identified Themes

QI 1.1 Self- evaluation for self-improvement

QI 1.2 Leadership of learning

QI 1.3 Leadership of change

QI 3.2 Raising attainment and achievement

Progress and impact:

- Parent Council now have an understanding of HGIOS 4 and how this related to the Ready Steady Go (RSG) City of Edinburgh Council Self-evaluation visits.
- Staff have increased confidence when using HGIOS 4 as a self-evaluation tool. It was used to collect evidence for RSG visit.
- The RSG visit helped the school to collect appropriate evidence under the key indicators.
- We used a school self-evaluation calendar to help plan for school improvement. It linked to professional dialogue and was used in preparation for the RSG visit. It proved to be a helpful a helpful document and it meant that all stakeholders were involved in planning our development priorities, it was also a useful tool which helped us decided what to prioritise with our Pupil Equity Fund.
- SMT developed a curriculum map for the school from BGE through to senior phase ensuring learners entitlements.
- Involved partners in the strategic development of the school.

Over the past year we have evidenced the value of partnership work and our partners have:

- ***supported the school on its journey to improvement leading to improved outcomes for all learners.***
- ***helped improve the quality of support for our learners.***
- ***improved the quality of education offered. This has led to positive, sustainable and relevant onward destinations.***

Next Steps:

- To continue to use HGIOS 4 as a self-evaluation tool and involve all stakeholders in this ongoing process.
- To continue to collate evidence using the HGIOS 4 to ensure ongoing school improvement that focuses on improved outcomes for learners.

School Priority 3: To lead and manage the school through a possible merger with Braidburn school.

NIF Priority

Raise attainment and achievement. Improvement in children and young people's health and wellbeing. Improving sustainability and positive destinations.

NIF Driver

School Leadership

School Improvement

HGIOS4/HGIOELC QIs/Identified Themes

QI 1.1 Self-evaluation for self-improvement

QI 1.3 Leadership of change

QI 2.2 Curriculum

QI 2.3 Learning, teaching and assessment

QI 3.1 Wellbeing

QI 3.2 Raising attainment and achievement

Progress and impact:

- The feasibility study was carried out.
- HTs from both schools engaged with partners to audit existing key strengths and to create 5 possible outcomes. These were considered to see if they were viable and we also collated responses from parents, staff and the wider community. This helped to inform us of areas for improvement and made us take a close look at the school profile.
- We discussed the merger proposal with parents from both schools through the forum of the Parent Council. Senior Managers were in attendance at these meetings.
- There were a number of meetings of the full forum where our AHP leads, Senior Managers, Parents and Education staff were in attendance.
- HTs made visits to other schools to consider future options.
- The final outcome of the feasibility study was decided in December 2016. The profile for Oaklands School would remain the same and Braidburn would have an increase in numbers and a slight change of profile for future learners.

In completing the feasibility study we know that:

- ***We have a vibrant learning community where the individualised needs of our children and young people are met.***
- ***Children and young people are happy in their school and have the opportunity to maximise their potential.***
- ***All children and young people are receiving their entitlements to a 3-18 coherent education.***
- ***Wider achievement is celebrated through assemblies, newsletters, the learning journals and on our website.***
- ***Young people are achieving positive, sustainable and relevant onward destinations linked to adult support services.***

Next Steps:

- To focus on reducing the attainment and achievement gap for all pupils in our school using Pupil Equity Fund.
- To improve health and wellbeing outcomes for our learners.
- To focus on 'skills based' learning through out the curriculum.

Self Evaluation 2016 – 2017

	Quality Indicator	School Self – Evaluation 2016 - 17	Inspection Evaluation (If during 2016-17)
	What is our capacity for continuous improvement?		
1.3	Leadership Of Change	4	
2.3	Learning, Teaching And Assessment	4	
3.1	Ensuring Wellbeing, Equity And Inclusion	4	
3.2	Raising Attainment And Achievement	4	
2.4	Personalised Support	5	

2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement		√			
1.2	Leadership of Learning					
1.3	Leadership of Change	√	√	√	√	
1.4	Leadership and Management of Staff					
1.4 ELC	Leadership Of Management And Practitioners					
1.5	Management of Resources To Promote Equity					
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection					
2.2	Curriculum					
2.3	Learning, Teaching and Assessment	√	√	√	√	
2.4	Personalised Support	√				
2.5	Family Learning		√			
2.6	Transitions					
2.7	Partnerships					
	Learning Provision Overall					
3.1	Ensuring Wellbeing, Equality and Inclusion	√	√	√	√	
3.2	Raising Attainment and Achievement	√	√	√	√	
3.2 ELC	Securing Children’s Progress	√	√	√	√	
3.3	Increasing Creativity and Employability					
3.3 ELC	Developing Creativity And Skills For Life And Learning		√			
	Successes and Achievements Overall					

IMPROVEMENT PLAN

NIF Priority 1 – Improvement in Attainment, Particularly In Literacy And Numeracy

QIs/Themes

QI 1.1 Analysis and Evaluation of Intelligence and Data

QI 2.3 Effective Use of Assessment

QI 2.3 Planning, Tracking and Monitoring

QI 3.2 Attainment In Literacy and Numeracy

Priority 1	To raise attainment in Literacy and communication To raise attainment in Numeracy	Overall Responsibility	HT/DHT	
Outcomes	<ul style="list-style-type: none"> Improved attainment in literacy and communication and improved attainment in numeracy across the school. We aim to have over 90% of learners achieving their long term targets. All staff will have a shared understanding of the Total Communication Approach used at Oaklands School. Investigation of tracking system for Literacy and Numeracy. 			
Tasks	By Whom	Resources	Time	Impact/ Progress
Numeracy coordinator to lead the update of our school's Numeracy statement and our Numeracy overview document.	Numeracy Coordinator	Meetings CAT session	By October 2017	
Audit how we assess Numeracy across the school. Audit results/feedback to be shared with staff.	Numeracy Coordinator	Cover (1 – 2 days) Staff meetings	By December 2017	
Audit how we assess Literacy across the school. Audit results/feedback to be shared with staff.	Literacy Coordinator	Cover (1 – 2 days) Staff meetings	By December 2017	
Peer observation and feedback to be used to support the development of high quality, more creative sensory learning opportunities in Literacy and Numeracy.	Ailie Findlay from Flotsam and Jetsam Productions to lead the Literacy part of this development. (PEF Funding)	CAT session Staff meeting feedback sessions	By May 2018	

Training session for staff on setting achievable long term targets	HT/DHT	CAT session	By October 2017	
Literacy/ Numeracy co-ordinator to link with other Special Schools and our Cluster to look at tracking documentation.	Literacy/ Numeracy Coordinators + Working Group	Feedback at CAT Session or staff meeting Working Group	June 2018	
Update of planning and skills development linked to new skills based planning system.	Class teachers	Time as agreed on WTA for teacher	June 2018	
Pilot new skills based planning system linked to strategic change.	HT/DHT + Teachers	WTA as agreed with Teachers	June 2018	
Input from SLT and communication group on expressive/receptive language.	Communication Working group	In-service day session for all staff	June 2018	
Input from SLT team on the Total communication environment and intensive interaction including: <ul style="list-style-type: none"> On-body signing Objects of reference PECS 	SLT team and Working Group	Specific training sessions planned and added to training calendar. Enhanced parental engagement/involvement: Parents to be invited to staff training sessions being run by SLT team		
Update of induction pack for new staff and volunteers to include a section on Total Communication.	SLT /DHT	Information provided by SLT team and communication group	October 2017	
Investigation of assessment, moderation and tracking of Literacy and numeracy across the BGE and update of tracking system.	Literacy coordinator and Numeracy co-ordinator + Working group	Link with other schools and CAT session/s	June 2018	
PEF funding used to support the creation of new sensory Stories to link with increased engagement in literacy.	See above	PEF funding	June 2018	
Consolidate our link with mainstream schools - with a focus on Literacy (Blackhall).	HT/DHT Class teacher	Planning time for class teams	June 2018	
Literacy and Numeracy levels to be entered on SEEMIS for collation by CEC/ES. Reference to made to levels of involvement.	DHT	Administrative time	May 2018	
To continue to use Learning Journals in Nursery and early Primary, consult with parents and train new staff.	PT Primary, Class Teachers and Nursery Nurses	Time for NN to load information onto site and teachers to publish	By May 2018	

NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children

QIs/Themes

QI 1.5 Management of Resources and Environment for Learning

QI 2.5 Engaging Families in Learning

QI 3.2 Equity For All Learners

Priority 2:	Reduce the attainment and achievement gap for our school	Overall Responsibility	HT/DHT	
Outcomes:	<p>All staff will be aware of what the attainment and achievement gap looks like in our school.</p> <p>Stakeholders aware of Equity Funding allocation and how it will be used.</p> <p>Staff use a range of information to reduce the attainment and achievement gap.</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
Employ Family Link Worker from PEF funding to support school to increase family engagement.	HT/DHT Parent Council	PEF funding	By October 2017	
Make changes to our review programme to allow more parental engagement.	HT/DHT Parents	GIRFEC paperwork	By October 2017	
Identify the gap for classes and share information.	HT Staff teams	Pupil Support Documentation	Bu October 2017	
PTs to discuss names of students in their department for targeted intervention.	PT x 2 + identified staff	Meeting time	October 2017	
Lead people to be identified and they will coordinate targeted intervention strategies.	DHT/HT Identified staff	Time for liaison	Sept 2017	
School to maintain annual record of financial requests being made to parents to ensure a balance throughout the year.	BM/ School Administrator and Class teachers	Paper work for recoding	June 2018	
Parents to have regular opportunities to support improvement by being invited to participate in a range of formal and informal activities, including family learning opportunities.	Family Link worker /HT/ Parent Council	PEF funding	June 2018	
Staff to identify where there are gaps linked to achievement and calendar of development work produced for staff to have direct impact on young people across the school.	Staff HT, DHT, Parents	Time for development	June 2018	
To continue to use HGIOS 4 as a self-evaluation tool and collate evidence using the HGIOS 4 format.	Staff HT, DHT, Parents	CAT sessions In-service days Staff meetings Parent Council	June 2018	

NIF Priority 3 Improvement In Children And Young People's Health And Wellbeing

QIs/Themes

QI 1.4 staff wellbeing and family support

QI 1.3 Leadership of change

QI 2.7 Collaborative learning and improvement

QI 3.1 Wellbeing

Priority 3:	To improve Health and Wellbeing outcomes for our learners.	Overall Responsibility	HT/DHT	
Outcomes:	<ul style="list-style-type: none"> All stakeholders involved in update of School Vision Values and Aims. School to gain RRS Level 2 award. Whole school awareness of teaching approaches used for learners with a diagnosis of Autism. School will formally recognise outside achievements. Increased parental involvement. 			
Tasks	By Whom	Resources	Time	Impact/ Progress
To revise our schools Vision Values and Aims statement, taking into account the UNCRC which is being embedded across the school through accreditation with RRS scheme.	All stakeholders	In-service day and shared at Parent Council	By October 2017	
Gain RRS level 2 award.	DHT and class teams	Time and Working Group to lead developments	May 2018	
Formalise the approach to recognise wider achievements both inside and outside of school including skills development.	2X PT	Introduction of achievement wall/skills wall for recognition of wider achievements	December 2017	
Whole school autism training led by our St Crispin's staff team.	Class teacher from St Crispins	Autism Toolkit www.autismtoolkit.co.uk Time for development work	June 2018	
Autism training session from ASL team organised for October in-service day.	ASL service	Time on In-service day	October 2017	
Create a whole school training calendar with support from our AHP then ensure parents and partners are invited to participate (linked to development work led by school staff).	AHP SMT	Time to create calendar of events Sharing calendar with stakeholders	Sept 2017– June 2018	
Investigate the possibility of running an after school club for some of our learners.	Sports Coach Sports coordinator	Applications submitted for funding Time for planning and application writing	By February 2018	
Increased community involvement linked to opportunities school creates with new School Chaplain	HT /School Chaplain	Time for planning	By October 2017	

Small amount of PEF funding used to enable further Karate Masterclass sessions to take place.	Sport Coach	Timetable created	Dec 2017	
Offers some HWB opportunities for staff	All Staff	Identify Funding and create plan	April 2018	
Extend use of learning journals to class 4	PT primary Nursery	Working group NN and PT	December 2017	

NIF Priority 4 – Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People

QIs/Themes

QI 1.3 Leadership of Change

QI 2.4 Personalised Support

QI 3.3 Increasing Creativity and Employability

Priority 4	School to focus on skills based learning	Overall Responsibility	HT/DHT/PT	
Outcomes	<ul style="list-style-type: none"> Extend the opportunities for classes to participate in enterprise programmes All classes to pilot the use of new skills based planning systems AHP to work with class teams and parents to identify individual skill development targets 			
Tasks	By Whom	Resources	Time	Impact/ Progress
To extend the use of enterprise opportunities within the classroom setting.	Class teams	Identified by class teams	Ongoing throughout the year	
Extend links with partnerships through enterprise programmes. Possibility of these links enabling work experience opportunities for some of our senior learners.	Class teams	Time to link with partners in order to set up times and opportunities	June 2018	
To pilot the use of the school new skills based planning system.	Class teachers and SMT	Time as agreed linked to WTA	June 2018	
Work with AHP and parents using an individualised approach to increase communication and independence.	AHP Parents/Teachers	Training sessions on In-service days and CAT	June 2018	
Work with DYW (and SDS?) to implement employability skills throughout the whole school.	PT Sec	Time to liaise	June 2018	
Extend work experience opportunities further down the school - Use parental skills to develop master class activities.	Class teams Family link workers	Time to liaise and plan Calendar of opportunities	June 2018	
Examine further accreditation opportunities in senior phase related to work related tasks.	PT Sec	Time to liaise	June 2018	
Build relationships with cluster schools with focus on employability skills.	HT/DHT	Time to liaise and plan Cluster improvement plan	June 2018	
Work with other special schools to share good practice in this area -build on skills bank to focus in this area.	All staff	Time to liaise and plan	June 2018	
Track skills for work and share information with transition team and adult services to ensure sustainability.	DHT/PT	Annual/transition YPPMs	June 2018	