



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
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