·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for

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: 2015-2016
Improvement Plan for session: 2016-2017

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Standards and Quality Report

1. The school in context

Oakland school is a special school with a nursery class serving Edinburgh City. Oaklands makes provision for children and young people who have complex additional support needs including those with multiple disabilities and visual impairment (9 MDV).

The current roll is 54 including 10 in the nursery. Twenty five children have more complex need arising from disability and visual impairment. The school is purpose built and was opened in December 2006. The school has 3 departments which include provision for nursery, primary and secondary pupils.

The senior management team consist of the head teacher, depute head teacher and business manager. There are 2 principal teachers, one PT who is curriculum leader for health and wellbeing across the whole school and one PT who has responsibility for the nursery.
There is currently one nursery class, 4 primary classes and 3 secondary classes led by class teacher supported by nursery nurse and pupil support assistants.

Therapy and health staff are based in Oaklands School. Therapy staff are fully involved in setting learning objectives in pupil IEPs and provide staff with detailed information on strategies teams can use to support and help them to achieve.

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. The inspection found the following key strengths:

- Happy, motivated children who enjoy their learning.
- A highly effective partnership working between teachers, support staff and partner agencies to meet children's and young people's needs.
- The positive impact of MOVE programme.
- The total communication environment on children and young people's confidence and independence.
- The approaches to meeting the complex needs of children and young people with visual impairment.
- Leadership of the head teacher to ensure the best possible provision

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 meets their need so that they can learn and reach their potential. They are raised within caring, supportive environment with access to a range of support and activities and they play a full part within 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 despite daily changes.

We would like our staff to have:
- CPD opportunities which meet their personal and professional development.

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

Leadership and Management: How good is our leadership and approach to Improvement?
1.1 Self-evaluation for self-improvement.
1.2 Leadership of learning.
1.3 Leadership of change.
1.4 Leadership and management of staff.
1.5 Management of resources to promote equity.

Overall the quality of leadership and management is very good.

QI 1.1:Self-evaluation for self-improvement.
- *Collaborative approaches to self-evaluation.*
- *Analysis and evaluation of intelligence and data.*
- *Ensuring impact on learners' successes and achievements.*

Collaborative approaches to self-evaluation

- Self-evaluation is integral to how we work within our community and will be an ongoing feature of school life. This has led to measurable school improvement. For example as a result of our self-evaluation processes the Seven Golden Rules supported the school in gaining Rights Respecting School stage one. Oaklands was the first school in Scotland to achieve this transfer and this practice has now been shared across Scotland. This has improved outcomes for all learners and will lead to raised attainment and achievement.

- There is now a strong commitment amongst the whole school community to self-evaluation. An extensive range of processes are used and a detailed analysis is made identifying key strengths, areas for development and setting next steps. The whole school community is now active in continuing to improve the school in many areas and feel well engaged in aspects of sharing their views. A strategic overview has been written for self-evaluation. The focus on self-evaluation is planned around the school's improvement agenda. This is shared with the whole school community at the start of each session. Self-evaluation underpins all school improvement. Senior managers and staff are committed to continuous improvement.

- The senior managers ensure that self-evaluation underpins all developments and leads to improved outcomes for all young people raising attainment and achievement. For example: there is an effective self-evaluation system in place which includes an Monitoring and Evaluation of learning and teaching calendar created annually and a robust system to audit and evaluate learning and teaching. Teachers track and monitor performance and have an accurate picture of where all children and young people are in their learning. There is a very strong ethos of sharing practice and of peer support and challenge in the school which improves outcomes for all learners. Teacher shadowing allows staff to share success, discuss curriculum delivery and understand how learners are progressing and achieving. Senior leaders are involved in learning visits in classes and teachers take part in peer classroom observation. Staff in the secondary department engage in moderation activities of ASDAN and SQA between other schools, centres and inter authority.

- We have developed a robust programme to monitor and evaluate learning and teaching to which all teachers are committed. Planned classroom observations are carried out by SMT. All teachers are actively involved in reflecting on their own practice which is improving the quality of learning and teaching across the school. All teachers receive written and oral feedback on learning and teaching 3 times per year. This really has had impact on the quality of the teacher's forward plans, building staff capacity and in improving outcomes for all learners. SMT also read teachers forward plans 3 times per year and written and oral feedback is given. Learning and teaching in Oaklands is very good and has improved outcomes for all of our learners.

- Staff are reflective in their practice, take time to do so and have developed aspects of innovative practice as the school takes forward its journey to improvement. For example the Seven Golden Rules programme led to the school achieving Rights Respecting School stage one. The Healthy Schools stage three portfolio was outstanding and is now supporting other schools to achieve success. The school improvement plan is used by all staff working in Oaklands to focus on pupils learning and achievements. The full report is shared with parents/carers and stakeholders through the school website and an abridged version is sent home to parents. There is a clear monitoring and evaluation programme agreed through a Calendar of Activities. The monitoring of agreed school priorities with all staff is visited three times a year allowing staff to track progress and record achievements. One class team meeting per month is given over to tracking and recording progress in the agreed school priorities.

- Senior managers are responsible for the improvement priorities and lead these effectively. There is strong leadership at a range of levels and the school has a vision for the outcomes of change. All staff are motivated to improve outcomes for children and young people.

- Oaklands School is a reflective school and there is a strong commitment and participation amongst staff, pupils, parents and partners to self-evaluation. Staff gather information to improve planning and progression in learning and the life of the school by completing feedback forms questionnaires and audits and then sharing findings with their colleagues. All questionnaires are analysed-areas of strength identified alongside areas for development. Next steps are set and shared across the whole school community.

- School managers ensure that self-evaluation remains a priority through providing a calendar for reflective practice, agendas for meetings and providing supervision and support for all individual teachers. All staff are involved in development and professional dialogue groups taking forward priorities which will lead to school improvement and improving outcomes for all learners. Many staff are taking on leading roles in school. For example the SQA coordinator, leading IT, and the Healthy Schools initiative which was described as outstanding at a recent authority review.

- We have taken steps over the session to improve our self-evaluation. We use the PRD process with all staff to help us identify strengths and areas for improvement. These are linked to and reflected in the improvement plan for next session and whole school CPD has been planned to help ensure improved outcomes for learners and the confidence of staff. A new programme of PRD has been introduced to allow teaching staff more involvement to their professional development. This is linked to the GTCS. We have invested in a new Self-Evaluation tool HGIOS 4 to evaluate all areas of the school life and development. This will allow us to report more accurately on the impact we are having on our learners.

- The PTs have completed middle management leadership courses. The impact of training is monitored by senior leaders and staff are encourage to share best practice at whole school, department and class meetings. Opportunities are provided for staff to support and mentor one another in developing new skills such as IPad training, SHARE, MOVE, Signalong and ICT developments. This had had an impact on learners because they have had more, and improved, opportunities tailored to individual needs. Rigorous self-evaluation means that we can identify any gaps in learners needs and fill these gaps quickly in conjunction with allied

health professionals and other partnerships in the community, which in turn leads to improved attainment and outcomes for all pupils.

- The depute head leads the multi-agency induction training, which provides support and guidance to new staff, students and volunteers working in Oaklands.

- Oaklands openly welcomes external partners to support us in our self-evaluation. Advice from SENSE, representatives from the Children's Commissioner for Children and Young People supporting the 7 Golden Rules of Participation and the Quality Mark from MOVE have allowed us to improve our practice and approaches to our learners. Our whole school events demonstrate success through the high numbers of parents, carers, friends, families and community groups who attend them. Oaklands School received a very positive inspection from Education Scotland in May 2014. This was followed by an excellent Authority review in December 2015 where leadership was identified as a key strength of the school.

Analysis and evaluation of intelligence and data

- School staff successfully analysed a range of self- evaluation evidence to agree priorities for the school improvement plan.

- We have taken steps over the session to improve our self-evaluation. We use the PRD process with all staff to help us identify strengths and areas for improvement. These are linked to and reflected in the improvement plan for next session and whole school CPD has been planned to help ensure improved outcomes for learners and the confidence of staff. We have invested in a new Self- Evaluation tool HGIOS 4 to evaluate all areas of the school life and development. This will allow us to report more accurately on the impact we are having on our learners.

- Staff make effective use of up-to-date research/data to inform their learning and developments. The school is working with the City of Edinburgh council to record all data on a document to be used across the City. Data on young peoples' performance is gathered routinely and analysed. Overall all learners are making good progress in their learning. Some are making very good progress.

- Teachers use a range of different assessments to measure children's progress across the curriculum. Staff have worked hard to adapt AifL strategies to be appropriate and enable learners at Oaklands to be actively involved in their learning.

- There is a very efficient system around Child planning meetings and all review and transition meetings which produces transparent and informative data leading to enhanced transitions in and out of our Oaklands.

Ensuring impact on learners' successes and achievements

- All learner are determined to succeed and achieve their potential through the introduction of the JASS award. In session 2015-2016 7 pupils achieved bronze level, 4 silver and 4 Gold.

- The school improvement plan has led to continuous improvement leading to improved outcomes for all learners raising attainment and achievement.

- Parents are regularly encouraged to support improvement by participating in a range of formal and informal activities. Parents are invited to attend Child planning meetings, transition meetings, many and varied enterprise activities for example the coffee morning – National MOVE Day, the Christmas production, the ongoing fundraising activities organised by staff and learners as part of enterprise.

- Every member of our school community has a voice and they know that they will be heard. Learners are encouraged to use iPads, big Macks and Voice output communication aids as part of their reflective practice. The presentations on the screen in the main foyer showcase pupil voice in respect of likes, dislikes and emotions. A range of strategies are used to engage with staff, parents and carers including questionnaires, newsletters, emails and the school website.

- There is an increased demand for students and volunteers to have placements in school. These vary from MSc Post Graduate Visual Impairment, therapy and health students, to school work experience placements.
Teachers and pupils from other special and mainstream schools also spend time in classes. Learners and staff from Oaklands and the other schools e.g. Craigroyston High School, Pirniehall and Forthview primary school, Heriots and Fettes all benefit from working together. Young people from other schools have been motivated into becoming teachers because of the work they have done at Oaklands. Staff from other schools feel better prepared to support young people with additional support needs after working with the staff at Oaklands. Both ways outcomes have been improved for all learners.

What are we going to do next?

- Monitor and evaluate the quality of learners experiences
- Continue to provide opportunities to promote pupil voice and evaluation of impact
- Further develop parental engagement

QI 1.2: Leadership of Learning.

- *Professional engagement and collegiate working.*
- *Impact of career-long professional learning.*
- *Children and young people leading learning.*

Professional engagement and collegiate working

- Staff are involved in ongoing professional dialogue with colleagues in school, staff from other schools both within and out with the authority and the Special School Service Manager. Staff take ownership of their own professional learning and this is discussed at their PRD which is now linked to GTCS. All staff have the opportunity to take part in organised CPD events held both at the school and at other centres. Staff have visited schools out with the authority e.g. Hazelwood School in Glasgow. The depute head also regularly shares good practice and professional dialogue with other deputes in the special sector.

- The school takes steps to develop leadership at all levels to improve the overall capacity of the school. All staff have the opportunity to lead and or be part of a development group working on priorities to take the school forward. For example the MOVE group supported the school become a Centre of Excellence and the Seven Golden Rules group supported the school achieve Rights Respecting School stage one which has greatly improved outcomes for all learners.

- Senior leaders create the conditions for effective leadership at all levels and as a result all staff are encouraged and have the opportunity to undertake leadership roles which focus on leading learning. One member of staff is leading on curriculum development across the City and others are supporting other special schools with the seven golden rules and the Health schools initiative. Staff continue to work together investigating national qualifications which are appropriate for learners at Oaklands. This collegiate working is leading to improved outcomes for all of our learners.

- All staff are encouraged through their PRDs to participate in individual and collective professional learning which will improve outcomes for learners.

- Staff engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards, total communication, MOVE, Healthy School's initiative, seven golden rules, target setting, assessment and strategies for raising attainment, curriculum development, skills development, monitoring and tracking and self-evaluation. Regular discussion also takes place about individual learner's progress.

- The school has a range of effective systems and structures to facilitate regular collegiate working to maximise opportunities for staff learning within and beyond the school. There are regular staff meetings with agendas and copies of minutes are held by the Head teacher and shared with all staff. In service days and CAT sessions are very well planned and are linked to school improvement. Staff take on lead roles within the CAT sessions and on in service days e.g. presentation on Health Schools and HGIOS 4 linked to partnership working to all staff by the leader of the development group and by the Head teacher. The Head teacher links regularly with colleagues across the City to enhance practice in the school and is very well respected both within the City and with Education Scotland. Education Scotland highly commended leadership across the school.

Impact of career-long professional learning

- Senior leaders facilitate a range of approaches to professional learning to enable staff to learn with and from each other. Where appropriate, this includes learning with colleagues across sectors and with partner agencies. All staff have the opportunity to attend curriculum for excellence training days organised by the City of Edinburgh council advertised in the CPD directory and on line.

- Senior leaders build on the skills and talents of individuals to build leadership capacity. The Head teacher actively encourages all staff to use personal skills to support the curriculum,- skills which may sit outside their own subject area e.g. skills in gardening, supporting IDL and outdoor learning, craft and food technology skills supporting the fundraising enterprise activities which is ongoing and is part of planned learning. The school supports many charities through enterprise activities for example Macmillan Cancer Care.

- There is a very strong focus on improving learning among staff across the school. This has led to a very positive learning environment for all of our learners and this was highlighted by HMIE.

- There is evidence of clear and measurable impact of professional learning on outcomes for learners. Staff confidently plan learning and show progression and depth. This is the impact of CPD given to staff on the planning of learning, tracking and monitoring and professional dialogue. The focus on self-evaluation has also improved outcomes for young people and was well received as part of professional learning. Staff are now more confident in discussing how they have improved their practice as a result of their professional learning activities

Children and young people leading learning

- There is evidence of a range of strategies in use to support children and young people to be actively involved in their own learning and progress. These are enabling children and young people to have greater confidence and skills in leading where appropriate in their own learning. One senior pupil continues to work at State Street Bank on a weekly basis and this has had great impact both in terms of gaining SQA qualifications but also in his development of skills for learning, life and work. He chooses to continue his work experience and in doing so is leading in learning- building self – esteem and confidence. The school are very proud of his achievements.

- Learners are beginning to engage in challenging dialogue with others about their learning and progress and are actively involved in setting themselves targets in learning.

- Total communication strategies support all children and young people to feel part of this. Learners feel proud of their school and this is captured through pupil voice. Questionnaires are adapted for our learners and their views are captured regularly and acted upon. This was evident during the development of the outdoor garden-wood area.

QI 1.3: Leadership of change.

- *Developing a shared vision, values and aims relevant to the school and its community.*
- *Strategic planning for continuous improvement.*
- *Implementing improvement and change.*

Developing a shared vision, values and aims relevant to the school and its community

- Leadership in Oaklands promotes our school vision and our continuing need to examine the findings from self-evaluation. School leaders share parents' views and feedback through regular newsletters and class updates. Oaklands has begun to define more clearly staff roles and responsibilities. Due to staff changes this require to be regularly monitored. Staff continue to be effectively supported and demonstrate appropriate levels of professional competence. They have a shared sense of responsibility and work towards a consistently high standard of achievement. Staff training and development needs are identified through the PRD process and addressed through CPD opportunities to meet personal and professional school priorities. Staff training is flexible to meet individual, group and whole school needs and can be delivered in house to meet pupil needs for example: eating and drinking, moving and handling and Visual impairment.

- Almost all staff have high expectations of all learners and support young people to maximise their potential through the development of a relevant, realistic, challenging and creative curriculum. This has improved outcomes for all young people.

- The vision of the school is ambitious and is focused on improvements in outcomes for all. The school has developed its curriculum using the 7 design principles across the four contexts of learning where all children and young people are developing in the four capacities. This was well received by Education Scotland and during the most recent authority review. The curriculum framework has improved since the inspection in 2014 and this was highlighted in the feedback from the recent Authority Review. This exercise supported the school to further develop its vision, values and aims as it continues to improve.

- Where appropriate learners are supported to understand the vision, aims and values through the four contexts for learning. The school community has an understanding of the four contexts

- All teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards. The new PRD system is in place and all staff are engaged in setting their own personal targets which lead to improving outcomes for all. A calendar of dates for PRDs is shared with all staff at the beginning of the session so that they may prepare well. This is building capacity in all staff and staff are taking ownership of their own personal development which in turn improves outcomes for all of our learners.

Strategic planning for continuous improvement

- A clear improvement plan has been written for Oaklands School. This was led by the Head teacher but all staff have been involved in the process which was commended during the recent Authority Review. The strategic plan is now closely linked to the six point scale from HGIOS4 evaluation toolkit. The impact of this strategic plan has been measurable and has had very positive results. The school has continued to improve and aspects that were judged as good by Education Scotland in 2014 are now very good. For example the curriculum has a clear rational and has been designed using the 7 design principles across the four contexts with learners developing in the four capacities. The curriculum now is showing breadth, depth, challenge, pace, and relevance. This has resulted in an improvement across the school in attainment and achievement.

- All staff continue to be committed to change which results in improvements for learners.

- The Head teacher has clear roles and responsibilities and these are shared and understood by all staff. Staff have a clear understanding of their role within the strategic plan and are in all involved in taking the development priorities forward. For example a group of staff are taking forward Health Schools' initiative and the impact of this can be seen across the whole school. MOVE is now integrated into planned learning.

- All staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvement. The Head teacher carefully guides the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable There are clear systems and processes in place to take the school forward and these are shared with all staff through staff meetings, on in service days, through daily emails and professional dialogue and during CAT sessions. Timelines are built around developments being taken forward and progress is shared across the school community which is creating a very positive ethos in the school. A culture for improvement and to raise attainment and achievement has been created. Children and Young people are very much at the centre of all planning.

- All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.

Implementing improvement and change

- The Head teacher has created a positive learning environment to support creativity, innovation and enquiry. Staff feel confident to try new ideas and evaluate the quality of learners' experiences as part of daily learning and teaching. Programmes and courses are adapted to meet the needs of our learners because of the complexity of their needs. A holistic approach is taken when implementing any change at Oaklands.

- The school had a very positive inspection in 2014 and the Head teacher then analysed the record of findings before setting out the strategic plan for the school so that it would continue to improve. There are clear processes supporting the schools self- evaluation system which is leading to continuous school improvement. Analysis of any process gives feedback in terms of strengths, areas for development and sets next steps. All staff understand this reporting and can identify school strengths and areas for development because of this. This is a key strength of the school and was commended both by Education and the City of Edinburgh Council during the recent school.

- All staff are committed to building the relationships within the school and to build the capacity for collaborative working e.g. all staff have the opportunity of being part of working parties leading on improvement priorities. This is a key strength of the school which is proud of its well established professional dialogue groups.

- All staff are committed to building robust systems which will ensure an efficient running of the school. E.g. developing excellent communication systems across the school, support networks for learners and their families, monitoring and evaluating learning and teaching. IEP system and children and young person's planning meetings.

- All staff are committed to sharing best practice for example the Seven Golden Rules across the City and Nationally. The authority will use the transfer of the seven golden rules transfer to Rights Respecting Schools to support other schools across the City and further afield.

QI 1.4: Leadership and management of staff.

- *Governance framework.*

- *Building and sustaining a professional staff team.*
- *Staff wellbeing and pastoral support.*

Governance framework

- A governance framework clearly outlines the roles and responsibilities of all staff and governing bodies. This is shared with all staff at the beginning of the session and is discussed regularly at staff meetings, CAT sessions and during in service days.

- The vision and values of the school are shared with all relevant groups and individuals though the SQIP issued in June.

- Staff have reflected on how approachable the Head teacher and Depute are and have praised them for the strategic direction they are taking the school in. All staff feel confident in being led by the Head teacher. She regularly engages in professional dialogue with staff and the quality of her leadership is reflected in the respect she has gained from colleagues across the City and with Education Scotland. The school has been invited by Education Scotland to become part of a pupil friendly HGIOS4 development group which is huge credit to the strategic direction the school has travelled in. The Principal Teachers have made a very positive impact to school improvement by taking forward Health Schools and Rights Respecting School.

- All staff make effective use of digital communication and balance this well with opportunities for face-to face discussions in professional dialogue groups and through collegiate time.

- The school monitors its responses to the range of complaints it receives.

Building and sustaining a professional staff team

- Recruitment arrangements are outlined clearly in policy and procedures documents. They take appropriate account of parental involvement legislation. Equalities legislation is adhered to and explicit in recruitment practices

- All staff have current membership of the Protecting Vulnerable Groups (PVG) Scheme.

- Teachers are confident in their application of the GTCS standards and their professional learning leading to Professional Update.

- Arrangements for PRD are in line with national guidance.

Staff wellbeing and pastoral support

- Newly appointed teachers are well supported and an induction programme will be further developed over the next session.

- Long term supply teachers have equal access to PRD and professional learning opportunities.

- Local policies and procedures to manage staff discipline, attendance/absence and grievance are clear and implemented appropriately.

- All staff are encouraged to lead sharing their specialism and building capacity amongst other staff across the city and wider. For example one member of staff is part of the City's curriculum steering group.

- All teaching staff are linked into the PRD process through GTCS and support staff follow the system as set by the City of Edinburgh Council. Teaching staff now take ownership of their professional development and are focused on improving outcomes for young people whilst raising attainment and achievement linked to the national framework.

QI: 1.5: Management of Resources to promote equity.

- *Management of finance for learning.*
- *Management of resources and environment for learning.*

Management of finance for learning

- Senior leaders ensure the use of financial resources are transparent and ensure equity for all. Senior leaders and admin staff develop effective systems and procedures to enable budgets to be easily monitored and prioritised. This is led by the Head teacher and the Business Manager.

- There is clear and measurable impact of financial expenditure on improving outcomes for all learners. The school can evidence that decisions about school expenditure have resulted in increased attainment and achievement. For example there has been increased spending on the new Nation Qualifications, SQA and ASDAN Awards. The impact of this is improved outcomes for all learners and raised attainment and achievement. There is also an increase in the range of certification offered in the senior phase. IDL is now effectively planned and outcomes improved for all.

Management of resources and environment for learning

- The impact of new resources are carefully monitored and evaluated to ensure a positive impact on learning. Evidence is used to support future resourcing. The Head teacher oversees the management of all resources and how they are used.

- All available resources, including digital technologies and outdoor spaces, are used effectively to create and sustain effective learning environments. These are used well to support learning.

- Teachers make effective use of a range of resources, including digital technologies, to provide appropriate support and challenge for learners. For example new iPads support every young person in their learning.

- To ensure that all staff, pupils, parents and partners are fully involved in improving the life and work of the school.

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

Learning Provision: How good is the quality of care and education we offer?
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.

Overall the quality of the learning provision is very good.

QI 2.1: Safeguarding and child protection.
- *Arrangements for safeguarding including child protection.*
- *Arrangements to ensure wellbeing.*
- *National guidance and legislation.*

Arrangements for safeguarding including child protection

- Senior leaders responsible for safeguarding are clear about the expectations of their role, and provide good support and direction for staff.

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- Safeguarding is an important thread running through the school's self-evaluation.

- Effective systems provide a systematic and strategic overview of the number and nature of cause for concerns raised, initial referral discussions, child protection case conferences, and child protection registrations.

- Children feel able to make a complaint against school practice and procedures, and are confident their views will be taken seriously and acted upon.

- The school follows the City of Edinburgh Council complaints procedure to ensure action is taken to adjust services when appropriate.

- The school works closely with the nursing team to ensure clear procedures for the administering of medication.

Arrangements to ensure wellbeing

- The curriculum effectively promotes safeguarding and wellbeing across all stages, taking good account of the context of the school.

National guidance and legislation

- Child protection and safeguarding policies and procedures reflect current legislation and guidance. All policies and procedures are reviewed on a regular basis. All learners have IEP's. The IEP's are effective working documents shared with all staff involved with learners and their parents. IEP's link effectively with the curriculum tracking and monitoring processes. We annually update and open pupil CSP's as required

- All child protection records are stored safely and securely ensuring all sensitive information is only accessible to relevant staff members.

- We use GIRFEC to support the wellbeing of our children and young people. This gives us a tool to ensure the right amount of support is given at the right time, by the right person.

- The school complies with the Equalities Act of 2010 and the Children and Young People (Scotland) Act 2014.

QI 2.2: Curriculum.

- *Rationale and design.*
- *Development of the curriculum.*
- *Learning pathways.*
- *Skills for learning, life and work.*

Rationale and design

- All stakeholders contribute to the rationale, design and ongoing development of the curriculum. Oaklands Curriculum has a clear rationale based on shared vision and values. All learners receive their entitlements whilst developing in the four capacities; every learner becoming a successful learner, confident individuals, responsible citizens and effective contributors. Children and young people learn across the four contexts. The rationale for our senior phase has a focus on improving, attainment and achievement for all young people and progression to positive and sustainable post school destinations. The rationale for the number of qualifications, individuals and groups of learners study throughout the senior phase takes account of the partnership with the education authority, community and business partners, adult services and the views of parents and carers.

- Our curriculum has been developed using the seven design principles across the four contexts of learning.

- A broad and general education is provided for all children and young people from nursery to S3 and there is now flexible progression into the Senior Phase to meet the needs of all young people. Outcomes for all learners have improved and this has led to increased attainment and achievement.

- Our curriculum is designed to raise standards of attainment and achievement and advance equality of opportunity. Staff continue to work with partner agencies to provide a clear purpose of changes to the Senior Phase. Staff are working towards a clear and shared strategy for the mapping of achievement and progression of Language and Literacy, Numeracy and Health and Wellbeing. The promotion of Health and Wellbeing underpins much of the curriculum to provide a supportive inclusive environment.

- Young people have an extensive range of opportunities to learn across the four contexts of the curriculum including curricular areas and subjects, interdisciplinary approaches and rich opportunities for personal achievement for all young people at all stages. This has led to improved outcomes for all learners. We will continue to monitor progression, breadth and depth of learning through the school's robust system of monitoring and evaluating learning and teaching.

- We continually evaluate and refresh the structure of the timetable to ensure a structured Broad General Education building on prior knowledge and developing skills vital for transition into the Senior Phase. We have found this to have been successful and we will continue to develop the curriculum in this way. A Curriculum map has been created and all staff are very aware of what is being offered across the school.

- The interdisciplinary programme is varied and relevant for children and young people at Oaklands. Learners' experiences are enriched through IDL and children and young people also develop skills for learning, life and work. All IDL is planned for and achievement is tracked.

Development of the curriculum

- We have reviewed, refreshed and developed our curriculum to align it to the principles of Curriculum for Excellence. It reflects the learner entitlements and incorporates a well-balanced, certificated and relevant Senior Phase where all young people exercise personalisation and choice. There is a planned transition into the Senior Phase and teachers work collaboratively to ensure planned progression towards National Awards. We will continue to build on this work by evaluating and refreshing the curriculum structure and further developing staff skills and confidence to plan effectively whilst developing an appropriate range of high quality learning experiences.

- In consultation with therapies and health staff plan carefully in making curriculum adaptations to meet the needs of learners and provide opportunities for choice. Oaklands continues to improve in implementing Curriculum for Excellence. Language and Literacy, Numeracy and Health and Wellbeing are a particular focus for learning and are beginning to impact positively on children's progress and achievement. Staff continually monitor and evaluate planning and they are working towards our pupil plans being as streamlined as possible. Staff in the secondary department are continuing to develop units in ASDAN and SQA National 1, 2 and 3 qualifications, the pace meeting individual learners needs.

- Staff meet with colleagues from other special schools to share the impact of curriculum development. Staff meet together and with colleagues in cluster schools to plan joint activities for pupils. Staff continue to develop and monitor a whole school individual pupil tracking document. We are now tracking progress of the O & E's in Curriculum for Excellence in the eight curricular areas. This is a challenging, ongoing piece of work for the school. This has been rolled out in the nursery through the introduction of Learning Journals and is now being introduced into the primary department. Our aim is that the individual pupil tracking document will move with the learner through school and allow teachers to assess, plan and evaluate pupil progress through the experiences and outcomes. This is shared with parents, and other agencies working with learners. The school has achieved Health Promoting School Stage 3 and was highly commended by the Authority for the quality of the portfolio. This is now being shared across the City.

- Staff plan carefully curricular programmes using EQUALS and ASDAN across the early stages of Curriculum for Excellence providing successful learning opportunities for pupils in the primary department. Eight P7/S1 pupils are experiencing ASDAN New Horizons. First to third year secondary pupils continue to experience a broad, general education delivered through ASDAN curricular programmes. ASDAN provides opportunities to develop skills and attributes within the four capacities of Curriculum for Excellence.

- Programmes and courses in the Senior Phase maximise the benefits of working with business and community partners, including some work experience opportunities. Partnership working has helped to develop our curriculum.

- Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people. Staff work together regularly in development groups to further develop the curriculum e.g. ICT development group, IDL development group and HWB development group all of which have been extremely successful and led to improved outcomes for all.

- The nursery curriculum is based on 'Building the Ambition' and 'Pre-Birth to Three. There is an emphasis on outdoor learning and personalisation and choice. The experiences are reviewed weekly. All staff have received training on 'Building the Ambition.'

- Very good use is made of information and support materials drawn from a range of local, and national resources to support curriculum development. ICT is increasingly being used to enhance curriculum experiences as part of learning and teaching. We have purchased additional iPads which is having an impact on learning and teaching. The Learning Journals have been introduced in the nursery and Class 1, to track attainment and achievement and are giving a true reflection of each learner's progress and making stronger links with parents as they can access this on line.

- Very good use is made of information and support materials drawn from a range of local, national and international resources to support staff take forward the curriculum. The staff are now using HGIOS4 as the evaluation toolkit to continue to improve. Staff are now committed to measuring impact on learners.

- Planning for progression in children and young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time. An effective forward plan format is being used by all staff and this is carefully monitored by SMT. Staff plan three times per session and are given written and oral feedback which is leading to improved quality of learning and teaching and improving outcomes for all learners.

- There is a focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills across the curriculum. All staff understand responsibility for all and these experiences and outcomes are well planned in teachers planning system.

Learning pathways

- Learning for sustainability is evident across our curriculum. The curriculum is relevant and supports our children and young people when transferring to another class, school or onward destination from school to adult services. Learners are well supported in BGE and senior phase. Learners are also supported at key transition points. Partnership work is a key strength and enhances learning pathways. This was identified as a key strength through the inspection in 2014 and then again during the Authority review in 2015.

- A Curriculum Map has been developed and shows progression from BGE through to Senior Phase. All learners receive their entitlements. All staff were involved creating the curriculum map.

- Individual Learning Profiles take account of every learner's journey whilst at Oaklands, These provide a profile of learning and achievement for children and young people during their time in the service and are forwarded to receiving class teachers at year to year transitions and help inform adult services supporting onward destinations. Planning for choices and change features throughout every day teaching and learning and in pastoral care through regular care planning meetings.

- Teaching Staff are using a variety of active learning strategies with increasing confidence. Aspects of AIFL are being used successfully across the school. This is being monitored by SMT during classroom observations. We provide opportunities for personalisation and choice and make sure all learners have their voice heard when refreshing organising enterprise activities. For example senior learners have been on a school residential experience in Arran and helped to plan the event.

- Learners make good progress in their learning. They are prepared for life beyond school and are appropriately challenged taking into account the complexity of their needs.

Skills for learning, life and work

- Our curriculum has a strong focus on developing the skills our young people need in life beyond school taking account of the complexity of their needs. Staff are supporting learners to develop their individual communication skills. This in turn enables them to succeed in gaining skills for, life, learning and work.

What are we going to do next?

- Continue to develop effective curriculum planning at all stages

QI 2.3: Learning, teaching and assessment.

- *Learning and engagement.*
- *Quality of teaching.*
- *Effective use of assessment.*
- *Planning, tracking and monitoring.*

Learning and Engagement

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to better learning outcomes. The staff team have worked together in development groups leading on priorities linked to school improvement. All health and therapy staff, support learners in class which enables young people to access learning. Improvement has led to an enriched curriculum and high quality learning experiences which has helped create a positive learning environment. Professional dialogue groups in place give staff the opportunity to work together, taking the school forward on its journey to improvement.

- Learners' achievements in and out of school are recorded and recognised. These achievements help them develop in skills for life, learning and work. All successes are celebrated at assemblies which leads to a positive learning environment which helps improve outcomes for all.

- Learners are included in all aspects of the life of their school. Staff give huge support to all learners making sure that their voices are heard which has helped to promote such a positive Ethos in Oaklands. The atmosphere as you enter the school foyer is really positive and engaging.

- Learners receive feedback on their learning and enjoy praise. This is monitored through the schools system to monitor and evaluate learning and teaching through shared classroom experience. The focus of the visit is based on HGIOS QIs which have been shared with teachers.

Quality of teaching

- Staff are encouraged by the Head teacher to use educational research to improve learning and teaching. Staff are using both the Education Scotland and SQA websites to access materials and resources to enhance their practice. For example, in developing the senior phase staff spent time during an in-service day on the SQA web site to research new national qualifications and this resulted in increased certification in the Senior Phase.

- Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. Staff planning has now been standardised across the school and is carefully monitored by SMT. Written and oral feedback is given to all teachers on planning and this is having a positive impact on learning and teaching. IDL is also carefully planned and this was improved as a recommendation from HMIe.

- Staff are confident in planning lessons and in the delivery of lessons. Assessment is dynamic and is now seen a part of daily learning and teaching. This is carefully monitored through classroom observations by SMT and staff receive oral and written feedback from SMT including Principal Teachers which has built capacity in leadership across the school. The quality of learning and teaching across the school is very good.

Effective use of assessment

- Assessment approaches are matched to the learning needs of Oaklands learners and are used to support them to show and record where they are in their learning. Staff are far aware of assessment simply being part of learning and teaching and that it must be a dynamic process.

- Staff are confident at building up evidence to support assessment judgements and decisions about next steps. This is because of the development work in AifL and the general understanding that assessment is a dynamic process part of everyday learning and teaching. Some children and young people with appropriate support are able to give their views on their learning.

- Processes for assessment and reporting are manageable and effective in informing improvements in learning and teaching. Almost all staff are tracking learning and recording information daily.

Planning, tracking and monitoring

- Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners. A detailed profile e.g. Learner profile is built up on every pupil and this is shared as children and young people transition at key points whether it be from nursery to primary, primary to secondary or from senior phase to onward destinations post school. There is focus within Oaklands to further develop the tracking system through the Learning Journals which has been hugely effective in the nursery and Class 1. Parents have reported just how involved they feel in their child's learning through the Learning Journal. Through time, we aim for all learners at Oaklands to be using the Journal to support them in their learning. Wider achievements for all is recorded and celebrated weekly at school assembly.

- All teachers are developing in skills of data analysis which are focused on improvement. One member of staff has taken responsibility for SQA data. We record all MOVE achievements as well as progress in literacy, numeracy and HWB targets set in Individualised Educational Programmes.

- A new Visual Impairment assessment has been trialled this year by the VI team, led by the DHT. This has been favourably received by class teams, parents and other professionals. Visually Impaired pupils are carefully monitored and class teams are encouraged to take an active part in assessments.

QI 2.4: Personalised support.

- *Universal support.*
- *Targeted support,*
- *Removal of potential barriers to learning.*

Universal support

- Both universal and targeted learning and support is embedded and is having a positive impact on children and young people's progression with their learning. There are realistic expectations for all learners across the school with staff carefully planning high quality learning experiences for all learners. Staff plan for individuals and offer extra support to all learners where appropriate.

- All our staff understand that they have a duty to identify the support needs of all of our learners including care and welfare needs. All staff work together to put support in place to meet those needs. The whole school has had a clear focus on planning for improvement and because of this we have revised processes and procedures for identifying learning needs. Learners are now seen as individuals and are planned for accordingly. All children and young people are receiving their entitlements through a BGE and Senior Phase where appropriate personalisation and choice is evident. It is imperative that staff take into account the complexity of need when planning for learners at Oaklands. We work closely with families and partners for example in multi-agency meetings and child planning meetings to identify and review both learning and health needs etc.

- Learners benefit from the sharing of staff skills and a consistent approach to meeting their needs. This is achieved through in-house staff development opportunities led by education, therapy and health teams who provide CPD opportunities for staff personal and professional development. These include courses in Visual Impairment, Signalong, Promoting Positive Behaviour and MOVE.

- The principles of GIRFEC are embedded in the approach taken by the school which is in line with the City of Edinburgh policy guidelines. Through the on-going monitoring and assessing of pupil progress some learners move to other special schools and a few learners have accessed identified areas of the curriculum in local cluster schools.

- Universal support at Oaklands includes support from the family, the school community and other available services.

All children and young people at Oaklands receive personal support to allow them to:
- Have their learning reviewed and next steps planned.
- Gain access to appropriate learning activities.
- Plan for personal achievement.
- Cope with change and choices they will make.
- At Oaklands children and young people are at the centre of all planning and staff support all learners so that they can be, where appropriate, actively involved in their learning and development.

Targeted support

- All learners at Oaklands receive support from specialist services for example: education services, educational psychologist, social workers as well as from other agencies such as health and social work. This targeted support allows all of our learners to have full access to Curriculum for Excellence. We work as a joined up team to support young people with very complex needs. Staff have very good partnerships with staff from other agencies which ensure on-going assessment and meeting of needs. They work effectively with SALT, OT, Physiotherapy, nursing and dental teams. To ensure continuity and progression staff teams in nursery, primary and secondary have developed colour coded weekly class planners. These are enabling SMT to track class timetables and to support all staff with necessary information. The principles of GIRFEC are embedded in the approach taken by the school which is in line with the City of Edinburgh Council guidelines.

Targeted support is needed for learners at Oaklands because of their:
- Family circumstances.
- Disability and complex health needs.
- We use a staged approach when deciding the support each learner needs and make sure parents and where appropriate children and the young people are fully involved.

Removal of potential barriers to learning

There is a strong ethos across the school to minimise the impact of potential barriers to learning.

- Tasks, activities and resources are increasingly active and well matched to the needs of pupils. Improvements this session have resulted from focussed work to extend the range of teaching and learning styles, improve personalisation, relevance and the quality of appropriate feedback provided to learners. Overall tasks, activities and resources are matched to the needs of pupils to ensure learners are supported and challenged to take the next steps in their learning. Staff continue to make effective use of the whole school indoor and outdoor learning environments, both of which provide high quality resources to support pupils learning. Staff continue to adopt a range of learning approaches to meet the needs of pupils for example: the use of song and object signifiers, symbols, on-body signing and Signalong, gestures, photographs, VOCAs and the spoken word. Staff provide very sensitive and highly skilled approaches.

- Across the school, planning continues to be developed to ensure that a broad, balanced and challenging range of learning is provided. Staff continue to be more confident in planning using the experiences and outcomes from Curriculum for Excellence and matching those to the curricular programmes followed by learners.

- Staff reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners. Some staff link with other schools across the City and one member of staff is part of the curriculum steering group taking curriculum forward across the City. Staff also review their forward plans and their classroom practice and this has led to improved support for all learners and improved outcomes.

- Teachers use a range of approaches and resources to support young people in their learning. We try to maximise the use of PSA s and Nursery Nurses in classes to support learning and improve consistency in the delivery of courses and programmes, for example, using the skills of some of the support staff and volunteers in enterprise activities and wheelchair dancing. Learning and teaching and achievement is very good.

- Staff from partner agencies have successfully contributed to enriching learners' experiences and breaking down the barriers to learning. This has allowed staff a better understanding of the young people they teach and barriers which may affect learning taking place..

What are we going to do next?

- Continue to develop and implement integrated Child Planning approaches in line with GIRFEC
- To monitor the status of pupils CSPs at pupil planning meeting
- Training will be implemented to enhance staff understanding of associated factors which may hinder learning which links well with the National Framework Priorities

QI 2.5: Family Learning.

- *Engaging families in learning.*
- *Early intervention and prevention.*
- *Quality of family learning programmes.*

Engaging families in learning

- Creative approaches are used to engage families. Currently time has been spent on engaging parents in their young person's learning and including them in all review meetings, young person's planning meetings, transition meetings, parent consultations and school enterprise activities. Almost all parents are now attending all of these events which has helped to build a very positive learning environment.   Parents are very engaged in their child's learning and have supported the school to make improvements.

- All learners and their parents are included in all aspects of the learners' journey whilst at Oaklands. Learners are participating, they are achieving and progressing well, in terms of realistic expectations, in their learning. The school offer every learner a very good and appropriate education.

- In the nursery, parents have been encouraged to engage in HWB activities and reading activities with their child. Parents attend weekly yoga sessions with their child and were given a CD so they could reinforce this at home.

Early intervention and prevention

- Staff have an appropriate shared understanding of Getting it Right for Every Child (GIRFEC) and use these approaches to meet some of the needs of families. There is a strong team around every young person with care and education teams working together supporting our young people and their families which results in improved outcomes for all. This support also promotes equality, fairness and diversity.

- Through existing supports in school e.g. care and education teams, pastoral roles, partnership working, reflective practice, child planning meetings, and our children and young people and their families are supported in developing strategies which lead to positive relationships, better learning and better behaviour.

Quality of family learning programmes

- Through the strong and supportive school staff team, agencies team around the child, child planning meeting and Case Mangement Review Group the school has built up a culture of belonging. Families report regularly that they feel part of the school and engage in their child's learning when they can. The school has built up a strong platform from which they can build family learning programmes. The school knows their families very well.

QI 2.6: Transitions.

- *Arrangements to support learners and their families.*
- *Collaborative planning and delivery.*
- *Continuity and progression in learning.*

Arrangements to support learners and their families

- The Head teacher attends a Case Management Review Group to assess the needs of children and young people being placed at Oaklands. Placement is based on need. Every learner at Oaklands will have a child plan and an annual child planning meeting. All agencies working with the child are invited to the child planning meetings. Detailed minutes and action plans are distributed afterwards. Every learners at Oaklands has an IEP and targets are shared with parents and other agencies. Most learners at Oaklands have a CSP and these are updated and reviewed appropriately within correct timescales.

- Structured transition work is done with all pupils moving into and out of Oaklands. Where appropriate pupil voice is gathered in this process as are the views of the parents/guardians. All children and young people in Oaklands have a Child's Plan and all transition plans are thorough and updated regularly. Teams around the young person play an important role in transition planning. There is a very effective system around young person's planning meetings.

- Staff have worked hard to achieve effective transitions for those leaving Oaklands to an onward destination whether it be to another school or service. Detailed learning plans accompany each young person as they move on so that the transition is smooth and there is a continuity in learning.

Collaborative planning and delivery

- To ensure coherence in learning, staff liaise and work closely with each other when transferring caseloads. Young people are discussed at child planning meetings, at SMT meetings, support staff meeting, daily team meetings and at general staff meetings. Children and young people and progress may also be discussed during in-service days and during CAT sessions. This has led to improved outcomes for all young people.

- There are planned opportunities for staff to come together to develop a shared understanding of progress across levels and into the senior phase. The school has developed an effective planning system and beginning to measure attainment and achievement by recording progress with the experiences and outcomes and SQA in the senior phase. All learners have targets set in their IEP as well as personal MOVE targets where appropriate.

Continuity and progression in learning

- There are clear, shared processes in place for the transfer of information about all children and young people's learning and achievements across the curriculum. Information about children and young people's learning and achievements is used effectively to ensure continuity in learning across the curriculum for all. Where there is movement between classes there is a good system of discussing learner's needs. Time requires to be recognised and ring fenced for this to take place.

- Profiling is used to inform and improve future learning. In the senior phase videos have been used to showcase pupil work for the transition team and in the early years Learning Journals have been used. They are used to support continuity in learning at transitions. These profiles form part of every learners learning journey and help support them to make appropriate and realistic choices within the senior phase whilst developing skills for learning, life and work. This piece of work requires on going monitoring and evaluation.

- Young people and their families are supported to make informed choices about the next phase of their learning including preparing for life beyond school, linking with adult services. Careful planning is in place to do this at child planning meetings and all young people leave school with a positive, relevant and sustainable destination in place.

What are we going to do next?
- To roll out the Learning Journals to track attainment and achievement for the primary department

QI 2.7: Partnerships.

- *The development and promotion of partnerships.*
- *Collaborative learning and improvement.*
- *Impact of learners.*

The development and promotion of partnerships

- Partnership work with stakeholders, including parents and carers, the local community, the public sector and business organisations, is based on mutual trust and respect. The school recognises that partnership working is a key strength of the school e.g. Ranger Service, State Street Bank, John Lewis and shops in the local community. The whole staff understands the importance of partnership working leading to improved learning experience and improved education for all learners.

- The school consistently tries to involve parents and carers in shaping policy and services to improve impacts. We will continue to gather views of parents and partners through questionnaires, analysing information returned and issuing next steps set. We will invite some partners onto school development groups over the next session all of which should lead to improved outcomes for all learners and the service in general.

- Partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved. In particular Educational Psychologists and our partner agencies within the NHS all have clear remit roles and responsibilities with the young person clearly at the centre. These Key partners attend transition planning meetings and child planning meetings which increases the quality of support for all of our young people.

- A significant number of partnerships have been developed which improves the quality of support for learners, enhances learners experiences and improves overall quality of education eg Links between ASL Service staff, Psychological Services, CAMHS, Barnardos, Social work, QIO Teams, other Special Schools and a variety of business partners.

- The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere.

Collaborative learning and improvement

- Partnership working is strong in all areas in school and this enhances learning and teaching. The school recognises that partnership working is a huge strength and is sharing this expertise across the City.

- Staff support parents/carers to actively engage in their children's learning, attainment and achievement. Parents are invited to attend all planning meetings as well as to enterprise activities, fundraising activities, MOVE day and to the Christmas Performance etc. Parents are kept well informed about learners' progress and receive detailed minutes on all meetings.

- The school jointly plans and evaluates shared projects with partners. There is now a robust self-evaluation for improvement system within the schools and partners are asked their views. Their views are acted upon and may lead to school improvement. e.g. the fundraising project for Macmillan. This was successful and supported by partners.

Impact of learners

- Feedback from partner organisations indicates strong and effective relationships with the school. The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities, especially with partners agencies linked to NHS. They learn from effective partnership practice elsewhere.

- The school can demonstrate the impact of partnerships through improved outcomes for learners. The school has increased its range of SQA certification through partnership working. e.g pupils working on the 'Awfey Big Variety Show', will gain a SQA national qualification in performance arts. Opportunities for wider achievement has also increased through partnership working. E.g. JASS and work experience at State Street Bank.

- Pupils participate with enthusiasm in a range of celebrations, religious festivals and themed weeks. They increasingly take responsibility for their learning and monitoring of progress. Working with a range of staff on the 'Save the Children' "Christmas Jumper Day" has enriched and extended the learning experiences we are able to offer. Learners have exhibited increasing confidence as they have benefited from a range of specialist expertise.

- The school is working with new Expressive Arts partners on a City wide IDL project called 'The Awfey Big Variety Show'. The final performance will be held at The Festival Theatre in June 2016. All Special Schools in Edinburgh are currently working on this project. This is an opportunity to work with adults and learners from other schools and develop skills for learning, life and work.

- Learner's experiences have been enriched through partnership work across many learning areas, partnership working has improved the quality of support for our learners and has helped to enhance learner's experiences. Oaklands pupils continue to develop their skills in Global Citizenship by volunteering in the local church. Learners from the whole school who are developing their skills in outdoor and active learning, work with Holyrood Park Rangers. Holyrood Challenge takes place mainly in Holyrood Park and we also use our Millennium Wood.

What are we going to do next?

- To invite partners onto our professional dialogue groups so that they impact on school improvement.

Successes and Achievements:
How good are we at improving outcomes for all our Learners?
3.1 Improving wellbeing, equality and inclusion.
3.2 Raising attainment and achievement.
3.3 Increase creativity and employability.

Overall the quality of success and achievements is very good.

QI 3.1: Improving wellbeing, equality and inclusion.

- *Wellbeing.*
- *Fulfilment of statutory duties.*
- *Inclusion and equality.*

Wellbeing

- The whole learning community has a shared understanding of wellbeing and the children's rights. This is often discussed during CAT sessions, in service days and during staff meetings.

- All stakeholders promote a climate where children and young people feel safe and secure. This is particularly important at Oaklands as children and young people have complex health needs and families need to trust school staff when away from their families. All staff work hard to build a positive learning environment where children and young people irrespective of their complex needs are valued and listened to.

- All staff and partners are sensitive and responsive to the wellbeing of each individual learner and colleague. The Head Teacher has an open door policy and the wellbeing of the whole school community is highly valued.

- All staff are committed to the general wellbeing of all children and young people
E.g. relevant and challenging curriculum programme for learners, close support from teachers, support staff and partner agencies. The impact of all of this work is improved attendance in school, improved outcomes for all learners and total inclusion for all learners and their families.

Fulfilment of statutory duties

- All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.

- All staff are committed to ensuring the Equalities Act (2010) legislation is implemented within all education establishments e.g. children and young people on part time education being supported to access full time education

- All children and young people have access to a child planning meeting (CPPM) supporting learners to maximise their potential. The Head teacher has developed an effective system

around these planning meetings which has led to improved outcomes and better communication across the school. Detailed minutes are issued.

- All children and young people have an Individualised Educational Programme (IEP) to support their learning. Parents and partner agencies play an active and leading role in setting targets.

Inclusion and equality

- Our school vision reflects our strong commitment to and attitude towards equality, diversity and inclusion. The Head Teacher has developed a very supportive working environment to ensure the development of good leadership at all levels is demonstrated through class team working, whole school multi-agency groups leading on school priorities which are: MOVE, the school website, Health Promoting Schools, Total communication and The Seven Golden Rules of Participation. Staff met regularly to share professional dialogue. This now requires to be continued.

- It is a strong aim of the school that all children and young people feel included in their education and play a key role in breaking down the barriers that face them. The school aims to include every learner and their family within the school community.

- All staff take part in child protection training to ensure the safety of children and young people in their care. Staff are beginning to understand the key elements of breaking down barriers e.g.
  Disability-meeting sensory needs- complex needs.
  Assessing school environments
  Religion
  Family challenges
  Sexual discrimination
  Gender reassignment
  Refugees

- All staff are committed to ensuring the Equalities Act (2010) legislation is implemented within all education establishments e.g. children and young people on part time education being supported to access full time education

- All staff engage in professional learning to ensure they are up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.

- Staff work tirelessly to ensure all learners and their families feel included in the life of the school. Families are encouraged to challenge discrimination, xenophobia and intolerance when they come across it. The school continues to work with all families about challenging discrimination appropriately .This has led to more positive relationships and improved outcomes for all.

QI 3.2: Raising Attainment and Achievement:
- *Attainment in literacy and numeracy.*

- *Attainment over time.*
- *Overall quality of learners' achievement.*
- *Equity for all learners.*

Attainment in literacy and numeracy

- Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement as is raising attainment.

- Good progress in literacy and numeracy is demonstrated through tracking of attainment in all curricular areas and at all stages.

- IN the secondary department pupil are being given the opportunity to experience activities linked to first and second levels as appropriate to their age and stage.

Attainment over time
- Data on young peoples' performance is gathered routinely and analysed. Overall all learners are making appropriate and realistic progress in their learning. Almost all learners are working within the Early level across all curricular areas. In the senior phase young people are achieving SQA certification at National level 1, 2 and 3 as well as ASDAN awards. There has been an increase in the breadth and range of opportunities for senior phase pupils to achieve and attain.
  Almost all children and young people are achieving most of their literacy and numeracy targets.

- We improved standards of attainment and achievement for learners in the year 2014/15 and again in 2015/2016. This is reflected in the increased number of learners in the secondary department of our school achieving certification at levels appropriate to their ability. I.e. National 1 and 2 and ASDAN awards. In the senior phase, young people are working towards, and experiencing a few first, second and higher experiences and outcomes whilst developing skills for learning, life and work. Seniors are also attending college and taking part in certificated courses.

- We have maintained high levels of attendance for almost all pupils. For a small number of pupils attendance is affected by their long term health needs. Over the last three years all learners have moved on to positive and sustainable destinations, as recorded by the school, for example Castle Crags, Craighall, Visualise and Firrhill adult services

Improvements in Performance Data for Oaklands over the past three years.
Attainment information

Summary of SQA Qualifications	2012-13	2013-14	2014-15	2015-16
No. of S4-6 learners achieving awards	5	9	10	6
Total number of Unit Awards	9	28	33	44
(including PAA)				

Summary of ASDAN awards	2012-13	2013-14	2014-15	2015-16
Number of S4-S6 learners achieving awards	7	5	7	7
Transition Challenge	5	0	3	4
Towards Independence	13	27	24	19
Total number of ASDAN awards each year	18	27	27	23

- Overall most learners make good progress from their prior levels of attainment and achievement. This is evidenced in the percentage of learners who achieve most of their IEP targets. Over the last three years 90% of our learners from P1-S3 achieved most of their literacy and numeracy targets. For some learners in the nursery, primary and secondary departments, progress has been affected by long term health care needs. These learners are further supported to achieve their targets through working with other agencies. We are continuing to develop our whole school tracking system to monitor learners' progress in literacy, numeracy and health and well-being and are now including the other five curricular to ascertain the impact of support and targeted interventions in these areas. We have increased the breadth and range of opportunities for our leaners to achieve and attain. This is reflected in the table below.

Subject/Curricular range	2012-13	2013-14	2014-15	2015-16
• Nat 1	3	12	12	11
• Nat 2 & 3	0	0	0	2
Total number of NQ courses (including off-site at Craigroyston High)	3	12	12	13
ASDAN				
• New Horizons	achieved	achieved	11	5
• Transition Challenge	5	5	5	4
• Towards Independence	*8*	*13*	*9*	*9*
Total Number	*13*	*18+NH*	*25*	*18*
No. of subjects presented at other centres	1	1	?	4
Overall Total Number	17	31		43

Overall quality of learners' achievement

- Overall learners are motivated and benefit from learning activities delivered one to one, small group or whole class. There is a good range of learning opportunities to support the wide range of learners in school. Learners have good opportunities to share their achievements with their peers and at, for example, whole school weekly assemblies, special school award ceremonies, displays of work, and circle time. We encourage the promotion of pupil voice. ICT is used to enrich and support young people's learning. The use of IPads in the classrooms continues to encourage pupils' in class teams to celebrate success.

- We engage and motivate our learners through a range of activities e.g. as part of National MOVE day Oaklands chose "Dance to the Beat" where pupils enjoyed different genres of music. Pupils took part in a musical performance led by the Drake team in our hall. Nursery children attend "Book Bug" sessions at North Edinburgh Arts Centre library. The Birth to Three Bright Start playgroup ended the school session with a high number of children, parents and carers attending. The nursery has developed outdoor play learning experiences through the installation of new pieces of equipment plants, flowers and trees.

- The primary department meet together for RME activities led by the DHT. The secondary department have introduced the theme of Global Citizenship. Pupils from across the whole school worked together with a team from the Scottish Commissioner's office to produce a DVD sharing how Oaklands School follows the 7 Golden Rules of Participation. The DVD has been endorsed by Education Scotland for national use. Staff respond to learners' interests through observations, team discussions, meetings with parents/carers, therapies, health and other agencies who work with the children.

- Learner's experiences have been enriched through partnership work across many learning areas, partnership working has improved the quality of support for our learners and has helped to enhance learner's experiences. Oaklands pupils continue to develop their skills in Global Citizenship by working with their peers from Rowanfield School and by volunteering in the local church. Learners from the whole school who are developing their skills in outdoor and active learning, work with Holyrood Park Rangers. Holyrood Challenge takes place mainly in Holyrood Park and we also use our Millennium Wood.

- Our learners demonstrate increasing success and confidence. This is evidenced by records of observation of learning experiences in classes; extensive use of photographs and power point presentations of participation and I Movies in whole school activities. Those in S2-S4 and seniors have achieved in a range of activities for personal and wider achievement including participation in our school garden project and visits to the local college to sample courses offered as well as working with Scottish Business in the Community. Learners' experiences have been enriched through partnership work across many learning areas. Partnership working has improved the quality of support for our learners and helped to enhance learners' experiences.

- The whole school took part and fundraised for Save the Children Christmas jumper day "We're making the World better with a sweater!" Nursery parent's fundraised and outdoor agencies donated money towards the ongoing development of the nursery garden area both in the planting of trees and plants in the purchasing of outdoor learning equipment.

- Learners Progress through (Movement opportunities Via Education) MOVE programme. The MOVE programme is of high quality and is outstanding as compared against the components of the MOVE Quality Mark. Learners are well motivated and enthusiastic to do their best due to high Expectations and a commitment and enthusiasm from all staff. The superb learning environment of Oaklands allows a creative and innovative approach to the delivery of the MOVE programme that focusses on the key elements of individual pupil need and ensures that MOVE is integrated fully into the school systems and processes. Pupils make excellent progress and are keen and willing participants in their programme and are fully supported by their parents and carers. There is a great deal of innovation taking place at Oaklands School that is a model for excellence for the MOVE programme.

Other whole school achievements	Levels and dates achieved
Health Promoting Schools Award	Stage 3 –2016 ?
Eco Schools Awards	Bronze -15/06/10 Green Flag achieved 2012
MOVE Award	Quality Mark and Centre of Excellence Nov 2012
Scotland's Garden Award Gold Medal	June 2016
Rights Respecting School Status level 1	May 2016

- Our young people are determined to succeed and achieve to their potential and we have this year further extended opportunities for this by participating in the JASS programme. In 2015/16 seven pupils achieved Bronze level, two Silver level and four Gold level. Learners throughout our school contribute to the life of the school and participate in the wider community. This is evidenced by photos of fundraising activities for Save the Children and MacMillan Cancer as well as selling recycled cards, candle holders, clocks and slate cheeseboards at John Lewis PLC, Waverley Court and State Street Bank. The success of our whole school events is evidenced by the high numbers of parents, carers, friends, families and community groups who attend them. Learners with exceptional healthcare needs are supported to achieve their targets through working with other agencies. The school demonstrates strong relationships with the community in and around the Craigroyston Cluster as evidenced in the Appendix: community links. Year on year, the school has increased our business links not only through pupils spending time in companies but volunteers from the companies working with our pupils in school and out in the school grounds.

- Overall learners are motivated and benefit from learning activities delivered one to one, small group or whole class. There is a good range of learning opportunities to support the wide range of learners in school. Learners have good opportunities to share their achievements with their peers and at, for example, whole school weekly assemblies, special school award ceremonies, displays of work, and circle time. We encourage the promotion of pupil voice. ICT is used to enrich and support young people's learning. The use of IPads in the classrooms continues to encourage pupils' in class teams to celebrate success.

- The 7 Golden Rules of Participation has helped the school achieve Rights Respecting School stage one.

Non SQA awards (Whole School)	2012-13	2013-14	2014-15	2015-16
JASS Awards				
• Bronze	28	1	6	7
• Silver			8	2
• Gold				4
Music for All Awards				
• Number of senior pupils achieving awards	6	7	6	5
New Horizons				
• Number of pupils achieving awards	2	3	13	5

Equity for all learners

- The whole school community has worked tirelessly to we established an inclusive learning environment. Every learner is included in all aspects of school life for example, one group of young people produced bath bombs that went on sale to the public. This was an exciting project and staff worked hard to break down potential barriers to learning so that all learners were involved in the planning and production of the bath bombs as well as the selling.

- Our school celebrates diversity and this is highlighted at class led assemblies and through our MOVE performance day. We have very strong links with the community which is hugely diverse and also with the local minister.

- We pride ourselves ensuring that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination. Our curriculum is designed using the seven design principles across the four contexts where all learners develop in the four capacities. Our curriculum meets the needs of all learners and this was identified as a strength during a recent authority review (December 2015).

- There is an ethos and culture of inclusion, participation and positive relationships across the whole learning community which has resulted in improved outcomes for all learners, very strong partnerships across the school which is improving the quality of education for all learners and ultimately raising attainment and achievement. Our inclusive setting helps learners to maximise their potential and everyone is driven in making sure that all of our leavers achieve a positive, sustainable and relevant onward destination linked to adult services.

What are we going to do next?
- To work towards gaining stage two of Rights Respecting School
- Further develop the use of ICT in learning and teaching with regard to future technologies.
- To make sure learners in the nursery and primary departments have attainment and achievement tracked through Learning Journals.
- To look at the school SIMD profile, LACC , EAL and Young Carers and compare this to other children /Schools nationally.

QI 3.3: Increasing creativity and employability.

- *Creativity skills.*
- *Digital innovation.*
- *Digital literacy.*
- *Increasing employability skills.*

Creativity skills.

- Our learners have had opportunities to develop in the four core creativity skills: Curiosity, Open mindedness, imagination and with support problem solving. This is particularly evident as learners plan enterprise activities, work in the millennium wood and prepare for work experience.

- Our learners can be confident in their capabilities and the validity of their viewpoint. Staff are skilled at recognising this in our learners. Some learners are able to transfer their creativity skills in different situations. For example learners used skills from curricular areas when working on the MOVE performance, during wheelchair dancing and working in the Millennium wood. All learners enjoy performing to an audience. With support our learners are given the opportunity to lead and enjoy working with others.

- All staff are committed to the focus of learning being on developing skills for learning, life and work. All of our young people are better prepared for life beyond school because of the creativity skills developed in a well-planned and improving skills based curriculum.

- In BGE and senior phase there is increased opportunity for personalisation and choice with pathways linked to onward placements.

Digital innovation

- There is an understanding across the whole school community that Digital technology has huge potential to enrich learning and enhance teaching across the curriculum. All of our learners are supported in their learning by a range of digital technologies and approaches. This has led to improved outcomes for all of our learners and is raising attainment and achievement. A member of staff leads in taking technology forward in the school and organises training for the rest of the staff. All young people have access to technology to support them in their learning.

- The whole school community understands the importance of developing digital technologies across the school because it is embedded in all aspects of modern life. Outside school our young people have access to technologies that are transforming how they connect, share, and work and play in innovative and exciting new ways. Our young people are developing digital skills that are essential for learning, life and work.

- The impact of developing digital technologies in Oaklands can be measured:

We are raising attainment, we are achieving equity, we are developing skills for learning, life and work, and we are developing parental engagement and improving efficiency. Our learners have access to life through technology and feel included.

Digital literacy

- **We will increase access to digital technology for all learners through collaboration with partners.**

Increasing employability skills

- The development of digital skills enables young people to be creative and use digital technologies to meet a personal or social need. Our learners need technology to enrich daily life experiences and feel included.

- Families understand the importance of developing digital skills for learning, life and work. Families need technologies to support their child access daily life and help them to be included in everything life has to offer.

- # 3. Summary of evaluations against key indicators

Evaluation key:

Level 6	Excellent	Outstanding or sector leading
Level 5	Very Good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

Evaluations against key indicators for the NURSERY

QI	QI Description	Evaluation
1	The Quality of Leadership and Management	5
2	The Quality of Learning Provision	5
3	The Quality of Successes and Achievements	5

Evaluations against key indicators for the SCHOOL

QI	QI Description	Evaluation
1	The Quality of Leadership and Management	5
2	The Quality of Learning Provision	5
3	The Quality of Successes and Achievements	5

Education Scotland/Care Inspectorate Inspections

HMIE Date Published	June 2014	Follow-through: CEC	December 2015
Care Inspectorate Date Published		Follow through:	

IMPROVEMENT PLAN

Session: 2016-2017

Improvement Plan Session:

4. Key areas for service improvement

Working Group:	TRACKING AND MONITORING
Overall Responsibility:	HEAD TEACHER
HGIOS 4 Theme	LEARNING PROVISION SUCCESSES AND ACHIEVEMENTS
HGIOS4 QIs	QI 2.3 Learning, teaching and assessment QI 3.2 Raising attainment and achievement
NIF Priority	Raising attainment and achievement
Priority 1	To continue the roll out of the learning journals across the primary department tracking attainment and achievement for all nursery and primary aged pupils.

Outcomes and Impact on children's learning:
- Outcomes have been improved for all learners.   - All young people are having attainment and achievement tracked through learner's journal   - All parents are supporting their child's progress through the learner journal   - Every learner has an accurate learner journey tracked which is built on prior learning

Tasks	By Whom	Resources	Timescale	Progress
The development group led by the PT in the nursery present a revision presentation to all staff at the start of term.	PT nursery Nursery staff	In set day CAT session Staff meeting	August 2016	
Parents are invited in to take part in a workshop on how they can use the on line learning journals	PT nursery SMT Confident primary staff members	Open afternoon Meeting room IT Admin support	September 2016	
All primary class teachers take responsibility for their learners and record all progress through the learning journals	All nursery and primary teachers Support staff SMT PT to monitor	Time CAT session In set day Non-contact time Team meetings	Throughout session	
Evaluate success of the learning journal system termly. Survey parents, staff and some partners	Working party create questionnaire and analysis sheet	Time Questionnaires use RSG pack. Analysis sheet	December 2016 March 2017 May 2017	
Continue to support staff in the roll out. Keep the learner's journal as an agenda item at SMT meetings and Staff and team meetings. Findings spoken about as they crop up.	Share findings PT SMT All nursery and primary staff	Time M/E learning and teaching Class observations and discussions with staff. Staff meetings/ CAT sessions Professional dialogue times.	Ongoing throughout the session 2016-2017	

Working Group:	SELF EVALUATION
Overall Responsibility:	HEAD TEACHER
HGIOS 4 Theme	LEADERSHIP AND MANAGEMENT SUCCESSES AND ACHIEVEMENT
HGIOS4 QIs	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
NIF Priority	Raising attainment and achievement
Priority 1	To involve all partners in improving the school using HGIOS 4 as the toolkit.

Outcomes and Impact on children's learning:
- All partners have supported the school on its journey to improvement leading to improved outcomes for all learners   - All partners have supported the school raise attainment and achievement   - All partners have helped improve the quality of support for all learners   - All partners have helped improve the quality of education offered in Oak lands school. This has led to positive, sustainable and relevant onward destinations.

Tasks	By Whom	Resources	Timescale	Progress
To form a new working party to lead in self- evaluation across the school.	HT DHT PT All staff	Time IT CEC Ready steady go pack Staff meeting CAT session In set day	August 2016	
To revise HGIOS 4 with all staff through a presentation	Leader of working party HT	IT HGIOS 4 CEC SQIP pack	September 2016	
To invite parents and partners into school to hear a presentation on HGIOS 4 and how they could use it at parent council etc.	Working party HT	IT HGIOS 4 Meeting room Refreshments SMT	November 2016	
To use the CEC Ready Steady Go pack to support s/e in the school	Working party SMT CEC	RSG Pack	Ongoing through session	
Produce a s/e calendar Link s/e exercises to school improvement. Evaluate using the 6 point scale Analyse all evaluations and identify strengths, areas for development and next steps Share finding with the whole community	Working party SMT CEC	IT Time RSG pack CAT session In set day Staff meetings SMT meeting Professional dialogues	By June 2017	
To invite partners onto professional dialogue groups taking forward improvement priorities	Working party HT	Time IT Meetings room	Throughout session 2016-2017	
Write up developments for the next Standards and Quality report	Working party HT	Time IT Link time with SMT.	May 2017	

Working Group:	LEADERSHIP
Overall Responsibility:	HEAD TEACHER
HGIOS 4 Theme	LEADERSHIP and MANAGEMENT LEARNING PROVISION SUCCESSES and ACHIEVEMENTS
HGIOS4 QIs	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 3.2 Raising attainment and achievement
NIF Priority	Raise attainment and achievement. Improving HWB. Improving sustainability and positive destinations
Priority 1	To lead and manage the school through a possible merger with Braidburn school.

Outcomes and Impact on children's learning:
• All young people are happy in their school and have the opportunity to maximise their potential.   • All learners are receiving their entitlements to a 3-18 coherent education.   • All you people are achieving positive, sustainable and relevant onward destination well linked to adult support services.   • All outcomes have improved for children and young people raising attainment and achievement.

Tasks	By Whom	Resources	Timescale	Progress
To form an SMT group made up from both schools to focus on the merger	Head teacher of Oaklands	Time IT Meetings room	By August 2016	
To have a monthly meeting to discuss school's improvement plans and try to share best practice	SMT from both schools. Led by M Phillips	Time Admin support IT Meetings room	Aug 2016-June 2017	
To organise the sharing of best practice between the two schools. Organise one per term.	PTs	CAT session In- set day Development group time / professional dialogue group time Staff meetings Team meetings	November 2016 March 2017 May 2017	
To organise a programme where teachers in both campuses change over for one week.	SMT PTs Led by M Phillips	Time Timetables Planning time	August 2016- June 2017	
To organise parent information sessions so that both sets of parents may meet and discuss as well as listen to plans etc.	SMT Supported by CEC	Time Open evening/afternoon Refreshments IT Speakers Written information	Throughout the session. Once per term.	
To audit existing key strengths and areas for development in both schools. Highlight overall next steps to take one school forward.	SMT All staff	SMT All staff Learners Parents Partners Time IT Admin support CAT session In set day Staff meetings	Ongoing throughout the session 2016-2017	
Merge the SQIPS and write one for the new school	SMT All staff Supported by CEC	SMT Led by M Phillips Support from CEC	May 2017	

To look at the school SIMD profile, LACC , EAL and Young Carers and compare this to other children /schools nationally.	SMT	DHT/HT School Statistics.	By May 2017	

Improvement Plan Session:

4. Key areas for service improvement

Working Group:	Early Years Curriculum
Overall Responsibility:	Nursery PT
HGIOS 4 Theme	Progress in communication, early language, mathematics and health and wellbeing.
HGIOS4 QIs	QI 3.2 Securing children's progress
Priority 1	Raise attainment and achievement.

Outcomes and Impact on children's learning:
• Improve pupils HWB • All parents/carers are supporting their children to develop their early language skills through the bedtime reading initiative.

Tasks	By Whom	Resources	Timescale	Progress
Promote the bedtime reading initiative	PT nursery team	• Story sacs • Books	Aug 16-Jun 17	
To develop a reading programme incorporating buddies from cluster schools to come and read to the children.	Nursery PT	• Books • Local cluster schools	Aug16-Jun 17	
To symbolise the nursery environment.	Nursery team SALT	• Symbols • Photographs	Aug16-Jun 17	
To develop a suitable outdoor learning programme	Nursery team	• My world outdoors • Building the ambition	Aug16-Jun 17	

THREE YEAR IMPROVEMENT CYCLE.
2016-2019.

LEADERSHIP	2016-2017	2017-2018	2018-2019
QI 1.1	*		
QI 1.2	*		
QI 1.3	*		
QI 1.4			
QI 1.5			
LEARNING PROVISION			
QI 2.1	*		
QI 2.2	*		
QI 2.3	*		
QI 2.4			
QI 2.5			
QI 2.6			
QI 2.7			
SUCCESS/ACHIEVEMENTS			
QI 3.1			
QI 3.2	*		
QI 3.3			

Please complete for focused QIs in your IMPROVEMENT PLAN.