

REPORT TO: EDUCATION COMMITTEE – 7 DECEMBER 2015

REPORT ON: EDUCATION SCOTLAND FURTHER INSPECTION OF KINGSPARK SCHOOL AND PROGRESS OF ACTION PLAN (INDEPENDENT REVIEW)

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 403-2105

1.0 PURPOSE OF REPORT

- 1.1 This report provides the findings of the recent Education Scotland visit to Kingspark School alongside the progress made in the Kingspark Action Plan.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education Committee:
- i) notes the contents of this report;
 - ii) instructs the Executive Director of Children and Families Service to monitor progress towards meeting the areas for improvement contained in the report; and
 - iii) provide a briefing and site visit to Kingspark School for elected members in December 2015.

3.0 FINANCIAL IMPLICATIONS

- 3.1 None

4.0 MAIN TEXT

- 4.1 Kingspark School was inspected by Her Majesty's Inspectorate of Education (HMIE) in the week beginning 28 April 2014. The published report HMIE noted in the report that a further visit would be made within 12 months and that a progress letter would be published. The visit inspection took place in the week beginning 17 June 2015, with a published report on 15 September 2015. During that time, the Kingspark Action Plan Steering Group, commissioned by the Council's Child Care and Protection Committee, has continued to monitor and review progress towards improvements.

The positive return inspection visit from HMIE in June noted a number of important improvements and proposed a future visit to evaluate the full impact of the recognised improvements pupils. They will return in September 2016.

- 4.2 The Education Scotland report highlighted the following strengths:
- Children and young people continue to be happy and settled and most are motivated to learn and do well. They continue to enjoy and benefit from learning experiences in the community. In the majority of classes most children and young people are actively involved in their learning and can work well with others when given the opportunity.
 - The school is making significant progress in improving aspects of the curriculum, using helpful frameworks across all curriculum areas that help staff plan and track young people's progress more effectively. Young people at the senior phase have more choice across a wider range of National Qualifications.
 - The school continues to work with parents to improve communication at all levels. Parents and staff speak positively about the senior phase day book, the curriculum choices fayre,

and the improved system for discussions with therapy and healthcare staff. A working group of parents and staff are planning further improvements for next session.

- As a result of regular joint training with therapy, healthcare and school staff, everyone is now clear about their roles and responsibilities in keeping children safe. Working together with Dundee City Council, partners and external consultants, the school has taken action to review and improve how it manages and reduces the incidents of challenging behaviour of a few children and young people. Senior staff are committed to continue working with others to make further improvements to the way it supports children and young people.
- The new senior management team is working well together to improve learning, the curriculum and outcomes for young people. They are fully aware of the progress made over the last year and are clear about those aspects they still need to improve. They are also more regularly checking that any changes are making a difference to the quality of education. A number of staff take part in several Council working groups and more staff in the school have responsibility for aspects of school life and staff training. Partnership working, including with Angus Council, is developing well and parents are more involved in their children's learning and the life of the school.

4.3 The Independent Review which reported in March 2014, identified a number of recommendations which formed the basis of the action plan for Kingspark School. There has been significant progress towards outcomes across all of the key areas, which reflect the findings of the HMle further inspection. These include:

4.3.1 Communication with parents/carers

Outcomes:

- *All parents know and understand how they can raise concerns and have them addressed by the school.*
- *All parents will experience a consistently high standard of communication between home and school, as reported in feedback to the school.*

Progress:

- Data & feedback continue to indicate that the majority of parents/carers know and understand how they can raise concerns and have them addressed by the school. The very small number of concerns which are not raised directly with the school in the first instance continues to decline and are addressed with partners and school staff. There continue to be a greater number of compliments than complaints. The working group of parents and staff will continue this term to ensure that parents feel that consistency in communication has improved.

This outcome has been achieved and there is ongoing monitoring. The progress is consistent with the HMle report.

4.3.2 Partnership working

Outcomes:

- *Visitors and partners to the school know and understand how they should raise concerns and have them addressed by the school.*
- *Staff across different settings will have a shared and consistent approach, with agreed thresholds to intervention.*
- *School and respite care staff have agreed protocols for reporting and recording incidents involving children and young people.*

Progress:

- Governance arrangements are in place with all partners (including NHS Tayside; Children & Families Service; Angus Council) to raise and review concerns; monitor thresholds for intervention; as well as for information-sharing and recording processes.
- Kingspark received a very positive report from the recent re-accreditation process from the National Autistic Society. The practice in the school is being shared more widely across the city through a staff development programme and outreach support from the school.

This outcome has been achieved and there is ongoing monitoring. The progress is consistent with the HMle report.

4.3.3. Responding to pupils' behaviour of concerns

Outcomes:

- *The school's approaches to promoting positive behaviour are shared more widely and understood by parents, partners and the wider community.*
- *There is a simplified/unified system for recording, analysing and responding to incidents which involve physical intervention; accidents; and violence experienced by staff.*
- *Staff across different settings will have a shared and consistent approach to responding to challenging behaviour by placing increased emphasis on ways to promote positive behaviour.*

Progress:

- Approaches to promoting positive behaviour continue to be assessed, planned and reviewed in relation to pupil and staff needs; and taking account of incident recording data. As part of the new cycle of school improvement planning, 'How Nurturing Is Our School' will be a main focus for the next 3 years. This builds on the practice and improvements achieved through current approaches.
- Analysis of the use of physical intervention indicates that positive approaches have an impact for almost all pupils, with a significant reduction in behaviours of concern. Patterns of behaviour at individual, class and departmental level ensure that responsive planning can have an immediate impact for most pupils.
- The training materials for defensible and ethical recording have been developed into easy-to-use guidance for school staff. The work at Kingspark will inform staff development planning in the GIRFEC Implementation Group for city-wide recording within Team Around The Child.
- The inter-agency training group have continued to plan staff development for partners and school staff with a November INSET day as a whole day event, to be continued on an annual basis.

These outcomes have been achieved and there is ongoing monitoring. Progress is consistent with the HMle report.

4.3.4 Safeguarding

Outcomes:

- *All staff have a shared understanding in recognising the impact of their behaviour and attitudes on children and adults*

Progress:

- Use of the 'Children with Disability Toolkit' materials have been used and further developed by Kingspark and Speech & Language Therapy staff for staff development on behalf of the Child Protection Learning Workforce Development sub-group. The work of this group will continue during 15/16. The Tayside and Dundee Child Protection working groups are also including the 'Children with Disability Toolkit' materials into training frameworks.

- Assurance that Child Protection processes are being followed and children are safe is gathered from: continuous monitoring and evaluation through Team Around The Child meetings; ongoing communication with partners including Social Work, NHS Tayside and Voluntary Sector; and feedback from any consultations with MASH.
- The Police Scotland review is nearing its conclusion and a full briefing will be provided to all elected members.

This outcome is continually monitored through our safeguarding processes and by the Learning & Workforce Development groups. It also reflects the findings in the HMle report.

4.3.5 Data Management

Outcomes:

- *There is a simplified/unified system for recording, analysing and responding to incidents which involve physical intervention; accidents; and violence experienced by staff.*
- *A running log of complaints is reviewed regularly to identify any patterns and actions followed up by school and education managers*
- *A single planning system, consistent with GIRFEC, will be shared across agencies/authorities.*

Progress:

- The system for recording and analysing the use of physical intervention has been reviewed four times between Kingspark and Education Managers. Its implementation/utility will also inform changes at city-wide level, taking into account consultation with Corporate IT. Data analysis continues to improve and enable an intelligence-led approach to changes at class and departmental levels. Termly statistics are shared with Angus Council reps.
- Kingspark has a running log of both complaints/concerns and compliments. Education management and school SMT reviewed actions in June 2015 to identify where any follow-up was still required with partners and parents. This has also been shared with Angus staff.
- All pupils at Kingspark School have a Child's Plan which meets the minimum data set requirements of the Children & Young People's Act (2014). It works alongside the single planning tool which staff have developed for greater detail and curriculum progression for all pupils.

These outcomes are being actively implemented. DCC Integrated Children's Services planning will further inform this area in relation to the Child's Plan format (Tayside-wide). The sustained impact of the improvements made will be monitored and reported on throughout 2015-16 as reflected in the HMle report.

4.3.6 Improvement through self evaluation:

Outcomes:

- *The capacity of Kingspark is informed and quality assured by comparative national data*
- *Placement of pupils with Complex ASN in specialist provision in Dundee is based upon rigorous staged intervention processes and criteria*

Progress:

- Review of Additional Support Needs (ASN) provision continues with the Supporting Learners Management Groups and Complex ASN Management Group. The process has been explained through consultation of a FAQ leaflet with a focus group of parents representative of stages and need across the city.
- Joint self-evaluation with Head Teachers and Managers from 3 other authorities has taken place to share approaches which will help inform longer term improvement outcomes for

pupils attending special schools. Visits to schools in each other's authorities have also taken place to share approaches to self-evaluation. This work will be further developed to inform national bench-marking.

- 4.4 Continuous improvement at Kingspark School takes place, and should therefore be understood, within the context of strategic planning for Children's Services in Dundee. Of direct relevance is the work of: the Complex & Additional Support Needs (ASN) Strategic Planning Group and the GIRFEC Implementation Group. Leadership for improvement therefore takes place across these groups in direct partnership with the school's management team. In looking ahead, Kingspark School provides Dundee with a 'hub' as a centre for excellence in relation to learning and workforce development for integrated children's services; involvement of families and partners in developing services; and the provision of specialist services in communication, technologies and therapies.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been screened for any implications in respect of sustainability, strategic environment assessment, anti-poverty and equality impact assessment and risk management. There are no major issues.

6.0 CONSULTATION

- 6.1 This report has been subject to consultation with the Chief Executive, the Executive Director of Corporate Services, the Head of Democratic and Legal Services and the school's Head Teacher.

7.0 BACKGROUND PAPERS

- 7.1 None.

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November 2015

