

24 April 2018

Dear Parent/Carer,

East Park School

In February 2017, HM Inspectors published a letter on your child's school. The letter set out a number of areas for improvement which we agreed with the school and the Board of Trustees. Recently, as you may know, we visited the school again. During our visit, we talked to children and young people and worked closely with the acting headteacher and staff. We heard from the acting headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's/young people's learning and achievements. This letter sets out what we found.

Continue to aim for continuity and stability within staff teams working with teaching groups. This would ensure that children and young people benefit from consistency in relationships and that support staff know them and understand their needs well.

The school has made some progress in improving consistency and stability of staff teams. Regular collegiate meetings with teachers is helping to achieve a shared understanding of children's and young people's learning needs resulting in more consistency across class groups. The school's clear focus on quality improvement and learning and teaching is helping to facilitate professional discussion amongst staff. This is enabling staff to reflect on each other's practice to improve consistency of approach. Stronger partnership working between Learning Support Workers (LSWs) and teachers is beginning to impact positively on learners' experiences. The school need to continue to build on these partnerships.

Implement effective monitoring and evaluation of learning and teaching to improve consistency in learners' experiences, the pace of learning, challenge and task planning to meet the differing needs of learners.

The school has steadily built on their approaches to ensure better quality and consistency of teaching and learning. Staff know children and young people well. They are nurturing and calm, providing children and young people with a safe place to learn. As a result, children and young people are able to focus on their learning more and reach their potential better. Senior leaders are beginning to monitor and evaluate lessons regularly. This is helping to ensure consistency of approach in teaching and learning for all children and young people. Continuing professional learning is beginning to be linked to the school improvement priorities and, for

teachers, to the national standards. Teaching staff now have clear leadership responsibilities for aspects of the curriculum. Staff report very positively about how this has improved their skills and helped to ensure consistency of approach. The school should continue to embed the promising start they have made, particularly in the monitoring of learning and teaching to inform and challenge children's and young people's next steps.

Improve approaches to tracking and assessment of learners' progress so that individual children and young people can better achieve their potential.

The school is beginning to track attainment of children and young people as they progress through the school. Weekly planning sheets allow all staff to comment on learners' involvement in a variety of experiences. Targets from Personal Support Plans allow staff to plan together and check the progress of learners. Staff are beginning to work together to assess children's and young people's level of achievement and attainment better. This is helping to ensure that there is further consistency of expectations across the school. Records of children's and young people's achievements are at the early stage of development and provide a good pictorial record of their progress over time. A few children and young people benefit from receiving external awards for their work in gardening, art and community activities. This is helping them to become more confident. The school are aware of the need to embed these early improvements in the assessment of children's and young people's individual progress, and to build on staff judgement of children's and young people's level of attainment.

Further explore ways to improve communication with parents and key staff in placing authorities including partners in health.

The school has made some progress in exploring ways to improve communication with parents and key staff in placing authorities. They are at the very early stages of implementing the improvement targets outlined in their School Quality Improvement Action Plan, and almost all require consolidation and extension. The new Chief Executive Officer (CEO) has taken positive steps to engage parents who have any issues concerning their child's education. He is working directly with parents to help strengthen relationships and involve them in the school more. He is also starting to build networks with local authorities, universities and with the Board of Trustees. Teaching staff are beginning to support parents more in their children's learning. For example, by responding to parents' requests to include activities such as swimming, shopping and other community outings relevant to their children's individual learning needs. Senior managers and staff are aware of the need to continue to build on these examples to gain further parents' trust and to engage them more in contributing to their children's learning.

Address the identified weaknesses in leadership and management of change in order to enhance the wellbeing of children, young people and staff.

The Board of Trustees has taken positive steps to address the areas for improvement identified in HM Inspectors report of 2017. Overall, the Board has taken a much more active role in ensuring school improvement. The close scrutiny by the Board and their regular communication with the CEO and the school's senior

leadership team should continue to be built on. Since the last inspection key leadership posts have changed, including additional posts added or in the process of being appointed. Changes to staffing has impacted positively on how staff feel about themselves and their contribution to school improvement. The quality improvement systems and processes are now in place to assist the Board of Trustees, CEO, senior and middle management teams to manage change, monitor improvements, and identify areas for development. These systems now need to be embedded and evaluated by the head of education and Senior Management Team.

What happens next?

The school has made some progress since the original inspection. We will liaise with the Board of Trustees and Executive Director regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with the Board of Trustees the details of this inspection. When we return to inspect the school we will write to you as parents informing you of the progress the school has made.

Dr. Laura-Ann Currie
HM Inspector

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.