

REPORT TO: SCRUTINY COMMITTEE – 24 SEPTEMBER 2014

REPORT ON: EDUCATION SCOTLAND CONTINUED INSPECTION OF KINGSPARK SCHOOL

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 356-2014

1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to report on the findings of the Education Scotland Inspection Visit of Kingspark School

2.0 RECOMMENDATIONS

2.1 It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Director of Education to monitor progress towards meeting the areas for improvement contained in the report.

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. They published a report on their findings on 2 September 2014. HMIE noted in the report that they would make a further visit to the school within the next 12 months and report back to parents on the progress made since the first inspection.

4.2 The following areas for action were agreed with the school and education authority at the time of the inspection:

- Improve the curriculum in line with Curriculum for Excellence guidance.
- In order to meet the learning needs of children and young people more effectively, improve the skills of staff through a range of professional learning opportunities.
- Develop a more rigorous approach to self-evaluation, including the effective use of information, with a clear focus on improving outcomes in relation to care, welfare and wellbeing for children and young people.
- Improve leadership at all levels.

4.3 Education Scotland indicated in the report that the school has the following strengths

- Children and young people who are keen to learn and participate well.
- The quality of interaction and well-designed support in the enhanced support area (ESA).
- The positive developments in the senior phase, including effective partnership working and arrangements to help young people move on successfully from school.
- The strong contribution of support staff, across the school, in supporting children's and young people's learning.

4.4 The evaluations for Kingspark School are as follows:

- Improvements in performance: satisfactory
- Learners' experiences: satisfactory

- Meeting learning needs: weak
 - The curriculum: satisfactory
 - Improvement through self-evaluation: weak
- 4.5 The Independent Review which was carried out by Alistair Marquis in December 2013 and reported in March 2014, identified a number of recommendations which have formed the basis of an action plan for Kingspark School. The areas for improvement identified by Education Scotland have been incorporated into both an Action Plan as well as the school's improvement plan. The steering group which monitors the Action Plan reports to the Child Care & Protection Committee and will also report to the Education Committee. A number of actions have already been put into place including staff development and changes to information recording and analysis for self evaluation and improvement.
- 4.6 The action plan steering group are meeting on a regular basis and a copy of the action plan is included as appendix 1.

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 Director of Corporate Services, the Head of Democratic and Legal Services and the school's Head Teacher.

7.0 BACKGROUND PAPERS

- 7.1 None.

Michael Wood
Director of Education

September 2014

2 September 2014

Dear Parent/Carer

Kingspark School, Dundee City Council

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents, children and young people and worked closely with the headteacher and staff. We wanted to find out how well children and young people are learning and achieving and how well the school supports children and young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the care, welfare and development of children and young people and meeting their learning needs, and the development project 'Helping children without making them helpless'. As a result, we were able to find out how good the school is at improving children's and young people's education.

How well do children and young people learn and achieve?

Most children and young people enjoy the wide range of opportunities to be involved actively in their learning. They respond well when given the chance to work with others, in pairs or in small group tasks, including in the local community. Children and young people learn to develop their skills in different situations through, for example, regular visits to local shops and community facilities such as 'The Brae Riding for the Disabled'. They also benefit from learning in the school garden where they grow and harvest vegetables which they use in cookery lessons. However, children and young people are not always aware of what they are expected to learn in these and other lessons. Some teachers provide feedback which helps learners understand their strengths and how they can improve. There is scope for this to take place more consistently in all lessons. Children and young people make a valuable contribution to their school and community through the pupil council and by raising money for charities, such as Mary's Meals.

Overall, children and young people are making some progress in their learning. They take part in a good range of activities and events such as swimming galas, choirs, school shows and drama festivals, developing their health and wellbeing and cultural awareness. Children and young people are proud of their Eco-Schools Scotland Green flag award and their individual successes in dancing and sporting competitions. Staff recognise the need to further extend opportunities for young people's achievements to be accredited. Almost all children and young people achieve in line with learning targets in their additional support plans, although in some cases these are not sufficiently demanding. At all stages, they listen and communicate well using speech, signs and symbols. Some are making good progress with reading and writing at an appropriate level. Most children and young people are developing and applying their numeracy skills in practical contexts, for example when learning to use money in exchange for goods in 'The Deli'. Staff need to further extend these opportunities to make sure that children are able to practise and apply their literacy and numeracy skills in real-life situations. Over the past three years, a greater proportion of young people are attaining well in SQA National Qualifications in a range of subjects, mainly at Access 1.

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

The curriculum is designed to help children and young people become as independent as possible, to have positive health and wellbeing and to be equipped with appropriate communication skills, taking account of their needs. Staff have been developing aspects of the curriculum over the past few years and a few programmes of work have been improved. Across the school, teachers now need to make better use of

Curriculum for Excellence guidance and continue to develop curriculum programmes, including literacy, numeracy and health and wellbeing, to ensure that children and young people can attain as highly as possible. The curriculum for young people in the senior phase has recently been improved to provide them with greater choice and relevant opportunities to build up skills for learning, life and work. In collaboration with a range of partners, including local colleges and Dundee Transitions Programme, the school has established good arrangements to help young people move on successfully from school.

Across the school, most learning tasks and activities are set at the right level for children and young people. A few need more challenging and relevant learning activities. Support staff make a strong contribution to learning throughout the school. Staff in the enhanced support area (ESA), meet children's and young people's communication needs well. Staff have put in place a range of appropriate processes for assessing and identifying learning needs, including the involvement of therapists and healthcare staff. However, this involves recording in too many planning documents. The school should work towards a more integrated system of planning to better meet individual needs in line with Getting it Right for Every Child (GIRFEC) principles. The school has adopted positive approaches to supporting children and young people with challenging behaviour. However, these planned strategies are not always effective in ensuring that other learners are safe from harm from other children and young people. The school needs to take positive and prompt action to review how it manages the challenging behaviour of a few children and young people. Staff should develop the current system of recording and analysing accidents and incidents involving children and young people with challenging behaviour and use this information more effectively to minimise the impact on others. Parents receive regular information from the school about activities, achievements and forthcoming events through the regular bulletins and letters. Most parents commented very positively on the information and support available to them and their children from the school team. A small but significant number of families have expressed on-going concerns about their children's health and safety in school. Staff need to ensure that all parents are consulted and fully involved in decision making about how their children are supported, and that they understand how the school responds to concerns and complaints. Joint safeguarding and wellbeing training with therapy, healthcare and other relevant staff should be arranged to ensure that all staff working in Kingspark School are clear about their roles and responsibilities.

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

Senior staff in the school are committed to self-evaluation and improvement. Progress and impact of the school's improvement plan are monitored well and some projects are having a clear impact on learning and outcomes for children and young people. However, the school should review the current system of monitoring and evaluating its work and make better use of information to identify areas for improvement. The headteacher needs to continue to challenge and support staff to improve leadership and outcomes for all children and young people. Dundee City Council should further support the wider leadership team to improve its effectiveness across all aspects of their role.

This inspection found the following key strengths.

- Children and young people who are keen to learn and participate well.
- The quality of interaction and well-designed support in the enhanced support area (ESA).
- The positive developments in the senior phase, including effective partnership working and arrangements to help young people move on successfully from school.
- The strong contribution of support staff, across the school, in supporting children's and young people's learning.

We discussed with staff and Dundee City Council how they might continue to improve the school. This is what we agreed with them.

- Improve the curriculum in line with Curriculum for Excellence guidance.
- In order to meet the learning needs of children and young people more effectively, improve the skills of staff through a range of professional learning opportunities.
- Develop a more rigorous approach to self-evaluation, including the effective use of information, with a clear focus on improving outcomes in relation to care, welfare and wellbeing for children and young people.
- Improve leadership at all levels.

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will work with Dundee City Council to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within one year of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Olwynne Clark
Managing Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KingsparkSchoolDundeeCity.asp>

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 0141 282 5000, 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.

The group responsible for implementing this action plan will report back to the Dundee Child Care and Protection Committee. The group will be chaired by Jennifer King, Education Manager (ASN, Educational Psychology & Inclusion).

Group membership: Kingspark staff (Laura Smith, Head Teacher; Laura Hart, PT; Katie Timney, PT); Kingspark Parent Council (Pamela Morris and Pronita Banarjee); DCC Education Department (Jennifer King, Education Manager); DCC Social Work (Alison Leuchars & Susan Morrison,); NHS Tayside (Christina Kiddie, AHP, and Sarah McLauchlan, Head of Nursing); Angus Council (Kim Walker); Voluntary Sector (Moira Bisset, Parent-to-Parent; Moira Leck); Workforce Development (Frances Greig). Dundee City Council continues to meet with a small group of parents who have raised concerns. An additional parent member from this group will be identified to join the main group.

The 12 recommendations arising from the Independent Review have been clustered under key areas in order for them to be addressed coherently.

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
Communication with parents (5.1; 5.2)	<i>5.1: Raising concerns/complaints</i>	All parents know and understand how they can raise concerns and have them addressed by the school.	The school handbook and parental letters have been updated to provide easily accessible advice on how to raise concerns.	<ul style="list-style-type: none"> • School and council monitoring of actions taken are analysed and reported on in the school's improvement plan and standards & quality report. • Clear signage is in place at key points across the school (eg entrance area) • A termly update is issued to all parents/carers and staff. 	Senior Managers Kingspark staff and key Angus staff. Parent representatives.	June 2015 Allows time for feedback to be gathered, analysed and reported on
	<i>5.2: Home-school communication & documentation</i>	All parents will experience a consistently high standard of communication between home and school, as reported in feedback to the school.	A Family Support Worker has been allocated to the school to provide targeted support for specific families . PTs have a planned programme for the autumn term where staff training on the completion of home school communication will take place for all staff.	<ul style="list-style-type: none"> • A review of practice in relation to home-school documentation and practice. • All documentation will be written in 'Plain English'. • Key documentation will be available in written and spoken format. 	Parent representative; teaching and support staff reps; senior management team representatives.	October 2014

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
Review of Action 5.1 Raising concerns/complaints	<ul style="list-style-type: none"> Both complaints and compliments are logged by the school. Actions from complaints are followed up by senior staff. Jennifer and Laura will review and report back on analysis of the nature of complaints & actions after their termly meeting (06.10.14). This will also be shared with Angus staff. The school's standards & quality report (due later this term) and SIP will report on the analysis. Parents are reminded through home-school communication and the handbook of how they can raise concerns with the school. See 5.3 for other possible means of raising/recording concerns/compliments. 					
5.2 Home-School Communication	<ul style="list-style-type: none"> All staff have had initial training this term from the Principal Teachers regarding the home-school books. Scenarios were used for different pupils' needs/age and type of day. The aim is to achieve greater consistency in recording. This will be revisited with staff to monitor and review home-school communication. A 'Classroom News' termly information sheet is going home to parents about curriculum and forward planning. The Parent Forum are organising a Curriculum for Excellence afternoon for parents and staff based on 'Healthy Tasting'. Christina Kiddie offered SLT involvement and will arrange for a rep to attend the planning meeting on 09.09.14. The Family Support Worker is in post and has met with parents at the Parent Group, 'Meet the Team' events and during P1 induction. School documentation (including home-school books) are written in plain English and translation is provided for Bilingual parents. Staff talk through written plans/reports of pupils and if necessary symbolised versions of 'wellbeing indicators' are available. 					
Partnership working (5.3; 5.6)	<p><i>5.3: Raising concerns</i></p> <p>Visitors and partners to the school know and understand how they should raise concerns and have them addressed by the school.</p>	<p>The headteacher regularly reminds partners and visitors to the school of how they can raise concerns.</p> <p>'Meet the Team' events are already organised for all parents and partner agencies on 27 August in order to allow all stakeholders to meet the new Promoted staff Team.</p>	<ul style="list-style-type: none"> Focus group discussion with the Partnership forum for the school. Information/guidance is displayed and shared with all partners/visitors. School and council monitoring of actions taken are analysed and reported on in the school's improvement plan and standards & quality report. 	<p>Partnership forum representatives</p>	October 2014	
	<p><i>5.6: Thresholds for intervention, recording & reporting</i></p> <p>Staff across different settings will have a shared and consistent approach, with agreed thresholds to intervention.</p>		<ul style="list-style-type: none"> A joint training programme will be planned, delivered and reviewed with a focus on consistent approaches to intervention. There will be a review of the communication links between school 	<p>Kingspark staff DCC & Angus council staff NHS staff DCC workforce development rep</p>	<ul style="list-style-type: none"> August 2014 start date Work completed by February 2015 Initial review in June 2015 	
	<p><i>5.6: Communication with respite care staff</i></p> <p>School and respite care staff have agreed protocols for reporting</p>	<p>The school CP officers already meet termly with</p>		<p>Kingspark staff</p>		

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
		and recording incidents involving children and young people.	Dundee respite care staff to discuss strategies etc.	<p>and council care staff and the development of agreed protocols for recording and reporting all incidents.</p> <ul style="list-style-type: none"> • An annual questionnaire will be developed and issued to staff across all settings to ascertain their views on the appropriateness of intervention thresholds and their understanding of reporting protocols. 	DCC & Angus staff	
Review of Action 5.3 Raising concerns	<ul style="list-style-type: none"> • The 'Meet the Team' events took place on 27 August and went well with partners and parents attending. • Stacey Boylen (DHT) will join the monthly meeting with NHS staff to share updates and review actions regarding any concerns which have been raised. • Laura is meeting with NHS staff (nursing & AHP) on 12 September to share CALM theory and practice and how it relates to individual pupil behaviour care plans. • The Angus-Kingspark partners meeting took place on 26 August to review the Partnership Agreement. Dates for the Partnership Forum have been set for the year and invitations gone out. They are: Wednesday 8 October 2014 @ 1315; Wednesday 11 February 2015 @ 1315; Wednesday 6 May 2015 @ 1315 • Laura and staff will consider different means of highlighting to visitors to the school how they can raise concerns/make suggestions. Possibilities include suggestion boxes; prompts on the back of visitor badges. 					
5.6 Thresholds for intervention 5.6 Communication with respite care staff	<ul style="list-style-type: none"> • A sub-group will be formed to plan a joint training programme between NHS, Angus and Respite staff. Meanwhile, all staff are invited to the range of CPD which takes place at Kingspark. CK to give names of 2 reps to Laura. • A termly meeting continues between Angus education & social work/respite staff. Respite reviews are now included within the child's annual review. • Gillburn Road staff and Kingspark staff meet twice a year to formally review information sharing processes. In between there is frequent and regular 2-way phone contact between staff. The next meeting will review the information-sharing process (inc 'yellow' book). The group will develop a questionnaire for issuing to staff across different settings for their views on reporting and thresholds. 					
Challenging behaviour (5.4; 5.6)	5.4: Promoting proactive approaches	The school's approaches to promoting positive behaviour and 'Helping pupils without making them helpless' are shared more	A presentation for parents took place in November 2013 prior to a Parents' Evening.	<ul style="list-style-type: none"> • A comprehensive review of the school's approaches to promoting positive behaviour. • An analysis and review of the CALM process 	Kingspark staff Vol sector reps Parent reps	<ul style="list-style-type: none"> • September 2014 start date. • Initial review June 2015

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
		widely and understood by parents, partners and the wider community.		and the impact of CALM training to ensure that CALM techniques are used as the final resort.		
	<i>5.4: Monitoring use of physical intervention (ref 5.8)</i>	There is a simplified/unified system for recording, analysing and responding to incidents which involve physical intervention; accidents; and violence experienced by staff	A council working group is addressing this for longer term re-design of an electronic system. Kingspark are piloting a simplified/unified proforma which will inform the new council system.	<ul style="list-style-type: none"> The new system will be implemented from August 2014. It will be reviewed in January 2015 with a view to incorporating further improvements. Central staff will monitor the number of incidents involving physical interventions, the number of pupils involved and the nature of incidents. These will be discussed with the senior management of the school on a termly basis and action taken as required. 	Kingspark staff Education department staff and key Angus staff.	<ul style="list-style-type: none"> August 2014 Review in January 2015 Monitoring to begin in October 2014.
	<i>5.6: Joint training with partners on challenging behaviour</i>	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.	Early discussions have taken place with Angus, DCC and NHS reps	<ul style="list-style-type: none"> A joint training programme will be developed to include all relevant staff. A ongoing training programme will be developed and delivered on a termly basis for existing and new staff. 	Kingspark staff DCC & Angus Council staff NHS staff DCC workforce development rep	<ul style="list-style-type: none"> October 2014 start date Work completed May 2015 Review August 2015
Review of Action 5.4 Promoting positive approaches	<ul style="list-style-type: none"> 'Helping pupils without making them helpless' continues this school session, using video as a tool for reflection on staff-pupil interaction. Analysis and review of CALM and its impact on pupils' self-regulation will be reviewed with the data in October. At present, recorded use of CALM techniques indicates very limited use A 2 day CALM theory training programme is being planned for Angus staff. A day is planned for Kingspark staff in November which 					

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
			<p>other partners are invited to attend. Christina Kiddie will give names of AHP staff who will attend.</p> <ul style="list-style-type: none"> Gilburn Road staff are reviewing the use of CALM to consider alternatives which will be shared at the joint meeting with Kingspark staff. Consistent approaches between settings for pupils is a priority and is reflected in care plans. The use of video clips from 'Helping Pupils...' can be used for sharing practice. Defensible recording training is being planned with Learning & Workforce Development staff and Kingspark staff on 15 September 2014. 			
5.4 Monitoring use of physical intervention			<ul style="list-style-type: none"> The pilot system for recording and analysing use of physical intervention is now in place at Kingspark. Its implementation/utility will be reviewed along with data analysis at termly meetings between senior staff and Education managers. 			
5.6 Joint training with partners			<ul style="list-style-type: none"> A sub-group will be formed to plan a joint training programme between NHS, Angus and Respite staff. Meanwhile, all staff are invited to the range of CPD which takes place at Kingspark. CK to give names of 2 reps to Laura. 			
Child Protection (5.5)	<p>5.5 Review of Child Protection training</p> <p>5.5. Staff approaches to communicating with and about children/young people</p>	<p>All staff have a shared understanding in recognising the impact of their behaviour and attitudes on children and adults.</p>	<p>Kingspark staff have an initial child protection training session planned for August 2014, based on updated guidance and case scenarios.</p>	<ul style="list-style-type: none"> The new Child Protection and Disability Toolkit will be used for training purposes. The Learning & Workforce Development service will examine existing staff development programmes and develop one on communication. A comprehensive analysis of CPD packages on communication will take place to identify relevant training material and resources. 	<p>Kingspark staff DCC & Angus Council staff NHS staff DCC workforce development rep</p>	<ul style="list-style-type: none"> August 2014 start Review June 2015
Review of Action 5.5			<ul style="list-style-type: none"> The CCPC have agreed on implementation of the 'Children with Disability' toolkit by updating the relevant sections of the local inter-agency child protection procedures, led by Dave Anderson (Barnardos). Target date for a draft updated procedure is end of October. Jennifer will circulate the 'Additional notes for Practitioners' for information. Learning & Workforce Development are assessing the toolkit against existing learning/training activity and will incorporate the toolkit into its existing programmes. Jennifer is due to report back to the CC&PC in November. Scenario-based Child Protection training took place at the start of term for all Kingspark staff and NHS nursing staff. Staff reported positive feedback on the approach and its relevance to the special school context. There is a plan to continue the approach through the school year. Tayside Contracts staff have been approached regarding their participation in CP training alongside school staff. Frances reported that 			

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
	<p>CPOs in School Community Support Service should take this forward. She will follow up on whether there are any other actions w.r.t. Tayside Contracts staff generally.</p> <ul style="list-style-type: none"> Defensible and ethical recording is to be included in the staff development plan with LWD and protocols/ thresholds for how information is shared between NHS and Kingspark staff. The current system will be reviewed. 					
Data management (5.8; 5.10; 5.11; 5.12)	<i>5.8: Review of procedures for recording/reporting individual pupil incidents</i>	There is a simplified/unified system for recording, analysing and responding to incidents which involve physical intervention; accidents; and violence experienced by staff.	A council working group is addressing this for longer term re-design of an electronic system. Kingspark are piloting a simplified/unified proforma which will inform the new council system.	The new system will be implemented and reviewed from August 2014. This will ensure that information is more easily accessible and that the current use of several recording formats is reduced.	Kingspark staff Education department staff and key Angus staff.	From August 2014
	<i>5.10: Review of recording and access to information/chronologies for pupils; classes; year groups</i>	Information about pupils in relation to incidents/ events is available in an easily accessible format, allowing trends and patterns to be identified and responded to	Kingspark management team have audited and identified a reorganised structure for pupil information/recording.	Actions in 5.8 will inform and address recording in this area.	Kingspark staff Education department staff and key Angus staff	<ul style="list-style-type: none"> • June 2014 start • Review January 2015 • Monitoring ongoing
	<i>5.11: Overview of recording & monitoring of complaints/allegations</i>	A running log of complaints is reviewed regularly to identify any patterns and actions followed up by school and education managers	Kingspark management team have audited and identified a reorganised structure for recording and monitoring of complaints/allegations.	There will be a termly review & follow up of impact which actions have had between Kingspark SMT & Education Manager of complaints/allegations	Kingspark SMT Education Manager (ASN, Educational Psychology and Inclusion)	October 2014 Termly thereafter.
	<i>5.12: Integration of planning & documentation across DCC and NHS Tayside</i>	A single planning system, consistent with GIRFEC, will be shared across agencies/authorities. This will be used for every Annual Review, CSP and post 16 school planning	Kingspark staff have contributed to the design of the Single Child's Plan for DCC (Training for all promoted staff is already arranged for 18 August 2014) In session 2015-2016 the	Training for Kingspark staff in using the Single Child's Plan	Kingspark staff Manager (ASN, Educational Psychology and Inclusion)	August 2014

Key area	Independent Review recommendation/ref	Improvement outcome	Action already taken	Action required	By whom	By when
		meeting in session 2014-2015.	Single Child's Plan will replace all ASPs in the school and will become the planning and recording tool for all pupils.			
Review of Action 5.8 Review of procedures	<ul style="list-style-type: none"> The pilot system for recording and analysing use of physical intervention is now in place at Kingspark. Its implementation/utility will be reviewed along with data analysis at termly meetings between senior staff and Education managers. (see 5.4) 					
5.10 Review of recording and access to information	<ul style="list-style-type: none"> The new process allows for chronological recording and analysis of trends at different levels. To be reviewed in October. 					
5.11 Overview of recording and monitoring of complaints	<ul style="list-style-type: none"> Kingspark has a running log of both complaints/concerns and compliments. Education management and Laura to analyse and review actions in October (06.10.14). This will also be shared with Angus staff. 					
5.12 Integration of planning	<ul style="list-style-type: none"> Training for all promoted staff on the use of a single planning system (and Child's Plan) took place on 18 August with a follow-up session being arranged. All plans for Kingspark pupils will be reviewed over the year in the Child's Plan format. This is the same stage of implementation for all schools in Dundee. 					
Review of ASN provision (5.9)	<i>5.9: Benchmarking of ASN; age range; staffing</i>	The capacity of Kingspark is informed and quality assured by comparative national data	Initial benchmarking has taken place with one other LA.	Progress full benchmarking with national networks, e.g. ADES/ASLO	School SMT Manager (ASN, Educational Psychology and Inclusion)	October 2014 – May 2015
	<i>5.9 Education dept reference group to progress priorities in ASN audit and review</i>	Placement of pupils with complex ASN in specialist provision in Dundee is based upon rigorous staged intervention processes and criteria	Kingspark HT & Education Manager are leading on the reference group taking forward a management review of Additional Support Needs in relation to the placement of pupils with complex needs.	Complex ASN and Local Management groups will be implemented from October 2014	Education Department reference group. School staff. Multi-agency staff. Angus staff.	May 2014 – August 2015
Review of Action 5.9	<ul style="list-style-type: none"> Jennifer has met with Education reps from 2 neighbouring authorities to begin local benchmarking of performance outcomes. Next meeting on 12.09.14 Implementation of Local Management and Complex ASN groups will begin this term. Jennifer is consulting with Taletta Jamieson regarding communication with parents (city-wide)about changes to the process. A FAQ leaflet is being prepared for use at transition planning meetings. 					