



## PROGRESS ON THE MAIN POINTS FOR ACTION



**Carrongrange School was inspected in September and October 2006 as part of a national sample of provision for pupils with additional support needs. The school received a positive report with a number of key strengths identified. As a result of the very good progress made in overtaking the main points for action, HM Inspectors have decided to make no further visits to the school in connection with the report.**

HM Inspectors identified four main points for action which the school and the authority have addressed jointly.

As part of the HMIE follow through process, Falkirk Council Education Services was asked to evaluate the progress made by the school in taking forward the recommendations and publish a report on progress to parents.

### Continuous Improvement

Since the publication of the school's HMIE report in January 2007, there has been very good progress. The headteacher, Mrs Gillian Robertson and her staff are firmly committed to an agenda of continuous improvement and the culture of self-evaluation and reflection, already present in the school prior to the inspection, has been further enhanced.

Progress in meeting the recommendations has been monitored and supported by the Quality Improvement and Curriculum Support teams.

Progress against the four action points identified by HMIE is detailed below.

### Action Point 1

*In order to meet pupils' needs better, the school should continue to improve learning and teaching, ensuring it is more closely matched to pupils' additional support needs, and using a wider range of approaches including ICT.*

The range of teaching methodologies has been increased with appropriate differentiation to meet the needs of all learners, including those with severe and more complex needs.

Increased use of real life situations to enhance the curriculum, with severe and more complex needs pupils actively involved, with strong and effective lifeskill programmes in place.

Use of ICT has increased across all areas of the curriculum, with a wider range of technologies

being used, for example, digital cameras and SMART boards.

Assessment for Learning methodologies are being more consistently delivered across the curriculum.

The school has made excellent use of outdoor education to offer pace and challenge to all pupils and have built enterprising learning into all aspects of school life. This has resulted in an innovative use of the timetable to allow this to take place.

Support staff are more engaged with addressing pupils' learning needs.

Partnership with parents, ILC staff and outside agencies has continued to be very positive and they are fully involved in the regular celebration of the wider achievement of the pupils.

**Very good progress has been made towards meeting this recommendation.**

### Action Point 2

*The specific roles of core teachers and subject specialists, including their partnerships in co operative teaching, should be reviewed to build on best practice and to share expertise.*

The roles of core and specialist teachers have been clearly defined and core teachers are being used very effectively to reinforce learning in specialist subjects.

Co-operative teaching has allowed more flexible class and group working to best suit the needs of

individual pupils within a variety of settings.

Co-operative teaching has allowed teaching and support staff to further expand the challenge and increase the independence of learners.

Support for Learning Assistants have increased their capacity through undertaking PDA courses.

**Very good progress has been made towards meeting this recommendation.**

### Action Point 3

*The school should improve the effectiveness of its approaches to self-evaluation to enhance the quality of learning and teaching, and share good practice more effectively.*

A greater emphasis has been placed on self-evaluation and all staff use self-evaluation checklists to reflect on their work.

An annual programme of observation is in place and the senior management team (SMT) meet regularly with teaching and support staff.

All teaching staff have contributed to a Sharing Good Practice Session in 2007-2008 with more planned for 2008-09.

Communication and consultation with staff has improved and resulted in new practice, for example 'Enterprising Fridays'.

All staff are involved in working groups for school improvement.

**Good progress has been made towards meeting this recommendation.**



## FURTHER INFORMATION

### Action Point 4

*Senior managers should continue to work with principal teachers to clarify their roles in leading and managing in the school, and to achieve greater consistency in their work with teachers and support staff.*

A programme of leadership/teamwork development has been put in place and has been well received by principal teachers.

Principal teachers are more comfortable with their roles and have made significant contribution to enhanced transition links with the primaries.

Regular meetings of the extended management team (EMT) have resulted in a more effective team with increased consistency in curricular and pastoral management as well as quality assurance.

Principal teachers have led in-service sessions, delivered house assemblies and been seen to be central to whole school development.

Good networking has taken place via outreach teaching, attendance at authority groups such as curriculum management groups, which has raised the profile of the school.

**Very Good progress has been made towards meeting this recommendation.**



### Conclusion

Significant improvements and progress have been made in all 4 action points, which has resulted in a very positive contribution to effective teaching and learning and meeting the needs of a very diverse pupil population. Implementation of self-evaluation procedures and regular opportunities for teaching and support staff to have quality time to discuss Curriculum for Excellence and its impact on the pupils at the school have resulted in developing the capacity for change in the school and also innovative and creative ways of enhancing learning for the pupils, such as their social enterprise pilot for work experience in conjunction with Community Services at a local country park.

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For further information on this report or the Council's strategy for Raising Achievement please contact the Headteacher or

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Further copies of this report and the original HMIe report are available from the school or on the HMIe website at [www.hmie.gov.uk](http://www.hmie.gov.uk)

Falkirk Council Education Services are committed to open communication that achieves shared understanding and helps overcome barriers. This leaflet can be made available in other languages, in Braille, large print or on audio tape. Please contact 01324 506600 for further information.



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LEARNING TO ACHIEVE  
A Strategy for Raising Achievement

Follow Through Report on the Inspection of



Carrongrange School  
October 2008



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