

## SCHOOL NAME: FALLSIDE North Lanarkshire Council Progress Report - L. McFarlane

**Area for improvement 1:** Develop consistently high-quality learning, teaching and assessment across the school. (Teachers need to plan lessons which better meet young people's needs. They also need to more rigorously assess, monitor and track young people's progress.)

How is the school doing? (What has improved since the last inspection?)

Since the previous HMIE Inspection, staff have continued to engage in a variety of Continuous Lifelong Professional Learning (CLPL) activities, working alongside a several of other teams to upskill and develop their understanding of best pedagogical practice, with a particular focus on Broad General Education (BGE) literacy and numeracy. Quality assurance processes evidence improvements in teachers' ability to align planning to learners' needs.

Staff have also worked with partner colleagues, across the sector, to identify and explore different approaches for improving learning, teaching and assessment, for all pupils. This has involved meeting with other professionals and sharing knowledge to improve planning and assessment to ensure planning is more clearly aligned and responsive to learners' needs. It has also enhanced teachers understanding and ability to gather evidence to support achievement of a level.

Numeracy: Staff are now using a range of data including ACEL data, SNSA information and maths assessments to ensure all BGE pupils have personalised learning plans for Numeracy. This approach enables staff to build on pupil's strengths to help them to re-engage with learning whilst also closing the identified gaps. Senior phase pupils all have Numeracy plans in place to support them with achieving a National Qualification.

Literacy: We have established a process whereby initial assessments (Literacy) are carried out for all new pupils to ensure they are appropriately supported and challenged in their learning. When appropriate, specific literacy interventions are used to provide intensive support for identified pupils. Progress through the intervention is carefully monitored to ensure positive impact for the learner.

ICT is used more often in classrooms to enhance learning experiences and support pupil engagement levels. Staff have taken part in training sessions with North Lanarkshire's SAM (Support by Assisted Media) Group to expand the use of digital technology to meet the specific needs of pupils and increase engagement, particularly for identified pupils who require a significant amount of support to access the curriculum at Early and First Level.

We are continuing to work collaboratively with partner schools to develop a BGE Literacy progressive planner that staff can use to ensure pupils experience a broad, balanced literacy curriculum.

In addition to completing the self-evaluation from the Circle Framework (a communication audit), staff received training from Speech and Language (SaLT) colleagues on working with young people who have communication needs. This audit and subsequent training supported staff to develop a better understanding of strategies that could be used to support identified learners.

How do you know? (What is the evidence of improvement?)

Quality assurance visits and dialogue with staff demonstrates increased levels of confidence and detail when engaging in professional dialogue, particularly when assessing achievement of a level for individual pupils.

Classroom observations and planning shows that there is now more effective use of digital learning to enhance core learning and support and to enable learners to access the wider curriculum.

Through further implementation of whole school mentor programme, including weekly target setting evaluations, feedback to parents and Fab Friday awards, 80% (29 out of 36) of targets set from Boxall profiles were achieved in June 2022, with improvements made in the other 7 targets. This programme resulted in increased engagement during lessons and has also provided staff with a deeper understanding of the barriers individual young people are experiencing in day to day learning experiences, enabling them to adjust response and planning appropriately.

Following the communication audit, interactions with certain young people have been adapted to support their needs further. Staff evaluations post training reported more confidence in supporting young people.

### What are they going to do now?

Continue with Learning, Teaching and Assessment Course alongside North Lanarkshire Pedagogy Team, with a focus on Planning and Assessment cycle to ensure the needs of all pupils are met.

As part of the newly formed We Aspire College, opportunities will be provided to share good practice and peer support through observations within other establishments. This will develop staff knowledge and offer opportunities to widen and strengthen the current curriculum offer.

Ensure a rigorous Tracking and Monitoring system is in place for both staff and pupils. This will facilitate regular focused professional dialogue with pupils and staff to help identify interventions that are required to challenge or support pupils, within all areas of the curriculum. Jotter sampling, classroom support visits, forward planning meetings and attainment discussions will aid the tracking and monitoring of each individual pupil.

## Area for improvement 2 (please insert from inspection letter)

**500 words** Improve attainment across all curricular areas.

How is the school doing? (What has improved since the last inspection?)

Across the school, pupils are accessing a broader curriculum with increased opportunities for attainment in physical education, vocational skills and technology.

At the senior phase, all young people achieved National Qualifications in literacy and numeracy. Since previous engagement there has been an increase in the number of pupils achieving more national qualifications, in a broader range of subjects.

Curriculum pathways were reviewed to maximise options and opportunities for pupils. For example, to expand the subjects available and include pupil choice all Senior Phase pupils were given an option form for both SQA subjects and vocational interventions. We also increased our accredited subjects from 6 to 8 in the 21/22 academic year, to provide more choice for pupils. This year we have further enhanced options for additional qualifications by adding courses such as practical cookery and employability, which will support employment pathways and provide life skills.

Data indicates that the number of pupils leaving with qualifications has increased since last HMle engagement. (1 full cohort plus, ½ cohort – Christmas leavers.)

Staff used a range of approaches to ensure all pupils attained English and Application of Mathematics at N3 or N4.

Collaboration with schools across We Aspire College ensures that all pupils are offered equal opportunities with regards to National Qualifications and wider achievements at senior phase.

Across the BGE, most pupils are making good progress in Literacy and Numeracy. Staff have met with colleagues from across We Aspire to ensure that the teaching, learning and assessment practices are meeting the learners' needs. The school continues to offer a range of subjects across the curriculum including wider achievement and vocational skills to engage and motivate pupils and improve outcomes.

Attainment data indicates that the school is making good progress in supporting improvements in learners' attainment levels and in closing the attainment gap for pupils working within the BGE. Interventions are being used effectively to increase the pace of progress for identified learners.

Staff are using more flexible and creative approaches to curriculum delivery at transition periods, tailoring approaches to meet learners' needs. This approach is impacting positively and identified learners are more engaged and are beginning to access a broader range of curricular areas.

All pupils now can participate in at least one outdoor learning experience. We have expanded our Duke of Edinburgh Programme; introducing a second cohort at Bronze level and introducing the Silver Duke of Edinburgh award. This will provide a progressive pathway for learners.

New pupils will work towards the John Muir Discovery award with the opportunity to advance to John Muir Explorer award. This Award was achieved by 3 pupils this year, and we hope to build on this success.

We have further enhanced our outdoor education provision and physical experiences by working with partners such as Active Schools to increase quality of learning experiences and variety of activities available. Staff successfully applied for funding to purchase sports equipment to motivate and encourage learners to participate in physical activity.

We are using the new activities; such as skiing and kayaking to widen our accreditation in wider achievement by offering a sports leadership module, as well as the heart start programme.

Activities such as Mountain Biking and Rock climbing are being used effectively to develop pupils' confidence and health awareness and feedback from pupils has been positive. To enable pupils to build on this success, they will have the opportunity to attend a residential experience with Outward Bound in Autumn 2023. This will link in with their GIRFME Targets, John Muir awards and Duke of Edinburgh.

How do you know? (What is the evidence of improvement?)

Increased attainment in BGE - ACEL data evidence impact of improved pedagogical approaches.  
Increase in National Qualifications (NQ) at National 3 and 4 shows the positive impact of strategies to raise attainment.  
Expansion on Duke of Edinburgh (DOE programme) to Silver level, with success for identified pupils, shows the positive impact of expanded curriculum pathways.  
John Muir Explorer award added to build on Discovery award – demonstrates impact of increased planning for progressive opportunities for learners.

#### What are they going to do now?

Continue to develop BGE curriculum to reflect context of school and CFE principles.  
Continue to develop links across We Aspire college to build staff capacity and opportunities for learners.  
Continue to add to opportunities to support young people develop skills to aid their pathways to positive destinations.

### Area for improvement 3 (please insert from inspection letter)

#### 500 words

Improve attendance and ensure that all young people receive their entitlement to a full-time education.

#### How is the school doing? (What has improved since the last inspection?)

For most pupils there has been an improvement in attendance this academic year. Furthermore, most pupils who are new to Fallside have a significantly higher attendance and engagement rate than in their previous placement.

For a few pupils, due to external influences and dynamics, there have been periods of reduced attendance, however, the school data clearly shows the wide range of strategies used by the school to try to support these learners and their families. Despite these low attendance rates, the school's relationship with the families remains positive.

The school recognize that they need to continue to try to improve attendance rates for these pupils and have a clear plan of they will do this. All young people continue to be offered a range of interventions to help alleviate these challenges including added vocational offers, bespoke timetables, alternate venues as well as a flexible approach to their day.

To ensure a small number of learners who, despite significant interventions and offers, continued to disengage from school were supported in their learning and development the school team offered an outreach programme. They worked with the young people and their families to develop bespoke approaches. They travelled to pupil's local communities and met within libraries and social work buildings to complete national qualifications to ensure that each pupil left with at least a numeracy and literacy qualification. Throughout this time, they continually reassured the learners that they could return to Fallside, whenever they wanted to. This proactive approach ensured that all learners were safeguarded, through continual contact with the families, and supported learners to achieve qualifications and to enter into a post school positive destination.

All young people who attend Fallside School continue to be offered a full-time timetable including bespoke packages supported by our partner agencies.

Weekly and monthly attendance monitoring continues to support early identification and intervention, enabling staff to address issues highlighted, as they arise.

We continue to work with an extensive list of partners including; Virtual school, Home School partnership officer, Social Work, Speech and Language, as well as many third sector agencies, to provide bespoke support packages for children and families.

Staff are continuing to plan for the transition to their new building, within Coltness High School, despite delays due to building work. They are continuing to focus on supporting all learners to improve attendance rates.

#### How do you know? (What is the evidence of improvement?)

Monthly attendance analysis embedded in quality assurance.

Weekly review and report to parents which young people discuss with their mentor teacher highlighting attendance.

#### What are they going to do now?

Within Fallside school, we will continue to robustly monitor through quality assurance procedures and Team around the child supports to address attendance levels and concerns.

Within We Aspire College, we have worked closely with North Lanarkshire Council to develop a new outreach team which will be in place for August 2023. This team will enable most pupils to stay on in their mainstream school and be supported through our service without having to be placed within one of our schools.

We Aspire College aims to provide an inclusive educational and vocational experience for young people in North Lanarkshire experiencing adversity who require a more flexible approach to learning. Young people are supported through individual planning and pathways in order to build confidence and resilience, subsequently maximising their potential to achieve positive outcomes and promote wellbeing.

Pupils will be referred to We Aspire College via We Aspire Core group. The group will meet on a termly (or emergency) basis to assess new cases and review existing cases. Applications will be submitted by schools and social work colleagues. The introduction of the We Aspire Core Group will facilitate earlier intervention, replacing the annual allocation process, which sometimes saw pupils out with education for prolonged periods of time. Pupils will be supported through trauma informed practice to improve mental health to achieve skills and qualifications. Support will be split into three levels, as outlined below.

**UNIVERSAL OFFER:** Support and interventions will be provided by the We Aspire Outreach team within mainstream settings and within We Aspire College establishments.

**ADDITIONAL OFFER:** Support and interventions will be provided by the We Aspire Outreach team within mainstream schools, community settings and within We Aspire College establishments, on a flexible basis.

**INTENSIVE OFFER:** Pupils will be transferred to a We Aspire College establishment on a full-time basis. Wrap around support will be provided to young people and their family by the We Aspire College during their placement and post school.

It is envisaged that the establishment of this new system will ensure no pupil is transferred immediately on to the roll of our SEBN schools, including Fallside, before every other avenue has been exhausted. At the heart of this approach is pupil voice. If pupils wish to remain within their mainstream but are struggling with the demands our supports should allow this to be a possibility.

We believe these systems will prevent pupils being allocated into incorrect placements and support improved attendance, for identified learners, as their voice will be integral to the planning process. This approach will also allow for enhanced quality transitions, as all pupils should have worked through all levels of support before a move to a fulltime placement would be considered.