

**Falkland House School  
Fife  
Follow-through inspection  
19 August 2009**

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## **1. The inspection**

HM Inspectorate of Education (HMIE) and Care Commission (CC) published a report on the inspection of Falkland House School in October 2007. The school prepared an action plan indicating how they would address the main points for action identified in the original HMIE/CC integrated inspection report.

HM Inspectors and Care Commission Officers made a follow-through visit in June 2009. During the follow-through visit, they evaluated the extent to which the service was continuing to improve the quality of its work. HM Inspectors and Care Commission officers also evaluated progress made in responding to the main points for action in the initial report and the additional specified National Care Standards.

## **2. Continuous improvement across care and education**

Leadership and team work within the school had improved significantly. The senior management team work effectively for the benefit of young people. Across care and education, staff communicate better and share information. The ethos of the school and the quality of pastoral care for young people remains very positive. The curriculum is now better organised with an extended range of experiences being offered to young people. Young people are more involved in their learning through personalised planning. There is a very good staff ethos and commitment towards taking the school forward. Approaches to monitoring and evaluating the quality of young people's learning by the senior management is now in place. There is a better capacity for continuous improvement in the school.

## **3. Progress towards the requirements and main points for action from the inspection in October 2007.**

The initial inspection report identified one requirement and six main points for action. This section evaluates the progress made with the requirement and each of the main points for action and the resulting improvements for young people and other stakeholders.

### **3.1 Requirements**

**Requirement 1. Staff working with children and young people who are looked after and accommodated must be trained in throughcare and aftercare policies and procedures. This is in order to comply with Scottish Statutory Instrument 2002 Number 114 Regulation 13 (c) (i) – a requirement to ensure that persons employed in the provision of the care service receive (i) training appropriate to the work they are to perform**

Very good progress has been made in training staff in throughcare and aftercare policies. Staff development opportunities include an effective training session on throughcare and aftercare policies and procedures.

A few members of care staff now have responsibility to ensure that all young people have a comprehensive throughcare and aftercare programme. The school is a member of the National Throughcare and Aftercare Forum. The school has strong links with a few colleges throughout Scotland and with local businesses. These links have improved outcomes for young people moving on from the school and the throughcare programme. Young people spoke very positively about their work experience placements. A Pathways programme is in place for young people who are looked after. Commendably the school was developing a similar Pathways programme for all young people.

#### **4. Recommendations arising from this inspection**

##### **4.1 Improve curriculum planning to ensure choice, breadth, balance and progression and ensure continuity in learning for pupils**

The school has made good progress in improving curriculum planning.

The curriculum now offers young people more breadth and balance. They now have opportunities to learn in history, art, music religious and moral education and physical education (PE) The PE programme is set to be delivered through the Fife institute where a wide range of activities are on offer. The school is also using sport coaches to support activities such as football. Overall, young people are receiving two hours of very good PE weekly. Staff are now in a position to implement the Award Scheme Development and Accreditation Network (ASDAN) courses from August 2009. This will recognise areas such as young people's personal and social development. There is very good range of courses offered at Access and Intermediate levels across a wide range of subject areas. Enterprise and citizenship activities are in place through a good range of practical areas including gardening and technical subjects. Senior pupils attend local colleges for part of their curriculum. Information and communication technology is used well to support young people. Courses are now in place to support young people in vocational studies such as plumbing and electrical work. Young people are learning how to speak in Italian. Staff recognise the need to look at how they are going to develop further the national initiative *Curriculum for Excellence*.

##### **4.2 Further develop the personal learning plans (PLPs) for all pupils to take more account of individual needs and include behaviour or personal and social skills targets.**

The school had made very good progress in relation to this main point for action.

Teaching and care staff have developed PLPs with young people. Together they set targets to improve young people's behaviour and learning. Young people are working very well to achieve their targets. In particular, they have taken ownership of their behaviour targets and have identified ways to help them improve their behaviour in classes and in the care setting. Staff and young people celebrate success in their work through personal records of achievements and certificates across all aspects of the school and care. They are developing well in personal and social development. For example, they handle their own money confidently and have developed leaflets to highlight bullying. There are good opportunities for young people to contribute their views through the Pupil Council. Young people are trained as peer supporters to help their classmates at times of difficulty.

### **4.3 Continue to improve links across care and education through more systematic meetings**

The school has made very good progress with this main point for action.

The development of a middle management working group has further improved the relationships between care and education. The group consists of the four senior care workers, two principal teachers and the senior management team. The purpose of this group is to ensure issues can be raised by individuals through their immediate line managers. Information and decisions are disseminated accurately and quickly by line managers who have been involved in the decision making process. There is a good range of opportunities for care and education staff to work together. For example, teachers take on after school activities and a few teaching staff work in the care setting one night per week. Care staff are helping to develop and deliver curricular areas such as the *Keeping Myself Safe* programme.

### **4.4 Provide training for all staff to promote anti-discrimination**

The school has made very good progress in providing training to promote anti-discrimination.

Through relevant training, all staff and young people are now more aware of issues related to anti-discrimination. Young people participated in a workshop delivered by Fairness, Race, Awareness and Equality (FRAE). Staff and young people worked very well together to develop an anti racist DVD. This included young people delivering a presentation at a school assembly. Staff observed young people actively challenging instances of discrimination when they were out in their community. Some young people had an additional opportunity to take part in the Scottish Indian Arts Forum, where they designed and decorated a lorry and effigies for the Indian Festival, Dhussheere.

### **4.5 Ensure that self-evaluation is sufficiently linked to improving learning and teaching.**

The school had made satisfactory progress in this main point for action.

The recently appointed director has made a significant impact on improving the school. All staff speak very highly of his drive to improve the school. He is now providing much clearer, strategic direction for staff with a focus on improving the curriculum and teamwork across care and education. Staff feel fully involved in the decision making processes and improvement planning. They are clear about the school's strengths and areas for development.

Staff have very good opportunities to work with other teachers in a team teaching situation where they evaluate each others' work. They are developing their practice

further by visiting other schools and establishments. Senior managers and the principal teacher observe learning and teaching and offer good advice on how staff can improve their practice. The impact of this is still to be realised. Staff appreciate the support and advice they are given. The school's improvement plan now needs to focus more clearly on what needs to be developed to ensure a positive impact on young people. Priorities need to be clear and measurable and easily understood by staff.

#### **4.6 Have an organisational policy for children and young people who are looked after and accommodated**

An appropriate organisational policy for children and young people who are looked after and accommodated is now in place.

### **5. Conclusion**

The school has made very good progress in relation to three of the main points for action and satisfactory and good progress in the other two. Senior managers and staff have developed the school's capacity for improvement since the inspection through more effective teamwork and leadership. All staff are committed to improving the school. The school plans to further develop self evaluation procedures to ensure continuous progress in relation to school improvement priorities. As a result HMIE will make no further visits to the school in connection with the inspection of June 2007. The Care Commission will continue with its programme of announced and unannounced inspections.

Jane Lopez  
HM Inspector

Marion Neil  
Care Commission Officer

19 August 2009

## **How can you contact us?**

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