



# Follow-through Inspection Report

## Rosepark Learning Centre

January 2008

### **The Inspection**

Her Majesty's Inspectorate of Education, HMIE, published a report on standards and quality in February 2006 following their inspection in November 2005. Working with the centre, the education authority prepared an action plan indicating how they would address the main points for action and ensure the continuation of the high quality and improving education identified in the original report.

As advised by HMIE, the education authority has been responsible for producing this follow-through report. The authority has assessed the extent to which the centre has continued to improve the quality of its work and has evaluated the progress made in responding to the main points for action in the initial report.

### **Continuous Improvement**

The centre had continued to provide its pupils with a high quality of support to meet their additional support needs.

Pupils had continued to be motivated by a wide range of activities. Staff had remained committed to continuous improvement and the centre had further developed many aspects of its work.

The movement programme had been extended to five mornings per week. Three staff had now been trained to deliver the programme which was overseen by a member of staff from the primary physical education team. The programme was targeted on identified pupils to improve balance and co-ordination as well as gross and fine motor skills. Pupils had been videoed at the start and end of their participation in the programme so that resulting improvement could be demonstrated readily to staff in their mainstream school and to parents.

The provision and use of information and communications technology (ICT) in the centre had been extended and continued to motivate pupils to enjoy their learning. Interactive whiteboards and lap top computers had been put into all classrooms to promote the development of a range of skills. Audio recording books had been introduced for pupils who had difficulties in producing written work and their audio recording skills had been developed.

Pupils' skills in keyboarding, the use of powerpoint presentations, digital and video camera operation had been extended. They had been involved in storyboarding, editing and presenting personal videos as an alternative method of demonstrating knowledge. As a result pupils' self-esteem and confidence had been enhanced.

In consultation with pupils improvements had been made to the environment of the centre. For example, more space had been freed up in classroom areas and a soft play area created.

A healthy eating policy had been developed. Letters had been sent to parents to advise them of a healthy range of snacks that could be brought to the centre by pupils. Pupils had been made aware of healthy eating. Water and fruit had been provided for pupils. At the pre-admission stage, parents of pupils who were about to attend the centre had been advised of the range of healthy snacks that was encouraged by the centre. A focus on healthy eating had also been included in the centre's parents' evening.

'Golden time' to reward pupils' positive behaviour had been introduced on Friday mornings. A range of different learning experiences (such as art and Lego construction) had been made available to pupils at this time.

The centre had continued to make a major contribution to the authority's programme of continuing professional development. The centre had held seven 'Open Doors' sessions for teaching staff across the authority to visit and learn of the its work in relation to supporting dyslexic pupils.

The co-ordinator had delivered a series of six in-service sessions to pupil support assistants across the authority.

## **Progress Towards the Main Points for Action**

The initial inspection report identified three main points for action. This section evaluates the progress made on each of the action points and the resulting improvements for pupils and other stakeholders.

### **Main point for action 1**

**To improve targets within pupils' IEPs and share with pupils what they need to do to improve their learning.**

*The centre has made very good progress towards meeting this main point for action.*

Centre staff had given fresh consideration to the guidelines in English Language and mathematics and other resources that set out attainment targets for pupils within the 5-14 framework. From these they had identified progressive learning outcomes for pupils across appropriate 5 – 14 levels in English language and mathematics.

Every pupil in the centre now had an additional support plan (ASP) as outlined in the authority's code of practice on additional support for learning. Class teachers from the pupils' mainstream school and parents had been invited to visit the centre prior to pupils being admitted. These visits had provided much relevant information on pupils' additional support needs.

The process of admitting pupils to the unit had been revised. After admission there followed a six-week assessment period in which a comprehensive profile of pupils was developed. A checklist of features to be assessed had been drawn up. The admission process involved meeting with parents, educational psychologists, class teachers from the mainstream school and staff from the learning centre and took account of all relevant assessment information. Other personnel (e.g. the speech and language therapist) were involved as required. Additional support plans (at level 2) were drafted by the class teacher and formalised during the admission process. The plans specified long term learning outcomes for pupils in the areas of English language, mathematics and personal and social development. The

learning outcomes related either to progression within the 5 -14 framework or to pupils' additional support needs arising from dyslexia. The views of parents were sought in relation to the additional support plans.

As part of the admission process, class teachers from mainstream schools had the opportunity to visit the centre and spend a half-day with their pupils. Learning outcomes set for pupils in the centre were shared with mainstream teachers. This provided continuity in pupils' education.

Once additional support plans had been drawn up centre teachers had conducted individual interviews with pupils to produce their personal learning plans (PLP). These attractively laid out personal learning plans had been couched in terms that made them easily accessible to pupils. This had enabled teachers to check that pupils had a clear appreciation of their learning targets. During the interview process there had been opportunity for pupils to contribute to setting some targets for themselves.

To record and review pupils' progress subsequent individual interviews were held once per term and reviews of additional support plans every six months.

Collated evaluation of pupils' achievement of learning outcomes within ASPs had recorded an overall success rate of 84%. This would form a benchmark for future evaluation.

Planning for English language had been extended to include learning outcomes for talking and listening as well as reading and writing.

Talking and listening activities had been introduced for pupil groups. These had been structured to ensure all pupils took part and had promoted collaborative learning among pupils. Centre staff had used observation sheets during team teaching to monitor pupils' achievement of learning outcomes in talking and listening. The observation sheets had considered aspects of verbal and non-verbal communication. An element of self-assessment by pupils had also been introduced.

During group lessons teachers now routinely shared learning intentions and learning outcomes with pupils. They had now begun to introduce plenary discussions at the end of lessons to elicit feedback from pupils and monitor the learning that had taken place.

Groupings for reading had been set and pupils had been taught 'Thinking about Reading' and reciprocal reading strategies. These had been introduced to promote reading comprehension. Visual aids with good reading strategies had been displayed to aid pupils.

Pupils had been encouraged to evaluate their own progress in writing activities.

Circle time had been introduced following in-service attended by centre staff from August 2006. This had provided the opportunity to celebrate pupils' success or hear any concerns they had. It had also provided a forum for them to articulate how they were progressing and what learning strategies were proving helpful to them.

The process of interviewing individual pupils and involving them in personal learning plans had also facilitated staff sharing with pupils what they needed to do to improve their learning.

**Main point for action 2****To extend communication with parents about the work of the centre and develop further the outreach service and its work with mainstream schools**

*The centre has made very progress towards meeting this main point for action.*

Staff had held workshops for parents twice during the school session to give them an overview of dyslexia and set the context for the work of the centre. Before admission pupils and parents had been invited to the centre to meet the classroom group which the pupil would join and to share with the co-ordinator and centre teacher relevant background information and any concerns that they had.

Parents had attended meetings as part of the admission process and had been invited to record their views on the ASPs drawn up for their child. Subsequent to these meetings parents had been invited to the centre to observe the classroom environment and witness first hand some of the strategies that were helping to meet their child's additional support needs. Records of the termly individual pupil interviews with teachers had been taken home by pupils to keep parents informed of their progress. Parents were also invited to the six monthly reviews of ASPs.

Parents had been given clear guidelines on homework policy and had attended workshops that shared with them approaches to be used in supporting their child at home. An information leaflet had been issued to parents giving them an overview of the centre and the support offered to pupils. A range of booklets (e.g. on the topics of reading, spelling, memory hints and homework) had been produced to give parents more detailed, accessible and practical guidance on working with their child at home.

Staff from the Lighthouse had been working with pupils to storyboard, film and edit their experiences of being dyslexic and attending the centre. The final DVD product aimed to include the views of staff and parents and would highlight the many dyslexic role models in society today. This DVD resource would be available in the future to share with parents and staff in schools.

The centre had considerably extended the scope of its outreach service. The outreach service responded to schools that had referred pupils to the centre either for outreach support or future placement. Outreach support also followed up pupils returning to their host school after a period of support in the centre.

The range of outreach developments had included in-service for primary and secondary staff, supporting pupils at the stage of primary – secondary school transition in a pastoral care role and in liaising with support for learning departments. Home support visits had been introduced to support parents through the transition stage. Initiatives in secondary schools had included: dyslexia support groups, strategies and materials developed across the curriculum and PowerPoint presentations entitled 'I am Dyslexic' by S1 – S6 pupils to senior management team.

All centre teachers had had the opportunity to job shadow the teacher with a specific remit for delivering outreach support prior to them assuming a role in delivering such support themselves. In preparation for their extended role staff had been given opportunities to develop their presentation skills and to share Rosepark's good practice in teaching and supporting dyslexic pupils.

A proforma had been drawn up that permitted schools to request, from a variety of options, which forms of outreach support they felt most appropriate to their circumstances. This had given rise to a range of responses from centre staff - from support for individual pupils to whole staff professional development that enabled schools to increase their own expertise.

Often pupils returning from the centre to their host primary schools had been about to transfer to secondary school. The focus of outreach in such cases had been extended into the secondary school. Information highlighting the additional support needs of the pupils and strategies that had proven successful in assisting them had been provided in electronic format for the mainstream primary. This information had then been passed on to the secondary school to adapt and disseminate as appropriate. Pupils had been provided with a paper copy of this information for their own reference.

Memory wallets had been introduced to aid pupils returning to their host primary schools. These provided some reminders of useful everyday information or reference material. Some had also been developed for specific curricular areas such as science.

Centre staff had developed a range of presentations on the subject of dyslexia that could be used for professional development with staff in schools.

All evaluations had indicated that schools viewed the centre's outreach service in a very positive light.

On coming to the end of their placement in the centre, pupils had made DVDs or powerpoint presentations for use with their peer group and teachers in their mainstream schools. These presentations described the effects of dyslexia on their lives and what they had learned during their placement. Pupils had taken home these presentations to share with parents.

**Main point for  
action 3**

**To monitor and evaluate more systematically and rigorously key aspects of the work of the centre**

*The centre has made good progress towards meeting this main point for action.*

The co-ordinator had instituted a programme of classroom visits to look at specific aspects of practice agreed in advance with staff. Written feedback and agreed next steps as a result of these visits had been produced in collaboration with staff. For the coming session, 2007 – 08, she had produced a grid that would enable systematic monitoring of various aspects of teaching and learning to be recorded term by term.

Teachers' forward plans had been monitored each term through individual discussion between the centre co-ordinator and class teachers.

The centre had agreed with all mainstream schools concerned to teach certain aspects of the mathematics curriculum (number, money, measurement and problem solving) and that other aspects would be the responsibility of mainstream school staff. The 'I can solve problems' mathematics resource pack had been introduced and positively evaluated by centre staff.

A thorough process of assessment had been put in place over first six weeks of pupils' placement in the unit. This assessment was reviewed and updated every six months.

The new authority format for pupils' ASPs had been introduced. Long term learning outcomes set in these plans had been agreed with parents and pupils. Additional support plans had been used as a basis for collaboration with pupils' mainstream schools.

Long term learning outcomes had been evaluated twice per session to track the progress of individual pupils. The collated information had provided a benchmark for pupils' attainment in the centre as a whole.

Pupils' progress had also been evaluated through the termly individual interviews with class teachers. Pupils' views had been taken into account through this process and also through a schedule of informal interviews that the co-ordinator had held with pupils.

At the beginning of each term the speech and language therapist had met with the unit co-ordinator to consider any new pupil referrals. Pupils already on the speech and language register had had their current situation reviewed and the next steps in their programme agreed.

The speech and language therapist completed a weekly review sheet for each pupil on her register.

Time been given for the speech and language therapist to liaise with class teachers and advise them on approaches and resources for use with pupils in the classroom. This time had also been profitable in reviewing pupils' progress. Both teaching staff and the speech and language therapist had reported favourably on this system of collaborative working.

The appointment of a principal teacher had assisted the co-ordinator in monitoring and evaluating the work of the centre.

## **Conclusion and Next Steps**

Overall, the centre had made very good progress in addressing the main points for action. At the same time it had continued to provide a stimulating and supportive environment that met the additional support needs of its pupils arising from dyslexia. It planned to further its partnerships with all stakeholders, pupils, parents, host schools and other agencies involved. It would develop its approaches to teaching and learning so that it could provide sound support and advice to pupils and staff throughout the authority.

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