



CARRONGRANGE HIGH SCHOOL
Where you can be all you can be



RESPECT
ESILIENCE
RESPONSIBILITY

Standards & Quality Report - Session 24.25

CHS is a stage 4 provision with 158 young people with Falkirk's most complex additional support needs. We have young people from across the authority with class sizes of 6 and an adaptive curriculum from milestones to second level. We follow some national qualifications, mostly up to national 3 with a few young people accessing practical subjects at national 3 and 4.





2.3 Learning, Teaching & Assessment

1. All staff are now using play resources to deliver appropriate strategies to enhance learning experiences. A system to M&T play skills has been developed and piloted, ready for all staff to use session 25/26
2. All staff are confidently using a variety of assessment approaches that are appropriately planned and tailored to meet the needs of ALL learners at CHS
3. There is a clear, shared expectation by all staff for standards to be achieved, and robust arrangements for moderation are in place across the curriculum
4. 51 pupils, an increase of 24 %, work with SCERTs targets to ensure appropriate learning strategies and resources are in place to meet their needs
5. All pupils are accessing a range of differentiated and relevant literacy resources and Silver Reading Accreditation was awarded to CHS in March 25





2.5, 2.7 Partnerships & Family Learning

1. Enhanced partnerships with CLD and ETU have ensured positive destinations are secured for 89% of our S6 pupils – those without will participate in a targeted summer programme with a view to securing a placement in August
2. 10 young people and 4 families have accessed our School Counsellor building resilience, relationships and engagement in school life. 100% report positive outcomes.
3. Parent/carers cafes have been well-received and have increased from 2-3 participants per session to 10-12 participants per session this year.
4. Family engagement has grown by 500% with a focus on equity & inclusion. Our parent/carers group is now a parent-led forum for some activities.
5. Working with Parent Council, we have enhanced opportunities for consultation and feedback from families. Examples include how we report, use of social media and consistency in use of Seesaw. 70% of staff and families are now consistently engaging with Seesaw daily or weekly an increase of 6% this session.





3.1 Ensuring Wellbeing, Equality & Inclusion

1. ALL 158 young people now have a Pupil Profile which includes all their personal & learning information including their CAP targets.
2. CAP targets have improved across the school with 70% or more now capturing key social and emotional learning targets, alongside learning targets.
3. Attendance support of targeted families has seen a 42.29% increase in attendance.
4. Wellbeing work with partners has had significant success:
 - 23% decrease in number of pupils with wellbeing concerns
 - 18% decrease in individual SHANARRI indicator concerns
 - 50% decrease in the most significant concerns





3.2 Raising Attainment & Achievement

1. All teaching staff are confidently using attainment data to plan pupil next steps and specific learning interventions to support individual attainment.
2. Lexia has significantly impacted literacy, S2 has shown the most significant changes. 66% of pupils have shown improvement in their literacy skills, with 50% of those showing that improvement has gone above their predicted level of attainment. Overall 32% of those using Lexia are now working in their expected level of attainment, with 11% of the 32% now working above the level of attainment.
3. All eleven young people with targeted pupil support interventions have improved their reading levels building confidence and engagement with text. 64% of pupils using Lexia have improved in reading and writing. 33% of pupils using Reading Eggs have recorded lexile growth.
4. 41% of the school population are eligible to access PEF and this school year there have been 183 PEF related interventions, approx. 3 per pupil.
5. 34% of PEF pupils are SIMD level 1 or 2. 100% were targeted for bespoke poverty related attainment interventions. These supported the young people to be able to access more appropriate learning environments and resources.





Next Steps:

1. Develop and pilot a new Learning & Teaching Digital Toolkit – a one stop shop for planning, assessment, feedback and sharing good practice including professional enquiries
2. Continue to develop inclusive learning pedagogy in areas including sensory learning, TEACCH approach and develop a numeracy strategy from pre-early to level 2
3. Continue to develop robust and resilient relationships practice
4. Refine resources to capture pupil voice from all learners
5. Continue to build robust data practice, M&T attainment over time
6. Further develop engagement pathways that lead to positive destinations for all post school learners



Priorities for Session 25.26 (Visual format coming)

- Building a Learning and Teaching Toolkit incorporating planning, assessment, feedback and moderation with examples of good practice.
- Development of Teacch curriculum (esp Lit/Num/Fine Motor) and staff training for pre-early level.
- Develop staff confidence and understanding of digital tools to support lesson planning & delivery.
- Monitor and track pupil skill development in Play
- Improve literacy in BGE pre and early levels, building pedagogy approaches for all learners.
- Embed strategies for supporting staff resilience & wellbeing in line with trauma informed practice training.

School Improvement Plan

2025 - 2026



Curriculum,
Learning, Teaching
and Assessment

Learning & Teaching
Toolkit

Development of
TEACHH curriculum

Play monitor &
tracking booklet

Numeracy
interventions

Digital Tools

Continue Literacy
development



Culture, Ethos,
Relationships, Equality
and Inclusion

Review Relationship
for Learning policy

Supporting staff
resilience &
wellbeing

Refine Pupil voice
policy

Audit of
communication
resources



Improving Outcomes

Improve Literacy
and Numeracy
attainment

Improve attendance
& engagement

Post school
pathways for
learners with
complex ASNs

Capturing pupil
achievements