



## PROGRESS ON THE MAIN POINTS FOR ACTION

Larbert High School was inspected in October/November 2007 as part of a national sample of secondary education. The school received a very positive report with the following key strengths identified by HM Inspectors.

These were:

- Pupils' achievements in enterprise and the extensive range of out of school activities.
- Effective promotion of healthy lifestyles including healthy eating.
- Aspects of ethos including relationships amongst staff and pupils.
- The school's approaches to promotion of equality and fairness.
- Partnerships with parents and the wider community.
- The impact of the headteacher on many aspects of the school.

HM Inspectors also identified five main points for action, which the school and the authority have addressed.

As part of the HMIe follow-through process, Falkirk Council Children's Services was asked to evaluate the progress made by the school in taking forward the recommendations.

### Continuous Improvement

Since the publication of the school's HMIe report in January 2008, there has been good progress towards the main points of action. The headteacher at the time of the inspection left the school to take up post at a school in England in August 2009. He and his staff were firmly committed to an agenda of continuous improvement and a culture of self-evaluation and reflection. This commitment has continued during the period of the acting headteacher, with good progress.

Progress has been verified through classroom observations, meetings with the headteacher, staff and pupils, and through scrutiny of the school's documentation.

Progress in meeting the recommendations has been monitored and supported by the Quality Improvement Officer.

Progress against the five action points identified by the HMIe is detailed below.

### Improve attainment, particularly at S5/S6

5-14 attainment, especially in reading and writing is steadily improving. Overall SQA attainment is very good and has improved in many measures. The impact of early presentation at S3 has resulted in very good S4 attainment results which have improved against comparator schools. This has still to impact fully at S5. Results at S6, however, continued to improve, especially attainment of boys. The school makes very good use of attainment data to inform target-setting and monitoring of performance. Staff and pupils work together to set aspirational targets with regular review of progress.

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

### Review and continue to develop a wider range of curriculum progression routes from S3 to ensure the needs of all learners are met.

Curriculum design in the S1-S3 stage is delivering the pace, challenge and enrichment required within the new curriculum. The school has used the process of early presentation to create the flexibility required to deliver the entitlements of a Curriculum for Excellence for the senior phase, from next session. Some skills for work courses have been introduced from S4 onwards. Good use is also being made of 16+ Learning Choices to ensure that the needs of all learners are being met. Some senior school pupils are pursuing the SQA Science Baccalaureate accessing learning via the local college. Senior pupils are also involved in consortia arrangements with other authority high schools and the college to enhance the school's own impressive curriculum provision at senior level. Plans are in place to further develop partnership with the college to deliver more skills for work courses from session 2010-11.

A two day PSD induction programme for S5/6 has been devised to develop skills for life, learning and work. Coursing procedures for S4, 5 and 6 have been revised and linked to developments in tracking and monitoring to produce a robust system to ensure pupils are coursed appropriately.

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

### Continue to improve the quality and consistency of teaching, learning and meeting all pupils' needs across the school.

In a recent local authority performance review, the school's commitment to literacy across the curriculum was praised. Staff clearly accepted that this was the responsibility of all along with numeracy and health and well-being. Assessment for Learning is also a priority and a working group is revising the teaching and learning policy in light of new strategies in use across the school.

The school has continued to make good use of their Leading Teachers and their work this session is being complemented by Teacher Learning Communities, set up in the school. Ten members of staff were trained by Tapestry and Dylan Wiliam to lead this development in the school. Working with volunteer staff, they have already made a strong contribution to improving methodology in the classroom.

The senior leadership team strongly support the continuous professional development of all staff through a range of opportunities delivered in-house. Staff are also encouraged to attend local authority CPD provision with a number of staff trained in co-operative learning and involved in leadership development courses. Increasingly, the school is developing ICT solutions to staff development and with support from the authority, the school is well placed to benefit and interact fully with the national Glow initiative.

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



## FURTHER INFORMATION

### Review staffing issues to match the needs of learners, improve learners' experiences and their pastoral care.

The school has enhanced the number of pastoral principal teachers since December 2008 which, with reorganisation of the pastoral support team has significantly contributed to better meeting pupils' needs. Along with a review of the role of behaviour support teachers, this has increased leadership within integrated pupil support. With the removal of their pastoral case-load, curricular principal teachers can now concentrate on the management of learning and teaching, further enhancing the capacity of the school to fully meet pupils' needs.

Good use is also being made of the school's Behaviour Co-ordinators (BECOs) to support staff and pupils in the classroom.

The role of the form tutor continues to be developed and is a focus of in-service days this session, increasing the whole school capacity to meet the needs of all pupils. Good use is made of other agencies, for example, Skills Development Scotland staff to support pupils at times of transition.

### The school has made very good progress in this area.

### Further improve self-evaluation to have a greater impact on learning, including through an increased focus on sharing of good practice.

New procedures in school improvement planning and standards and quality reporting are impacting positively on the school's self-evaluation. An ethos

of sharing good practice is being developed with peer buddying in some departments and the use of new lesson evaluation forms to encourage self-reflection.

The senior leadership team have a strong commitment to the process of monitoring and review. They have increased the frequency of their visits to classrooms to view and share good practice. There is also a robust programme of subject scrutinies at school level, confirmed by the local authority during their scrutiny visits.

Pupils have also been encouraged to contribute to the self-evaluation and decision-making processes of the school. Pupils were involved in the development of lesson evaluation procedures.

### The school has made good progress in this area.

### Conclusion

Overall, Larbert High School has made good progress towards meeting the action points identified by HM Inspectors. Commitment by the senior leadership team, staff and pupils to the highest quality learning and teaching continues to increase and by working together, improvements in performance will continue to rise.

With planning in place, the school is in a strong position to take forward development of a Curriculum for Excellence continuing the principles of curriculum design to include personalisation, choice and appropriate pace and challenge. The appointment of the new headteacher, supported by the strong and effective senior leadership team will ensure that the school will continue to increase the school's capacity to improve.

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

The Communications Officer  
Falkirk Council  
Children's Services  
McLaren House  
Marchmont Avenue  
Polmont FK2 0NZ  
Tel 01324 506600

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 Children's 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.



## LEARNING TO ACHIEVE A Strategy for Raising Achievement

Follow Through Report on the Inspection of



## Larbert High School

January 2010



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