Since the publication of the report in August 2009, about the school’s progress in improving the quality of
 evaluations. Falkirk Council Education Services were asked to add ressed.

 Her Majesty’s Inspectors identified three areas for improvement which the school and the authority have addressed.
 Falckirk Council Education Services were asked to evaluate the progress made by the school in taking forward the recommendations and inform parents about the school’s progress in improving the quality of education.

 CONTINUOUS IMPROVEMENT
 Since the publication of the report in August 2009, good progress has been made towards the areas for improvement in the HMIE report. The headteacher, Helen McCulloch, and her staff are firmly committed to the school’s progress in improving its culture and a self-evaluation and reflection. Progress has been verified through classroom observations, meetings with the headteacher and the senior management team, 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 Team.

 AREA FOR IMPROVEMENT 1
 Continue to improve attainment
 Staff analyze STACs data and evaluate the effectiveness of delivering courses, learning and teaching methodologies to pupils. These serve as a result. Where issues are identified measures are put in place to improve practice.

 The school has continued to offer new courses which have been developed to meet the needs of its pupils. These have included Duke of Edinburgh, CSLA, Rural Skills, Higher Dance, Cake Decorating and Personal Finance. Staff focus on providing appropriate support, advice and challenges to enable all pupils to reach their full potential.

 In September 2009, the school transferred to a new management information system and continues to develop and incorporate its systems for tracking, monitoring and target setting pupils’ progress. It is recognised that this is still work in progress.

 The use of CAT data in S1 and S3 will enable staff to monitor progress against national success criteria and that they will be actively involved with the development of their own progress and in some departments pupils are engaged in the process involving classroom observation. The school plans to adopt the TLC model within departmental and faculty meetings to ensure all staff have the opportunity to self reflect on their methodologies and approaches and share good practice.

 Progress has been verified through classroom observations, meetings with the headteacher and the senior management team, 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 Team.

 Progress against the three areas for improvement is detailed below.

 AREA FOR IMPROVEMENT 2
 Further improve the impact of self evaluation on learning and teaching
 The school’s ‘Lead Teachers’ have been instrumental in promoting active learning methodologies over the last three years. They developed and facilitated staff training sessions for 80 staff members in methodologies to improve the motivation and engagement of pupils in learning.

 The consistent use of Assessment for Learning (AFL) strategies has been a key focus for the school over the past few years to ensure that practices were embodied. This was advanced further last session with the involvement of all staff in planning and working with senior staff. The school has adopted the TLC model within departmental and faculty meetings.

 The school has clear and robust quality assurance procedures for monitoring learning and teaching. Part of the process involving classroom observation has been reviewed to encourage and develop a more self reflective ethos. There is an expectation from pupils that all lessons will contain clear learning outcomes and success criteria and that they will be actively engaged in the learning process.

 Most departments now ask pupils to evaluate their own progress and in some departments pupils are involved in evaluating the teacher’s teaching approaches and methodologies.

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 Very good progress has been made towards meeting this area for improvement.
The establishment of Teacher Learning Communities involving 60% of the staff is encouraging the further development of pace, challenge and differentiation within the classroom. Support for Learning staff advise on how materials and resources can be differentiated. Robust STACs analysis and monitoring by management ensure pupils are presented with materials and courses which are appropriate to their needs.

AREA FOR IMPROVEMENT 3
Meet the learning needs of all young people consistently well across the curriculum

The P7 transition programme is extensive and this session has included cross sector working with English, Maths and Science being the curricular focus. The work undertaken involved audits, team teaching and curriculum support. The impact led to a review of S1 courses and an improved understanding of primary and secondary methodologies. The P7 ‘transfer of information’ includes broad attainment levels in English, Maths and IT as well as pastoral information and identification of any pupils with special aptitudes. Pastoral and Support for Learning staff make a number of visits to associated primary schools to ensure learning needs are identified and met within S1.

High achievers are fast tracked in curricular areas with early presentation in English at S3 in Standard Grade, S4 for Higher and S5 for Advanced Higners.

Pupils enjoy the large variety of extra curricular activities available to them at lunch times and after school. They appreciate the extent to which all staff give of their time to support them in their studies as well as in their welfare. They are encouraged to share their successes and the school systematically records and celebrates this. Perhaps the enjoyment of pupil’s school experience can best be summed up by one S6 pupil who ‘wished there was an S7!’

For further information on this report or the Council’s strategy for Raising Achievement please contact the Headteacher or The Communications Officer Falkirk Council Education Services Sealock House Grangemouth FK3 9XB 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

Falkirk Council Education 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.

The school recognises that meeting learning needs is not consistently high across all areas of the curriculum. However, with the implementation and development of Curriculum for Excellence it will further extend opportunities for cross curricular learning and build on the progress made in developing literacy, numeracy and health and wellbeing in the junior school.

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