

**Falkirk High School
Falkirk Council
10 May 2005**

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1. Background

Falkirk High School was inspected in January and February 2005 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. It evaluated the structure of the curriculum, analysed pupils' performance in examinations (see Appendix 3) and assessed the quality of pupils' broader achievement. It also evaluated the quality of learning and teaching and pupil support, the environment for learning, the school's processes for self-evaluation, and its overall effectiveness and capacity for improvement. There was a particular focus on the work of English, mathematics, music and physical education.

HM Inspectors observed learning and teaching and examined pupils' work. They analysed responses to questionnaires issued to a sample of parents and pupils, and to all staff. They interviewed groups of pupils, including representatives of pupil councils, and staff. Members of the inspection team also met the chairperson of the School Board, a group of parents and representatives of the school's network of partners.

Falkirk High School is a non-denominational school serving the west area of Falkirk. At the time of the inspection, the roll was 1153. The proportion of pupils entitled to free school meals was in line with the national average. Pupils' attendance had dropped to well below the national average. The school's exclusion rate was high overall. At the time of the inspection, the school had staff shortages in art and music and the faculty head for physical education was absent. Pupils from Windsor Park School for deaf and hearing impaired pupils attended Falkirk High School for their secondary education. Falkirk High School and Windsor Park School are part of an integrated learning community. The education authority planned to build a new school by 2008.

2. Key strengths

HM Inspectors identified the following key strengths.

- Strong commitment to pupils' care and welfare shown by the headteacher and his staff.
- Very strong and productive partnerships with parents, the School Board and the integrated learning community.
- Provision for pupils to develop additional personal and social skills through a wide range of extra-curricular activities, imaginative inter-house activities, and regular fund-raising for charities.
- The school's culture of inclusiveness demonstrated, for example, in its support for pupils from Windsor Park School.

3. What are the views of parents and carers, pupils and staff?

Almost all parents and carers thought that the school provided them with helpful information about their child's progress and made them feel welcome. The majority of parents and carers expressed concern at the poor condition of the school buildings. Almost all pupils felt that teachers expected them to work to the best of their ability and helped them when they had difficulties with their work. Some pupils thought that homework should be checked more regularly and that tasks should be more varied. Some pupils felt they were treated unfairly. However, this mainly referred to the impact of staff absences on their coursework. Around a third of pupils felt that the behaviour of some pupils was not good. Almost all teachers and most support staff thought that there was mutual respect between staff and pupils and that the school celebrated pupils' successes regularly. Most staff felt that indiscipline was dealt with effectively. However, some teachers felt that standards set for pupils' behaviour were not upheld consistently. While almost all teachers felt that staff training time was used effectively, around half of support staff did not think this. Further details about what most pleased parents and carers, staff and pupils, and what they would most like to see improved, can be found in Appendix 2 of this report.

4. How good are learning, teaching and achievement?

The curriculum, learning and teaching

The overall quality of the curriculum was good. At S1/S2, pupils studied a broad range of subjects. The curriculum had been designed to reduce the number of teachers with whom pupils came in contact. Overall, departments did not take sufficient account of pupils' experiences in primary school to ensure continuity in their learning experiences. At S2, pupils were not able to develop their skills in information and communications technology (ICT) systematically and progressively. Almost all pupils at S3/S4 studied eight subjects at Standard Grade or its equivalent. After consultation with parents, the school offered the study of modern languages as an option at S3/S4. The school needed to keep this arrangement under review to ensure that pupils' future learning and work needs were met appropriately. The introduction of courses at Access 2 and 3 in certain subjects was better meeting the needs of almost all lower attaining pupils. The school had also introduced an alternative curriculum for some S4 pupils with additional support needs. This developed aspects of pupils' vocational skills successfully and supported their personal and social development. At S5/S6, there were very good opportunities for pupils to make progress from their studies in S4. The school offered a broad range of courses at Intermediate, Higher and Advanced Higher. Some of these courses were provided through well-developed links with neighbouring schools and Falkirk College. The school offered physical education in the core curriculum at S5 but not at S6. It also did not provide a continuing element of religious and moral education for S5/S6 pupils.

Teachers explained tasks clearly and, in the best practice, shared the purpose of lessons with pupils. They used questioning well to check for understanding and to recap on earlier learning. Most teachers used an effective range of teaching approaches. However, their use of ICT to enhance pupils' learning experiences was limited overall. Some teachers used praise very effectively to encourage and build pupils' self-esteem. This practice was not consistent across the school. Most pupils were cooperative and worked conscientiously on tasks. They listened attentively to their teachers and to other pupils. A small number of pupils continued to present staff and other pupils with challenging behaviour, although the

school actively promoted positive behaviour. In some lessons, the pace of learning was too slow. Some tasks were not sufficiently challenging and did not require pupils to think for themselves. Overall, pupils did not have enough opportunities to work collaboratively on tasks or to exercise enough choice. The poor attendance of some pupils contributed to disruption for other pupils and teachers. Teachers and support staff provided helpful support for pupils in lessons. Across the school, there was variation in teachers' practice in sharing assessment criteria with pupils to help them take responsibility for their own progress. In many lessons, there was not enough differentiation to meet the needs of all pupils, especially high attaining pupils. In a few subjects, weaknesses in courses slowed pupils' progress.

Achievement

The overall quality of attainment at S1/S2 was fair. By the end of S2, the majority of pupils attained appropriate national levels in reading, writing and mathematics. Proportions of pupils attaining and exceeding appropriate national levels had steadily increased over the last five years. However, at S1/S2, courses and programmes did not take sufficient account of pupils' prior learning and overall, teachers' and pupils' expectations of what they could achieve were too low.

The following comments are based on Scottish Qualifications Authority (SQA) data using the Scottish Credit and Qualifications Framework¹ (SCQF) for the three year period 2002 to 2004.

The overall quality of attainment at S3/S4 was fair. By the end of S4, the proportion of pupils achieving five or more awards at SCQF level 3 or better, level 4 or better and level 5 or better was well below the national average. In 2004, pupils' attainment had improved from levels in the previous two years. Overall, the school performed less well than schools with similar characteristics.

The overall quality of attainment at S5/S6 was fair. By the end of S5 and by the end of S6, the proportion of pupils achieving three or more and five or more awards at level 6 was below the national average. By the end of S6, the proportion achieving one or more award at level 7 was generally in line with the national average. At level 6 overall, the school performed less well than schools with similar characteristics.

Information on the subjects inspected is given later in the report. Significant features of attainment in the subjects not inspected were as follows.

- At S4, pupils performed better in graphic communication and home economics than in their other subjects.

¹ Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 cluster; Standard Grade at 5-6

- At S4, the proportion of pupils achieving an award at level 5 was above the national average in accounting and finance and home economics. It was below the national average in chemistry, computing, craft and design, geography, modern studies and physics.
- At S4, most pupils presented for awards at Access 3 in a range of subjects achieved success.
- At S5/S6, pupils performed better in Higher human biology than in their other subjects.

The school supported pupils' wider achievements through a variety of activities. Pupils from S1 to S6 had recently worked with an artist-in-residence to produce glasswork which had been displayed in a local gallery. Some pupils achieved local and national success in sports including athletics, football, martial arts and table tennis. The school's basketball teams had been particularly successful recently. Many pupils performed in school shows, the choir, orchestra and samba band. A group of S4 pupils had performed a play in French at the French Institute in Edinburgh. Across the school, pupils were actively developing their skills in citizenship through regular fund-raising for charities. All S1 pupils took part in a successful charity event at Christmas which added to the significant amount already raised by the school this session. Members of the young engineers club had participated successfully in competitions organised by the Engineering Education Scheme. Pupils had also won a design and technology award from the Forth Valley Partnership. Some pupils had gained prestigious British scholarships for engineering projects. Groups of pupils developed effective team-working skills through their involvement in the Duke of Edinburgh Award Scheme. Some inter-house activities allowed pupils to develop creative thinking and problem-solving skills.

English language

Learning and teaching

Teachers provided pupils with an effective range of whole class, group and individual activities. They made appropriate use of verbal and written praise to motivate pupils. They had introduced a series of clearly structured homework booklets to reinforce class work. Teachers explained tasks clearly and most shared the purpose of lessons with pupils. However, they did not consistently consolidate new learning or skills at the end of lessons. Almost all pupils settled quickly to their work and remained on task. While some pupils took responsibility for their own progress and worked enthusiastically and purposefully on tasks, others remained too passive. Teachers had recently introduced sound arrangements designed to better meet pupils' learning needs and to raise their attainment. These included providing greater challenge for higher attaining pupils in S2 and additional support for pupils in S3. Teachers had made a good start at involving pupils in assessing their strengths and learning needs.

Achievement

At S1/S2, standards of attainment in reading and writing had improved. By the end of S2, the majority of pupils achieved appropriate national levels of attainment. The school could not provide reliable data on pupils' performance in talking and listening. At Standard Grade, the proportion of pupils attaining grades 1-2 or grades 1-4 was well below the national average. The proportions of pupils attaining A-C grades at Intermediate 1 and 2 and at Higher were

well below national averages. Too many pupils did not achieve an award. All pupils presented for Advanced Higher were successful.

Other features of pupils' achievement included the following.

- S1 pupils wrote imaginative poetry.
- At S3/S4, pupils produced examples of very sensitive and well-constructed personal writing.
- Some S3 pupils were developing commendable skills in editing their own and other pupils' written work.
- At S5/S6, pupils made formal, oral presentations on texts they had analysed as part of their personal study of literature.

Mathematics

Learning and teaching

Teachers provided clear explanations and a few made effective use of praise to motivate and encourage pupils. They made good use of homework exercises to check pupils' progress, but did not make enough regular use of homework to reinforce pupils' class work. Overall, the range of teaching approaches was too limited. Most pupils behaved well in class, but they were not involved actively enough in lessons. Teachers did not provide sufficient opportunities for pupils to think for themselves when solving problems. The pace of learning was not brisk enough to allow pupils to make good progress. While some tasks were appropriate, across classes there were too many inconsistencies in the choice of tasks and activities. The new head of faculty had made a good start to improving some of the courses and programmes to better meet pupils' learning needs.

Achievement

By the end of S2, the majority of pupils achieved appropriate national levels of attainment. By the end of S4, the proportion of pupils achieving grades 1-2 or grades 1-4 was well below the national average. Pupils performed notably less well in mathematics than in their other subjects. The proportion of pupils achieving A-C grades was below the national average at Intermediate 1 and well below the average at Intermediate 2. At Higher, the proportion of S5/S6 pupils achieving A-C grades was below the national average and pupils performed notably less well in mathematics than in their other subjects. Less than half of those presented for Advanced Higher achieved A-C grades.

Other features of pupils' achievement included the following.

- An increasing number of pupils across the stages were participating and achieving success in national mathematical competitions.
- High attaining pupils from S1 to S6 developed their mathematical and ICT skills further through their regular attendance at a Saturday morning mathematics club. They carried out mathematical investigations and presented their findings in posters and through power point presentations.

Music

Learning and teaching

Teachers made good use of praise, explained work clearly and questioned pupils effectively. Where teachers set appropriately high expectations and gave clear direction, pupils responded enthusiastically. In a few lessons pupils were not sufficiently engaged and the pace of learning was too slow. A number of activities at S1/S2 were not sufficiently well matched to pupils' needs. However, at S3 to S6, teachers met pupils' needs well, and pupils had good opportunities to exercise choice. Teachers did not make full use of ICT in learning and teaching or to promote creative skills. They provided some scope for pupils to compose music, but they did not ensure that pupils could use a good range of compositional techniques creatively.

Achievement

Most pupils in S1 had made a good start in using different instruments. At S2, pupils made insufficient progress in performing because of weaknesses in course design. They had not developed a deeper understanding of musical concepts. At S4, the number of pupils being presented for examinations had increased and was now broadly in line with the national average. However, the quality of pupils' attainment had declined and was well below the national average. At S5/S6, almost all of those presented at Intermediate 2 achieved A-C grades. At Higher, all pupils attained A-C grades. Pupils performed better in music than in their other subjects at this level. The proportion who achieved grade A was above the national average. However, the number of pupils presented at Higher was below the national average. All of the small number of pupils presented at Advanced Higher achieved A-C grades.

Other features of pupils' achievement included the following.

- Across the stages, many pupils were making good progress in playing on a range of instruments through the instrumental teaching programme.
- Pupils participated enthusiastically in a wide range of musical activities, including trips abroad.

Physical education

Learning and teaching

Teachers gave clear explanations and made effective use of whole class, direct teaching. There was some good use of demonstration and a focus on high levels of physical activity. Homework was an integral part of SQA courses. However, teachers did not use a sufficiently wide range of teaching approaches or provide sufficiently focused feedback to pupils. They did not use enough ICT to enrich pupils' learning. Pupils were motivated, well behaved and stayed on task. They responded positively when given opportunities to work collaboratively. Teachers provided a range of courses to cater for pupils' needs. Some lessons lacked the differentiation some pupils needed, particularly higher attainers. Teachers had developed helpful assessment profiles but did not share the information sufficiently with pupils.

Achievement

The majority of pupils at S1/S2 and most pupils at S3 to S6 performed well in the tasks set by their teachers. At Standard Grade, the proportion of pupils gaining Credit awards was below the national average in 2002 and 2003 but had moved to above the national average in 2004. An increasing number of girls were opting to study Standard Grade and were generally performing well. Almost all of the small numbers of pupils presented for Intermediate 2 in the last three years achieved an A or B grade. In S5/S6, attainment at Higher was generally in line with the national average, with a strong performance in 2004.

Other features of pupils' achievement included the following.

- S3 Standard Grade pupils were developing their personal and organisational skills in an end of unit hillwalking trip.
- Pupils participated enthusiastically in the annual Christmas ceilidhs.
- All pupils competed in an annual decathlon event and received school recognition for their achievement.
- Senior pupils were involved in organising and officiating at the regular inter-house events.

5. How well are pupils supported?

The school gave very good attention to the care and welfare of pupils, with clear guidelines for child protection, drugs misuse, safe use of the Internet, and the prevention of bullying. Pupils felt well looked after, safe and secure. School staff and a range of agencies were making good progress in developing additional support for pupils and their families, for example through a young carers group. The school's breakfast club was well organised, well attended and available to all pupils.

The school made good provision for pupils' personal and social development (PSD). The Lifeskills programme provided effective progression in pupils' skills in personal safety, health and well-being and drugs education. Other aspects were not so well developed, such as different approaches to learning and equal opportunities. A 'drop-in' service on health-related issues, organised by the school nurse, provided additional support. Teachers encouraged pupils to be actively involved in PSD lessons. Senior pupils made a good contribution to the school community, acting as buddies as part of an anti-bullying service. In addition, they shared responsibilities as house captains, vice captains and prefects. A wide variety of extra-curricular and inter-house activities further enhanced pupils' experiences. These included study support and lunchtime and after school clubs and projects.

Pupils received effective curricular and vocational guidance. Arrangements to support pupil choice at key stages enabled almost all pupils to make appropriate curricular choices. The careers adviser made a valued contribution and supported the Lifeskills programme through speaking to classes and offering individual interviews. The librarian helped pupils consider career options through effective use of ICT for research. Most pupils were well prepared for the world of work through work experience placements. The school had some sound approaches to tracking pupils' progress. It had made a good start to developing the role of form tutors in setting targets with pupils. Overall, such approaches were not yet sufficiently systematic.

The school provided good assistance for pupils with additional support needs. Staff used a range of strategies to identify pupils' needs. Support teachers issued informative reports to staff on pupils' prior levels of attainment, their strengths and areas for development. They supported pupils well in classes and provided effective advice on how best to assist individual pupils. They had not given teachers guidance on meeting more specific learning needs. The deployment of support teachers was not always sufficiently well organised to best meet pupils' needs. Co-operative teaching was not used to full effect. The school had effective individualised educational programmes (IEPs) for pupils who required them, with good long- and short-term targets. Overall, pupils made good progress towards their learning targets and appropriate reviews were carried out, with parental involvement. The needs of pupils with a Record of Needs were well met. The school provided an inclusive environment for deaf and hearing-impaired pupils from Windsor Park School. Teachers of the deaf and a support assistant provided effective support and pupils were making good progress in their learning. Pupils with social, emotional and behavioural difficulties were well supported by the extended pupil support staff. They provided support in classes and in a base, as an effective alternative to exclusion. In addition, a small number of pupils participated in a 'Creating Opportunities, Raising Potential' initiative and were developing a range of skills and improving self-esteem. Pupils made progress with personal targets to improve their behaviour and most made a phased return to mainstream classes.

The school had introduced a more integrated structure for the management of pupil support and pastoral care. The depute headteacher responsible for pastoral care had effectively led the introduction of form tutors and, in consultation with staff, was improving further the school's systems for pupil support. The social and emotional needs of almost all pupils were well met by heads of houses, teachers, support assistants and staff from a number of agencies, including the integrated learning community. However, across the school, learning and teaching approaches did not ensure that all pupils were challenged to their fullest potential.

6. How good is the environment for learning?

Aspect	Comment
<p>Quality of accommodation and facilities</p>	<p>The school and the education authority had worked hard to improve accommodation and facilities in some areas of the school. There had been some redecoration and a lift had been installed. The library was spacious and well-stocked and had a very well-used computer suite. However, the overall quality of accommodation and facilities was fair. There were important weaknesses including the following.</p> <ul style="list-style-type: none"> • The fabric of the main building and the huts was poor and, in much of the school, décor was drab. • Pupils did not have enough access to computers to meet their learning needs. • Accommodation for physical education was inadequate. • The school did not have a fully developed security system.
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>The school made parents and visitors feel welcome. Staff morale was notably high. Following the recent restructuring of middle and senior management, staff expressed confidence in the new direction the school was taking. Many pupils identified strongly with the school although the poor condition of buildings and lack of social space had an adverse effect on pupils' morale. While most pupils were well behaved in classes, a relatively small number continued to present teachers with challenging behaviour. The expectations of many teachers and pupils of what could be achieved were too low. A significant number of teachers and pupils accepted a poor standard of presentation of class work. The school actively promoted equality and fairness. Some members of staff and pupils had learned to use sign language to help with the inclusion of pupils from Windsor Park School. The school provided pupils with regular opportunities for religious observance.</p>
<p>Partnership with parents and the community</p>	<p>The school had established very strong partnerships with parents and the School Board. Members of the School Board were actively involved in the school's development work. The school kept parents well informed through regular newsletters, progress reports and a column in the local newspaper. It had developed a strong network of partners from local groups and agencies to enhance courses and activities. It had formed close links with neighbouring schools and Falkirk College to extend the number of courses available to pupils from S4 to S6.</p>

7. Improving the school

The school had recently introduced a new management structure of senior and middle managers. There were four senior managers, a resources manager, eight faculty heads and four heads of houses. As a group, managers had already gained a high level of staff confidence and support. They were well placed to take forward improvements. These involved the challenges of ensuring a consistently high quality of learning experiences for pupils, fully meeting their learning needs and raising their attainment. In addition, the school's exclusion rate remained high overall. The education authority needed to continue working with the school to develop further its strategies for supporting pupils with behavioural difficulties.

The headteacher was highly committed to the school and its community. He had won the support of parents, staff and partners. He provided effective support for staff involved in initiatives to improve pupils' learning experiences. He had taken a strong lead in establishing the school's culture of inclusiveness. He had worked hard to take the school forward, with strong support from one of his current deputy headteachers. Since the appointment of the new senior management team, the pace of progress had improved. However, more time was required to bring about necessary improvements in key aspects of learning and teaching and in raising pupils' attainment. One of the deputy headteachers had a central role in the school's review of its curriculum and the related improvement plan. He had helped to introduce a consistent approach to school self-evaluation. The two recently-appointed deputy headteachers had started to make improvements to key aspects of the school's work. These included the strategic planning of teachers' professional development activities and improvements to the school's integrated approach to support for pupils. The resources manager worked hard to provide an appropriate environment for pupils and staff. However, the poor condition of buildings limited what she could achieve. Faculty heads and heads of houses supported staff well. Senior and middle managers had made a good start at establishing a culture of systematic self-evaluation across the school. The school carried out an analysis of examination results and had started to produce rigorous action plans designed to raise pupils' attainment. Faculty heads had begun to visit lessons to observe learning and teaching and had provided teachers with constructive feedback. These arrangements were at an early stage of development. Overall, teachers were not sufficiently involved in the systematic evaluation of the quality of their work.

Staff were committed to raising attainment levels and were aware of the areas where further work was required. The next step is to identify and promote existing good practice and involve all staff in well-planned and rigorous quality assurance of learning, teaching and strategies to meet pupils' learning needs.

Main points for action

The school and education authority, in liaison with HM Inspectors, should take action to ensure improvement in:

- the quality of pupils' learning experiences, particularly the extent to which they are challenged and expected to think and work independently;
- how pupils' learning needs are met through building more systematically on pupils' prior learning;
- pupils' attainment at all stages;
- how the challenging behaviour of some pupils is addressed;
- the quality of accommodation; and
- involvement of all staff in rigorous and systematic self-evaluation.

What happens next?

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents and carers. HM Inspectors will engage with the school and the education authority to monitor progress. They will publish an interim report on progress within one year of the publication of this report. Thereafter, HM Inspectors will continue to engage with the school and the education authority in monitoring progress, and will undertake a follow-through inspection. This will result in another report to parents and carers, within two years of the publication of this report, on the extent of improvement that has been achieved.

Mary Ritchie
HM Inspector

10 May 2005

Appendix 1 Indicators of quality

We judged the following to be very good

- Pastoral care
- Equality and fairness
- Partnership with parents, the School Board and the community

We judged the following to be good

- Structure of the curriculum
- The teaching process
- Personal and social development
- Curricular and vocational guidance
- Learning support
- Climate and relationships
- Leadership
- Effectiveness and deployment of staff with additional responsibilities

We judged the following to be fair

- Overall quality of attainment: S1/S2
- Overall quality of attainment: S3/S4
- Overall quality of attainment: S5/S6
- Pupils' learning experiences
- Meeting pupils' needs
- Accommodation and facilities
- Expectations and promoting achievement
- Self-evaluation

We judged the following to be unsatisfactory

- No aspects were found to be in this category

Appendix 2 Summary of questionnaire responses

What pleased parents and carers most	What parents and carers would like to see improved
<p>Almost all parents felt that:</p> <ul style="list-style-type: none"> • staff treated their children fairly and showed care and concern for their welfare; and • staff made them feel welcome. <p>Most parents felt that:</p> <ul style="list-style-type: none"> • their children enjoyed school and found school work stimulating and challenging; • the school set high standards for attainment; • the school acted on any concerns they had and dealt effectively with inappropriate behaviour; and • the school was well led. 	<p>Around a third of parents thought that:</p> <ul style="list-style-type: none"> • the school could provide clearer information on how they could support their child’s learning at home; • the school could make its priorities for improvement clearer; and • the school did not have a good reputation in the community.
What pleased pupils most	What pupils would like to see improved
<p>Almost all pupils felt that:</p> <ul style="list-style-type: none"> • they got on well with other pupils and that at least one teacher knew them well. <p>Most pupils felt that:</p> <ul style="list-style-type: none"> • the school helped them to stay healthy and safe and that they knew what to do in school if they were worried; and • teachers told them when they had done something well. 	<ul style="list-style-type: none"> • Around half of pupils felt that they could be treated more fairly. <p>Around a quarter of pupils thought that:</p> <ul style="list-style-type: none"> • they could have more of a say in decision-making; and • that some teachers could check homework more regularly.
What pleased staff most	What staff would like to see improved
<p>Almost all staff thought that:</p> <ul style="list-style-type: none"> • the school worked hard to maintain good relations with the community; • the school celebrated pupils’ success regularly; and • staff were committed to pupils’ care and welfare. <p>Most staff thought that:</p> <ul style="list-style-type: none"> • there was effective communication amongst staff and between staff and senior managers; and • there was regular discussion about school priorities. 	<ul style="list-style-type: none"> • Almost half of staff would like to see the standards set for pupils’ behaviour maintained with more consistency. <p>Around a third of support staff thought that:</p> <ul style="list-style-type: none"> • pupils were not enthusiastic about their learning; and <p>Less than half of support staff felt that:</p> <ul style="list-style-type: none"> • they had sufficient opportunities to be involved in decision-making.

APPENDIX 3: Attainment in Scottish Qualifications Authority (SQA) National Guidelines

Scottish Credit and Qualifications Framework (SCQF) levels: 7: Advanced Higher at A-C/CSYS at A-C 6: Higher at A-C 5: Intermediate 2 at A-C; Standard Grade at 1-2 4: Intermediate 1 at A-C; Standard Grade at 3-4 3: Access 3 Cluster; Standard Grade at 5-6

Percentage of relevant S4 roll achieving by end of S4

		2002	2003	2004
English and Mathematics @ Level 3	Falkirk High	85	79	91
	Comparator Schools ²	92	92	93
	National	91	91	91
5+ @ Level 3 or Better	Falkirk High	81	81	88
	Comparator Schools	92	91	92
	National	91	91	91
5+ @ Level 4 or Better	Falkirk High	60	59	66
	Comparator Schools	77	77	77
	National	77	76	77
5+ @ Level 5 or Better	Falkirk High	22	22	24
	Comparator Schools	31	32	31
	National	34	34	35

Percentage of relevant S4 roll achieving by end of S5

		2002	2003	2004
5+ @ Level 4 or better	Falkirk High	66	64	64
	Comparator schools ²	79	79	78
	National	78	78	78
5+ @ Level 5 or better	Falkirk High	32	29	31
	Comparator schools	46	43	43
	National	45	45	45
1+ @ Level 6 or better	Falkirk High	35	28	31
	Comparator schools	40	38	37
	National	39	39	39
3+ @ Level 6 or better	Falkirk High	15	12	15
	Comparator schools	20	20	22
	National	23	23	23
5+ @ Level 6 or better	Falkirk High	4	3	5
	Comparator schools	8	8	7
	National	9	10	9

Percentage of relevant S4 roll achieving by end of S6

		2002	2003	2003
5+ @ Level 5 or better	Falkirk High	33	36	32
	Comparator schools²	45	47	46
	National	46	47	47
1+ @ Level 6 or better	Falkirk High	35	37	34
	Comparator schools	43	44	40
	National	44	44	44
3+ @ Level 6 or better	Falkirk High	23	23	22
	Comparator schools	31	29	29
	National	31	31	31
5+ @ Level 6 or better	Falkirk High	15	12	12
	Comparator schools	18	18	16
	National	20	20	20
1+ @ Level 7 or better	Falkirk High	12	9	9
	Comparator schools	10	10	10
	National	12	12	12

² Comparator schools are the fifteen schools immediately above and the fifteen schools immediately below the school being inspected in terms of the percentage of pupils entitled to free meals (FME).

How can you contact us?

If you would like an additional copy of this report

Copies of this report have been sent to the headteacher and school staff, the Director of Education, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, T Spur, Saughton House, Edinburgh, EH11 3XD or by telephoning 0131 244 8437. Copies are also available on our website at www.hmie.gov.uk.

If you wish to comment about secondary inspections

Should you wish to comment on any aspect of secondary inspections, you should write in the first instance to Dr Bill Maxwell, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Our complaints procedure

If you have a concern about this report, you should write in the first instance to Hazel Dewart, Business Management Unit, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. A copy of our complaints procedure is available from this office or by telephoning 01506 600258 or from our website at www.hmie.gov.uk.

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, 4-6 Melville Street, Edinburgh EH3 7NS. You can also telephone 0870 011 5378 or e-mail enquiries@scottishombudsman.org.uk. More information about the Ombudsman's office can be obtained from the website: www.scottishombudsman.org.uk.

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