



Larbert High School

Standards & Quality Report 2023-24

Introduction:

The school is pleased to present our Standards and Qualities Report for 2023-24. We are extremely proud of the progress the school has made over the course of last session and this report has been structured to present a range of information and data from across our school community which enables us to effectively evaluate our progress in relation to our three central school improvement pillars: Attainment, Curriculum and Climate for Learning. We have then subsequently identified our next steps of the next academic session which will form the basis of our School Improvement Plan for 2024-25.



You can follow us on many platforms designed to involve and inform you:

Website: larberthigh.com
X: @Larberthigh
Instagram: @Larberthigh
Facebook: Larbert High
LHS App

Introduction

Our School

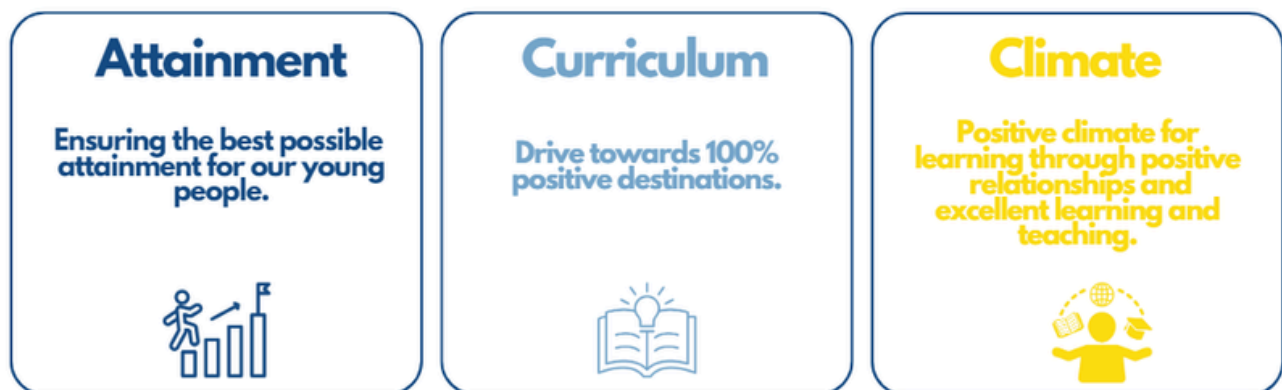
Larbert High School is situated in Stenhousemuir, within one of the fastest growing areas in Scotland. The school roll is currently 2,054 pupils with a free meal entitlement of 11%. The school is led by a Senior Leadership Team comprising of the Rector, six Depute Rectors (Year Heads) and a Resource Manager. They focus on the attainment, behaviour and curriculum associated with their year group responsibilities. Our middle leadership team, organised within CfE curricular areas, are complemented by our Year Teams, who ensure that every young person is able to meet their full potential and move into a Positive Destination when they are ready to leave school.

We have a committed and highly-skilled teaching and support staff with a wide range of experience who work together from nursery through primary until secondary level. This creates a perfect mix for all staff to work with and learn from each other and improve the overall quality of learning and teaching for our pupils. We are also fortunate to have a School Based Police Officer, Youth Worker, Community Learning and Development Officer, Year Team Support Workers, School Counsellor and we work in partnership with Tryst Community Sports Club Ltd which is led by a Head of Sport.

A large number of staff lead whole school improvement priorities through our Collaborative Improvement Groups (CIGs), which can be viewed within our School Improvement Plan (SIP) on our [website](#). We have used these priorities to structure the information within this report and we hope it provides you the opportunity to appreciate the vast amount of work that goes into making Larbert High School a successful and thriving learning environment at the heart of our community. We recently refreshed our vision and values through a video about our cluster's ethos of being 'United in Purpose' which can be viewed [here](#).

Pupil Leadership continues to play a pivotal part in the success of Larbert High School. Year Team Captains (S6 pupils) work directly with each Depute Rector (Year Head) and Year Teams to support all pupils within their year group and provide a diverse range of supportive interventions when necessary to ensure each pupil is able to be as successful as possible as well as ensuring pupil successes are celebrated. Our Leadership Academy Captains (S6 pupils) have responsibility for leading groups of pupils from S1 to S6 on whole school priority areas in line with the school School Improvement Plan (SIP) ensuring all pupils have the opportunity to have their say and lead on school improvement areas as identified in the School Improvement Plan (SIP).

School and Faculty Improvement Priorities



Interactive link



Pillar 1: Attainment

In this area we have made very good progress in working to ensure the best possible attainment for our young people through maximising progression, utilising interventions and focusing on attendance.

Attainment Headlines:

S3	125 pupils achieved a National 5 qualification a year early in subjects such as Applications of Maths, Dance, History, Maths, Media and Spanish (115 A passes were achieved).
S4	195 pupils (56%) achieved 5 or more National 5 qualifications. 342 pupils (98%) achieved 5 or more qualifications at SCQF L4 or above. 69 pupils (20%) achieved a Higher in S4. 3 pupils achieved an A in Advanced Higher Maths.
S5	96 pupils (24%) achieved 5 Highers. 166 pupils (42%) achieved 3 or more Highers.
S6	136 pupils (40%) achieved 5 or more Highers. 85 pupils (25%) achieved an Advanced Higher or HNC qualification.

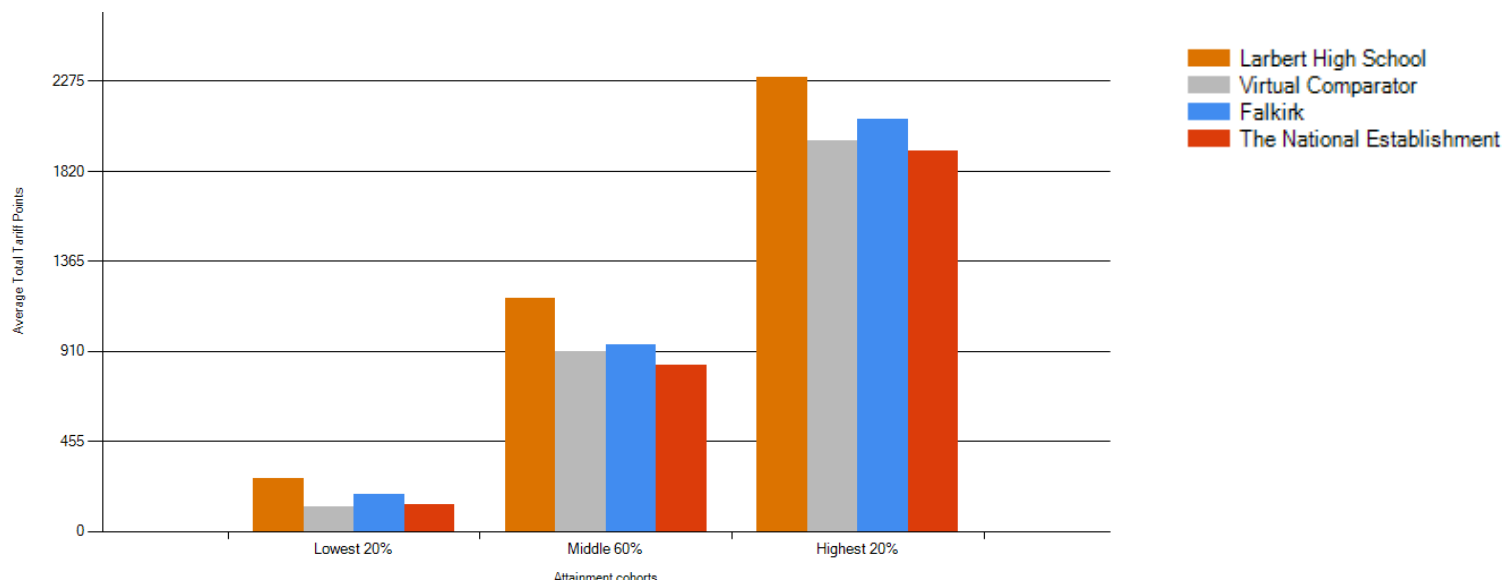
Insight Overview

Insight is the Scottish Government system to record and analyse attainment. This enables us to compare how well our young people are doing to those across Falkirk, as well as our 'virtual comparator' (which is a way of comparing the performance of all of our pupils at the school, to a group of pupils taken from across Scotland who have similar backgrounds) in relation to a number of different measures.

Maximising Progression: Improving Attainment for All Learners

When our young people achieve a qualification, they receive an associated number of tariff points in accordance with the SCQF level the qualification has been undertaken at.

The following graph indicates that by S6, across the board our pupils are outperformer their peers (locally and nationally) in relation to the total number of qualifications/tariff points they have achieved by the end of S6.



Pillar 1: Attainment

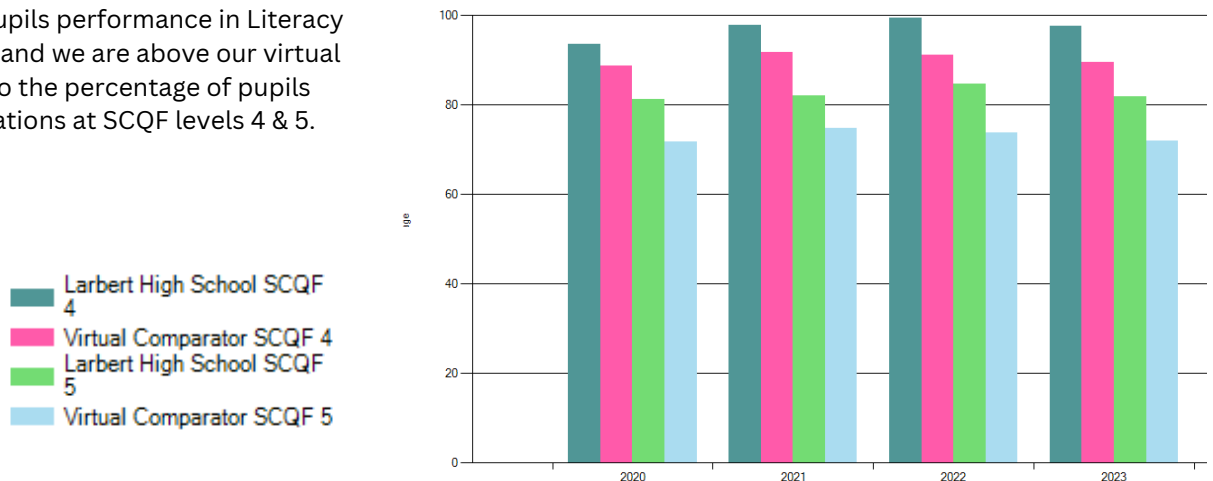
Maximising Progression: Breadth and Depth

A target we set in our School Improvement Plan was for over 55% of our pupils to achieve 5 or more National 5 qualifications by the end of S4. This session 56% of pupils achieved this.



National Benchmarking Measure: Literacy and Numeracy

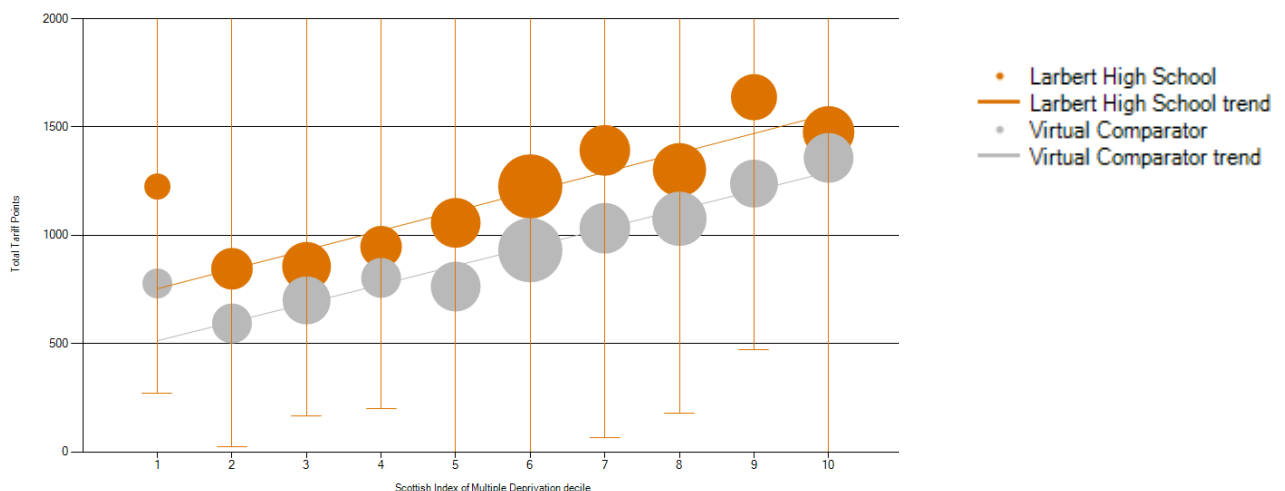
Across the school our pupils performance in Literacy and Numeracy is strong and we are above our virtual comparator in relation to the percentage of pupils achieving these qualifications at SCQF levels 4 & 5.



Local Benchmarking Measure: Attainment vs Deprivation

We have made very good progress on closing the poverty related attainment gap. As shown in the graph below, by the end of S6 our pupils from all deciles (represented in light orange) are achieving a greater number of qualifications in comparison to our virtual comparator.

To achieve this we have effectively utilised funding we received as part of the Pupil Equity Fund (PEF) initiative to enhance our Pupil Support Structure and provide a series of targeted interventions across the school that have a positive impact on attainment.



Moving forward, we intend to:

- Maximise the progression rate from N5 to Higher for pupils who achieved a band 4-6 at N5.
- Continue to create a range of opportunities that capture learning at SCQF L5 and 6.
- Ensure almost all of our pupils (over 90%) achieve SCQF L5 or L6 literacy and numeracy before leaving school.

Pillar 1: Attainment

PEF Interventions

Small Group Tutoring: We have effectively utilised Pupil Equity Funding (PEF) received from the Scottish Government to run a series of initiatives to support pupils and raise attainment.

Faculty Small Group Tutoring sessions have been utilised to support targeted pupils. Across the school 589 pupils engaged with Small Group Tutoring sessions, there were a total of 288 sessions ran. From the data which we gathered, pupils who attended these sessions more than 50% of the time increased their grade by an average of 1.5 bands. With the most effective examples of increased attainment being exemplified by the Languages and English faculties.



288 Small Group Tutoring Sessions ran



589 Pupils Attended



On average pupils increased their grade by 1.5 bands

LHS Learning Hub: Across the school we have also spent a considerable amount of time creating the 'Larbert Learning Hub' this is an online space that pupils can access providing access to course notes, practice questions and revision materials. A significant amount of time has been dedicated from staff across the school to create this excellent resources to support our Senior Phase pupils in their preparations for exams/assessments. The LHS Learning Hub was launched in November 2023 and had over 1,400 views in the first month during the lead up to FAB/Prelim exams.



LHS Learning Hub is available on all pupil iPads



[Course Notes](#)



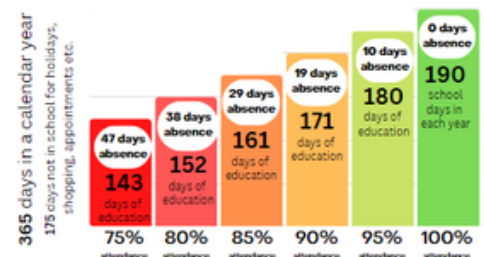
[Practice Questions](#)



[Revision Tasks & Materials](#)

Attendance

For the 2023-24 session, our average attendance across the school is 90.3%. We have created our 'Thrive @ 95' attendance policy and shared this with pupils, parents and carers to ensure we are supporting and encouraging every pupil to maximise their attendance and aim for upwards of 95%. We have also adapted our Year Team Structures, to include a Year Team Support worker who will work with pupils and their families with a focus on wellbeing and to overcome barriers to attendance.



Moving forward, we intend to:

- Streamline PEF Interventions and utilise small group tutoring to support pupils in 4 main target groups: SIMD 1-3, Care Experienced, FME and National 5 (bands 4-6) to Higher progression.
- Increase attendance, with a particular focus on pupils in the 81-90% category supporting them to 'thrive @ 95%'.
- Expand the LHS Learning Hub to include materials to support BGE learners.

Pillar 2: Curriculum

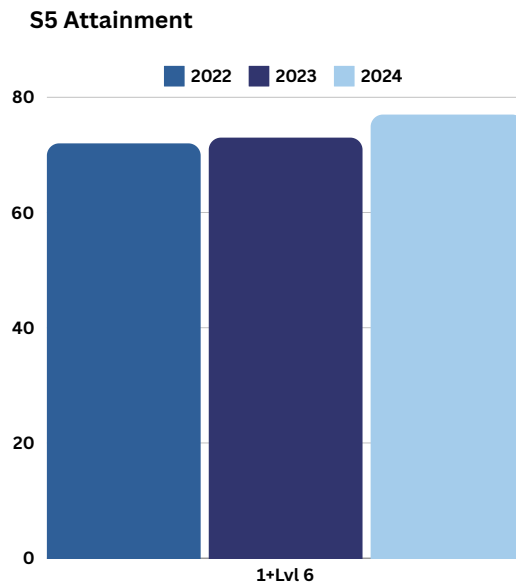
We have made very good progress in this area through broadening our curriculum offering, in order to maximise attainment and support all of our learners to acquire the relevant knowledge, skills and qualifications they need to progress into a positive destination when they leave school.

Curricular Structure: Increase the number of pupils achieving SCQF Level 6 qualifications across all faculties

We have developed our curriculum offering through expanding the range of SCQF level 6 qualifications on offer across the school and expanded our Wider Achievement Opportunity (WAO) programme creating additional time for young people to undertake qualifications which linked to their intended career path.

This has led to a significant number of young people achieving level 6 National Progression Awards (NPAs) in subjects such as Exercise and Fitness Leadership, Criminology, Photography, Psychology and First Aid.

Through creating flexible curriculum pathways we have also facilitated time for our senior pupils to undertake additional level 6 qualifications during their WAO time, in subjects such as Psychology.

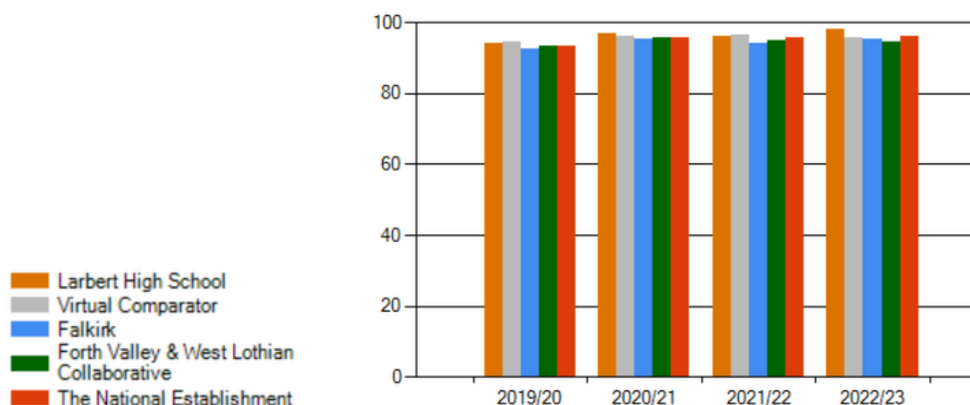


This graph illustrates that broadening our curriculum offering has increased the percentage of pupils achieving 1 or more award at SCQF level 6 in S5.

Destination Profile: Within this area, we are working to develop the young workforce and driving to ensure 100% of pupils move into a positive destination when they leave school .

A major focus of our curriculum is ensuring that our young people are equipped with the knowledge, skills and qualifications to enter into a positive destination when then leave school. For session 2023-24, 97% of leavers entered into a Positive Destination - above the Falkirk and Scottish averages. This includes, 168 applications to UCAS with 67 pupils supported through LEAPS.

An example of how all Year Teams contribute to our commitment to equity and aspirational positive destinations is through our Aspire programme. Across the two years for our Aspire, we have had 47 pupils (from SIMD 1-3, Care Experienced or FME related backgrounds) visit seven Universities/Colleges. Prior to engaging with the programme, 51% of these pupils stated they are considering going into FE/HE, whereas now 89% of these pupils now consider moving into FE/HE. One pupil also now wants to go to Stirling Uni to study Sports Science, after we took part in a sports science workshop there as part of our visit. We also have a follow-up visit organised for them in S3.



97%

Percentage of pupils entered a positive destination in 2023-24.

Pillar 2: Curriculum

Destination Profile: Within this area, we are working to develop the young workforce and driving to ensure 100% of pupils move into a positive destination when they leave school.



We continually look to improve the opportunities we provide for pupils to prepare them for entering the world of work. Over the last year we have increased the number of external partners who we work with, and now have 79 different industry partners from a range of sectors, who we engage with to provide opportunities and experiences for our young people.

This has also included working with the Scottish Government on the Pilot Programme, 'My Fashion Path' and we have also introduced a Barista programme, Capital Coffee, as part of our overall DYW strategy, is a brand new training facility within Larbert High School designed to up-skill a large number of young people/groups providing them with additional skills and qualifications to become 'work ready'.



Thanks to funding from Todhill Windfarm and Falkirk Council Charity Grant 2008 we were able to completely transform a small area into a fully functioning sustainable Coffee Shop. This is part of our main strategic priority to develop a sustainable and long-term project that has been purposely planned to pay for itself, contribute to Strathcarron Hospice and most importantly benefit a new cohort of students annually.



Our DYW School Improvement Group, led by staff, continue to organise events and initiatives which relate to career paths stemming from our faculty subjects. For example, our Science Faculty organised a 'Clinical Skills' evening aimed at pupils aspiring to pursue a career in the Health Sector.

We also ran a successful DYW/Apprenticeship week where several of our partners came into school and shared information about employment opportunities across a number of different industries.

'I was delighted to be invited to deliver workshops to Larbert High School pupils after hearing about the pilot My Fashion Path. It was wonderful to pass on my knowledge and expertise once again to the future generation.'

Amy Britton, Millner.

I think it's been amazing and fruitful to learn more about textiles and sustainable fashion. In a world that is full of constant waste and fast fashion I think that being able to understand how sustainability and clothing works is a massive asset. Making different things out of something that would've been thrown away is something that we should be able to do, so being able to experience this has been super!

S3 Pupil

The community have definitely taken the Baristas to their hearts and it's been heartwarming watching the pupils gain confidence and witness inter-generational relationships being built as the weeks have gone on at The Point Cafe. What a wonderful bunch of young people! We very much look forward to supporting LHS in the future.

Sheona from KLSB Community Group

'Barista has been amazing for me because it has helped me gain so many amazing skills. I didn't think I would need it but it has turned out to be an amazing thing to have on my CV as it has gotten me a part-time job at Costa Coffee in Falkirk. I might even be getting a raise to Head Barista! I am glad I took Barista as a class. It has helped me a lot.'

S6 Pupil

Moving forward, we intend to:

- Ensure a consistent SLDR return above 98%.
- Pilot and S4/S5 employability programme based on industry relevant SCQF awards.
- Refresh our 'skills framework' as part of our Climate for Learning Policy.

Pillar 3: Climate

In this area we have made very good progress in creating a positive climate for learning through positive relationships and excellent learning and teaching.

Enhance the use of QA strategies to evaluate learning and teaching, with 80% of lessons being very good or better

Learning walks took place across the school year, carried out by SLT and Curricular PTs, with each faculty being visited twice over the course of the session. In *almost all* classes, pupils were actively engaged in their learning. Across the school there was strong evidence of a range of highly effective routines being utilised to ensure a prompt start to the lesson. In almost all classes there was a calm, purposeful and supportive ethos and relationships were positive and respectful. Technology is also being used effectively across the school, with teachers skillfully making use of iPads to share information and provide feedback in a range of different ways.

Like our pupils, we are always learning too. This session we have designed a new lesson observation model which will be rolled out during the 2024-25 session. This will consist of learning visits which will be followed by reflective conversations where teachers will take the lead in self-evaluating their classroom practice, in line with our climate for learning policy and lesson evaluation toolkit, and be supported by the PT/Link DHT to identify areas of focus for their professional learning.



Increase learner engagement through embedding 'Disconnect to Reconnect' Policy

Our Disconnect to Reconnect Mobile Phone Policy was implemented at the beginning of the 2023-24 session to manage the learning environment across the school to ensure pupils are able to fully concentrate and engage with their learning without distraction.

There is a significant amount of educational research which suggests that mobile phone use can have a negative impact on students' cognitive abilities, including their attention, memory, and processing speed due to constant interruptions and distractions that can result from using a mobile phone.

Both pupil and staff feedback on the policy has been extremely positive, indicating that pupils are able to focus more in class, complete more work and that it is having a positive impact on their learning. Also the new classroom routines for managing phones have become consistently embedded and are working effectively.

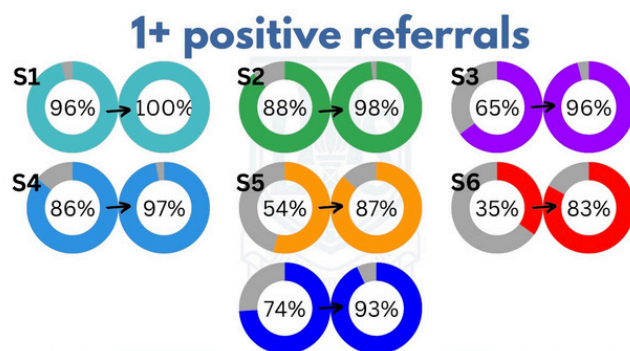


Celebrating Success: Enhance use of positive referrals across the school

Over the course of the last 2 sessions, our Climate for Learning School Improvement Group has redesigned the way positive referrals are used across the school to celebrate our pupils' attitude to learning, progress and achievements. Pupils are now awarded a positive referral for their achievements in one of three categories, which are linked to our school values. These are:

- Being Ready to Learn
- Respectful behaviour
- Achieving success or making significant progress in a particular area

Teachers award positive referrals to their classes on a weekly basis and as well as an email notification being sent home, pupils also receive a paper/digital certificate in recognition of their achievements.



The above infographic shows the increase in the number of pupils receiving one or more positive referrals since the new system was brought in during the 2023/24 session.