



Education & Children's Services
HMIe – Follow Through Procedures
Progress Report to Parents

1 Introduction:

Pitlochry High School was inspected in **September 2008**. The report on the inspection by her Majesty's Inspectorate of Education (HMIe) was published in **November 2008**.

The school, with support from the Local Authority, prepared a full plan for improvement which has had a very positive impact on a wide range of aspects within the school.

Both headteacher and staff have worked co-operatively with authority staff to take forward the areas identified in the original HMIe report as requiring development and the authority endorses the information within this report.

Further information about the broader achievements of the school is contained in the school's annual Standards & Quality report published in September.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **November 2008** identified two main points for action. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for pupils and other stakeholders.

Pitlochry High School has made satisfactory or better progress in addressing the areas for improvement indicated by HMIe. The school has the capacity for further improvement and will continue to develop opportunities for staff and pupils to share good practice in learning and teaching.

Area for improvement 1

Continue to share good practice in learning, teaching and meeting needs to help set consistent and appropriately high expectations across the staff.

Pitlochry High School has continued to share good practice across the school by extending opportunities for staff to discuss aspects of a Curriculum for Excellence. This has been achieved through whole staff meetings, focus group discussions and joint departmental meetings in which staff have made meaningful contributions.

Evaluation of progress and impact:

- Literacy and numeracy across the curriculum, interdisciplinary learning, co-operative learning and health and wellbeing have all benefited from these ongoing, well connected opportunities for professional discussion. This has led to a greater degree of staff awareness and understanding, with staff clearly taking the opportunity to share good practice. Staff are seen to have gained confidence and to be leading discussions in developing links in learning across stages and departments. For example, all S1 pupils this year have been successful in achieving the John Muir Award (Discovery) with the departments involved working well to deliver this exciting interdisciplinary activity. Pupils were seen to be fully engaged, relishing the opportunities and keen to share their experiences within class and at whole school assemblies.
- Cross sector short life working groups have been established and have been taking forward aspects of literacy, health promotion and curricular developments within CfE. Staff are seen to be motivated, engaged and taking the lead in driving developments forward. They are engaged in professional dialogue and discussion and in some cases working with local management group staff and pupils.
- Staff are now ideally situated to continue to share good practice in developing assessment and moderation across the school and local management group. Staff and pupils have continued to build on the good practice of self-evaluation established in the school.
- Staff have also recently embarked on a self-evaluation exercise which involved sharing learning and teaching with a partner. During this exercise, staff visit various classrooms across the school and share with others what they see. In this way we will share consistently high standards of learning and teaching across the staff.

Area for improvement 2

Build on existing strengths in self-evaluation by involving children more in monitoring their learning and planning how to improve it.

Pitlochry High School has built on existing strengths by involving children in self-assessment focus groups, creating an enhanced role for the Pupil Council and by involving pupils in the learning and teaching strategy working group.

Evaluation of progress and impact:

- In addition to the Pupil Council a joint Council involving P1-7 and S1-4 pupil representatives was established allowing pupils to have a greater knowledge of life across the school and a stronger voice. Together they decided to improve activities available over lunchtime in primary and secondary departments and equipment that could be obtained for pupils to use outside. Pupils in secondary were also given the opportunity to join Perth and Kinross Sports Council and many wished to take up this position, confident that they could contribute.

- Young people throughout the school play an increasingly important role in planning their curriculum. In primary, pupils are planning their topics, deciding on the areas on which they will focus and how they will achieve outcomes. In secondary, pupils are given more choice within subject areas. For example, pupils can choose the focus for writing after investigation of a geographic feature in the local area.
- The young people who have been involved have been both interviewed individually and spoken to in focus groups. They have discussed how they have indeed been involved in planning their learning.
- Across the school pupils are seen to be more involved in self, peer and group assessment. In Art, for example, children in primary and secondary routinely discuss each others work in a supportive and positive manner.
- Supported self-evaluation by staff has been extended to teams of staff, consisting of a primary and secondary teacher visiting classrooms. Pupils have been pleased to discuss their learning with them and have expressed their pleasure that staff across the school want to know how they learn best.
- Focus groups of young people have also had the opportunity to discuss with staff aspects of learning and teaching. They have told us how much they enjoy being involved in the how and what they learn.
- Pupil representatives from secondary and upper primary have joined a staff working group on learning and will work with staff to evaluate for example, co-operative learning strategies and how these support their learning. Pupils will canvass opinion from fellow pupils to share in the working group and help staff identify what pupils believe helps them learn best.

Head Teacher:

Date:

Service Manager:

Pat Fegen

Date: 1 April 2010