

**Campbeltown Grammar School
Argyll and Bute Council
19 June 2007**

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1. Background

Campbeltown Grammar School was inspected in March 2007 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. Inspectors evaluated how well the school was raising achievement for all pupils, taking into account the extent to which pupils' learning needs were met by the curriculum and teaching. They also analysed pupils' attainment in national examinations (see Appendix 3), the school's processes for self-evaluation and innovation, and its overall effectiveness and capacity for improvement. HM Inspectors focused particularly on English, mathematics, geography, and modern languages.

The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision.

HM Inspectors observed teaching, learning and achievement in lessons and other contexts and examined pupils' work. They analysed responses to questionnaires¹ issued to a sample of parents² 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 and a group of parents.

Campbeltown Grammar School is a non-denominational school serving Campbeltown and communities across the south of Kintyre. At the time of the inspection, the roll was 557. The percentage of pupils entitled to free school meals was in line with the national average. Pupils' attendance was well above the national average.

2. Key strengths

HM Inspectors identified the following key strengths.

- The commitment of the headteacher and staff to the school and its pupils.
- The quality of pastoral care and the established partnerships with a range of external agencies.
- The positive ethos of the school.
- The contribution of a wide range of opportunities to support pupils' personal and social development.
- Very effective partnerships with parents and the local community.

¹ See Appendix 2

² Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

3. How well does the school raise achievement for all?

To evaluate how well the school was raising achievement for all, HM Inspectors considered the extent to which the learning needs of all pupils were met through the curriculum and teaching. They evaluated the effectiveness of the school in promoting the learning and personal development of all pupils in lessons and in other, broader contexts. They also considered the standards attained in specific aspects of learning.

Curriculum

The overall quality of the curriculum was good. It was appropriately broad and balanced and nearly all pupils were able to progress in their chosen subjects. Aspects of curriculum development required more strategic management. Particular features of the curriculum included the following.

- To develop further curricular progression and continuity from P7 to S1, there was scope to extend the school's good work with its associated primary schools across a broader range of subject areas.
- A quarter of pupils at S3 were studying a modern foreign language. The school needed to ensure that parents and pupils were fully aware of the implications of all changes to the curriculum and their subject choices.
- Well-planned work experience, enterprise opportunities and aspects of the Skills for Work courses prepared pupils effectively for the world of work.
- The well-delivered personal, social and health education (PSHE) programme was enhanced by a range of visiting speakers.
- Effective curricular and vocational guidance was provided through PSHE and with the support of other agencies including Careers Scotland.
- The use of Intermediate level courses in S5/S6 and in a few subjects in S3/S4 was meeting pupils' needs more effectively.
- At S5/S6, all pupils had timetabled opportunities to develop effectively their skills in citizenship, enterprise and information and communications technology (ICT).
- At S5/S6, the school did not provide a continuing element of religious and moral education. In addition, it met national expectations in physical education for only half of the pupils at that stage.
- Pupils had good opportunities to develop their knowledge and understanding of healthy lifestyle choices.

Teaching and meeting pupils' needs

The quality of teaching was good overall. In most classrooms, teachers had created a positive learning environment and they generally used praise well. Lessons were well planned and teachers gave clear explanations, with some good examples of good direct teaching and effective questioning. Most staff managed their classrooms well and provided a range of learning opportunities. A number of staff made effective use of the enhanced provision of ICT to enrich lessons. Some staff were beginning to ensure that pupils understood what they were learning and how to improve, but this approach required greater consistency across classes. Some lessons were too teacher-led, involved a limited variety of learning activities, and did not involve pupils sufficiently or enable them to learn independently. Some teachers did not have sufficiently high expectations of pupil achievement. Pupils were generally given regular and appropriate homework tasks, but better use could be made of homework planners.

Pupils' learning needs were well met overall. Vocational courses and programmes designed to develop self-confidence and life-skills supported a number of pupils in achieving their potential. Staff knew pupils well as individuals and in many classes they used their time well to support individuals and groups. In some departments, teachers used activities, tasks and appropriate resources effectively to meet pupils' needs. However, their overall planning for learning did not always cater well for the full range of pupil abilities. In particular, higher attaining pupils were not always appropriately challenged. The support for learning department had established an effective primary to secondary transition programme. Pupils requiring additional support were identified clearly. The department circulated information on their support needs and on classroom strategies to address those needs. In-class support was well planned and valued highly by pupils and subject teachers. Support plans for specific pupils had appropriate short-term targets which were very well met in small group tuition. Subject teachers needed to use the targets set more systematically to maximise the progress of those pupils. Behaviour support staff had a positive impact on the progress of a number of pupils. In particular, they ensured that most remained engaged with school through encouraging their learning in class and developing their inter-personal skills. Overall, the school needed to ensure that all staff are consistently effective in supporting pupils' learning, and that support for learning staff can be deployed to support a wider range of pupils.

Learning and personal development

The overall quality of pupils' learning was good. In most classes, pupils were on task throughout lessons, responded well to their teachers and showed appropriate interest in their learning. When given opportunities, they worked independently and took responsibility for their work. Teachers needed to plan more such opportunities, including more frequent use of ICT. In some classes, pupils cooperated well with each other in group activities. The pace of learning was too slow in some classrooms. More use could be made of information from primary schools to plan progression in learning.

A high proportion of pupils participated successfully in a wide range of extra-curricular and other activities which helped develop a range of personal and social skills and self-confidence. More than 80 pupils had gained considerably from their participation in the Duke of Edinburgh awards, undertaking extended expeditions around Kintyre and working with the local police and fire services. A similar number of pupils played in the Kintyre Schools' pipe bands, winning national and international championships. Around 50 pupils participated regularly in the school's concert band or junior wind band. The senior girls' choir had won a number of competitions in the Mid Argyll music festival in recent

years. Pupils performed a full-scale production of 'Romeo and Juliet' in 2006 to great acclaim. More recently, pupils from the drama group took part in the Shakespeare Schools Festival. Pupils at most stages had developed their skills and knowledge of enterprise through participation in the Scottish ICT Youth Challenge and the Formula One challenge. Others had enjoyed considerable successes in Scottish UK Mathematics Challenge competitions. Many pupils had competed successfully in the Mid Argyll, Kintyre and Islay sports tournaments. Pupils' sense of citizenship was enhanced by significant fundraising for a range of charities. A number of senior pupils also supported younger pupils through buddying, paired reading and support in classes. The school's PSHE programme developed an appropriate range of skills which enhanced pupils' personal development.

English

Teachers outlined the aims of lessons and what pupils needed to do to succeed. They questioned them well to check their understanding and encourage them to think. Teachers knew their pupils well. Pupils had begun to identify individual learning targets. These needed to be more specific so that pupils and their teachers could monitor their progress more accurately. Pupils were actively involved in their learning, and collaborated well on tasks. In S4, study of the media was a motivating context for learning. However, the range of courses provided at this stage did not match the needs of some pupils. Some pupils engaged successfully in creative writing out of school hours.

Overall, the quality of teaching and learning was good. Meeting pupils' needs and attainment were adequate. Particular features included the following.

- At S1/S2, the majority of pupils attained appropriate national levels in reading, writing and talking, and most attained them in listening. They made good progress from their prior learning.
- At S4, the proportion of pupils who attained a Credit or General award was in line with national averages.
- At S5/S6, the proportion of pupils attaining A-C grades at Intermediate 1 and 2 or Higher was in line with national averages. All pupils presented for Advanced Higher in recent years had been successful.

Mathematics

Teachers gave clear explanations, asked pupils questions appropriately to monitor their understanding and used praise well. Most pupils worked purposefully and coped well with set work during lessons. Teachers were working to extend the range of learning experiences, which currently did not include enough collaborative work and use of ICT. Pupils' skills in independent thinking and problem solving were insufficiently developed. Long-standing individualised learning approaches in S1/S2 had limited pupils' progress overall. The phasing of work from S3 to S6 needed review to improve the effectiveness of meeting pupils' needs.

The overall quality of teaching was good. The quality of learning, meeting needs and attainment was adequate, overall. Particular features included the following.

- The majority of S2 pupils attained appropriate national levels, but few attained beyond these levels.
- At S4, the proportion of pupils attaining Credit awards was almost at the national average. The proportion attaining at General or above was below the national average.
- At S5/S6, the proportion of A-C grades amongst those presented for Higher was well above the national average. However, the proportion taking the subject was very low. The majority of candidates presented for Advanced Higher and Intermediate 2 attained an A-C grade.

Geography

Teachers were very effective in using a variety of approaches to motivate and engage pupils in their learning. They explained complex topics very clearly and made good use of questioning to check knowledge and understanding. Lessons were conducted at a brisk pace. Teachers made effective use of an appropriate range of resources including ICT. Pupils worked well together and demonstrated good skills in investigative activities. Staff provided pupils with constructive feedback, including helpful advice on how to improve. They used fieldwork activities very effectively at almost all stages to enhance learning.

The overall quality of teaching and meeting pupils' needs was very good, and learning was good. The overall quality of attainment was very good. Particular features included the following.

- At S1/S2, all pupils were making very good progress in their coursework. They showed good knowledge and understanding of the geography of the local area.
- At S4, the proportions of pupils attaining Credit awards were above or well above the national averages. Pupils performed better in geography than in their other subjects.
- Overall, at S5/S6, the proportion of pupils gaining A-C grades at Higher was above the national average. Most pupils presented for Advanced Higher had attained A-C grades.

Modern languages

Teachers generally created a positive classroom climate, planned well and gave clear explanations. In some lessons, they made effective use of ICT to enrich pupils' learning. However, lessons were generally too teacher-led and sometimes lacked pace and variety of activity. Most pupils were attentive and concentrated well on tasks set, but they had insufficient opportunities to be actively involved or independent in their learning. Teachers were broadly aware of pupils' levels of ability, but did not consistently challenge all pupils, particularly the higher attaining.

The overall quality of teaching was good. Learning, meeting pupils' needs and attainment were adequate. Particular features of attainment included the following.

- At S1/S2, the majority of pupils were making good progress. Attainment in writing was improving but speaking skills remained underdeveloped.
- At S4, the proportion of pupils gaining a Credit award in French was below the national average. Pupils performed less well in French than in their other subjects.
- At S5, almost all pupils gained an A-C grade in Higher French. All who had studied Higher Spanish gained an A-C grade.
- Speaking skills were less well developed across the stages.

Attainment

Information about the subjects inspected has been given earlier in the report. Across the school, particular features of pupils' progress, results in examinations and other qualifications, including those awarded by the Scottish Qualifications Authority (SQA) within the Scottish Credit and Qualifications Framework (SCQF)³ for the three year period 2004-2006, are included below.

By the end of S2, attainment was adequate. Particular features included the following.

- The majority of pupils made appropriate progress at S1/S2, but attainment could be higher across the curriculum, by building better on prior learning in primary school.
- By the end of S2, the majority of pupils attained appropriate national standards in reading, writing and mathematics.

By the end of S4, attainment was good. Particular features included the following.

- At Standard Grade, the proportions of pupils attaining five or more awards at levels 4 and 5 were in line with national averages overall, but variable. At these levels, the school performed in line with or better than other schools with similar characteristics.
- The proportion of pupils attaining five or more awards at level 3 or above was above national averages. The school performed much better at this level than other similar schools.

³ 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

- Pupils in S3/S4 following the Skills for Work courses were making good progress. However, difficulties with the work experience aspect of the programme were reducing its overall effectiveness. The school worked well with Careers Scotland to encourage pupils to make the best use of opportunities available to them.
- At Standard Grade, the proportion of pupils attaining awards at Credit level in music was well above national averages. It was well below in biology.
- Pupils performed notably better at Standard Grade in physical education than in their other subjects. They performed notably less well in administration.

By the end of S6, attainment was good. Particular features included the following.

- At Higher, the proportions of pupils attaining one, three and five or more awards at level 6 by the end of S5 tended to be above national averages. The school performed better at this level than other schools with similar characteristics. By the end of S6, the proportions were in line with and at times below national averages. The school performed at this stage in line with similar schools.
- The proportion of pupils attaining one or more awards at level 7 was broadly in line with national averages.
- At Higher, the proportion of S5 pupils attaining A-C grades was well above national averages in chemistry, history, music, physical education and physics.
- At Intermediate 2, the proportion of S5 pupils attaining A-C grades was well above national averages in art and design, physical education, physics and woodworking skills.

4. How good is the environment for learning?

Aspect	Comment
Pastoral care	<p>Arrangements for ensuring the care, protection and health of pupils were very good. Clear guidelines were in place to deal with child protection and training for all staff was regularly updated. Pupil support staff knew their pupils very well and were responsive to individual situations as they arose. Strong links with parents and productive relationships with a wide range of external agencies all had a positive impact on the overall support for individual pupils. Staff focused effectively on developing pupils' healthy lifestyles through the school's PSHE programme. The planned review of the monthly Child Assessment Team meetings appropriately aimed to focus on establishing greater strategic coordination of the meetings and on more solution-focused outcomes for the pupils. The school was well supported in its work by the multi-agency approach of FUSIONS (Fuller Services in our Neighbourhoods and Schools). Among other things, their support included a successful residential weekend for all P7 pupils and the Breakthrough Project, supporting certain pupils in S3. A <i>Healthy Me</i> drop-in service had been set up, offering a range of health tests for pupils.</p>
Quality of accommodation and facilities	<p>Although the education authority had begun a programme of refurbishment, the accommodation was unsatisfactory. Particular features included the following.</p> <ul style="list-style-type: none"> • A significant number of windows no longer opened and there was a lack of ventilation. Some fire doors did not function properly. • Ongoing damage was being caused by water ingress in several areas across the school. • The building had little security apart from the CCTV cameras. • There were accommodation issues in home economics and science. • There were issues of inadequate dust extraction and high noise levels from machines in the technical education department. • Social areas for pupils were very limited. • The interior was shabby in several areas, with a number of broken blinds. Some carpets and stair treads were damaged.

Aspect	Comment
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>The school had a very positive ethos which was recognised by teachers, parents and pupils. This ethos was underpinned by a strong focus on valuing pupils' broad achievement. Staff identified well with the school, morale was high and all staff contributed to the friendly, welcoming atmosphere. Most pupils took a pride in their school and there were good opportunities for some pupils to be involved in decision-making through the student council. This involvement had included a focus on improving the school meals service. Relationships between teachers and pupils were largely positive, with mutual respect observed in most classes. The school promoted pupil achievement at assemblies, but some teachers did not have sufficiently high expectations of what pupils could achieve within lessons. The school's philosophy was to include all pupils and it generally promoted a good sense of equality and fairness. However, staff required further guidance on how to promote this aspect actively as part of the learning experience and ensure that pupils had opportunities to develop appropriate knowledge and attitudes. Pupils had suitable opportunities to attend assemblies and participate in religious observance.</p>
<p>Partnership with parents and the community</p>	<p>The quality of partnership with parents and the community was very good. Particular features included the following.</p> <ul style="list-style-type: none"> • Parents felt welcome in the school and were generally well informed through the helpful handbook, informative newsletters and text messages. The school had used surveys to seek their views on aspects of its work. Many were involved in the programme of extra-curricular activities. • The School Board had very supportive links with the school. • The school made use of a truancy call system to alert parents to pupils' absence. • The school had established very good links with local businesses and supported local concerns as part of its annual charity drive.

5. Leading and improving the school

The school had a very positive ethos, underpinned by very good relationships with pupils, parents and the community. Overall, staff were committed to the school and their morale was high. Pupils were positive about and proud of the school. Pastoral care had a number of strengths and a range of pupils with additional support needs were well supported. Overall, attainment was adequate at S1/S2 and good from S3 to S6. Learning and teaching were

generally good, although staff should work together to achieve a more consistently effective learning experience for pupils. The school needed to build on this sound foundation to improve further the learning experience and achievement of all pupils. It had the capacity to do so, if supported by an improved strategic direction in specific areas from the headteacher.

The headteacher had been in post for 15 years and his strengths were well reflected in those of the school. His commitment to the school, its staff and pupils was strong. He demonstrated a good range of personal qualities through which he had gained the trust of staff. He had maintained very good relationships with pupils, parents, staff and the community. His aim of maximising the broad achievement of all pupils underpinned his philosophy for the school. He now needed to focus more purposefully on raising achievement in the classroom and further improving pupils' learning experiences. His view of the school's future needed to be translated into a more practical set of aims which focused more clearly on continuous improvement. He needed to ensure a more consistently rigorous approach to the leadership of change and development across the school. The senior managers were committed to the school, fulfilled their significant remits conscientiously and gave the headteacher sound support. Their knowledge of the school and its pupils made a very strong contribution to the school's ethos. Overall, middle managers were committed to the school's improvement and some demonstrated significant strengths in the leadership of their departments. Senior and middle managers should pursue the school's stated objective of moving from management to leadership. They should ensure that all staff have a clear indication of how they should contribute to the school's ongoing improvement.

There were important weaknesses overall in the school's approaches to evaluating its work. Senior managers had introduced some appropriate procedures, including analysis of examination results and making use of questionnaires to survey pupils' and parents' views. However, the range of approaches to self-evaluation did not yet focus sufficiently on ensuring a consistently high quality in pupils' learning experiences. The school's procedures for classroom observation had not yet been implemented fully. Overall, senior managers needed to agree a clearer framework for quality assurance and to set expectations of roles, responsibilities and intended improvements. They needed to engage more purposefully with departments, supporting and where necessary leading and challenging them, to achieve improvement. Principal teachers needed to fulfil more consistently their role as leaders to improve learning.

As well as building on the strengths and addressing the issues raised throughout this report, the school and the education authority should address the following main points for action.

Main points for action

Increase further pupils' achievement by:

- addressing the curricular issues raised in the report;
- ensuring more consistently high quality of learning and attainment for all pupils, including the extent to which the needs of all are effectively met;
- focusing on continuous improvement by increasing the rigour and impact of self-evaluation throughout the school; and
- ensuring a clearer emphasis on the role of promoted staff at all levels in guiding and supporting improvement.

In addition, the education authority and school should work together to address the issue of the school's unsatisfactory accommodation.

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. Within two years of the publication of this report parents and carers will be informed about the progress made by the school.

Alan P Ogg
HM Inspector

19 June 2007

Appendix 1 Indicators of quality

The following quality indicators have been used in the inspection process to contribute to the evaluation of the overall effectiveness of the school in promoting learning and achievement for all pupils.

Section 3. How well does the school raise achievement for all?	
Structure of the curriculum	good
The teaching process	good
Meeting pupils' needs	good
Pupils' learning experiences	good
Personal and social development	very good
Overall quality of attainment: S1/S2	adequate
Overall quality of attainment: S3/S4	good
Overall quality of attainment: S5/S6	good

Section 4. How good is the environment for learning?	
Pastoral care	very good
Accommodation and facilities	unsatisfactory
Climate and relationships	very good
Expectations and promoting achievement	good
Equality and fairness	adequate
Partnership with parents, the School Board and the community	very good

Section 5. Leading and improving the school	
Leadership of the headteacher	adequate
Leadership across the school	good
Self-evaluation	weak

This report uses the following word scale to make clear the judgements made by inspectors:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Appendix 2 Summary of questionnaire responses

The following provides a summary of questionnaire responses. Key issues from the questionnaires have been considered in the inspection and comments are included as appropriate throughout the report.

What parents thought the school did well	What parents think the school could do better
<p>Just over a quarter of parents returned the questionnaires. They were very positive about almost all aspects of the work of the school. In particular, they thought that:</p> <ul style="list-style-type: none"> • their children enjoyed being at school and were encouraged to work to the best of their ability; • children were treated fairly and staff showed concern for their care and welfare; • staff made parents feel welcome in the school and parents' evenings were helpful; • the school dealt effectively with inappropriate behaviour; and • the school was well led. 	<ul style="list-style-type: none"> • About half of those who responded expressed concerns about the state of the accommodation. <p>About a fifth:</p> <ul style="list-style-type: none"> • felt that the school could explain better how parents could help with their children's homework; and • did not have a clear idea about the school's priorities for improving pupils' education.
What pupils thought the school did well	What pupils think the school could do better
<p>Most thought that:</p> <ul style="list-style-type: none"> • they enjoyed being at school and got on well with other pupils; • teachers expected them to work to the best of their ability, explained things clearly and helped them when they were having difficulties; • at least one teacher knew them well; and • the school helped them to stay safe and healthy. 	<p>About a third of pupils did not think that:</p> <ul style="list-style-type: none"> • all pupils were treated fairly; • the behaviour of pupils in school was good; and • pupils had a say in deciding how to improve the school.

What staff thought the school did well	What staff think the school could do better
<p>All staff thought that:</p> <ul style="list-style-type: none"> • they liked working in the school and felt that the school was well led. <p>Almost all felt that:</p> <ul style="list-style-type: none"> • there was regular staff discussion about how to achieve school priorities; • senior managers operated well as a team; • staff had good opportunities to be involved in the decision-making process; and • indiscipline was dealt with effectively. 	<ul style="list-style-type: none"> • Staff raised no significant concerns.

Appendix 3 Attainment in Scottish Qualifications Authority (SQA) National Qualifications

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 attaining by end of S4

		2004	2005	2006
<i>English and Mathematics</i> <i>@ Level 3</i>	Campbeltown Grammar	91	99	92
	Comparator schools ⁴	91	93	91
	National	91	90	91
5+ @ Level 3 or Better	Campbeltown Grammar	92	96	97
	Comparator schools	89	88	90
	National	91	90	91
5+ @ Level 4 or Better	Campbeltown Grammar	78	86	78
	Comparator schools	74	75	74
	National	77	76	77
5+ @ Level 5 or Better	Campbeltown Grammar	25	44	31
	Comparator schools	32	32	29
	National	35	34	35

Percentage of relevant S4 roll attaining by end of S5

		2004	2005	2006
5+ @ Level 4 or better	Campbeltown Grammar	83	83	89
	Comparator schools ⁴	77	76	77
	National	78	78	78
5+ @ Level 5 or better	Campbeltown Grammar	50	40	59
	Comparator schools	43	42	41
	National	45	45	45
1+ @ Level 6 or better	Campbeltown Grammar	44	37	47
	Comparator schools	37	36	34
	National	39	39	38
3+ @ Level 6 or better	Campbeltown Grammar	31	17	24
	Comparator schools	20	18	18
	National	23	23	22
5+ @ Level 6 or better	Campbeltown Grammar	12	5	12
	Comparator schools	7	8	8
	National	9	10	10

Percentage of relevant S4 roll attaining by end of S6

		2004	2005	2006
5+ @ Level 5 or better	Campbeltown Grammar	49	53	40
	Comparator schools⁴	45	44	44
	National	47	47	48
1+ @ Level 6 or better	Campbeltown Grammar	44	50	39
	Comparator schools	38	41	38
	National	44	43	43
3+ @ Level 6 or better	Campbeltown Grammar	23	35	25
	Comparator schools	26	26	26
	National	31	30	30
5+ @ Level 6 or better	Campbeltown Grammar	14	22	13
	Comparator schools	17	16	16
	National	20	19	20
1+ @ Level 7 or better	Campbeltown Grammar	11	18	5
	Comparator schools	10	13	12
	National	12	12	13

⁴ Comparator schools are the 20 schools statistically closest to the school being inspected in terms of the key characteristics of the school population.

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 Community Services, 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, 1st Floor, Endeavour House, 1 Greenmarket, Dundee DD1 4QB or by telephoning 01382 576700. Copies are also available on our website at www.hmie.gov.uk.

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