

**Glen Urquhart High School
Drumnadrochit
The Highland Council
8 April 2008**

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1. Background

Glen Urquhart High School was inspected in November and December 2007 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. HM 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. Inspectors focused particularly on English, mathematics, chemistry and S1/S2 science, and history.

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. As part of the inspection, members of the inspection team met the chairperson of the Parent Council, a group of parents, the school chaplain and nurse. They also met staff of the Community Learning and Development service based in the community centre that shared the campus with the school and representatives from the local community.

Glen Urquhart High School is a non-denominational school serving Glen Urquhart and the surrounding rural area. At the time of the inspection, the roll was 236. The percentage of pupils entitled to free school meals was below the national average. Pupils' attendance was well above the national average. The school had achieved a number of awards from external bodies including *Investors in People* and *Scotland's Health at Work*.

2. Key strengths

HM Inspectors identified the following key strengths.

- Relationships between pupils and staff and the very positive, caring and inclusive ethos of the school.
- Partnerships with parents and the wider community to enrich pupils' experiences including in vocational education.
- Pupils' achievements and their enthusiastic engagement in the life and work of the school.
- Levels of attainment, in particular at S3 to S6.
- The leadership of the headteacher.

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 quality of the curriculum was good. The school had adopted a well-judged approach to curriculum innovation within the context of the national initiative *Curriculum for Excellence*.

Particular features of the curriculum included the following.

- Overall, pupils followed a broad curriculum which met individual needs well.
- The school had recognised the need to review the breadth and balance of the S1/S2 curriculum, for example, to ensure pupils had more opportunities for religious education.
- There was a good range of Standard Grade and National Qualification (NQ) courses available from S3 to S6.
- There was a very effective approach to offering vocational education in practical craft skills, construction and rural skills, relevant to local needs and individual aspirations.
- The school was flexible and creative in extending the range of subjects offered, including drama, politics, psychology and religious, moral and philosophical studies.
- The school was taking steps to develop more effective links with associated primaries to help pupils to build fully on their prior learning.
- Pupils' experiences were enhanced by a wide range of opportunities for learning outwith the classroom through sport, cultural activities and community-based learning.
- Well-planned innovation included cross-curricular activities related to vocational education, enterprise, international education for global citizenship and education for sustainable development.
- Pupils and parents received high quality information and advice from school staff, guidance teachers and the careers officer prior to making subject and career choices.

Teaching and meeting pupils' needs

Teaching was good overall. Almost all teachers had high expectations of pupils and encouraged them through the use of well-judged praise. Teachers provided clear instructions and explained new work very well. Most deployed a range of teaching approaches, including using information and communications technology (ICT) to enrich lessons. A few teachers shared the purposes of lessons with pupils and reviewed their learning at the end of

the lesson. This was not consistent practice across the school. Most teachers used questioning effectively to check pupils' understanding. A few made skilful use of pupils' answers to provide them with helpful feedback on how they could improve. Most teachers used homework effectively to consolidate and develop pupils' learning. A few did not plan the quantity and quality of homework tasks sufficiently well.

Staff made a strong contribution to raising achievement by recognising and meeting pupils' learning needs very well. They had a sound knowledge of pupils and worked hard to ensure that the needs of all pupils were met very effectively. Teachers provided well-designed courses and learning activities that motivated and challenged pupils. The school's arrangements for study support and out of class learning were valued by pupils and contributed to improved levels of achievement. These arrangements included drama at the Eden Court Theatre and rural skills with the Abriachan Forest Trust. The librarian provided effective and well-judged support, for example, in developing pupils' research skills. Pupils following skills-based and vocational courses were presented with a range of appropriate real life challenges. Staff made effective use of information on pupils' previous learning and attainment to allocate pupils to appropriate teaching groups and to identify their next steps for learning. Pupils who required additional support with aspects of their learning and behaviour were making very good progress with their personal targets. A few pupils had helpful individualised educational programmes with appropriate long- and short-term targets. Learning support staff gave very good attention to developing pupils' independence and success as learners. They provided very strong support to pupils in classes and in small groups. Their advice had helped teachers to meet the range of pupils' learning needs very effectively across the curriculum. A few pupils who experienced difficulties with reading or writing used ICT well to improve their learning. Senior pupils successfully supported younger pupils with aspects of their learning. The school provided pupils with high quality sporting and cultural activities and a range of opportunities for participation in national and local events.

Learning and personal development

The overall quality of learning was good. Throughout the school, the learning environment was bright and stimulating and was enhanced by attractive displays of pupils' work. Pupils' behaviour in classes and in other areas of the school was of a very high standard and contributed strongly to the very positive climate for learning. Almost all pupils were highly motivated and had high aspirations and expectations for their learning. In most lessons, the pace of learning was brisk and pupils responded positively and interacted well with their teachers and other pupils. In most classes, pupils were actively involved in their learning. They worked together well and learned from each other in pairs and in groups. A few teachers provided pupils with considerable responsibility for their own learning and the opportunity to reflect on their progress. This good practice was not consistent across the school. Staff in a few departments made productive use of the attractive Learning Resource Centre to develop pupils' research and study skills.

The school's provision for pupils' personal and social development had major strengths. At all stages, pupils benefited from taking part in activities that helped them develop as confident individuals and responsible citizens. They participated enthusiastically in a wide range of charitable activities such as Tartan Day and developed further their international citizenship by sending sports kits to pupils in Guatemala. Pupils had their awareness of cultural diversity raised by international links with France, Germany and Sweden.

Participation in exchange visits with a school in Germany enabled pupils to experience life in a different cultural setting and contributed to developing their confidence and independence. A successful recycling programme, litter pick and innovative eco project had contributed to pupils' environmental and conservation awareness. A range of activities including planning a senior citizens' Christmas party and producing and performing in school shows supported the development of pupils' enterprise skills. Participation in rural skills activities enabled pupils to contribute effectively to their local community. Pupils developed teamworking and leadership skills through engagement in a commendably wide range of additional activities including residential trips, cultural events and health promoting activities. A number were working towards Community Sports Leader qualifications. Opportunities to work together on tasks in personal, social and health education (PSHE) enriched further pupils' personal and social development. Overall, PSHE programmes covered an appropriate range of topics and were enhanced by presentations and external speakers.

English

Teachers shared the purposes of lessons clearly with pupils and used a range of teaching approaches very effectively. They set very high expectations for the quality of work pupils should produce. Well-designed and appropriately challenging tasks which provided pupils with rich language experiences helped to meet their needs very well. Teachers' purposeful feedback and effectively targeted support for learning helped pupils to identify their strengths and how to improve. Pupils were enthusiastic and worked conscientiously. Commendably, they took the lead in several lessons, creating a high quality of experience for everyone involved.

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

- At S1/S2, pupils performed well in classwork. The majority of pupils attained the appropriate national levels in reading, writing, listening and talking. Overall about 25% exceeded these levels.
- At S3/S4, the proportion of pupils attaining Credit awards was consistently well above the national average. Pupils' attainment in English was better than in their other subjects.
- At S5/S6 most pupils attained A-C grades at Higher with the majority attaining A or B grades. Pupils' attainment at Higher was well above the national average. The majority of pupils at Intermediate 1 and almost all at Intermediate 2 attained A-C grades.
- At S6, most pupils presented at Advanced Higher were successful.

Mathematics

Pupils and teachers shared high expectations of effort, engagement and achievement. Teachers explained new work clearly and used praise well to encourage pupils. They did not consistently share the purpose of lessons with pupils. They knew pupils well and set tasks and activities which were appropriately challenging. They provided well-judged support for pupils and met their learning needs very well. Pupils were motivated and responded positively to opportunities to work and learn from each other in small groups. They were not always sufficiently responsible for their own learning.

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

- At S1/S2, most pupils attained the appropriate national level. About 40% exceeded this level.
- At S3/S4, the proportion of pupils attaining Credit awards was consistently well above the national average.
- At S5/S6, most pupils attained A-C grades at Higher and Intermediate 2. Pupils' attainment at Higher was well above the national average.
- At S6, the majority of pupils presented for Advanced Higher were successful.

Chemistry and S1/S2 science

Teachers gave clear explanations and instructions, and provided an effective range of practical activities. Teaching and learning approaches did not provide sufficient opportunities for pupils to take responsibility for their learning. Teachers knew pupils and their learning needs well and supported them effectively. They did not always provide sufficient challenge for higher attaining pupils. Teachers used ICT and visual aids effectively to promote learning. Pupils were motivated, well behaved and interested in learning. They did not have sufficient opportunities to work independently.

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

- At S1/S2 most pupils showed good knowledge and understanding of their coursework. Attainment had improved.
- At S3/S4 the proportion of pupils attaining Credit awards was in line with the national average. Almost all pupils attained an award at Standard Grade.
- At S5/S6, the majority of pupils attained A-C grades at Higher. Attainment had declined in 2007 and less than half of pupils had been successful. Pupils' attainment at Higher was well below the national average.
- At S6, there were no presentations at Advanced Higher in 2007. From 2003 to 2006, the majority of pupils were successful.

History

Lessons were varied and interesting. Pupils were fully engaged in discussion of historical issues and questions. Whole-class teaching was well balanced with paired and group approaches to learning. Teachers made particularly good use of open-ended questioning to encourage pupils to express their views and offer explanations. As a result, pupils were enthusiastic, well motivated and enjoyed learning in history. The use of ICT as a medium of teaching and learning was effective and well established. At times, the pace of lessons and courses was too slow. The varied range of challenging activities, the emphasis on

collaborative learning and the very good support for individuals ensured that pupils' needs were very well met.

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

- At S1/S2, most pupils performed very well in classwork and a few had produced particularly good written work on historical issues.
- At S3/S4, the proportion of presentations and of pupils attaining Credit awards at Standard Grade was well above national averages. All pupils presented over the last three years had gained awards at grades 1-4.
- At S5/S6, most pupils had attained A-C grades at Higher. Pupils' attainment was well above the national average.
- At S6, over the last four years, all pupils presented at Advanced Higher had been successful, the majority achieving A passes.

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 2005-2007, are included below.

By the end of S2 attainment was good. Particular features included the following:

- Most pupils at S1/S2 were making good progress in their coursework. A few teachers did not fully take account of pupils' prior learning and attainment in primary school.
- Most pupils attained appropriate national standards in mathematics and the majority did so in reading, writing, listening and talking.

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

- Almost all pupils attained English and mathematics at SCQF level 3 or more. Performance at this level was well above the national average and much better than that in schools with similar characteristics.

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

- The proportions of pupils attaining five or more awards at SCQF level 3, 4 or 5 were well above the national averages. School performance was much better than that in similar schools for SCQF levels 3 and 4 and better for SCQF level 5.
- The proportions of pupils attaining Credit awards in biology, computing, craft and design, French, geography, home economics, physical education and social and vocational studies were well above the national averages.

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

- At S5 and at S6, the proportions of pupils attaining one or more, three or more or five or more awards at SCQF level 6 were well above the national averages. The school performed much better than schools with similar characteristics at one or more and three or more awards at SCQF level 6. It performed better than similar schools at five or more awards at SCQF level 6.
- At S6, the proportion of pupils attaining one or more awards at SCQF level 7 was well above the national average. Performance at this level was much better than in schools with similar characteristics.
- The proportions of pupils attaining A-C grades at Higher were well above the national averages in French and modern studies.
- The proportions of pupils attaining A-C grades at Intermediate 2 were well above national averages in art and design, biology and woodworking skills.

4. How good is the environment for learning?

Aspect	Comment
Pastoral care	The quality of pastoral care was very good. Guidance teachers effectively identified concerns and supported pupils' learning and behaviour, through strong teamwork with all staff. Pupils were confident that matters they raised with staff, including bullying, would be dealt with discreetly and sensitively. Younger pupils were very positive about the pastoral role of approachable senior "buddies". Almost all staff followed the school's procedures for child protection confidently. An important feature of the school's procedures for ensuring the protection of pupils was its strong partnership with the community police officer and nurse. The headteacher and staff were very responsive to pupils' pastoral needs. School staff had recently taken very good steps to promote pupils' safety when using the Internet. Guidance staff built strong relationships with associated primary schools and developed a detailed knowledge of all the pupils for whom they were responsible. There were significant strengths in the school's shared approaches with other agencies to support pupils.

Aspect	Comment
Quality of accommodation and facilities	<p>Accommodation was very good. Particular features included the following.</p> <ul style="list-style-type: none"> • A well-maintained and welcoming environment. • Effective use of display areas to celebrate the life and work of the school. • High quality provision including ICT, sporting and fitness activities, and music. • Bright and attractive classrooms. • Productive use of facilities shared with the community including the Learning Resource Centre. • Very good access throughout the school for people with restricted mobility. • A pleasant, but small and generally over-crowded, dining and coffee bar area which also provided a social area for pupils. • TV screens to keep pupils well informed of school and community activities and events. <p>A few members of the school community including pupils had raised concerns about aspects of health and safety with members of the inspection team. Their concerns included traffic management at the entrance to the school and access to the school through the community wing.</p>

Aspect	Comment
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>Staff and pupils shared a strong sense of community and were proud of the school and its achievements. Visitors and parents felt very welcome. Morale was high and there was mutual respect between pupils and staff. Staff were strongly committed to the school and supported a wide range of extra-curricular activities. Pupils were very friendly, helpful and well behaved. Teachers, community members and pupils shared high expectations of involvement and achievement including voluntary and charity work such as senior pupils' work with Glen Urquhart Care Centre. Teachers used praise effectively to encourage and motivate pupils. The school consulted pupils purposefully and pupils reported that they had contributed successfully to improving aspects of the school. Effective use of awards, display boards, assemblies and TV celebrated pupils' achievements. The school successfully promoted an ethos of equality and fairness. Provision for the inclusion of pupils with additional support needs was particularly strong. Across the curriculum, staff made well-judged use of opportunities to develop further pupils' awareness of other races and cultures and to encourage tolerance.</p>

Aspect	Comment
Partnership with parents and the community	<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 actively supported the school through, for example, attendance at, and help with, school events and activities. A few were involved in the delivery of aspects of the construction course for pupils at S3/S4. • The Parent Council provided very effective support in seeking the views of parents. • Staff made parents feel welcome and responded effectively to parents' enquiries. • Strong partnership links with local voluntary sector organisations such as the Eden Court Theatre and Abriachan Forest Trust enabled pupils to have a variety of positive learning experiences and access new skills. • Induction arrangements for P7 pupils transferring into S1 were very well planned. These included a joint 'Maths Jamboree' event involving teams of pupils from P7 and S1. • Productive links with a wide range of community agencies including the local care centre, police and Forest Trust enhanced pupils' broader learning experiences. • Pupils benefited from purposeful partnerships with the wider community, in particular local businesses, the chaplain, school nurse and support services. • The school communicated well with parents through for example reports, the school website and newsletters.

5. Leading and improving the school

Pupils at Glen Urquhart High School benefited from a very supportive and encouraging ethos. They enjoyed being at school and engaged enthusiastically in the wide range of additional activities and opportunities for broader achievement. The headteacher and staff were committed to pupils' care and welfare. The quality of learning and teaching was good and the school met pupils' learning needs very effectively. The overall quality of attainment was a major strength. The school had a sound rationale for curricular change and had consulted widely with its stakeholders. Staff now needed to improve aspects of the curriculum. They had successfully developed productive relationships with parents and the wider community. The Parent Council and parents provided strong and purposeful support.

The leadership of the headteacher had major strengths. He had very well-developed interpersonal skills and had shared successfully his strategic vision for the school and priorities for improvement with the wider school community. During his two years in post he had gained the respect of staff, pupils and parents. They had supported actively the introduction of a range of productive initiatives to improve pupils' experiences and achievement. As part of his vision for the school, he had fostered purposeful teamworking and had begun to develop leadership across the school. The depute headteacher provided a high quality of support for the headteacher. She led and managed her areas of responsibility well. Most principal teachers and faculty heads carried out their roles as curriculum leaders effectively. Their leadership for improvement, however, was too variable. Staff contributed to leading improvements, for example in teaching and achievement, through effective involvement in working groups and departmental developments.

Since the appointment of the headteacher, the school had reviewed its approaches to monitoring and evaluating the quality of its work. As a result, it had begun to develop further a culture of engagement in improvement. The school gathered systematically the views of staff, pupils and parents about the life and work of the school. Staff were involved in working groups including committees with a focus on self-evaluation and improvement planning, and learning and teaching. Parents' views had contributed to changes to the curriculum and more recently to a policy on homework. Senior promoted staff met principal teachers and faculty heads to analyse SQA attainment data, review departmental progress and discuss plans for improvement. They had not ensured that self-evaluation activities consistently led to appropriate improvement. Across the school, there was too much variation in the effectiveness and impact of self evaluation and monitoring. Not all staff had developed consistent approaches to evaluating the quality of learning and teaching and to sharing good practice to improve pupils' learning experiences. Although the school's approaches to quality assurance were not yet embedded nor sufficiently rigorous, the school had made clear progress in monitoring improvement more systematically. With the strong leadership of the headteacher, support from the education authority and commitment of the staff, the school had a sound capacity for improvement.

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

- Ensure that learning and teaching are of a consistently high quality through more effective arrangements for quality improvement, stronger leadership for learning by principal teachers and faculty heads, and wider sharing of good practice across the school.
- Continue to improve the curriculum, in particular at S1/S2.
- Review aspects of health and safety as indicated in the report.

What happens next?

As a result of the high performance, the strong record of improvement and the very effective leadership of this school, HM Inspectors will make no further reports in connection with this inspection. 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 the education authority, working with the school, will provide a progress report to parents and carers.

Eleanor Harkness
HM Inspector

8 April 2008

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	very good
Pupils' learning experiences	good
Personal and social development	very good
Overall quality of attainment: S1/S2	good
Overall quality of attainment: S3/S4	very good
Overall quality of attainment: S5/S6	very good

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

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

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>Almost half of parents responded to the questionnaire. They were very positive about almost all aspects of the school. In particular they felt that:</p> <ul style="list-style-type: none"> • the school provided helpful information on their children’s progress and how to support learning at home; • teachers set high standards for pupils’ attainment; • the school had a good reputation in the community and the school buildings were well-maintained; • staff made them feel welcome and showed care and concern for their children; and • the school was well led. 	<p>A few parents would like to know the school’s priorities for improving their children’s education.</p>
What pupils thought the school did well	What pupils think the school could do better
<p>Almost all pupils thought that:</p> <ul style="list-style-type: none"> • teachers expected them to work hard, helped them with their work and checked their homework; • the school helped them keep safe and healthy; • they enjoyed being at school and the behaviour of other pupils was good; and • teachers listened to them. 	<p>About one fifth of pupils thought that they sometimes had too much homework and that it was not always well planned.</p>

What staff thought the school did well	What staff think the school could do better
<p>Teachers were very positive about all aspects of the school.</p> <p>All staff reported that they liked working in the school and that they worked hard to promote good relationships with the local community.</p> <p>Almost all staff felt that:</p> <ul style="list-style-type: none"> • there was mutual respect between staff and pupils; • pupils were enthusiastic about their learning; and • their training time was used effectively. 	<p>There were no significant issues for teachers.</p> <p>Around a third of support staff thought that:</p> <ul style="list-style-type: none"> • there could be greater opportunities to be involved in decision making; and • communication could be improved. <p>One quarter felt that:</p> <ul style="list-style-type: none"> • they were not fully confident about the school's procedures relating to child protection.

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 gaining awards by end of S4

		2005	2006	2007
English and Mathematics @ Level 3	Glen Urquhart High	103	98	100
	Comparator schools⁴	96	96	96
	National	90	91	92
5+ @ Level 3 or better	Glen Urquhart High	103	98	100
	Comparator schools	96	96	96
	National	90	91	91
5+ @ Level 4 or better	Glen Urquhart High	100	93	97
	Comparator schools	90	89	88
	National	76	77	76
5+ @ Level 5 or better	Glen Urquhart High	56	56	44
	Comparator schools	48	48	48
	National	34	35	33

Percentage of relevant S4 roll gaining awards by end of S5

		2005	2006	2007
5+ @ Level 4 or better	Glen Urquhart High	100	103	93
	Comparator schools⁴	92	90	91
	National	78	78	79
5+ @ Level 5 or better	Glen Urquhart High	65	82	70
	Comparator schools	63	61	62
	National	45	45	46
1+ @ Level 6 or better	Glen Urquhart High	62	74	58
	Comparator schools	56	54	50
	National	39	38	39
3+ @ Level 6 or better	Glen Urquhart High	41	53	35
	Comparator schools	36	33	35
	National	23	22	22
5+ @ Level 6 or better	Glen Urquhart High	19	21	14
	Comparator schools	17	16	15
	National	10	10	10

Percentage of relevant S4 roll gaining awards by end of S6

		2005	2006	2007
5+ @ Level 5 or better	Glen Urquhart High	71	68	91
	Comparator schools	64	64	64
	National	47	48	47
1+ @ Level 6 or better	Glen Urquhart High	69	68	85
	Comparator schools	60	60	58
	National	43	43	42
3+ @ Level 6 or better	Glen Urquhart High	49	54	71
	Comparator schools	45	44	43
	National	30	30	29
5+ @ Level 6 or better	Glen Urquhart High	37	35	41
	Comparator schools	31	32	31
	National	19	20	19
1+ @ Level 7 or better	Glen Urquhart High	26	27	29
	Comparator schools	21	21	20
	National	12	13	12

⁴ Comparator schools are the 20 schools statistically closest to the school being inspected in terms of the five socio-economic characteristics of the school population and surrounding areas.

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, Culture & Sport, 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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