

**Culloden Academy
The Highland Council**

20 January 2004

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1. Background

Culloden Academy was inspected in September 2003. Subjects included in the inspection were English, mathematics, modern languages, geography and music. The school is a non-denominational secondary school which serves the communities of Ardersier, Balloch, Cradlehall, Croy, Culloden, Smithton and the surrounding rural area. At the time of the inspection the roll was 1051. The percentage of pupils entitled to free school meals was below the national average. Pupils' attendance had improved and was now broadly in line with the national average.

Members of the inspection team analysed responses to questionnaires issued to samples of pupils, parents and carers, and to all staff. They also met the chairperson of the School Board. They interviewed groups of pupils and staff. Almost half of the 250 parents and carers who received questionnaires responded.

2. Key strengths

HM Inspectors identified the following key strengths.

- The improving school ethos and pupils' commitment to the school.
- The high quality leadership provided by the headteacher with strong support from his senior management team.
- The strong commitment of staff to supporting the drive towards school improvement.
- The purposeful climate for learning, friendly relationships and high staff morale throughout the school.
- The wide range of opportunities for pupils to broaden their achievements.
- The very effective promotion of partnerships with parents and the wider community.

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

Overall, respondents to the questionnaires were very satisfied with the quality of provision made by the school. In particular they felt that the school was well led and they were made to feel welcome. Staff and pupils were also very positive about the school and enjoyed being there. Staff liked working in the school and felt that pupils were enthusiastic about learning. Pupils were pleased about the extent to which teachers expected them to work to the best of their abilities. A few members of ancillary and support staff would like to be more involved in decision-making processes. Further details about what most pleased parents, carers, staff and pupils, and what they would most like to see improved, can be found in Appendix 2 of this report.

4. How good are learning, teaching, attainment and achievement?

In evaluating the overall quality of learning, teaching, attainment and achievement, HM Inspectors observed aspects of learning in the inspected departments as well as more widely across the school. They also reviewed the extent to which the structure of the curriculum addressed pupils' needs, and they analysed pupils' performance in examinations (see Appendix 3).

The curriculum, learning and teaching

Overall, the quality of the curriculum was good. The school had begun to review the curriculum at all stages with a view to meeting pupils' needs better through improved choice and flexibility. Teachers were implementing a plan to improve writing across the curriculum which was beginning to have a positive impact in some areas. At S1/S2, while the curriculum was good overall, only a few departments had effective curriculum links with associated primary schools so that they could take appropriate account of pupils' prior learning. Most pupils at S3/S4 studied eight subjects at Standard Grade and a few studied nine. A small number of pupils attended vocational courses through Inverness College in place of studying a modern language. The school had carried out appropriate consultations with parents and pupils involved in these vocational courses, but had yet to plan in detail how the long-term success of this provision was to be evaluated. At S5/S6, pupils could select from a good range of courses at Intermediate, Higher and Advanced Higher levels, which allowed them to progress well from S4. Provision for religious and moral education in S3 to S6 was too limited but the school planned to address the shortfall through an increase in staffing.

In most lessons, teachers succeeded in gaining pupils' commitment to learning and promoted high levels of motivation. Across the school, in the most effective lessons pupils were fully engaged in learning, often taking responsibility for their own work and thinking independently. Pupils interacted well with each other and with their teachers. Many teachers skilfully combined direct, interactive teaching with group work or follow-up tasks. Their explanations and instructions were expressed clearly, and praise was used effectively to encourage pupils. Most teachers had appropriately high expectations of pupils' work and behaviour. However, in a number of lessons pupils were not sufficiently involved in their own learning or required to think for themselves. The pace of these lessons was generally slow and pupils were insufficiently challenged. In a number of subjects more account needed to be taken of assessment information. In particular, teachers needed to make better use of information received from primary schools so that coursework could be matched more effectively to pupils' needs.

Attainment and achievement

While pupils performed well in some subjects, the overall quality of attainment in S1/S2 was fair. Pupils' performance in reading, writing and mathematics was below the national average. The school was working hard to improve attainment in a number of key areas and there were indications of some recent improvements, for example in mathematics. Further steps needed to be taken to ensure that courses built more effectively on pupils' primary school experiences.

The quality of attainment in S3/S4 was good overall. The proportion of S4 pupils who achieved five or more Standard Grade awards at Foundation, General or Credit levels was in line with national averages. In 2003, the proportion of pupils who achieved five or more awards at General or Credit levels had increased significantly to a level which was broadly in line with that of similar schools.

The quality of attainment in S5/S6 was good overall. Results were consistently in line with or above national averages, and in some areas had improved to be in line with the performance of similar schools. The proportion of S4 pupils who went on to gain five or more awards at or above Intermediate one level when they were in S5 was in line with the national average, although below the performance of similar schools. This was also the case for Intermediate 2 or above. The proportion who achieved five Higher awards by the end of S5 was above the national average and had improved to be in line with the performance of similar schools in 2003. The proportions who gained at least three or at least one Higher were in line with national averages but below the performance of similar schools. By the end of S6, results were strongest in terms of pupils achieving five Higher awards or better, where performance had risen to be in line with both the national average and the performance of similar schools.

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

- At Standard Grade in S4, pupils performed consistently better in biology, graphic communication, and science than in their other subjects. They performed less well in computing studies and history.
- At S5/S6, pupils performed notably better at Intermediate 2 in biology than they did in their other subjects.

The school promoted pupils' wider achievements and positive values through a varied programme of extra-curricular activities and by providing opportunities for pupils to take responsibilities. Good numbers of pupils took part in the wide range of sporting activities offered by the school, and in the recently formed drama group. High standards were being achieved by the large number of pupils who participated in the wide variety of musical activities offered to them, including a regular series of public performances. Many pupils had also organised and rehearsed their own music groups for a Christmas concert. Senior pupils had developed their skills in working with others and taking responsibilities through acting as prefects. A number of older pupils had helped the school to promote pupils' care and welfare when travelling to school by acting as bus monitors. Many senior pupils provided general pastoral support and help in lessons for younger pupils with whom they were linked as 'buddies'. Pupils also benefited from opportunities to develop skills in citizenship by taking on roles as class and year group representatives in the year group and pupil councils.

Overall the school was beginning to make progress in raising pupils' attainment and achievements towards the sort of levels that could be achieved, although there was scope for further improvement in a number of respects. Whilst over several years the school's examination results had not compared favourably with schools with similar characteristics, there were indications that this was now improving. The proportion of pupils who continued their studies into S5 was beginning to increase. Steps now needed to be taken to consolidate the improvements made and extend them to all other levels of National Qualifications. The school was working hard to increase the range of opportunities it provided for pupils to broaden their achievements and to ensure that the range of courses it offered was well matched to pupils' different needs.

English language

Learning and teaching

Teachers generally prepared lessons carefully, explained ideas clearly and provided pupils with motivating activities. In the most effective lessons there was a brisk pace and effective use of group discussion and precise feedback. However, practice varied across the department. Pupils were responsive but, particularly at S1/S2, often did not have enough challenge or opportunities to take responsibility for improving their own work. Pupils with additional language needs were well supported.

Attainment and achievement

In S1/S2, only around half of pupils achieved appropriate national standards in reading and writing. Teachers did not provide reliable evidence of pupils' attainment in listening and talking. At S4, the proportion of pupils gaining a Standard Grade Credit award at band one had increased but overall performance at Credit level was below the national average. At S5/S6, the proportion of pupils gaining awards at Higher and Intermediate levels had fluctuated from year to year. At Higher, the proportion of pupils achieving an award at Grades A-C had fallen to below the national average although there had been a significant improvement recently. Awards at Intermediate 1 and 2 levels had improved to well above the national averages.

Other features of pupils' attainment and achievement included the following.

- All pupils had contributed to a millennium collection of poetry, and pupils in the writing club successfully took part in writing competitions.
- Many S1/S2 pupils earned school awards for regular reading across a range of texts.
- Some pupils had worked with publishers to review books and to provide suggestions.

Mathematics

Learning and teaching

All teachers interacted well with pupils, gave clear explanations and made good use of praise. Appropriate homework was set regularly and pupils in S1/S2 were supported to use homework diaries effectively. Teachers made good use of direct teaching, although there could be more encouragement given to pupils to take an active role in lessons. While pupils were well behaved and hardworking they could be given more responsibility for their own learning. Teachers had recently developed new approaches which were meeting the needs of all pupils more effectively. At all stages, pupils were set tasks which built well on their previous learning.

Attainment and achievement

In S1/S2, while only around half of pupils were achieving appropriate national levels of attainment, the department was making a number of important improvements to courses in order to improve attainment. The proportion of S4 pupils attaining a Credit award at Standard Grade had improved to be above the national average in 2003. In S5/S6, the proportion of pupils achieving a Higher award

at Grades A-C was in line with the national average. The proportion of pupils attaining an Intermediate 2 award at Grades A-C was above the national average. Most pupils presented for Certificate of Sixth Year Studies or Advanced Higher had achieved awards at Grades A-C. There were indications that attainment in S5/S6 was improving in 2003.

Other features of pupils' attainment and achievement included the following.

- The presentation of pupils' work at all stages was notably good.
- Pupils at all stages made effective use of the graphics calculator to enhance their learning.
- Pupils following a Higher course or units were performing well and were able to recall earlier learning confidently.

Modern Languages

Learning and teaching

There was a positive learning environment within the department. Teachers planned lessons well and there were good examples of direct teaching and use of questioning. Overall, teachers provided pupils with effective learning experiences. Staff were beginning to use information and communications technology (ICT) effectively to motivate pupils and enrich their learning experience. While pupils worked well in lessons, there was scope for more active involvement in their learning and the level of pace and challenge in some classes was insufficient.

Attainment and achievement

At S1/S2, almost all pupils were performing well in their coursework. In S4, the proportion of pupils who achieved a Foundation or General award at Standard Grade in French was in line with the national averages. The number who achieved a Credit award in French had improved and was above the national average in 2003. Pupils' results in French had improved to be in line with their performance in other subjects. In German, the proportion of pupils who achieved an award had fallen and in 2003 was below the national average. Results were generally in line with pupils' results in their other subjects. At S5/S6, in French the proportion of pupils who achieved Grade A or Grade B awards at Higher had improved to above the national average. All pupils entered for Intermediate 2 or Advanced Higher had achieved awards at Grades A-C. In German, the proportion of pupils who achieved a Higher award at Grades A-C had improved and in 2003 was well above the national average. All pupils entered for Intermediate 2 had achieved an award at Grades A-C.

Other features of pupils' attainment and achievement included the following.

- There were some very good examples of writing at all stages.
- Pupils had performed well in a French drama competition.
- Some pupils in S3 had taken responsibility for devising innovative language games.

Geography

Learning and teaching

Overall, teachers provided effective lessons and learning experiences for pupils. Teachers used a wide range of approaches and explained work clearly. At times, however, teachers needed to use questioning more effectively to involve pupils more fully in learning. Pupils were well motivated and worked well without close supervision. Homework was regular and challenging and reinforced skills and knowledge acquired through coursework. Tasks and activities were well matched to pupils' needs and abilities in most respects although more account needed to be taken of pupils' prior learning in S1.

Attainment and achievement

At S1/S2, almost all pupils were performing well in their coursework. At S3/S4, the proportion of the S4 roll achieving any level of Standard Grade award was well above the national average and the proportions who gained Credit or General awards were above the national average. At S5/S6, the proportion of pupils entered who gained an A-C award at Intermediate 1 and 2 was in line with the national average. The proportions of pupils who achieved Higher awards at Grade A or at Grades A-C were both in line with national averages.

Other features of pupils' attainment and achievement were as follows.

- At all stages pupils were acquiring good mapwork, atlas and enquiry skills.
- Pupils studying Higher produced some good extended written answers to past paper questions.
- Presentation of work in pupils' jotters and folders was of a consistently high standard.

Music

Learning and teaching

The overall range of pupils' learning experiences and teachers' approaches was very effective in most lessons. Pupils were highly motivated by appropriately challenging activities. In a few lessons the pace of learning needed to be increased so that pupils could make better progress. Pupils' needs were very well met at S3-S6 where they were given very good opportunities to select instruments in which to specialise. Teachers were now developing ways to implement this effective approach more widely at S1/S2 now that the department had moved into high quality accommodation.

Attainment and achievement

Most pupils in S1/S2 were making good progress in using different instruments. At S4, the number of pupils entered for Standard Grade was well above the national average and the proportion who gained an award at Credit level was well above the national average. Pupils performed consistently better in music than they had in their other subjects. At S5/S6, the number of pupils presented for Higher was well above the national average. The proportion who achieved an award at Grades A-C had increased to well above the national average, and the proportions who achieved an award at Grade A or Grade B had both improved to above the national average. Entries for Advanced Higher

had increased to well above the national average in 2003 and all pupils had achieved an award at Grades A-C.

Other features of pupils' attainment and achievement included the following.

- Pupils in many classes enjoyed performing music together using a range of instruments, at times accompanying their classmates singing.
- Pupils at all stages acted very responsibly and organised their work routines effectively.
- Some pupils had created imaginative compositions, at times making very effective use of ICT.

5. How well are pupils supported?

The school placed an appropriately high priority on pastoral care and on ensuring pupils' care and welfare. Bullying was effectively discouraged and was dealt with effectively when any incidents arose. The school actively encouraged healthy eating and participation in fitness activities. Effective partnerships with support agencies and parents enabled the school to address issues such as child protection and absence from school. Pupils were well supported when they asked for help. The school recognised that aspects of its programme of personal and social education (PSE) required to be up-dated.

All pupils had lessons on careers and choosing subjects for S3 and for S5/S6, but they needed better opportunities for more direct, individual consultations. However, the school had recognised that the overall planning of guidance needed to be improved, particularly to address limitations in curricular and vocational guidance, and in its approach to guidance interviews.

The delivery of learning support was strong. Pupils were very well supported in classwork across many subjects. The needs of pupils with special educational needs (SEN) were very well met. The school's supportive, inclusive approach enabled pupils with SEN to access the curriculum in mainstream classes where appropriate.

The school was taking steps to improve the overall co-ordination of pupil support, which included learning support, behaviour support and guidance. A member of the senior management team had been allocated a specific responsibility for developing effective links between each aspect of pupil support. In particular, plans were being made to give pupils better information about the choices available to them, and to support teachers so that they could take more account of pupils' individual needs and aspirations.

6. How good is the environment for learning?

Quality of accommodation and facilities

The school had good accommodation and facilities although the increasing school roll was leading to pressures in some areas. The buildings provided the school and community with high quality

facilities for sports and performance. The recently completed music department was an outstanding facility. The school made effective use of the available space, including re-deploying rooms appropriately to cope with its increasing school roll. The school buildings were kept in good order. The security of the school entrances should be improved. Facilities for ICT were good in most respects. Resources were good overall, although some improvements were needed in the school library.

Ethos

The school's climate and relationships were very good. The school was welcoming and friendly, and provided a purposeful working environment for pupils and staff. Morale was high, and almost all pupils had responded well to the efforts of staff to promote good behaviour. Pupils, parents and staff felt that there had been significant recent improvements in the atmosphere in school and in the quality of relationships, brought about through the effective work of the headteacher and his staff.

The school had been very successful in its strategy to raise expectations of pupils' achievement. Assemblies and award ceremonies played important roles in celebrating achievement and in sharing successes in the life of the school. The school had introduced award schemes which promoted high expectations of behaviour, although at times these awards needed to be applied more consistently. The school had begun to improve its systems for monitoring pupils' performance so that early measures could be taken to support pupils when they were under-achieving.

Staff promoted a strong sense of equality and fairness in their dealings with pupils. The school's aims gave an appropriately high profile to the need to ensure equal opportunities and to establish a parity of esteem for all. Staff were aware of important national issues relating to the relative performance of boys, and were implementing some promising strategies to increase boys' motivation. There were very good arrangements for ensuring that pupils with special educational and physical needs were able to learn alongside their peers. The school was considering how it should develop more systematic approaches to ensuring the promotion of racial equality. The school had developed a good partnership with local chaplains who contributed to the curriculum and to religious observance in assemblies.

Partnership with parents and the community

The school had worked hard to strengthen its links with parents and the community with considerable success. These links had made an important contribution to the school's improved reputation in the community. Parents and carers felt welcome in the school and were encouraged to take part in appropriate school activities. They received regular, informative reports on their children's progress, and letters and certificates which celebrated their children's achievements. A high-quality school website and regular newsletters provided up-to-date information on many aspects of school life, including helpful statements on aspects of the curriculum. The school had strong links with community services and made good use of the benefits of shared accommodation for sporting and other activities. The school was well represented by pupils and staff on the community management committee. The School Board provided helpful, valued support to the school. Plans for a 'Friends of Culloden Academy' parent and staff group were well advanced. The school had helpful links with the education authority and support agencies. Staff in a number of departments needed to develop better curricular links with primary schools so that they could take more account of pupils' prior learning. A good partnership had developed with Inverness College so that pupils from S3 could choose from a broader range of subjects.

7. Improving the school

The headteacher, who had been in post for around eighteen months, had very successfully secured the commitment of staff and pupils to the improvement of the school. In addition to taking important steps to improve the school's ethos, he had promoted strategies which had contributed to improvements in aspects of learning, teaching and attainment in a number of departments. The headteacher was well supported by an effective senior management team. The four deputy headteachers had each made important contributions to the promotion of effective teamwork and communication across the school. They carried out their individual responsibilities well, and had been particularly successful in taking forward the school's drive to improve its ethos.

The school was developing quality assurance systems which were designed to manage and sustain improvement more consistently in the future. For example, under the direction of a deputy headteacher, the school was implementing a new electronic system for predicting and tracking pupils' progress. At the time of the inspection, however, this and other recently developed systems had yet to make a significant impact on attainment. Each member of the senior management team linked with a number of subjects. In some subjects these links had been very effective in helping principal teachers to improve the performance of their departments. However, there was now a need to improve aspects of this link role to bring about more consistent improvements in learning, teaching and attainment across the school. In particular, teachers needed to take more account of assessment information and pupils' prior learning, increase the pace and challenge in some lessons, and develop the scope for pupils to take responsibility for and be fully engaged in their own learning. Principal teachers contributed positively to the work of the school. The school now needed to share the highly effective management practice seen in some departments with other departments which had been less successful in raising pupils' attainment and promoting their achievements.

Overall, the quality of education at Culloden Academy was improving significantly. Under the skilful leadership of the headteacher, staff and pupils had worked well together in a concerted drive to improve the school's ethos, reputation, and achievements. Important steps had been taken to raise expectations of achievement. Building on high staff morale, the school recognised that it could improve pupils' attainment further and was confident that it would continue to do so.

The school had a clear sense of purpose and direction and was moving forward with confidence. It should continue to improve its work in line with the improvement agenda identified by the headteacher and his staff. In doing so, the school and the education authority should take account of the need to:

- complete the re-organisation of guidance and put in place a co-ordinated approach to supporting pupils, including providing all pupils with appropriate support for reviewing progress and making subject choices;
- ensure that systematic approaches to quality assurance are used consistently across the school and lead to improvements;
- improve attainment further by engaging pupils more directly in their learning, and by making more effective use of assessment information to highlight areas where pupils' work might be improved; and

- complete the curriculum review currently underway whilst strengthening arrangements for evaluating changes and ensuring that all courses take appropriate account of pupils' prior learning.

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.

D G Norris
HM Inspector

20 January 2004

Appendix 1 Indicators of quality

We judged the following to be very good

- Partnership with parents, the School Board and the community
- Learning support
- Climate and relationships
- Expectations and promoting achievement
- Equality and fairness
- Leadership

We judged the following to be good

- Overall quality of attainment: S3/S4
- Overall quality of attainment: S5/S6
- Structure of the curriculum
- The teaching process
- Pupils' learning experiences
- Personal and social development
- Meeting pupils' needs
- Pastoral care
- Accommodation and facilities
- Effectiveness and deployment of staff with additional responsibilities
- Self-evaluation

We judged the following to be fair

- Overall quality of attainment: S1/S2
- Curricular and vocational guidance

We judged the following to be unsatisfactory

- No aspects were found to be in this category

Appendix 2 Summary of questionnaire responses

<p>The most positive responses from parents and carers included the following.</p>	<p>What parents and carers would like to see improved.</p>
<p>Almost all thought that:</p> <ul style="list-style-type: none"> • staff made them feel welcome in the school; • the school was well led; • teachers set high standards for pupils' attainment and the school made it clear to parents what standard of work it expected from the pupils; • parents' evenings were helpful and informative; • their children enjoyed being at school and found school work stimulating and challenging; • the school dealt effectively with inappropriate behaviour and their children were treated fairly in the school; and • there was mutual respect between teachers and pupils and staff showed concern for the care and welfare of their children. 	<p>A few thought that:</p> <ul style="list-style-type: none"> • they would like a clearer idea of the school's priorities for improving the education of pupils.
<p>The most positive responses from pupils included the following.</p>	<p>What pupils would like to see improved.</p>
<p>Almost all thought that:</p> <ul style="list-style-type: none"> • teachers expected them to work to the best of their ability; • they enjoyed being at the school; • teachers explained things clearly and helped them when they were having difficulties; • teachers checked their homework, listened to what they had to say, and told them when they had done something well; • they felt safe and secure in the school and knew what to do at school if there was something that worried them; • they got on well with other pupils and had a say in deciding how to improve the school; and • the school helped them to keep safe and healthy. 	<p>A few thought that:</p> <ul style="list-style-type: none"> • pupils were not treated fairly in the school.
<p>The most positive responses from staff included the following.</p>	<p>What staff would like to see improved.</p>
<p>Almost all thought that:</p> <ul style="list-style-type: none"> • they liked working in the school and felt that pupils were enthusiastic about learning; • there was effective communication between senior managers and staff; • the school was well led and senior managers operated effectively as a team; and • there was mutual respect between teachers and pupils. 	<p>A few ancillary and support staff thought that:</p> <ul style="list-style-type: none"> • they would like to see improvements in communication between staff and be more involved in decision-making processes.

Appendix 3 Whole school attainment

Results 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 achieving by end of S4

		2001	2002	2003	2001-03
<i>English & mathematics @ level 3 or better</i>	Culloden Academy	94.6	91.8	92.7	93.0
	Comparator schools average	95.3	95.8	92.9	94.0
	Scotland	92.0	91.1	91.0	91.4
<i>5+ @ level 3 or better</i>	Culloden Academy	91.6	92.3	90.2	91.3
	Comparator schools average	94.4	95.1	93.2	93.8
	Scotland	90.7	90.8	90.6	90.7
<i>5+ @ level 4 or better</i>	Culloden Academy	81.3	77.4	82.4	80.3
	Comparator schools average	85.2	84.8	82.4	84.8
	Scotland	76.8	76.7	76.0	76.5
<i>5+ @ level 5 or better</i>	Culloden Academy	33.7	33.8	39.9	35.9
	Comparator schools average	37.9	38.7	40.5	37.1
	Scotland	33.8	33.9	33.4	33.7

Percentage of relevant S4 roll achieving by end of S5

		2001	2002	2003	2001-03
<i>5+ @ level 4 or better</i>	Culloden Academy	85.2	81.9	79.5	82.2
	Comparator schools average	86.2	86.0	85.8	85.7
	Scotland	78.2	78.5	78.5	78.4

<i>5+ @ level 5 or better</i>	Culloden Academy	49.2	45.2	42.6	45.6
	Comparator schools average	52.1	50.0	53.0	50.8
	Scotland	44.1	45.5	45.3	44.9
<i>1+ @ level 6 or better</i>	Culloden Academy	40.4	39.2	39.0	39.5
	Comparator schools average	46.9	44.9	45.8	46.4
	Scotland	39.6	39.5	38.8	39.3
<i>3+ @ level 6 or better</i>	Culloden Academy	20.2	23.5	23.6	22.4
	Comparator schools average	29.2	26.4	27.8	27.1
	Scotland	23.0	22.8	21.8	22.5
<i>5+ @ level 6 or better</i>	Culloden Academy	10.9	7.8	11.8	10.3
	Comparator schools average	12.7	12.0	11.8	11.7
	Scotland	9.3	9.2	9.0	9.2

Percentage of relevant S4 roll achieving by end of S6

		2001	2002	2003	2001-03
<i>5+ @ level 5 or better</i>	Culloden Academy	46.7	50.8	47.6	48.4
	Comparator schools average	49.6	56.6	52.8	53.2
	Scotland	44.5	46.7	47.7	46.3
<i>1+ @ level 6 or better</i>	Culloden Academy	45.0	45.9	42.2	44.4
	Comparator schools average	53.3	55.0	49.7	51.8
	Scotland	45.7	44.1	43.8	44.5
<i>3+ @ level 6 or better</i>	Culloden Academy	32.8	30.1	31.3	31.4
	Comparator schools average	36.7	39.3	35.0	36.8
	Scotland	31.7	31.0	30.4	31.0

<i>5+ @ level 6 or better</i>	Culloden Academy	22.8	16.9	24.7	21.4
	Comparator schools average	24.5	24.8	24.7	24.8
	Scotland	19.9	19.8	19.3	19.7
<i>1+ @ level 7 or better</i>	Culloden Academy	16.7	10.4	10.8	12.7
	Comparator schools average	14.6	15.7	15.2	15.4
	Scotland	11.2	11.6	11.6	11.5

How can you contact us?

Copies of this report have been sent to the headteacher and school staff, the Director of Education, Culture and 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, Longman House, 28 Longman Road, Inverness, IV1 1SF or by telephoning 01463 253115. Copies are also available on our website: (www.hmie.gov.uk).

Should you wish to comment on or make a complaint about any aspect of the inspection or about this report, you should write in the first instance to Bill Maxwell, HMCI at HM Inspectorate of Education, G1 spur, Room H1-11, Saughton House, Broomhouse Drive, Edinburgh EH11 3XD. A copy of our complaints procedure is available from that office and on our website.

If you are still dissatisfied, you can contact the Scottish Public Services Ombudsman directly or through your member of the Scottish Parliament. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government Departments and Agencies. She will not normally consider your complaint before the HMIE complaints procedure has been used. Instead, she will usually ask you to give us the chance to put matters right if we can.

Complaints to the Scottish Public Services Ombudsman must be submitted within 12 months of the date of publication of this report.

The Ombudsman can be contacted at:

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More information about the Ombudsman's office can be obtained from the website:
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