

**Armadale Academy  
West Lothian Council  
22 January 2008**

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## 1. Background

Armadale Academy was inspected in September and October 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, biology and S1/S2 science, and home economics. 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 questionnaires<sup>1</sup> issued to a sample of parents<sup>2</sup> 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 previous School Board, a group of parents, and representatives from the local community.

Armadale Academy is a non-denominational school serving the town of Armadale and the villages of Blackridge and Westfield, as well as an area on the western edge of Bathgate. At the time of the inspection, the roll was 748. The percentage of pupils entitled to free school meals was above the national average. While the percentage of pupils entering higher education had increased, it remained below the national average. The percentage of pupils entering employment had increased steadily and was well above the national average. Pupils' attendance was in line with the national average.

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<sup>1</sup> See Appendix 2

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

## 2. Key strengths

HM Inspectors identified the following key strengths.

- The strong commitment of staff to work together to support all pupils, to improve their experiences and to recognise their achievements.
- Innovative developments in the curriculum such as successful cross-curricular approaches to enterprise and citizenship.
- Pupils' personal development as increasingly confident individuals and effective citizens.
- Strengths in partnership working, particularly with the school's community and a range of external agencies.
- Very effective leadership of the headteacher in setting a clear direction for the school and establishing an ethos of high expectations and continuous improvement.
- Strengths in leadership for learning across the school.

## 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 very good. It had a clear rationale at all stages. A number of pupils were now starting S3/S4 courses in English, mathematics and French at the beginning of S2. This arrangement allowed early presentation for national examinations. The school had planned these changes carefully, had consulted stakeholders and was now monitoring results closely. Particular features of the curriculum included the following.

- At S1/S2, pupils experienced a broad and balanced curriculum with an appropriate range of courses. Effective links with associated primary schools allowed work in S1 to build well on prior learning.
- At S3/S4, the school provided a very good choice of Standard Grade and national qualifications courses, and all pupils followed the social and vocational skills (SVS) course.

- At S5/S6, pupils could choose from a very good range of Intermediate, Higher and Advanced Higher courses. The school also offered a number of short courses, including a community sports leaders course.
- At all stages, pupils' enterprise and citizenship skills were being developed through a wide range of activities.
- All pupils in S1 to S4 took physical education, but it was optional for S5/S6. A shortage of facilities was currently preventing the school from meeting the national expectation of two hours each week of physical education at all stages.
- The comprehensive programme for personal and social development was enhanced by a range of visiting speakers. Overall, the school was providing well for religious and moral education.
- Staff worked together well to provide pupils with effective curricular and vocational advice.
- The school had arranged an appropriate, flexible broader curriculum for a small number of pupils nearing their leaving date. The activities, which had a vocational focus and involved a series of placements outwith school, were helping to maintain pupils' interest in learning.

### **Teaching and meeting pupils' needs**

The overall quality of teaching was good. Teachers gave helpful explanations and clear instructions and used a range of interactive teaching approaches effectively. They shared learning intentions with pupils, but did not always review learning at the end of lessons. Most teachers used questioning successfully to check pupils' understanding and, through effective use of praise, encouraged pupils to respond. In the best lessons, pupils were challenged to give extended answers and develop their thinking skills. Across the school, teachers used regular and generally appropriate homework to reinforce the work taught in class. Many were making effective use of information and communications technology (ICT) to enhance and support pupils' learning.

Overall arrangements to meet pupils' needs were very good. Staff knew their pupils very well and most teachers set tasks that were well matched to pupils' learning needs. Increasingly, departments were drawing on clear and helpful advice from support for learning staff in developing learning materials and approaches to take more account of the range of pupils' needs. Teachers made good use of assessment information to monitor pupils' performance and set targets for improvement. There was scope for involving pupils more in planning next steps in their learning. Further development of target-setting and tracking at S5/S6 was part of the school's strategy to raise attainment at this stage. The team of teachers and assistants led by the principal teacher with responsibility for support for learning provided very good support for pupils with specific learning needs. They identified the needs of pupils well and worked very effectively with other staff to support pupils' learning. The school had very good arrangements for planning for pupils with additional support needs. Staff in subject departments contributed to planning and reviewing the targets set, and pupils were progressing well with their targets. Staff used a range of very effective

approaches, including flexible timetabling, group work and one-to-one support, to meet the needs of particularly vulnerable pupils.

## **Learning and personal development**

The quality of learning was good overall. Pupils worked hard and showed good levels of motivation in most lessons. They collaborated well together in group activities, but were not always given enough opportunities to do so. In many lessons, pupils showed ability to work independently and take responsibility for their learning. In the best lessons, they responded very well to clear expectations, a brisk pace and active involvement. The librarian made significant contributions to enhancing pupils' learning across a range of subjects and activities. Her work in supporting pupils' personal reading was having a particularly positive impact. There was scope to continue to develop pupils' skills as independent learners and increase further pupils' active involvement in their learning. The overall pace of learning enabled most pupils to make steady progress in their coursework. In a few lessons, the pace of learning was too slow.

The quality of pupils' personal and social development was very good. Involvement in the wide range of activities provided by the school had increased pupils' self-confidence and self-esteem and their overall achievement. Through, for example, successful community events organised as part of the SVS course and enterprise activities, pupils were developing good citizenship skills. These skills had been extended to awareness at a global level through commendable fund-raising to support charity work in several countries, including Indonesia, Nepal, Uganda, Sri Lanka and South Africa. A small group of pupils had responded well to the challenge of involvement in the Model United Nations General Assembly, held annually in Edinburgh. Several pupils had completed training as sports coaches and led classes within the school and in local primary schools. Many benefited from participating in successful musical performances or sports events. Football and basketball teams, for example, had achieved success at local and national levels. Senior pupils gave helpful support to younger ones through the peer support group, and also showed responsibility in supervising various activities and clubs. One of the three Stellar Awards presented by the Council to the school was for the very successful dance club organised by senior pupils. The school had been successful in gaining a Gold Award in Enterprise and an Eco Schools (Scotland) Silver Award, and several pupils had achieved awards from the John Muir Trust.

## **English**

Overall, teachers used explanations, questioning and homework well, and sometimes very effectively, to build on pupils' prior learning. The overall pace of lessons was effective and ICT was well used to enhance pupils' learning. Pupils had the challenge and support they needed to develop their skills and knowledge, through activities such as research, group discussion, and study of well-chosen literature. They were becoming increasingly confident, responsible and independent contributors.

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

- By the end of S2, the majority of pupils attained appropriate national levels or above in listening, talking, reading and writing.

- Around a third of pupils had attained a Credit award at Standard Grade in S3 in 2007. At S4, the proportion attaining Credit awards or the equivalent had fallen from above to broadly in line with national averages.
- The proportion of pupils attaining Higher awards was in line with the national average at S5 and above at S6. Performance was in line with the national average at Intermediate 1 and above at Intermediate 2.
- At all stages, there were positive signs of improving standards in coursework.

## **Mathematics**

Teachers gave clear explanations and used questioning well to monitor pupils' understanding. Sometimes, questions could have been more challenging. Arrangements for homework were systematic and teachers made some effective use of ICT to enhance lessons. Almost all pupils worked purposefully in class. Their skills in collaborative work and problem solving needed further strengthening. Teachers matched work well to pupils' prior learning and gave effective support to pupils experiencing difficulties. They were actively improving arrangements for accelerating learning from S1 to S4.

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

- Most S2 pupils attained the appropriate national level, with over a third attaining beyond this level.
- The proportion of pupils attaining Standard Grade Credit awards or equivalent had increased steadily and was now at the national average. However, the proportion attaining General awards or equivalent was well below the national average.
- At Higher, the majority of S5/S6 pupils attained A-C grades, but in 2007 performance had declined to well below the national average.

## **Biology and S1/S2 science**

All teachers gave clear and helpful explanations and used questioning well to ensure pupils' involvement in their learning. They employed a range of teaching approaches, including use of ICT, effectively within a stimulating and purposeful environment. Most pupils were enthusiastic and, during experiments and written tasks, were able to work individually and in groups. In most lessons, the pace was appropriate. At times, pupils needed to be more actively challenged to extend their thinking and learning skills. They did not always have enough opportunities to be independent and responsible for their own learning. Tasks and learning activities were very well chosen to match pupils' needs.

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

- At S1/S2, most pupils were performing well in their coursework. Pupils' achievements were enhanced through visits, for example to a science centre.

- At S3/S4, the proportions of pupils attaining Credit or General awards at Standard Grade were well above national averages. The proportion attaining A-C grades at Intermediate 1 was well above the national average.
- At S5/S6, the proportion of pupils attaining A-C grades in Higher human biology was in line with the national average. The proportion who attained A-C grades at Intermediate 2 was above the national average.

## Home economics

Teachers shared the purposes of lessons with pupils and provided clear explanations. They were extending their teaching approaches to help pupils develop as successful and independent learners, and to involve them more actively in their learning. They used questioning well to check pupils' understanding and, in a few lessons, to extend their thinking. Pupils responded positively to teachers' encouragement and constructive feedback, although the pace of learning was sometimes too slow. They contributed appropriately to setting their own learning targets and assessing their work. They were developing good levels of self-confidence through involvement in group challenges and competitions. Teachers provided very good support overall to meet pupils' needs.

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

- At S1/S2, most pupils were making good progress in their coursework. Pupils in S2 showed good levels of confidence in carrying out practical activities, including those set as part of design and make tasks.
- At S3/S4, the proportion of pupils who attained Standard Grade Credit awards was well above the national average. All pupils presented for Intermediate 1 Hospitality attained A-C grades.
- At S5/S6, all pupils presented for Intermediate 2 hospitality attained A-C grades. Almost all those presented for creative cake production attained A grades.

## 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)<sup>3</sup> for the three year period 2005-2007, are included below.

By the end of S2, the overall quality of attainment was good. Particular features included the following.

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<sup>3</sup> 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

- Most pupils were making good progress, building on their prior learning.
- The majority of pupils attained national levels in reading and writing, and most attained these levels in mathematics. In all aspects, there were pupils who were attaining these levels earlier than might normally be expected.

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

- The proportion of pupils attaining English and mathematics at SCQF level 3 or above was well above the national average and much better than in schools with similar characteristics.
- By the end of S4, the proportions of pupils attaining five or more SCQF awards at levels 3 and 5 were better than in schools with similar characteristics. The proportion attaining five or more awards at level 4 was in line with that in schools with similar characteristics. The results for SCQF awards at level 5 had improved to above the national average.
- Pupils performed much better in Standard Grade chemistry and French than in their other subjects. Almost all of the S3 pupils presented for Standard Grade French attained Credit awards.
- Almost all of the S3 pupils presented for Intermediate 1 physical education attained A-C grades.

By the end of S6, the overall quality of attainment was adequate. Particular features included the following.

- The proportion of pupils attaining five or more awards at SCQF level 5 by the end of S6 was around the national average.
- By the end of S5, the proportion of pupils attaining five or more awards at SCQF level 6 was poorer than in schools with similar characteristics and below the national average. The proportion attaining three or more awards at SCQF level 6 was notably poorer than in schools with similar characteristics and below or well below national averages. By the end of S6, performance at these levels was below national averages.
- The proportion of pupils attaining at least one award at SCQF level 7 was notably poorer than in schools with similar characteristics and below the national average.

#### 4. How good is the environment for learning?

Aspect	Comment
Pastoral care	<p>The school had strong and effective arrangements for ensuring the care, welfare and support of pupils. Pupils were confident that pastoral support staff knew them well and would deal effectively with their concerns. The pastoral support manager and her team had developed very effective procedures to support pupils, and monitored their attendance and personal and social development carefully. The manager had introduced a range of innovative initiatives to support pupils' mental health and well-being. Pupils' performance and progress was monitored very closely and staff responded sensitively to any concerns. Student support staff had worked successfully to involve parents and carers, who were positive about the support the school provided. Very effective arrangements were in place to support pupils' transition from P7 to S1. The school had developed good partnerships with external agencies to promote healthy lifestyles.</p>
Quality of accommodation and facilities	<p>Accommodation was adequate overall. Particular features included:</p> <ul style="list-style-type: none"> <li>• very good facilities for music, spacious classrooms in most areas, a wide range of accommodation for pupil support, and the attractive, well-stocked library;</li> <li>• the recent investment in maintenance and redecoration; and</li> <li>• upgrading of the ICT network.</li> </ul> <p>Weaknesses remained, however, although they should be addressed with the opening of a new building, planned for 2009. They included:</p> <ul style="list-style-type: none"> <li>• very limited facilities for physical education;</li> <li>• lack of social areas for pupils;</li> <li>• weaknesses in controlling heating and ventilation resulting in over-heating in several areas; and</li> <li>• very limited access for people with restricted mobility.</li> </ul>

Aspect	Comment
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>Pupils, staff and parents were very proud of their school, and of the new uniform. Pupils were friendly and welcoming and generally well behaved. Strong teamwork among staff and mutual respect between staff and pupils were features of the very positive atmosphere. Pupils were able to make effective contributions to decision-making about aspects of the school's work, including on aspects of food provision. Staff set high expectations and used praise effectively to encourage positive attitudes and to develop pupils as effective contributors and confident individuals. Pupils' achievements were recognised in a range of ways, from the issue of 'praise postcards' to references in school newsletters and the annual awards ceremony. Teachers' relationships with pupils promoted equality and fairness, and pupils felt safe, secure and valued. The school promoted racial equality and diversity through many of its activities. Assemblies had been held, for example, on key topics such as anti-sectarianism and AIDS awareness. The school provided appropriate opportunities for religious observance.</p>
<p>Partnership with parents and the community</p>	<p>The overall quality of partnership with parents and the community was outstanding. Particular features included the following.</p> <ul style="list-style-type: none"> <li>• Extensive, strong and very productive links with the local community had helped to develop an increasingly positive view of the school and its pupils. The innovative work of the School/Community Link Group, for example, had led to pupils making important contributions to local Armistice Day events and to the gala day. Pupils had been consulted about the development of their local community and some had been responsible for taking forward the ideas that had emerged. Strong partnerships with business supported curricular and vocational guidance for pupils. They had also been particularly successful in finding work experience within the community for some challenging pupils following a broader curriculum.</li> <li>• The school consulted and communicated very well with parents and used a range of approaches to encourage them to be involved in their children's education. Parents were very well informed about the school's priorities for improvement and received an excellent summary standards and quality report. They gave strong support for the school's annual awards ceremony.</li> <li>• The School Board had provided strong support, and a Parent Council was being formed at the time of the inspection.</li> </ul>

## **5. Leading and improving the school**

The school had been successful in improving aspects of attainment and in raising achievement for many pupils. It was taking steps, including use of innovative approaches to curricular provision, to improve overall attainment at S5/S6. Staff worked very successfully together to support and encourage pupils and to recognise their broad achievements. They knew their pupils very well and had strong and effective arrangements for ensuring their care and welfare. The overall quality of learning and teaching was consistently good. There were examples of very good practice, including in the approaches used to meet pupils' learning needs, on which staff could build to secure further improvement.

The school was very well led. The headteacher had set a clear vision and strategic direction for the school, with leadership for learning a well-established priority. The school had improved under his very good leadership, to the benefit of pupils. The headteacher had established very good relationships with pupils, staff and parents. He set clear expectations for staff, as well as for pupils, and had gained their commitment to continuous improvement. His lead in developing the overall curriculum had led to successful cross-curricular approaches for some key aspects. Current curricular innovation was focusing on strategies to raise attainment at S5/S6. Leadership across the school had major strengths. While maintaining a very good overview of the performance of the school, the headteacher delegated effectively, particularly among the extended management team, to develop the leadership potential of staff at all levels. Members of the extended management team, particularly the deputy headteacher, provided very good support for the headteacher. The deputies in acting posts had made a promising start to the extension of their remits. Principal teachers of the curriculum were very effective in promoting good practice in learning, teaching and achievement across departments. Leadership of all aspects of student support was very strong.

Staff were involved in regular discussion about how to achieve the school's priorities. Rigorous analysis and discussion of attainment, led by the headteacher, had resulted in identification of areas for action as well as subsequent improvements in aspects of performance. Effective approaches had been in place for some time to monitor and track pupils' progress. Classroom observation was a well-established part of the school's quality assurance procedures. It was used to monitor the implementation of key initiatives and to identify and share good practice. Increasingly, staff were taking part in peer observation and self-reflection as part of the school's action to improve attainment. Good use of surveys of parents, pupils and staff had also led to improvements in, for example, aspects of ethos and access to ICT. Several departments were also seeking the views of parents, as well as those of pupils, to help them improve aspects of their work.

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 point for action.

### **Main point for action**

- Continue to work to improve attainment, particularly at S5/S6, by extending good practice in learning and teaching more consistently across the school.

### **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.

Marjory Robertson  
HM Inspector

22 January 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.

<b>Section 3. How well does the school raise achievement for all?</b>	
Structure of the curriculum	very 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	good
Overall quality of attainment: S5/S6	adequate

<b>Section 4. How good is the environment for learning?</b>	
Pastoral care	very good
Accommodation and facilities	adequate
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	excellent

<b>Section 5. Leading and improving the school</b>	
Leadership of the headteacher	very good
Leadership across the school	very good
Self-evaluation	very good

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.

<b>What parents thought the school did well</b>	<b>What parents think the school could do better</b>
<p>Parents 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"><li>• the school encouraged pupils to work to the best of their ability, and pupils found the work stimulating and challenging;</li><li>• teachers were good at letting parents know about pupils' strengths and areas for development;</li><li>• school reports gave them helpful information about their children's progress;</li><li>• the school made clear to parents the standards of work it expected from pupils and its priorities for improvement;</li><li>• staff showed concern for pupils' care and welfare and treated them fairly; and</li><li>• the school was well led.</li></ul>	<p>Many parents felt that the school buildings were not kept in good order and were pleased that a new school was being built.</p>

<b>What pupils thought the school did well</b>	<b>What pupils think the school could do better</b>
<p>Pupils' responses were very positive. They thought that:</p> <ul style="list-style-type: none"> <li>• teachers explained things clearly and helped them if they had difficulty;</li> <li>• teachers told them how their learning could be improved and checked their homework;</li> <li>• teachers listened to what they said;</li> <li>• they had a say in deciding how to improve the school;</li> <li>• staff in the school were good at dealing with any instances of bullying;</li> <li>• they knew what to do if something worried them, and</li> <li>• the school helped them to keep safe and healthy, and they felt safe and secure.</li> </ul>	<p>There were no significant issues.</p>
<b>What staff thought the school did well</b>	<b>What staff think the school could do better</b>
<p>Staff were very positive about all aspects of the work of the school. In particular, they felt that:</p> <ul style="list-style-type: none"> <li>• pupils were enthusiastic about learning, and there was mutual respect between teachers and pupils;</li> <li>• the school was well led and there was regular discussion about how to achieve school priorities;</li> <li>• they had good opportunities to be involved in decision-making;</li> <li>• there was effective communication among staff and between senior managers and staff;</li> <li>• senior managers operated effectively as a team; and</li> <li>• standards set for pupils' behaviour were consistently upheld in the school.</li> </ul>	<p>There were no significant issues.</p>

### 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

		2005	2006	2007 <sup>4</sup>
<i>English and Mathematics @ Level 3</i>	Armadale Academy	100	101	97
	Comparator schools <sup>5</sup>	94	92	91
	National	90	91	91
<i>5+ @ Level 3 or better</i>	Armadale Academy	95	92	96
	Comparator schools	94	90	92
	National	90	91	91
<i>5+ @ Level 4 or better</i>	Armadale Academy	75	81	72
	Comparator schools	77	77	74
	National	76	77	75
<i>5+ @ Level 5 or better</i>	Armadale Academy	36	27	39
	Comparator schools	32	31	29
	National	34	35	32

#### Percentage of relevant S4 roll attaining by end of S5

		2005	2006	2007 <sup>4</sup>
<i>5+ @ Level 4 or better</i>	Armadale Academy	84	78	82
	Comparator schools <sup>5</sup>	80	79	78
	National	78	78	79
<i>5+ @ Level 5 or better</i>	Armadale Academy	44	41	35
	Comparator schools	43	43	43
	National	45	45	46
<i>1+ @ Level 6 or better</i>	Armadale Academy	29	20	24
	Comparator schools	37	36	34
	National	39	38	38
<i>3+ @ Level 6 or better</i>	Armadale Academy	13	11	10
	Comparator schools	18	20	17
	National	23	22	22

<b>5+ @ Level 6 or better</b>	<b>Armadale Academy</b>	5	5	5
	<b>Comparator schools</b>	8	7	6
	<b>National</b>	10	10	9

**Percentage of relevant S4 roll attaining by end of S6**

		<b>2005</b>	<b>2006</b>	<b>2007<sup>4</sup></b>
<b>5+ @ Level 5 or better</b>	<b>Armadale Academy</b>	39	47	44
	<b>Comparator schools<sup>5</sup></b>	45	45	45
	<b>National</b>	47	48	47
<b>1+ @ Level 6 or better</b>	<b>Armadale Academy</b>	28	36	26
	<b>Comparator schools</b>	40	39	40
	<b>National</b>	43	43	42
<b>3+ @ Level 6 or better</b>	<b>Armadale Academy</b>	16	23	17
	<b>Comparator schools</b>	26	25	28
	<b>National</b>	30	30	29
<b>5+ @ Level 6 or better</b>	<b>Armadale Academy</b>	8	15	11
	<b>Comparator schools</b>	18	16	15
	<b>National</b>	19	20	19
<b>1+ @ Level 7 or better</b>	<b>Armadale Academy</b>	4	7	6
	<b>Comparator schools</b>	10	10	8
	<b>National</b>	12	13	12

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<sup>4</sup> Pre Appeal

<sup>5</sup> 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 Education & Cultural 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, 1<sup>st</sup> 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](http://www.hmie.gov.uk).

### **HMIE Feedback and Complaints Procedure**

Should you wish to comment on any aspect of provision for pupils with additional support needs, of secondary inspections, you should write in the first instance to Frank Crawford, HMCI, at HM Inspectorate of Education, Europa Building, 450 Argyle Street, Glasgow G2 8LG.

If you have a concern about this report, you should write in the first instance to our Complaints Manager, HMIE Business Management and Communications Team, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston, EH54 6GA. You can also email [HMIEcomplaints@hmie.gsi.gov.uk](mailto:HMIEcomplaints@hmie.gsi.gov.uk). A copy of our complaints procedure is available from this office, by telephoning 01506 600200 or from our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 (fax 0800 377 7331) or e-mail: [ask@spsso.org.uk](mailto:ask@spsso.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.spsso.org.uk](http://www.spsso.org.uk).

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