

**McLaren High School
Callander
Stirling Council
12 June 2007**

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1. Background

McLaren High School was inspected in February 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. HM Inspectors focused particularly on English, mathematics, chemistry and S1/S2 science and modern languages.

The inspection team evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision. HM Inspectors also evaluated links with community learning and development.

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 council, and staff. Members of the inspection team also met the chairperson of the School Board, a group of parents and the school chaplain.

McLaren High School is a non-denominational school serving Callander and the surrounding rural area. At the time of the inspection, the roll was 672. The percentage of pupils entitled to free school meals was well below the national average. Pupils' attendance was in line with the national average. At the time of the inspection, the school's accommodation was undergoing a major refurbishment programme.

2. Key strengths

HM Inspectors identified the following key strengths.

- The very positive ethos of the school, based on its core values and high quality relationships between pupils and staff.
- The wide range of courses and vocational opportunities on offer at S3/S4 which met the needs of pupils effectively, in particular those with additional support needs.
- Effective partnerships with external providers, notably the Callander Youth Project, which enhanced pupils' learning opportunities.
- The wide range of additional learning experiences offered by the school.

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. To promote achievement for all pupils, the school had introduced a wider choice of subjects and range of levels, including vocational opportunities. Particular features included the following.

- At S1/S2, pupils studied a generally broad and balanced curriculum.
- Pupils in S1/S2 followed National Qualification courses in information and communications technology (ICT) to develop their core skills.
- Some pupils were following accelerated courses in English and mathematics.
- Pupils from S3 to S6 could choose from a wide range of courses and vocational opportunities such as Activate, Prince's Trust XL, and Callander Youth Project. These courses, provided by the school and its partners, aimed to build self-esteem and confidence as well as developing skills such as teamwork and communication.
- At S3/S4, the school had introduced a new vocational programme of rural skills to prepare pupils to more effectively meet the employment needs of the local community.
- The school did not currently offer home economics as part of the curriculum. A few pupils were taking units in hospitality.
- At S5/S6, pupils' needs were well met by the wide range of courses and levels that the school offered, from Access to Advanced Higher.
- At S6, pupils benefited from a range of opportunities to help others through specific roles in serving the school community, such as supporting learning in classes.
- The curriculum and timetabling arrangements in S5/S6 did not provide sufficient opportunities for all pupils to develop their health and fitness through physical education.
- There was no continuing provision for all S5/S6 pupils in religious and moral education or personal, social and health education (PSHE).

Teaching and meeting pupils' needs

Teaching had important strengths, with some areas for improvement. In almost all lessons, teachers shared the purpose and activities effectively with learners. Almost all teachers provided clear explanations and interacted very effectively with their pupils. Questioning was used well in most classes to develop pupils' understanding. Some teachers used ICT very effectively to support pupils' learning. Teachers in some subjects did not vary their teaching approaches sufficiently to engage all learners actively and develop their independent learning skills effectively. A few teachers included a very effective review of the work covered at the end of each lesson.

To promote achievement for all, the school met pupils' learning needs well, with particular strengths in the provision for pupils with additional support needs. The school had used curriculum flexibility well to meet pupils' needs. At all stages, most tasks and activities were well matched to pupils' learning needs. A few tasks were too demanding for a small number of pupils with more complex additional support needs, and a few higher attaining pupils were not sufficiently challenged. Pupil support leaders and additional support needs teachers provided staff with comprehensive information which clearly identified teaching approaches, learning styles and practical arrangements for pupils with additional support needs. Most teachers made effective use of this information. Support for learning assistants and additional support needs staff provided well-planned support for pupils with additional support needs. Individualised educational programmes (IEPs) had appropriate learning targets identified. The school reviewed the progress of pupils with additional support needs regularly, and pupils and parents took an active role in this process. Some staff were not sufficiently clear about their roles and responsibilities regarding recent legislation on additional support needs to meet pupils' needs effectively.

Learning and personal development

Overall, the quality of pupils' learning was good. Almost all pupils were motivated and hardworking. When the pace of lessons was brisk, pupils responded enthusiastically. In some subjects, pupils regularly worked well together. When given the opportunity to do so, they took responsibility for their own learning. However a few lessons were over-directed by the teacher. In these cases pupils were given too much support which reduced the scope for them to develop as independent learners. The school had recognised that the library resource centre could contribute more to supporting learning and was taking steps to improve pupils' skills in information retrieval.

The overall quality of pupils' personal and social development was good. Most were further developing their self-esteem, acquiring appropriate personal and social skills and learning to cooperate with others. Pupils were developing responsible attitudes through acting as mentors to younger pupils, contributing to the pupil council and exercising significant responsibilities as prefects. Several S4 pupils were acting as mentors to younger pupils through an enterprise project linking healthy eating and sport. At all stages, pupils were encouraged to develop their personal and social skills through a wide range of additional learning experiences, for example canoeing, skiing, football and hockey. All pupils from S1 to S3 took part in an extensive activities week which developed their skills in communication and teamwork. Residential trips provided further opportunities for all pupils to develop as confident individuals. Pupils had achieved considerable national success in debating and public speaking. Pupils benefited from their regular involvement in musical events which increased their self-esteem and provided opportunities for their creative talents to flourish.

The PSHE programme covered some key themes of relevance to young people, including health, personal relationships and aspects of citizenship such as democracy. However, the learning activities within PSHE did not engage pupils sufficiently to enable them to develop their own ideas and attitudes. It did not cover aspects of anti-bullying effectively. Pupil support leaders provided appropriate information to help pupils make curricular and vocational choices, including assisting them to make contact with the careers adviser. Pupils who were at risk of failing to secure employment or training post-school were very well supported. Reports to parents included helpful information from pupil support leaders about pupils' personal development.

English

Teachers used an appropriate range of approaches, shared learning outcomes with pupils and gave clear explanations. Pupils with learning difficulties received extensive support. At times, pupils did not have enough challenge to enable them to be independent and achieve as much as they could. Tasks, texts and opportunities to work in groups were often stimulating. For example, pupils enjoyed debating, writing for competitions and an experience of radio broadcasting.

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

- By the end of S2, the majority gained appropriate national levels in reading and writing but less than half did so in talking and listening. Over the past three years, there had been no sustained improvement.
- The proportion attaining Standard Grade Credit awards at S4 was above national averages.
- The proportion attaining A-C grades at Higher and Intermediate had risen from below to above national averages.
- Most pupils gained A-C grades at Advanced Higher.

Mathematics

The quality of lessons varied significantly. Most teachers explained work clearly and used questioning well to check pupils' knowledge. Staff expectations of effort and behaviour were not consistently high enough. Lower attaining pupils from S1 to S4 benefited from improved provision. Higher attaining pupils at S2 benefited from an accelerated Standard Grade course. However, tasks did not always provide sufficient challenge for pupils or meet their learning needs fully. The pace of learning in some lessons was appropriately brisk, but in others it was too slow and hindered pupils' progress.

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

- At S2, attainment had declined. The majority of pupils attained the appropriate national level.

- In S4 at Standard Grade, the proportion of pupils attaining a Credit award was above national averages.
- At S5/S6, the proportion of pupils attaining A-C grades at Higher was generally in line with national averages. At Intermediate 2, the proportion of pupils attaining A-C grades was consistently below national averages. A minority of pupils presented for Intermediate 1 were successful. Most pupils presented for Advanced Higher gained an A-C award.

Chemistry and S1/S2 science

Teaching was very effective, with clear and helpful explanations. Questioning was very well used to develop pupils' thinking and consolidate previous learning. The pace of almost all lessons was brisk. Teachers had developed some innovative approaches, effectively engaging pupils with the world of chemistry. Pupils were enthusiastic and motivated learners who would further benefit from more varied teaching approaches. Pupils, who worked well in pairs and groups during practical work and while exploring scientific ideas were developing as effective learners.

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

- At S1/S2, most pupils were performing well in their suitably challenging coursework and investigations.
- At S3/S4, the proportion of pupils who attained a Credit award at Standard Grade in chemistry had improved consistently over the past three years and was above national averages. Pupils performed better in chemistry than in their other subjects.
- At S5/S6, the proportion of pupils attaining A-C grades in Higher chemistry was above national averages.
- At S6, the majority of pupils presented for Advanced Higher chemistry were successful.

Modern languages

In most lessons, teachers used a variety of approaches, including some effective use of ICT, to motivate pupils and allow them to be active in their learning. However, a minority of lessons were too teacher-led and, as a result, pupils were too passive in their learning. In a few lessons, pupils did not always have sufficient support to develop their language skills.

Overall, the quality of teaching, pupils' learning experiences and the extent to which pupils' needs were met was adequate. The overall quality of attainment was adequate. Particular features included the following.

- By S2, pupils were developing extended language skills, including use of a range of tenses.
- In S3/S4, pupils performed notably less well in French and Spanish than in their other subjects.

- In S5/S6, the proportion of pupils who studied French at Higher and attained A-C grades was in line with national averages. Almost all pupils who had followed a beginners' course in Spanish at Intermediate 1 level had been successful.
- Poems on the theme of war written by S3 pupils in French had been posted on a 'blog' and had attracted favourable comments from teachers in other schools.

Attainment

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

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

- A few subjects were developing links with primary schools so that coursework built on prior learning, but this was not yet consistent across the school.
- The majority of pupils attained appropriate national levels in reading, writing and mathematics. Less than half did so in talking and listening. Progress in attainment across the school was not being measured reliably.

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

- The proportion of pupils attaining English and mathematics at SCQF level 3 was in line with national averages. This performance was weaker than similar schools.
- The proportion of pupils attaining five or more awards at SCQF levels 3 and 4 was in line with national averages. The proportion of pupils attaining five or more awards at SCQF level 5 was above national averages. The performance at these levels was notably lower than in similar schools. Over the past three years, the proportion of pupils gaining five or more awards at SCQF level 5 had improved.
- Pupils following flexible curricular arrangements, including skills-based, practical programmes, were making good progress towards individual targets.

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 proportion of pupils who gained a Credit award at Standard Grade was well above national averages in classical studies. It was above national averages in computing studies and history, but below in graphic communication and well below in accounting and finance. Pupils' performance in history was notably better than in their other subjects.

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

- By the end of S5, the proportion of pupils attaining five or more awards at SCQF level 6 had increased over the past three years, to well above national averages in 2006.
- The proportions of pupils attaining one, three or five awards at SCQF level 6 were above national averages. The school performed in line with similar schools at one and three awards at SCQF level 6. At five awards at SCQF level 6, it performed less well than similar schools.
- The proportion of pupils attaining at least one award at SCQF level 7 was in line with the national average. At SCQF level 7, this performance was lower than similar schools.
- The proportion of pupils who gained an A-C award at Higher Grade was well above the national average in art and design and history. Pupils' results in history were notably better than in their other subjects.
- Pupils following courses, such as psychology, delivered by local college providers gained additional qualifications at SCQF level 6.

4. How good is the environment for learning?

Aspect	Comment
Pastoral care	Arrangements for pastoral care were very good. Links with primary schools included imaginative approaches to easing the transfer of pupils from P7 to S1. Work with the Callander Youth Project and courses such as Activate and Prince's Trust XL assisted individual pupils to make a successful transition to post-school placements. The school had effective procedures for child protection and sound arrangements for dealing with bullying. Pupil support leaders and additional support needs staff worked well as a team to address the needs of pupils, including the notable provision for vulnerable pupils. Pupil support leaders knew pupils very well. Pupils approached them if they had any concerns and were positive about the help they were given. The school's inclusion and pupil support worker provided well-targeted help to address individual pupil's emotional, physical and social concerns. Staff had very positive working relationships with a range of agencies to support pupils. The school actively promoted a healthy lifestyle through additional pupil experiences, such as sports clubs.

Aspect	Comment
Quality of accommodation and facilities	<p>The school's accommodation was being improved through a major refurbishment programme which was well planned to allow for minimum disruption. However, at the time of the inspection accommodation was weak. Particular features included the following.</p> <ul style="list-style-type: none"> • The library was spacious, bright and well equipped. • Members of the local community made good use of the large games hall, attractive swimming pool and climbing wall. • There was appropriate access for disabled users. • The school had invested in ICT to enhance learning and teaching. • Heating in certain areas of the school was erratic. • The toilets were in a poor condition. <p>A number of other issues, including aspects of health and safety, and security were brought to the attention of the school and education authority.</p>

Aspect	Comment
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>The school's core values of order, respect, care and achievement influenced all aspects of its work and contributed to the very positive ethos. Staff and pupils identified strongly with the school. Pupils' behaviour was very good and relationships amongst and between staff and pupils were almost always positive and supportive. Successful management of the challenges of the ongoing building project had ensured that the morale of staff and pupils remained high. Recently, the pupil council had begun to provide a more effective forum for pupils to raise issues and have a say in decision making. Pupils were encouraged to achieve in a wide range of areas and the school used a range of methods to celebrate their successes including assemblies, 'well done' slips and the annual awards ceremony. Pupils had good opportunities to take responsibility. For example, senior pupils acted as prefects and supported their younger peers in lessons, and pupils in S2 acted as 'buddies' to those in S1. Staff had high expectations of pupils' behaviour and achievements. They did not have consistently high enough expectations of attainment. Recently developed systems for monitoring pupils' academic progress and participation in wider achievements had the potential to enhance expectations further. Pupils in S6 did not think it was fair that, due to the refurbishment, they did not have a social area. A racial equality policy was in place and all staff had received suitable training. Pupils with additional support needs were well integrated. Work to develop a policy on all aspects of equality was at an early stage. To take this forward, the school needed to ensure that all staff and pupils had opportunities to develop their awareness and understanding of key issues relating to equality. Pupils had very good opportunities to participate in religious observance.</p>

Aspect	Comment
Partnership with parents and the community	<p>The quality of partnership with parents and the community was good. Parents were informed about the school's work through regular, interesting newsletters. The school had recently begun to send newsletters by email to some parents and planned to extend this practice with a view to improving communication with parents. Questionnaires issued to parents through the School Board in the previous year and by HMIE prior to this inspection indicated that a significant minority wanted more information about their children's progress and how to support them with homework. There was insufficient consultation with parents on sensitive aspects of the curriculum. The school was committed to addressing these issues. The School Board and the parent teacher association were strongly supportive of the school. Effective links with a range of agencies enhanced the curriculum and the support given to pupils with additional support needs. The school had well-established pastoral links with its associated primary schools and was working to strengthen links relating to the curriculum. There was scope for the school to improve its links with local businesses, for example to widen pupils' opportunities for work experience.</p>

5. Leading and improving the school

McLaren High School provided an effective education which successfully raised achievement for most of its pupils. Teaching, meeting pupils' needs and learning were good. Most teachers had made a very good start to introducing more effective approaches to learning and teaching. Pupils were attentive and cooperative. Commendably, the school had developed a flexible curriculum for pupils with additional support needs. Very effective links had been developed with Callander Youth Project. The very good ethos was founded on a shared understanding of the school's core values. The school had achieved a number of awards from external bodies, for example Charter Mark, Investors in People and a silver Scotland's Health at Work award.

The headteacher provided good leadership for the school. He was committed to the school and its community. He had successfully promoted a positive climate in which staff were increasingly reflective and supportive of improvements. He had developed a strong sense of teamwork within the senior management team. Through effective implementation of their remits, senior managers made a positive impact on the school. However, the headteacher and senior managers did not always provide the challenge needed to improve learning and teaching. Most faculty leaders were contributing effectively to improvements in learning and teaching. Committed pupil support leaders provided well-focussed support to individual pupils. Some teachers had taken on leadership roles, for example in the school's application for a Scotland's Health at Work award. Additional pupil activities and positions of responsibility encouraged pupils to develop leadership and team-working skills.

A key feature of the school's approaches to self-evaluation was the responsibility devolved to faculties for ensuring improvement through peer observation of learning and teaching. All

faculties had introduced such processes in the current session and teachers across the school spoke very positively about the benefits of observing and sharing good practice within and across subject areas. In adopting this approach, the headteacher had been successful in promoting a positive culture of self-evaluation amongst staff. Senior promoted staff met faculty leaders to discuss faculty plans for improvement and statistical data relating to pupils' results in national examinations. The school now needed to ensure that self-evaluation activities led to the clear identification of priorities for improvement where necessary. Senior staff needed to be more rigorous in their monitoring of progress towards implementing plans for improvement, including those arising from analysis of data on national examination results. Overall, the school was developing its 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

The school and education authority should take action to further raise achievement by improving:

- approaches to self-evaluation to ensure that they lead to improvements in learning and teaching;
- attainment at all stages;
- consultation and communication with parents; and
- the formal programme for personal, social and health education, including the promotion of a healthy lifestyle.

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.

Elizabeth Morrison
HM Inspector

12 June 2007

Appendix 1 Indicators of quality

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

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

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

Section 5. Leading and improving the school	
Leadership of the headteacher	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>Around a half of parents responded to the questionnaire. They were positive about most aspects of the school. In particular they thought that:</p> <ul style="list-style-type: none"> • staff were welcoming and showed care and concern for the care and welfare of their children; • their children were treated fairly and enjoyed school; • the school had a good reputation in the community; and • parent’s evenings were helpful and informative. 	<p>Around two thirds of parents who responded did not think that the school buildings were kept in good order.</p> <p>Around a third of parents who responded did not think that:</p> <ul style="list-style-type: none"> • the school was good at consulting them on decisions affecting their child; • the school had explained how they could support their child with homework; or • they had a clear idea of the school’s priorities for improving the education of pupils.
What pupils thought the school did well	What pupils think the school could do better
<p>Pupils were positive about the school. Almost all thought that:</p> <ul style="list-style-type: none"> • they got on well with other pupils; • teachers expected them to work as hard as they could; and • at least one teacher knew them well. 	<p>Just under a half of pupils did not agree that all pupils were treated fairly in the school.</p> <p>More than one third thought:</p> <ul style="list-style-type: none"> • that the school was not good at dealing with bullies or helping sort things out when they were upset; and • they wanted more say in deciding how to make the school better.

What staff thought the school did well	What staff think the school could do better
<p>Staff were positive about most aspects of the school. In particular they thought that:</p> <ul style="list-style-type: none"> • staff worked hard to promote good relations with the community; • staff showed concern for the care and welfare of pupils and were aware of child protection procedures; • the school dealt effectively with any instances of bullying; • they enjoyed working in the school; • teachers set high standards for pupils' attainment and provided them with constructive feedback on their work; and • pupil success was regularly celebrated. 	<ul style="list-style-type: none"> • Around a third of staff did not think that they had good opportunities to be involved in decision-making processes. • Around a third of teachers did not think that there was regular staff discussion about how to achieve school priorities or that standards for pupils' behaviour were consistently upheld in the school. • Around a third of support staff did not think there was effective communication amongst staff.

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

Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 Cluster; Standard Grade at 5-6

Percentage of relevant S4 roll attaining by end of S4

		2004	2005	2006
<i>English and Mathematics @ Level 3</i>	McLaren High School	94	96	93
	Comparator schools ⁴	97	95	97
	National	91	90	91
<i>5+ @ Level 3 or Better</i>	McLaren High School	94	93	91
	Comparator schools	97	96	97
	National	91	90	91
<i>5+ @ Level 4 or Better</i>	McLaren High School	83	80	81
	Comparator schools	89	89	88
	National	77	76	77
<i>5+ @ Level 5 or Better</i>	McLaren High School	34	39	44
	Comparator schools	48	45	48
	National	35	34	35

Percentage of relevant S4 roll attaining by end of S5

		2004	2005	2006
<i>5+ @ Level 4 or better</i>	McLaren High School	78	85	80
	Comparator schools ⁴	90	90	91
	National	78	78	78
<i>5+ @ Level 5 or better</i>	McLaren High School	50	47	47
	Comparator schools	61	60	61
	National	45	45	45
<i>1+ @ Level 6 or better</i>	McLaren High School	49	45	47
	Comparator schools	58	52	53
	National	39	39	38
<i>3+ @ Level 6 or better</i>	McLaren High School	28	28	33
	Comparator schools	34	35	32
	National	23	23	22
<i>5+ @ Level 6 or better</i>	McLaren High School	10	12	15
	Comparator schools	14	16	16
	National	9	10	10

Percentage of relevant S4 roll attaining by end of S6

		2004	2005	2006
5+ @ Level 5 or better	McLaren High School	57	53	53
	Comparator schools⁴	62	65	62
	National	47	47	48
1+ @ Level 6 or better	McLaren High School	57	53	54
	Comparator schools	57	62	57
	National	44	43	43
3+ @ Level 6 or better	McLaren High School	46	34	38
	Comparator schools	41	46	43
	National	31	30	30
5+ @ Level 6 or better	McLaren High School	32	21	22
	Comparator schools	29	30	29
	National	20	19	20
1+ @ Level 7 or better	McLaren High School	16	10	11
	Comparator schools	17	17	19
	National	12	12	13

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

How can you contact us?

If you would like an additional copy of this report

Copies of this report have been sent to the headteacher and school staff, the Director of Children's Services, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, 1st Floor, Endeavour House, 1 Greenmarket, Dundee DD1 4QB or by telephoning 01382 576700. Copies are also available on our website at www.hmie.gov.uk.

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