

**Auchinleck Academy
East Ayrshire Council
1 May 2007**

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1. Background

Auchinleck Academy was inspected in January 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, history 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 questionnaires¹ issued to a sample of parents² and pupils and to all staff. They interviewed groups of pupils, including representatives of pupil councils, and staff. Members of the inspection team also met the chairperson of the School Board and some parents.

Auchinleck Academy is a six year non-denominational school serving the communities of Auchinleck, Muirkirk, Sorn, Catrine, Mauchline, Ochiltree and Drongan. At the time of the inspection, the roll was 1054. The percentage of pupils entitled to free school meals was above the national average. Pupils' attendance was below the national average, but was improving.

2. Key strengths

HM Inspectors identified the following key strengths.

- The inspirational leadership of the headteacher in gaining the commitment of staff to implement a clear vision for the school.
- Development of leadership for learning throughout the school, and the effective work being done by staff at all levels to implement innovative approaches.
- The success of staff in establishing a very purposeful environment for learning, in setting high expectations and in promoting achievement.
- Well-behaved pupils who showed pride in their school and motivation in their learning.
- Pupils' attainment at S3 to S6.
- The quality of pastoral care, and the priority given to meeting the needs of all pupils.

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 curriculum was very good and provided a broad and appropriate range of subjects at all stages. It was based on a sound rationale and wide consultation with parents, pupils and staff about curricular changes. The school had enhanced the curriculum at S1/S2 by introducing a programme of options with a focus on developing key skills and promoting pupils' confidence. Particular features of the curriculum included the following.

- At S1/S2, an additional period in English and mathematics and a reduction in class sizes had contributed to raising attainment. A cross-curricular approach to developing literacy was having a positive impact on pupils' ability to write effectively in a range of subjects.
- At S3/S4, national qualifications courses at Access and Intermediate levels had been introduced in a few subjects to meet more effectively the needs of pupils. The Prince's Trust XL Club provided high quality alternative provision for a small number of identified pupils. A range of vocational courses was offered through links with local colleges.
- At S5/S6, pupils could choose from a wide range of Intermediate, Higher and Advanced Higher courses which allowed most pupils to progress effectively from their prior attainment at S4.
- Well-considered enterprise activities at all stages, including links with industry and business, were successful in encouraging pupils' self-esteem and an ethos of achievement.
- The school was making good progress towards meeting national expectations for physical education at S1 to S4. However, there was no provision for core physical education in S5/S6.
- The well-planned personal and social education (PSE) programme made good links with other curricular developments.
- Curricular and vocational guidance was very effective.

Teaching and meeting pupils' needs

Teaching was very good. Almost all departments were using improved approaches to teaching and learning. Teachers gave clear explanations and instructions. Almost all used very good questioning to check pupils' understanding and extend their learning. In most lessons, teachers shared the purpose of lessons with pupils and summarised what had been

learned at the end. A good number of teachers did this particularly well. Information and communications technology (ICT) was being used in almost all subjects to motivate pupils and enrich lessons. Almost all teachers used praise effectively and had high expectations of what pupils could achieve. Overall, teachers made very effective use of homework to consolidate pupils' learning.

The school's very effective measures to meet pupils' needs were successful in promoting a culture of achievement. The options programme at S1/S2, for example, was helping pupils to develop self-confidence and important life skills. Staff knew pupils very well and carefully planned a variety of appropriate tasks and activities to support pupils' learning and promote achievement. In a few lessons, teachers' approaches did not always ensure appropriate challenge for all pupils. Support for learning staff provided useful information to all staff about pupils' learning needs. They worked very effectively with colleagues to meet the needs of particular groups of pupils. These groups included pupils experiencing difficulties with reading, those with a visual or hearing impairment, and those for whom English was an additional language. The school's support for pupils with additional needs was having a positive impact on pupils' motivation and progress. Parents, pupils and staff contributed to careful reviews of progress, and individualised educational programmes (IEPs) were in place where appropriate. Teachers used IEPs well to help plan suitable tasks for pupils who required additional support. They should further develop approaches to setting learning targets across the curriculum, including their contribution to measuring pupils' progress. The school's mentoring programmes had a positive impact on pupils' self-esteem and attainment. Approaches to supporting young people in the care of the local authority were outstanding.

Support given to pupils in making curriculum and career choices was strong. Additional time and help was given to pupils identified as needing extra support in moving on to training or employment.

Learning and personal development

Overall, the quality of learning was good. Most pupils were very well motivated in many lessons, working well without close supervision. They responded positively to effective direct teaching and opportunities to be actively involved in their learning. In some subjects, they experienced high quality, innovative learning. In most lessons, the pace of learning was well judged and pupils interacted well with each other when working in groups. They had good opportunities in almost all subjects to use ICT and research to extend their learning. The library resource centre made a very effective contribution to pupils' learning at all stages. Pupils showed less motivation in a few lessons where the pace of learning was too slow and they were less actively involved. They did not always have enough opportunities to take responsibility for their learning.

Pupils' personal and social development was very good. The comprehensive and well-planned PSE programme was responsive to pupils' needs. It made an important contribution to pupils' personal and social development, particularly in developing skills in collaborative working. The school gave high priority to promoting and recognising pupils' wider achievements, and was achieving success in improving their self-esteem. Pupils took part in a range of initiatives and extra-curricular activities. They responded very well to opportunities to work with others and to take responsibility for projects. These learning

opportunities included activities in the S1/S2 options programme, enterprise activities and fundraising for charity. The school was very effective in supporting pupils to achieve their potential. Many were involved in the successful musical concerts and school show, and a number of teams and individuals had achieved success at local, national and international level in a wide range of sports activities. Senior pupils' very effective work in supporting junior pupils and their involvement in the community helped them to develop a good sense of citizenship. Two senior pupils had attended a European Conference to share the school's outstanding practice in enterprise education and its impact on their educational experience.

English

Teaching was outstanding. Pupils' understanding was developed very effectively by teachers' skilful use of questioning. Pupils responded well to the very positive learning environment. They were actively involved in learning in all lessons and collaborated very well in a variety of group and paired tasks. Teachers gave clear feedback on next steps in pupils' learning, following their assessment of pupils' work. They gave very well-judged support to enable pupils to achieve their targets. Teachers were very successful in promoting knowledge about language in all lessons. Pupils' participation in drama and skills workshops broadened their achievement.

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

- At S1/S2, pupils were making good progress. Most pupils attained appropriate national levels in reading and the majority attained these levels in writing. Around one third were exceeding these levels in reading.
- By the end of S4, almost all pupils attained General or Credit awards at Standard Grade. Around half attained Credit awards.
- At S5/S6, most pupils attained A-C grades at Higher. The proportion of pupils attaining A-B grades was above the national average. The majority of pupils presented for Intermediate 2 and Advanced Higher attained A-C grades.

Mathematics

Teachers used questioning well to check pupils' understanding. Most shared learning outcomes with pupils, but they did not always review and reinforce learning at the end of lessons to improve pupils' understanding. Pupils worked well in class and enjoyed working together when solving problems or discussing mathematical approaches. Teachers met pupils' needs well through the reduction in class sizes at S1/S2 and grouping pupils by prior attainment. Teachers' choice of tasks and activities at S3/S4 did not always build effectively on pupils' prior learning experiences. Pupils' learning had been enriched through effective involvement in enterprise and literacy activities set in mathematics contexts.

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

- At S1/S2, most pupils were making good progress. The majority were attaining appropriate national levels. Around one fifth were exceeding those levels.
- By the end of S4, the overall proportion of pupils attaining Credit or General awards was above the national average. The proportion of pupils gaining Credit awards was decreasing.
- By the end of S5, the proportion of pupils gaining A-C grades at Higher was well above the national average. At Intermediate 2, the proportion was overall in line with the national average, although too many pupils did not attain A-C grades. Most pupils presented for Intermediate 1 gained success. By the end of S6, the majority of pupils presented for Advanced Higher attained A-C grades.

History

In all lessons, teachers established a purposeful atmosphere. They outlined clearly the aims of lessons and reviewed them at the end. They used questioning effectively to check understanding. Homework was very well linked to the work in class and helped to stimulate pupils' thinking. Most pupils responded conscientiously to opportunities to contribute in lessons. The pace of learning was good overall. However, pupils did not always have enough opportunities to work collaboratively or to take tasks forward without direct support from teachers. Teachers and support staff provided effective support for pupils' learning. Most tasks were well matched to individuals' needs.

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

- From S1 to S5 pupils wrote high quality extended writing in historical contexts.
- At S1/S2, the majority of pupils were performing well in their coursework.
- At S4, almost all pupils presented for Standard Grade attained grades 1-6. The proportions of pupils gaining grades 1-4 were below national averages.
- At S5/S6, the proportion of pupils attaining A grades at Higher was above the national average. The proportion gaining A-C grades was below the national average.

Home economics

Teaching was very effective, with clear explanations and skilful use of questioning in almost all lessons. Teachers knew their pupils well and provided very good support to meet pupils' learning needs. They set high expectations and made effective use of praise and feedback to encourage pupils to achieve their potential. Pupils were well motivated in most lessons, particularly when actively involved in their learning. The achievements of pupils in S2 were enhanced by their involvement in enterprise activity and through gaining nationally recognised certificates in basic food hygiene.

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

- Pupils at S1/S2 were making good progress in their coursework. At S2, they showed confidence in carrying out practical activities, including those set as part of design and make tasks.
- At S4, the proportion of pupils who attained grade 1 at Standard Grade had improved steadily from below to above the national average. There was a declining trend in the proportion of pupils gaining grades 1-4.
- At S5/S6, almost all pupils presented for Intermediate 1 courses gained A or B grades. Almost all pupils presented for Intermediate 2 gained A-C 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)³ for the three year period 2004-2006, are included below.

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

- Standards and progress varied across the school. Courses and programmes at S1 did not always build sufficiently on pupils' prior learning experiences.
- Most pupils attained appropriate national levels in reading and the majority attained these levels in writing and mathematics.

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

- The proportion of pupils attaining English and mathematics at SCQF level 3 was around the national average and much better than similar schools.
- The proportions of pupils attaining five or more awards at SCQF levels 3 and 4 were above national averages and much better than similar schools. The proportion attaining five or more awards at SCQF level 5 was around the national average and better than similar schools.

³ Scottish Credit and Qualifications Framework (SCQF) levels:

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

6: Higher at A-C

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

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

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

- The proportion of pupils who gained Credit awards at Standard Grade was well above the national average in chemistry and above in French, but well below in music. Pupils performed notably better in chemistry and French than in their other subjects. They performed notably less well in modern studies and music.

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

- The proportion of pupils attaining at least one award at SCQF level 6 was around the national average and better than similar schools.
- The proportion of pupils attaining three or more awards at SCQF level 6 was around the national average and in line with similar schools. Performance by the end of S5 was better than similar schools and had improved to be above the national average.
- The proportion of pupils attaining five or more awards at SCQF level 6 by the end of S5 had improved to be above the national average in 2006. It was better than similar schools.
- The proportion of pupils attaining at least one award at SCQF level 7 was broadly around the national average and in line with similar schools.
- At Higher, the proportion of pupils who gained A-C grades was above the national average in chemistry and French, and pupils performed notably better than in their other subjects. All candidates presented for physical education at Intermediate 2 or Higher over the last three years gained an A-C grade. All of the few pupils presented for Advanced Higher music attained A or B grades.

4. How good is the environment for learning?

Aspect	Comment
Pastoral care	Staff as a whole were strongly committed to pupils' care and welfare, and effective systems were in place for protecting pupils. The school had clear and effective procedures for discouraging bullying. Guidance staff knew their pupils very well and worked together individually and as a team to provide very good pastoral care. They worked closely with other staff and parents in planning for and supporting pupils with social, emotional or physical difficulties. Pupils felt safe and were confident that staff would deal sensitively and well with any problems or concerns that they raised. The quality of school lunches was good, and pupils were particularly positive about the presentation of food at the 'deli bar'. Access to fresh drinking water was not readily available throughout the school.

Aspect	Comment
<p>Quality of accommodation and facilities</p>	<p>Accommodation was good. Particular features included the following.</p> <ul style="list-style-type: none"> • The overall range of facilities, including spacious classrooms. • Ready access to ICT in most departments, including a ‘classroom of the future’ in modern languages. • The very spacious and well-equipped library resource centre. • Improvements in dining room furniture, equipment and display of menus as part of improvements to school lunches and the provision of a social area for pupils. • Good access throughout the school for people with disabilities. • Very attractive displays, with a focus on promoting and recognising achievement. <p>While a programme of upgrading had included roof and window replacement, further improvements were required. A number of weaknesses were brought to the attention of the school and the education authority. These included issues of security and concerns raised by parents about the condition of some of the school buses.</p>
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>Pupils and staff showed a strong sense of pride in the school. Overall, relationships were very good and morale was high. Pupils were courteous, helpful and well behaved and appreciated the support from staff. They were not yet fully involved in decision-making in the school and were not consulted regularly about matters relating to food in school. High expectations, for pupils and staff, and successful promotion of an ethos of achievement were strengths of the school. The innovative approach to developing a ‘can do’ culture was having a positive impact on pupils’ attitudes and achievement, and many pupils had high aspirations. The school used a range of effective methods to recognise and celebrate success. Staff showed strong commitment to including pupils with a range of needs and most pupils felt that they were treated fairly. Racial equality and cultural diversity were promoted effectively, and prompt action taken to deal with any concerns. The school had appropriate arrangements for religious observance.</p>

Aspect	Comment
Partnership with parents and the community	<p>The quality of partnership with parents and the community was very good. Particular features included the following.</p> <ul style="list-style-type: none"> • The school provided parents with a very helpful range of information on its work and consulted them on key developments. It should provide more regular information to parents on developments relating to health promotion and food in school. Parents felt well informed about expected standards, their children's progress and the school's priorities for improvement. • The School Board was very supportive. • The school had very good relationships with the wider community, including through the Learning Partnership. • A few departments had developed effective links with associated primary schools to improve continuity in pupils' learning. • The headteacher's outstanding efforts had successfully raised the school's profile and reputation in the community.

5. Leading and improving the school

The school provided high quality education which was successful in raising the achievement of all pupils. Pupils were encouraged to work hard and strive to achieve their full potential, within a caring and supportive environment in which they felt valued. Overall, staff were committed to using innovative approaches to develop a culture of ambition and achievement, to improve the quality of pupils' learning, and to develop pupils' confidence and self-esteem. They had been successful in establishing enterprise across the curriculum and in raising overall attainment and achievement.

Leadership across the school had major strengths. The headteacher's leadership was excellent. A focus on leadership for learning among staff at all levels was resulting in successful implementation of key initiatives. These had improved the quality of learning and teaching and of overall achievement. The headteacher had established a clear and shared vision for the school. His inspirational leadership had led to his gaining the support of parents and strong commitment from staff. He had established a culture of high expectations and promotion of achievement, which had resulted in improvements in pupils' attainment. The school's very effective practice in enterprise in education had gained national recognition. The headteacher had initiated and managed change very effectively, delegating appropriately, and he gave high priority to teamwork, among pupils as well as staff. Deployment of the depute headteachers took good account of their areas of expertise, as well as supporting their professional development. With strong leadership from the headteacher, they formed an effective team and all were making an impact within their remits. However, there were variations in the rigour and effectiveness of links with departments, and in the

extent of strategic responsibilities within the deputies' remit. A review of aspects of overall strategic leadership of pupil support was underway. Most principal teachers demonstrated effective leadership and there were examples of outstanding and innovative practice. They showed commitment to innovation and to the overall aims of the school. Staff at all levels responded well to encouragement to take on leadership roles through, for example, working groups, delivery of PSE, and involvement in pastoral care.

Self-evaluation was very good overall. The headteacher had established a rigorous approach to monitoring and evaluating all aspects of the school's work. The information gathered provided reliable evidence to inform planning for improvement. Staff placed a strong focus on monitoring pupils' progress and attainment, including use of target-setting and mentoring, with a view to ensuring that all pupils achieved their potential. Successful mentoring had led, for example, to well-focused support for vulnerable pupils as well as improvements in attainment of high achieving pupils. The long-established programme of classroom observation included a focus on monitoring progress with key initiatives. Staff were increasingly involved in reflecting on the effectiveness of learning and teaching and in sharing and extending good practice.

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

The school should continue to provide high quality and improving education. In doing so, it should take account of the need to:

- continue to share good practice within the school to ensure more consistently high quality in pupils' learning.

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

1 May 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	very good
The teaching process	very good
Meeting pupils' needs	very good
Pupils' learning experiences	good
Personal and social development	very good
Overall quality of attainment: S1/S2	good
Overall quality of attainment: S3/S4	very good
Overall quality of attainment: S5/S6	very good

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

Section 5. Leading and improving the school	
Leadership of the headteacher	excellent
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.

What parents thought the school did well	What parents think the school could do better
<p>Around one third of parents who received questionnaires responded. They were very positive about almost all aspects of the work of the school. In particular, they thought that:</p> <ul style="list-style-type: none">• the school was well led and had a good reputation in the community;• the school made clear to parents the standards of work it expected from pupils and its priorities for improvement;• their children enjoyed school and found the work stimulating and challenging;• teachers set high expectations and encouraged pupils to work hard;• teachers were good at letting parents know about pupils' progress; and• the school had explained how parents could support their children with their homework.	<p>Parents had no major concerns, but over one third thought that the school buildings were not kept in good order.</p>

What pupils thought the school did well	What pupils think the school could do better
<p>Almost all pupils in the sample responded to the questionnaire. Their responses were positive overall and almost all thought that:</p> <ul style="list-style-type: none"> • they enjoyed school and felt safe and secure; • teachers explained things clearly and would help them if they had difficulty; • teachers told them how they were getting on with their work and how their learning could be improved; • teachers listened to what pupils said; and • the school was good at helping sort out any worries that pupils might have. 	<p>Pupils had no major concerns.</p>
What staff thought the school did well	What staff think the school could do better
<p>Around two thirds of all staff responded to the questionnaire. Teachers 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"> • there was mutual respect between teachers and pupils; • pupils were enthusiastic about learning; • there was effective communication between senior managers and staff; • there was regular discussion about how to achieve school priorities; and • the school was well led. <p>Support staff were very positive about most aspects.</p>	<p>While almost all staff who responded thought that there was effective communication between senior managers and staff, just over one third did not think that senior managers worked effectively as a team.</p> <p>Half of the small number of support staff who responded did not think that they had good opportunities to be involved in decision-making, nor did they feel that there was mutual respect between support staff and pupils.</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

		2004	2005	2006
English and Mathematics @ Level 3	Auchinleck Academy	95	93	92
	Comparator schools⁴	90	89	89
	National	91	90	91
5+ @ Level 3 or Better	Auchinleck Academy	95	93	93
	Comparator schools	89	87	88
	National	91	90	91
5+ @ Level 4 or Better	Auchinleck Academy	84	84	74
	Comparator schools	69	73	73
	National	77	76	77
5+ @ Level 5 or Better	Auchinleck Academy	32	34	33
	Comparator schools	27	30	27
	National	35	34	35

Percentage of relevant S4 roll attaining by end of S5

		2004	2005	2006
5+ @ Level 4 or better	Auchinleck Academy	89	84	84
	Comparator schools⁴	74	71	75
	National	78	78	78
5+ @ Level 5 or better	Auchinleck Academy	37	44	43
	Comparator schools	37	38	39
	National	45	45	45
1+ @ Level 6 or better	Auchinleck Academy	34	37	35
	Comparator schools	32	32	33
	National	39	39	38
3+ @ Level 6 or better	Auchinleck Academy	20	20	19
	Comparator schools	18	14	19
	National	23	23	22
5+ @ Level 6 or better	Auchinleck Academy	9	9	11
	Comparator schools	7	6	7
	National	9	10	10

Percentage of relevant S4 roll attaining by end of S6

		2004	2005	2006
5+ @ Level 5 or better	Auchinleck Academy	48	39	47
	Comparator schools⁴	40	39	40
	National	47	47	48
1+ @ Level 6 or better	Auchinleck Academy	43	37	41
	Comparator schools	39	36	36
	National	44	43	43
3+ @ Level 6 or better	Auchinleck Academy	27	25	26
	Comparator schools	24	27	24
	National	31	30	30
5+ @ Level 6 or better	Auchinleck Academy	14	17	14
	Comparator schools	15	15	15
	National	20	19	20
1+ @ Level 7 or better	Auchinleck Academy	10	9	9
	Comparator schools	9	8	9
	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 Executive Director of Educational and Social 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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