

**Bannerman High School  
Baillieston  
Glasgow City Council  
2 May 2006**

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## 1. Background

Bannerman High School was inspected in January 2006 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. It evaluated the quality of the curriculum, analysed pupils' performance in examinations (see Appendix 3) and assessed the quality of pupils' broader achievement. It also evaluated the quality of learning and teaching and pupil support, the environment for learning, the school's processes for self-evaluation, and its overall effectiveness and capacity for improvement. There was a particular focus on the work of the English, mathematics, chemistry and S1/S2 science and geography departments.

HM Inspectors observed learning and teaching and examined pupils' work. They analysed responses to questionnaires issued to a sample of parents<sup>1</sup> and pupils and to all staff. They interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met the chairperson of the School Board and a group of parents.

Bannerman High School is a non-denominational school serving the Baillieston area in the east end of Glasgow. At the time of the inspection, the roll was 1351. The percentage of pupils entitled to free school meals was in line with the national average. Pupils' attendance was below the national average. The Communication Disorder Unit (CDU) within the school supported pupils, referred from other schools in Glasgow and beyond, who experienced difficulty with communication.

## 2. Key strengths

HM Inspectors identified the following key strengths.

- The quality of pastoral care and support for pupils, including those with communication disorders.
- The school's approaches for ensuring a sense of equality and fairness.
- Productive partnerships with a very wide range of external agencies and the local community.
- The headteacher's success in leading improvements to the climate for learning.

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

Around a third of parents responded to the questionnaire. Of those who did, almost all felt that their children enjoyed being at the school and that staff showed concern for their care and welfare. They appreciated the level and quality of provision for individual pupils, particularly those with additional support needs. They expressed very positive views about

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<sup>1</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

the impact of the headteacher who had been in post for about a year. Pupils, parents, staff and members of the wider community all felt that the recent initiative to introduce a school uniform had made a positive impact on public perceptions of the school and its pupils. Almost all pupils enjoyed being at school and thought that they got on well with other pupils. They felt that teachers set high expectations for their achievement and supported them well in their work. A few pupils and parents thought that staff did not deal consistently with instances of bad behaviour. Almost all staff liked working in the school and thought that it was well led. Pupils, parents and staff expressed concerns about aspects of the accommodation, notably deficiencies in heating and ventilation.

Further details about what most pleased parents, staff and pupils, and what they would most like to see improved, can be found in Appendix 2 of this report.

#### **4. How good are learning, teaching and achievement?**

##### **The curriculum, learning and teaching**

The overall quality of the curriculum was good. At S1/S2, pupils studied a broad range of subjects. Pupils had contact with an appropriate number of teachers each week. Pupils' skills in information and communications technology (ICT) and in working with others were being developed systematically. To ensure continuity in pupils' learning, most departments took sufficient account of pupils' primary experiences. At S3/S4, almost all pupils studied eight subjects at Standard Grade or its equivalent. In addition, some pupils were undertaking pre-vocational training. After consultation with parents and pupils, alternative courses had been introduced to meet the particular needs of a small number of pupils more effectively. These pupils did not study a modern language. The school needed to keep this arrangement under review to ensure that pupils' future learning and work needs were met appropriately. At S5/S6, almost all pupils were able to make progress from their studies in S4. The school offered a broad range of courses at Intermediate, Higher and Advanced Higher. Some of these courses were provided through links with neighbouring schools and colleges. Commendably, the curriculum provided good opportunities in education for citizenship and for community involvement. The school did not offer physical education or religious and moral education in the core curriculum for S5/S6 pupils.

Almost all teachers interacted well with pupils and provided clear instructions and explanations. Some did not always share the purposes of lessons clearly enough with pupils. Direct, interactive whole-class teaching was used effectively in most lessons. Most teachers used questioning skilfully to explore and develop pupils' understanding. They maintained pupils' concentration and interest effectively by involving them directly in lessons and by carefully linking classwork to everyday life. Almost all teachers varied their teaching approaches and made effective use of visual aids and ICT to interest pupils and meet their differing learning needs. A few, however, did not and there was a need to share good practice more effectively. Most teachers set appropriate homework and checked it regularly. In a few classes, homework was too infrequent. In most classes, pupils were well motivated and the pace of progress was good. Most teachers set appropriately high expectations for pupils' work-rate, attainment and behaviour. Most pupils made good progress in coursework at all stages. In a few lessons, progress was hindered by poor behaviour. In many classes, pupils were actively involved in lessons and were encouraged to take responsibility for

aspects of their own learning. Pupils usually co-operated well together when given opportunities to work in groups. Teachers and support for learning staff supported individual pupils effectively. Most teachers gave regular feedback to pupils to help to improve their classwork. At S1/S2, some tasks did not match pupils' prior attainment appropriately. From S3 to S6, staff provided a wide range of courses and units at different levels to meet pupils' needs.

## **Achievement**

The overall quality of attainment at S1/S2 was adequate. In recent years, levels of attainment in reading, writing and mathematics had remained steady. By the end of S2, the majority of pupils were attaining appropriate national levels in all three measures. Across the rest of the curriculum, pupils were making good progress in their coursework.

The following comments are based on Scottish Qualifications Authority (SQA) data, using the Scottish Credit and Qualifications Framework (SCQF)<sup>2</sup> for the three year period (2003-2005) and also draw on the overall evaluations of the quality of learning, teaching and meeting pupils' needs.

The overall quality of attainment at S3/S4 was weak. By the end of S4, the proportion of pupils gaining five or more awards at SCQF levels 3, 4 and 5 or better was consistently below the national average. The proportion attaining five or more awards at level 5 was in line with that in schools of similar characteristics. In a few subjects, pupils had been presented for awards at Intermediate 1 or 2, with the majority gaining A-C grades overall.

The overall quality of attainment in S5/S6 was weak. By the end of S5 and S6, the proportions of pupils gaining one or more, three or more and five or more awards at SCQF level 6 or better were below the national average. However, the proportion attaining three or more awards at level 6 by the end of S5 had improved significantly in 2005. By the end of S6, the proportion gaining one or more awards at level 7 was well below the national average, but had improved in 2005.

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

- At Standard Grade, the proportion of pupils attaining Credit awards was well above the national average in drama. The proportion attaining Credit awards was well below the national average in craft and design and modern studies.
- At Standard Grade, pupils performed better in administration, computing studies and drama than in their other subjects. They performed less well in craft and design, modern studies and music.

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<sup>2</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

- At S5/S6, the proportion of pupils attaining A-C grades at Higher was well below the national average in art and design.
- At Higher in S5/S6, pupils performed better in computing studies and less well in art and design than in their other subjects.

The school provided a considerable range of activities which contributed to the development of pupils' interpersonal skills. Pupils' team-working skills were enhanced through working towards achieving a gold Eco School award and raising money for charities. Involvement in enterprise activities, residential trips and the Duke of Edinburgh Award scheme was developing the self-confidence of participants. Pupils were actively developing a sense of citizenship through their care of a wildlife garden and participation in the crime prevention committee and pupil council. A commendable number of senior pupils made valued contributions to the welfare of younger pupils through their involvement in peer tutoring and buddying. Many pupils at all stages participated regularly and enthusiastically in a wide variety of sporting activities including athletics, basketball, cheerleading, gymnastics and trampolining. A notable number of pupils had developed their self-esteem through involvement in talent shows and musical productions. A wide range of clubs including chess, debating, guitar, photography, reading, urban art and competition art provided pupils with opportunities to extend their range of personal interests and skills.

## **English**

### **Learning and teaching**

Teachers chose learning experiences, resources and teaching approaches which captured the interests of pupils. They explained the aims of lessons and standards of work expected. Pupils had very good relationships with teachers, responded well and usually worked hard. Teachers gave pupils constructive advice based on their strengths and learning needs. They encouraged them to reflect on the quality of their work and helped them with any difficulties. Classes worked at a good pace. Focused questioning helped all pupils to develop their thinking, and engage with challenging issues. From S1-S4, carefully structured support encouraged pupils to write at length and achieve higher standards. This approach was proving successful with most pupils. Some higher attaining pupils, however, needed more opportunity to develop independent learning skills in open-ended tasks.

### **Achievement**

At S1/S2, the majority of pupils attained appropriate national levels of attainment in reading and writing, with a few pupils exceeding these levels in reading. Pupils' coursework indicated that they were making good progress in both reading and writing. Most pupils achieved appropriate national levels in listening and talking. At S3/S4, the proportion of pupils gaining a General award or better at Standard Grade was in line with national averages and had increased over the last five years. Overall, Credit awards had also improved to just below the national average. At S5/S6, the proportion of pupils attaining A-C grades at Higher had fluctuated and, in 2005, had dipped to well below the national average. The proportion achieving A-C grades at Intermediate 2 had increased to above the national average. Of the small numbers presented at Intermediate 1 in 2005, the proportion achieving A-C grades was well below the national average. In 2005, most of the small numbers presented for Advanced Higher had achieved A-C grades.

Other features of pupils' achievement included the following.

- Pupils had achieved considerable success over a number of years in debating and public speaking competitions.
- Pupils from across the school had produced effective writing for national competitions and a school magazine.
- S1 pupils participated actively in the Book Club run by the English department and the librarian.

## **Mathematics**

### **Learning and teaching**

Teachers provided clear explanations. The quality of teaching, however, varied considerably. The majority of teachers did not use a sufficiently varied range of teaching approaches and did not consistently share the aims of lessons with pupils. Teachers had developed good working relationships with pupils, most of whom worked purposefully and participated well in class discussion. However, the behaviour of a small number of pupils interrupted learning in a few classes. The pace of learning was slow overall and this hindered pupils making appropriate progress. Pupils benefited from the wide range of revision materials provided by their teachers. Effective links between teachers and learning support staff helped to meet the needs of the pupils well. Pupils were not always clear, however, about what they could do to improve their learning and attainment.

### **Achievement**

At S1/S2, pupils were making good progress with their classwork. By S2, the majority of pupils had reached appropriate national levels of attainment. At S4, the proportion of pupils attaining Credit awards at Standard Grade was improving and was now in line with the national average. However, pupils performed less well in mathematics than in their other subjects. At S5/S6, the proportion of pupils attaining A-C grades at Higher was now broadly in line with the national average, although around a third of those presented did not gain A-C grades. At Intermediate 1 and 2, the proportion of pupils attaining A-C grades was well below the national average. At Advanced Higher, less than half of the small number of pupils presented achieved A-C grades.

Other features of pupils' achievement included the following.

- Almost all pupils were enthusiastically involved in 'Pi Day' activities.
- Around 25 pupils at S3 took part in the 'Stock Market Challenge' competition.

## **Chemistry and S1/S2 science**

### **Learning and teaching**

In the majority of lessons, pupils benefited from positive and effective interactions with their teachers and learned at a steady pace. In some others, however, teaching was not as successful in engaging and motivating pupils and they made slower progress. All teachers supported individual pupils well and they checked and commented helpfully on pupils' written work. Overall, pupils were not expected or encouraged to take sufficient responsibility for their own learning. Homework was given infrequently in S1/S2 science and unevenly across chemistry classes. Teachers provided a range of chemistry courses to help meet the range of pupils' needs. However, in S1/S2 science, aspects of coursework were too difficult for lower-attaining pupils.

### **Achievement**

In S1/S2 science, the majority of pupils performed well in the knowledge and understanding aspects of their coursework. Less than half showed well-developed skills of investigation. At S3/S4, pupils had performed less well in Standard Grade chemistry than in their other subjects. Results improved in 2005 with all pupils presented gaining General or Credit awards. The proportion of pupils achieving Credit awards remained below the national average. In recent years, less than half of pupils presented for Intermediate 1 chemistry gained A-C grades. At S5/S6, the proportion of pupils attaining A-C grades at Higher was below or well below the national average. Too many pupils gained no award. Just over half of pupils presented for Intermediate 2 chemistry gained A-C grades.

Other features of pupils' achievement included the following.

- Pupils had worked effectively together to research aspects of science and chemistry and present their findings to the class.
- In recent years, pupils had been successful in being selected to attend a chemistry summer school at the University of St Andrews.

## **Geography**

### **Learning and teaching**

At all stages, teachers used a wide variety of approaches effectively within well-structured lessons. They gave clear explanations and instructions and made good use of questioning to engage and challenge pupils. Pupils were well motivated and responded well to lessons, particularly when working together in pairs or groups in enquiry-based or fieldwork activities. Teachers made effective use of a range of resources including ICT and were examining ways to extend its use at all stages. They matched work closely to pupils' needs and provided good feedback and support when required. All lessons were conducted at a brisk pace. Homework was well planned, issued and checked regularly and linked to coursework.

### **Achievement**

At S1/S2, most pupils were developing good knowledge and understanding of human and physical geography and were acquiring a range of geographical skills. Most pupils had good recall of previous learning and many brought very good background knowledge to, for example, their investigations on natural disasters. At S3/S4, the proportion of pupils presented at Standard Grade was below the national average, but the proportion achieving Credit awards was above it. At S5/S6, the proportion of pupils achieving A-C grades at Higher was consistently well above the national average. At Intermediate level, almost all of the small numbers of candidates achieved A-C grades. Overall, pupils performed better in geography than in their other subjects.

Other features of pupils' achievement included the following.

- Pupils at S1/S2 had developed good awareness of world events through investigative projects on the impact of natural disasters.
- Senior pupils had successfully organised a fundraising event to raise awareness of water and sanitation issues in less economically developed countries.
- Pupils were developing useful research and enquiry skills through the use of ICT and a range of fieldwork activities in the local area.

## **5. How well are pupils supported?**

The school gave high priority to ensuring pupils' care and welfare. It had sound procedures for all aspects of child protection, including the prevention of bullying. Pupils felt very well supported by the pastoral care team and confident that staff would take prompt and effective action to deal with their concerns. Pastoral care and support for learning staff had very good knowledge of their pupils and were working with an extensive range of agencies to ensure the needs of pupils experiencing social, behavioural or emotional difficulties were being met. At S5/S6, pupils received very good training and worked effectively as 'Bannerman Buddies' and peer tutors for S1 pupils. The restructuring of the house and tutor systems presented opportunities for further improvements in the provision of personal support for pupils.

Overall, programmes in personal and social education (PSE) were very well planned. Pupils were actively involved in their learning in PSE classes and were developing a good awareness of key aspects such as health education. The PSE programme for S5/S6 pupils was being improved to provide a more progressive development of knowledge and skills. PSE courses were delivered very effectively by pastoral care staff and volunteer teachers. Pastoral care staff were aware of the need to continue to monitor all aspects of the programmes for PSE and to identify and support the training needs of teachers. Pupils were able to participate in a wide range of extra-curricular activities which helped senior pupils in particular to develop leadership skills.

Pastoral care teachers, support for learning staff and assistants supported pupils very well at all transition stages. Vulnerable pupils received very effective support when transferring from primary to secondary school. All pupils were given appropriate preparation for option choices, careers education and entering the world of work. Helpful advice and information was given by the pastoral care team, careers officer and librarian through interviews and ICT-based lessons. The librarian made an important contribution to helping pupils prepare their applications for university. S4 pupils benefited from a well-organised programme of work experience opportunities. The appointment of a new staff member with a specific remit for enterprise and work had enabled the pastoral support team to review and re-allocate responsibilities. The pastoral care team were actively involved in the development of the school's improving procedures for tracking pupil achievement and attainment.

The support for learning team employed an appropriately wide range of strategies to meet pupils' learning needs within and beyond the classroom. They paid particular attention to the progress of pupils with Records of Needs, individualised educational programmes (IEPs) and care plans. From S3 to S5, some pupils were offered access to alternative curricular programmes. These included the 'xl club', 'Spark of Genius' and pre-vocational training courses. Support for learning staff delivered coursework and monitored progress in these areas, in partnership with local colleges and advisers. As the school developed its plans to increase the role of support for learning teachers and assistants in behaviour management, it recognised the need for further specialist training.

### **The Communication Disorder Unit**

The Communication Disorder Unit (CDU) made effective provision for pupils with autism spectrum disorders. Pupils at S1/S2 from the unit were making good progress in a range of subjects including English, science and ICT. A number of senior pupils from the CDU had recently been successful in achieving a range of National Qualifications. Pupils from the CDU followed a flexible curriculum which took account of their individual interests. Skilled teaching and support staff, directed by the principal teacher, ensured that pupils followed individualised programmes of work. Teaching approaches were suitably varied and were well planned to take account of pupils' specific needs. Teachers used praise extensively within the unit, and most pupils responded appropriately. Staff were sensitive to pupils' needs and did much to raise their self-esteem through, for example, a range of social activities, local educational visits and a very successful residential trip. The unit effectively promoted pupils' wider achievements through a variety of enterprise activities including, for example, the making and selling of garden gnomes and Christmas products. Unit staff maintained productive relationships with external agencies and support organisations such as the National Autistic Society and Glasgow Caledonian University, particularly in relation to health, well-being and independence.

The deputy headteachers with responsibility for pastoral care and support for learning worked well together and provided very good strategic direction to both teams in providing a comprehensive range of support for pupils. In order to ensure a coordinated approach to the use of available services, they were working closely with the head of the New Learning Community to plan the development of an effective and fully integrated structure for pupil support.

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

Aspect	Comment
Quality of accommodation and facilities	<p>The overall quality of accommodation was adequate. A recent refurbishment had improved the use of space and the appearance of many parts of the buildings. Most classrooms were of a reasonable size, and staff had access to base areas and suitable storage space in most departments. The CDU was housed in suitably adapted accommodation. Staff from a number of subject departments made effective use of the well-organised library. Every classroom provided access to the Internet. Increasing demand for the use of computer suites meant that the existing provision could no longer cater for all potential users. Recent adaptations had improved the security of the buildings and grounds. However, arrangements for managing access to the school needed to be improved.</p>
Climate and relationships, expectations and promoting achievement and equality	<p>The school's ethos had improved during the last year. The successful drive to encourage all pupils to wear school uniform and improvements made to the environment had led to a greater sense of pride and community spirit. Staff felt that relationships and morale had improved. Most pupils behaved well in classes, corridors and the playground. They could express their views through house committees and were represented on the School Board. The number of pupils excluded from school had fallen recently but absence remained high despite recent improvements. Staff had a clear focus on raising attainment and, in many departments, had high expectations of pupils. However, many pupils' own expectations and ambitions were still too low. The school provided a commendable range of opportunities for wider achievements and celebrated pupils' successes. The school successfully promoted a sense of equality and fairness. Across the curriculum, staff used appropriate opportunities to make pupils aware of other races and cultures and to encourage tolerance of others. Pupils with additional support needs, including those from the CDU, were included effectively in mainstream classes. Staff had taken positive steps to address lower attainment by boys. The school provided too few planned opportunities for religious observance.</p>

Aspect	Comment
Partnership with parents and the community	The school had very good links with parents, the School Board and the wider community. The active School Board provided effective support to the school. Pupils, staff and some parents were regularly involved in raising funds for charities and organising a variety of events within the school and the community. The school provided parents with helpful information about their children's progress through regular reports and parents' evenings. Parents and pupils had been consulted extensively on a range of topics, including sensitive health issues. A well presented handbook and regular newsletters were used to communicate effectively with parents. The school had effective procedures for managing the transfer of pupils from primary to secondary school. There were well developed links with a very wide range of external support agencies. The New Learning Community business manager maintained regular contact with the cluster primary schools and educational support agencies. The head of the New Learning Community had a base in the school and liaised effectively with staff. The recently-appointed campus police officer had developed a strong positive profile and had organised a range of clubs to help raise pupils' sense of achievement and their interest in school.

## 7. Improving the school

Bannerman High School provided pupils with a caring and supportive environment for learning. Staff supported individual pupils very well and the majority set appropriate expectations for behaviour and achievement. Most demonstrated a strong commitment to improving standards and raising attainment. In many departments, teachers had embraced new initiatives in classroom practice which benefited pupils. Pupils generally responded well, but too many had low expectations of their own achievements in school. Other recent initiatives such as the improvements to the environment and the adoption of an agreed school uniform had done much to improve the school's ethos and pupils' self-esteem. Sustained efforts had succeeded in improving attendance, though high absence rates continued to have an impact on attainment. The numbers of pupils excluded from school had also fallen over the last year. Although levels of whole-school attainment were too low, there were some encouraging signs of improvement.

The school was well led. The headteacher demonstrated many strengths in leading the school. Although she had only been in post for just over a year, she already knew the school and its community very well and had quickly acquired detailed knowledge of the work of each department. She had used good interpersonal skills to gain the respect of teachers, parents and pupils and foster a strong sense of teamwork. She had used the results of early consultations with pupils, parents and staff to initiate improvements to the school's environment and to address aspects of ethos and attitudes to achievement. The senior management team were very supportive of the headteacher in taking forward these initiatives. Each of them had wide and varied remits, appropriate to their individual skills

and strengths. They carried out these remits effectively with commitment and enthusiasm and worked well together as a team. Although there were some inconsistencies in practice, they had developed good links with the subject departments and shared with the headteacher a clear understanding of the issues the school needed to address. Overall, the heads of faculty and principal teachers provided good leadership and managed their subjects well. However, their individual effectiveness varied across the school.

The school had used a range of approaches to evaluate and monitor its work. Staff had regularly used nationally published quality indicators to conduct an audit and produce an evaluative report on standards and quality. Senior managers and subject heads used published analyses of attainment information very effectively to identify weaknesses and plan improvements. Pupils, parents and staff had been consulted regularly in preparing priorities for school improvement plans. Well-established procedures for observing and monitoring classroom practice had recently been revised to make them more effective in improving the quality of teaching and learning. Senior managers and staff used well-developed procedures for staff review and for planning appropriate in-service training. In some departments, teachers had improved arrangements for using assessment information to track pupils' progress and set targets for attainment. However, these approaches were not consistently applied across the school. Although many teachers regularly shared new ideas informally, there were still too few planned opportunities for systematic sharing of good practice. Whilst there were encouraging signs that improved approaches were beginning to have an impact on pupils' learning, there was still much to do to raise pupils' attendance and attainment and to ensure that all staff responded fully to the improvements that were being made.

### **Main points for action**

In taking the school forward, the school and education authority should take account of the need to:

- improve attainment at all stages;
- continue to improve the consistency and quality of pupils' learning experiences;
- continue to increase the involvement of pupils, parents and staff in raising levels of expectations; and
- improve aspects of accommodation as described in this report.

### **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.

Jim Bruce  
HM Inspector

2 May 2006

## Appendix 1 Indicators of quality

The sections in the table below follow the order of this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and may also be mentioned in those other sections.

<b>How good are learning, teaching and achievement?</b>	
Structure of the curriculum	Good
The teaching process	Good
Pupils' learning experiences	Adequate
Meeting pupils' needs	Adequate
Overall quality of attainment: S1/S2	Adequate
Overall quality of attainment: S3/S4	Weak
Overall quality of attainment: S5/S6	Weak

<b>How well are pupils supported?</b>	
Pastoral care	Very good
Personal and social development	Very good
Curricular and vocational guidance	Very good
Learning support	Very good

<b>How good is the environment for learning?</b>	
Accommodation and facilities	Adequate
Climate and relationships	Good
Expectations and promoting achievement	Adequate
Equality and fairness	Very good
Partnership with parents, the School Board and the community	Very good

<b>Improving the school</b>	
Leadership	Good
Effectiveness and deployment of staff with additional responsibilities	Good
Self-evaluation	Good

This report uses the following word scale to make clear the judgements made by inspectors:

excellent	excellent
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

What parents thought the school did well	What parents think the school could do better
<p>Almost all felt that:</p> <ul style="list-style-type: none"> <li>• staff made them feel welcome and showed care and concern for their children;</li> <li>• their children enjoyed being at school and were treated fairly;</li> <li>• school reports and parents evenings were helpful and informative;</li> <li>• school buildings were kept in good order; and</li> <li>• the school was well led.</li> </ul>	<p>Around a third felt that they did not have a clear idea of the school’s priorities for improvement.</p> <p>About a quarter thought that the school could:</p> <ul style="list-style-type: none"> <li>• explain better how they could help pupils with their homework; and</li> <li>• provide better information on children’s progress.</li> </ul>
What pupils thought the school did well	What pupils think the school could do better
<p>Almost all felt that:</p> <ul style="list-style-type: none"> <li>• they got on well with other pupils;</li> <li>• teachers expected them to work hard and helped them when they encountered problems;</li> <li>• teachers knew them well; and</li> <li>• the school helped them keep safe and healthy.</li> </ul>	<p>More than a third thought that:</p> <ul style="list-style-type: none"> <li>• other pupils in the school behaved badly; and</li> <li>• not all pupils were treated fairly.</li> </ul> <p>Around a quarter felt that they did not get the right amount of homework.</p>
What staff thought the school did well	What staff think the school could do better
<p>All, or almost all staff, felt that:</p> <ul style="list-style-type: none"> <li>• the school was well led;</li> <li>• they liked working in the school;</li> <li>• the school dealt effectively with bullying;</li> <li>• staff showed concern for pupils’ welfare;</li> <li>• teachers set high standards for pupils’ attainment and provided constructive feedback about their work; and</li> <li>• the school promoted and maintained good relations with the local community.</li> </ul>	<p>Around half felt that indiscipline was not dealt with consistently or effectively.</p> <p>Around a quarter thought that improvement was needed in:</p> <ul style="list-style-type: none"> <li>• pupils’ enthusiasm for learning;</li> <li>• communications between senior managers and staff;</li> <li>• staff involvement in decision-making processes; and</li> <li>• the effective use of training time.</li> </ul>

### 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

		2003	2004	2005
<i>English and Mathematics @ Level 3</i>	Bannerman High School	93	90	81
	Comparator Schools <sup>3</sup>	91	92	93
	National	91	91	90
<i>5+ @ Level 3 or Better</i>	Bannerman High School	91	89	89
	Comparator Schools	91	90	91
	National	91	91	90
<i>5+ @ Level 4 or Better</i>	Bannerman High School	71	75	67
	Comparator Schools	77	75	75
	National	76	77	76
<i>5+ @ Level 5 or Better</i>	Bannerman High School	23	36	27
	Comparator Schools	32	31	28
	National	34	35	34

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

		2003	2004	2005
<i>5+ @ Level 4 or better</i>	Bannerman High School	72	74	76
	Comparator schools <sup>3</sup>	77	79	76
	National	78	78	78
<i>5+ @ Level 5 or better</i>	Bannerman High School	31	34	48
	Comparator schools	40	41	44
	National	45	45	45
<i>1+ @ Level 6 or better</i>	Bannerman High School	27	25	42
	Comparator schools	36	38	37
	National	39	39	39
<i>3+ @ Level 6 or better</i>	Bannerman High School	14	14	22
	Comparator schools	19	19	20
	National	23	23	23
<i>5+ @ Level 6 or better</i>	Bannerman High School	5	5	5
	Comparator schools	8	7	8
	National	10	9	10

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

		<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>5+ @ Level 5 or better</b>	<b>Bannerman High School</b>	37	32	38
	<b>Comparator schools<sup>3</sup></b>	48	44	43
	<b>National</b>	47	47	47
<b>1+ @ Level 6 or better</b>	<b>Bannerman High School</b>	33	30	31
	<b>Comparator schools</b>	45	39	42
	<b>National</b>	44	44	43
<b>3+ @ Level 6 or better</b>	<b>Bannerman High School</b>	20	20	19
	<b>Comparator schools</b>	31	26	25
	<b>National</b>	31	31	30
<b>5+ @ Level 6 or better</b>	<b>Bannerman High School</b>	9	10	11
	<b>Comparator schools</b>	16	16	15
	<b>National</b>	20	20	19
<b>1+ @ Level 7 or better</b>	<b>Bannerman High School</b>	0	1	3
	<b>Comparator schools</b>	10	9	9
	<b>National</b>	12	12	12

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<sup>3</sup> Comparator schools are the ten schools immediately above and the ten schools immediately below the school being inspected in terms of the percentage of pupils entitled to free meals (FME).

## **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, 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).

### **If you wish to comment about secondary inspections**

Should you wish to comment on any aspect 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.

### **Our complaints procedure**

If you have a concern about this report, you should write in the first instance to Hazel Dewart, Business Management Unit, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. A copy of our complaints procedure is available from this office or by telephoning 01506 600258 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. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, 4-6 Melville Street, Edinburgh EH3 7NS. You can also telephone 0870 011 5378 or e-mail [enquiries@scottishombudsman.org.uk](mailto:enquiries@scottishombudsman.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.scottishombudsman.org.uk](http://www.scottishombudsman.org.uk).

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