

**Elgin High School
The Moray Council**

31 August 2004

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1. Background

Elgin High School was inspected in April 2004. Subjects included in the inspection were English, mathematics, physics and S1/S2 science, and business education. The school is a non-denominational secondary school which serves the southern part of the town of Elgin and the adjoining rural area. At the time of the inspection the roll was 596. The school also made provision for pupils with severe and profound additional support needs in Kestrel House. The percentage of pupils entitled to free school meals was in line with the national average. Pupils' attendance was above the national average.

Members of the inspection team analysed responses to questionnaires issued to samples of pupils, parents and carers, and to all staff. They also met a group of parents which included a representative of the School Board. They interviewed groups of pupils and staff.

2. Key strengths

HM Inspectors identified the following key strengths.

- The care and concern shown by staff for the pupils and the very good relationships between staff and pupils.
- The provision for pupils with severe and profound educational needs.
- The close cooperation with external agencies to provide support for vulnerable pupils.
- The very good arrangements to support pupils moving from P7 to S1.
- Polite and friendly pupils.
- The wide range of extra-curricular activities on offer to pupils and their achievements in them.

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

The views of those parents and carers who returned questionnaires were in almost all cases strongly positive. They felt that they were made welcome in the school and that parents' nights were helpful and informative. Almost all were of the view that the school would respond effectively to any concerns they might have. Some wished to have more information about how they could help with homework and about the school's priorities for improvement. Almost all pupils felt that their teachers expected them to work to the best of their ability and would help them if they had difficulty. They also were of the opinion that the school kept them safe and healthy. Although almost all got on well with other pupils about a third thought that staff did not deal well with bullies. A number of pupils felt that some teachers did not provide sufficiently challenging tasks or prepare them properly for assessments and examinations in key subjects. All teachers felt that they gave pupils helpful feedback about their work and that pupils' success was celebrated effectively. However, a majority of staff did not think that indiscipline was always appropriately dealt with or that standards of behaviour were consistently upheld by all members of the senior management team. Support and ancillary staff were critical of how their staff training time was used. They felt excluded from the

decision-making process and received little feedback on how incidents of indiscipline had been dealt with. All staff thought that the school was well led and had a good name in the community.

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

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

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

The curriculum, learning and teaching

The quality of the curriculum was good overall. The S1/S2 curriculum provided good breadth and balance. Effective rota arrangements between a number of subjects reduced the number of teachers seen by pupils in S1 and S2 in any week. The curriculum in S1/S2 included an effective support class for pupils requiring additional support with their learning. In S3/S4 almost all pupils studied eight Standard Grade courses or their equivalent. The school had successfully used flexibility in the curriculum to introduce new National Qualifications at Access and Intermediate 1 levels at S3/S4. This development had begun to meet pupils' needs more effectively. Arrangements for choosing courses in S3/S4 created timetabling difficulties which restricted departments' opportunities to organise classes according to ability. At S5/S6 the school offered a generally broad range of subjects at appropriate levels. Sometimes, due to small numbers, some pupils were not able to continue their study of subjects from Standard Grade. The four study periods in S5 were not always well used to improve pupils' attainment.

In almost all lessons seen the quality of learning and teaching was good. There were many examples of very sound teaching. Almost all teachers used a range of tasks and activities, including effective questioning, to keep pupils involved and extend their learning. Many made skilled use of information and communications technology (ICT) to enhance pupils' learning. In many instances teachers encouraged pupils to think for themselves, work independently and take responsibility for their own learning. Teachers generally introduced lessons clearly but only a few built on work covered in previous lessons. In many cases, there was insufficient challenge for higher attaining pupils. Homework was too irregular and was not consistently provided by all teachers. There was a good pace of work in most lessons and most pupils were hardworking and well motivated. Support for learning staff gave valuable assistance in classes. Most teachers did not give sufficient feedback to pupils about what they had to do to improve. Further work was needed to ensure that all staff met the needs of all pupils and provided sufficient challenge to higher attaining pupils.

Attainment and achievement

The overall quality of attainment at S1/S2 was fair. The majority of pupils were achieving national standards of attainment in mathematics and reading, but less than half reached these standards in writing. Attainment in mathematics and reading was below the national average. Attainment in writing was well below it. In other subjects, most pupils were making good progress with their coursework, but higher attaining pupils were not sufficiently challenged in a number of classes.

There had been signs of improvement in attainment in mathematics. The recent introduction of Standard Grade English into S2 was beginning to improve attainment.

The following comments are based on SQA data for the 3-year period from 2001-2003.

The quality of attainment at S3/S4 was fair. Pupils' attainment at Standard Grade in almost half of the departments in the school was above or well above national averages. However, overall school performance was below the national average and below that of similar schools. In the majority of departments, the proportion of pupils who failed to gain an award at grade 1-6 was above or well above the national average. The attainment of some pupils in the supported class at S3/S4, which followed a restricted curriculum, was too low.

The quality of attainment at S5/S6 was fair. All aspects of the whole school performance were below or well below national averages and the performance of similar schools. There were signs of improvement in the performance of abler pupils in recent years. Pupils' attainment in a few departments was above or well above the national average. A number of departments had levels of no awards that were above or well above the national average. Overall, pupils made less progress in S5 than might have been expected from their performance in S4.

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

- The proportion of Standard Grade Credit awards was well above national averages in graphic communication, history and modern studies. It was well below the national average in craft and design.
- The proportion of pupils failing to gain a Standard Grade award 1-6 was well above national averages in computing studies, French, graphic communication, physical education and technological studies.
- The proportion of pupils gaining A-C grades at Intermediate 1 was well above national averages in drama and music.
- The proportion of pupils gaining A-C grades at Intermediate 2 was well above national averages in drama, German, practical cookery, and woodworking skills. It was well below the national average in information systems.
- The proportion of pupils gaining A-C grades at Higher was well above national averages in German, history and music.
- The proportion of pupils failing to gain an A-C grade was well above the national average at Intermediate 1 in travel and tourism and at Intermediate 2 in biotechnology, graphic communication and information systems, and in Higher human biology.
- S5/S6 pupils performed notably better in history than would have been expected from their S4 performance. They performed notably worse in information systems than would have been expected from their S4 performance.

The school provided a good range of opportunities for pupils to take up responsibilities and become involved in school activities. Pupils showed care and compassion for their peers, in particular those with additional support needs. All pupils in S4 benefited from a wide-ranging work experience programme. All pupils in S1 and S4 had gained from recent helpful seminars to develop study skills. Teachers organised regular trips to a number of European countries which helped develop pupils' appreciation of the wider world. Each year all pupils in S1 to S3 participated in an activities programme which effectively supported their personal and social development. S3 pupils took part in industry-awareness days which helped them develop a good appreciation of the world of work. Senior pupils had started to support younger pupils through a successful peer support scheme which the school planned to expand. Pupils' involvement in producing the school newspaper and in rehearsals for the school show had enabled them to develop their creative skills. Pupils with specific needs participated enthusiastically in a number of effective initiatives including outdoor activities and an art therapy class.

English language

Learning and teaching

Teachers provided clear explanations, instructions and directions. They used a good range of teaching approaches, including collaborative group work. Teachers encouraged pupils to take responsibility for, and be active in, their own learning. Pupils responded positively and were hardworking and well behaved. However, coursework did not take sufficient account of pupils' prior attainment and abilities. Overall, the pace and challenge of learning was not sufficient to enable all pupils to make appropriate progress and to achieve to their fullest potential. Teachers made too little use of assessment information to plan pupils' learning and ensure that their needs were met.

Attainment and achievement

The department had introduced Standard Grade courses at S2 from 2002. On the evidence available around half were working at appropriate national levels in reading and writing. The majority were working at these levels in talking. There was no reliable information on pupils' attainment in listening. At Standard Grade, the proportion achieving Credit awards was below the national average. The proportion achieving General and Foundation awards or better was well below the national average. The number of pupils presented at Higher and Intermediate 2 and the proportion achieving A-C grades was consistently below the national average. In 2003 at Higher, almost half failed to achieve an A-C grade. Most of the very small numbers presented at Advanced Higher in 2002 and 2003 achieved A-C grades.

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

- Pupils in S1/S2 receiving support made good progress in their learning.
- Pupils collaborated well on group tasks.

Mathematics

Learning and teaching

Teachers' explanations were clear. They questioned pupils well to check their understanding, and supported individuals well in class. Teachers used graphics calculators well to explain concepts and

enrich pupils' learning. One teacher used an interactive whiteboard very effectively. Pupils worked hard and were well-behaved. Arrangements for grouping pupils by ability and the creation of supported classes helped staff to build on pupils' prior learning. The pace of almost all lessons was good. However, the overall progress through programmes of work was too slow, leaving insufficient time for revision, consolidation and examination preparation especially at Credit and Higher levels. There were weaknesses in the department's arrangements for assessing pupils' progress and using the results of assessments to prepare pupils for examinations. Pupils' needs were not always well met.

Attainment and achievement

The majority of S2 pupils reached appropriate levels of attainment. While there had been some improvement in recent years, it had not matched the improvement in attainment of pupils on entry to the school. There were no clear signs of improvement in attainment at S4 to S6. The proportion of pupils achieving a Standard Grade award at grades 1-4 was below the national average. However, almost all pupils gained an award at 1-6, and this proportion was in line with the national average. Pupils' attainment at Intermediate 1 was in line with the national average. Performance at Intermediate 2 was generally above the national average. Pupils studying at Higher performed broadly in line with national averages. However, the proportion failing to gain a Higher award at A-C was above the national average. The majority of the very small number of Advanced Higher candidates gained an award at A-C.

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

- Pupils' effective use of graphics calculators from S2 onwards.

Physics and S1/S2 science

Learning and teaching

Most pupils were motivated and focused well on their work. They responded readily to teachers' questions and worked well independently on problem-solving tasks. The pace of learning was generally brisk and purposeful. Teachers used a good range of teaching approaches and had introduced some effective use of ICT to enhance pupils' learning, particularly in S3 to S5. They introduced lessons well, explained things clearly, and made some effective use of questioning to involve pupils in their learning. Teachers issued homework regularly, but it was not always well matched to the needs of higher attaining pupils. Higher attaining pupils in S1 to S4 were insufficiently challenged overall. More account needed to be taken of pupils' prior learning in primary school. Overall, however, most pupils' needs were well met, with particularly good attention given to those who had additional support needs.

Attainment and achievement

S1/S2 pupils attained well in their coursework. In the last three years pupils did better in Standard grade physics than in their other subjects. The proportion of S4 pupils achieving Credit awards had been above the national average. The proportion of pupils in S5/S6 achieving an A grade at Higher was above the national average. The proportion achieving A-C grades was well below the national average. Most of the small numbers presented for Advanced Higher achieved A-C grades.

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

- Most pupils' written work was well presented.
- Pupils related well to each other in group activities.
- Senior pupils made some good use of their ICT skills for learning independently.

Business studies

Learning and teaching

Teachers provided very well structured lessons and used an effective variety of teaching approaches. They gave very clear instructions and used questioning well to extend learning. Many of the tasks they set were well designed to challenge pupils' thinking and develop independence. Most pupils worked conscientiously and collaborated effectively in group work. However, pupils remained too passive and a few did not sustain a good pace of working. The department had recently placed a much greater emphasis on the use of homework. Teachers provided pupils undertaking study through distance learning packs with well-targeted support. This ensured they fully understood what was required of them and that they worked at an appropriate pace.

Attainment and achievement

In most of the classes observed, pupils were developing good standards in the use of ICT. Most pupils were performing well in their class work. In Standard Grade business management, the proportion of pupils attaining General and Credit awards had improved consistently and was now well above national averages. In Standard Grade administration, the proportion of pupils attaining General and Credit level awards was consistently above national averages. At Higher, the proportion of pupils achieving A or B grades was above national averages in business management and administration. The department presented accounting and finance for the first time in 2003 and all pupils achieved awards well above the national average. Almost all of the small numbers of pupils presented for Intermediate 1 and 2 in administration and business management achieved A-C grades.

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

- Pupils used the internet safely to research and gather information related to their coursework.
- Pupils were skilled in using computers to make attractive and informative presentations on a wide range of topics.

5. How well are pupils supported?

The school had very good arrangements for ensuring the care, welfare and protection of pupils. Guidance staff knew pupils well and responded quickly and sensitively when pupils required pastoral support and assistance. Procedures for staff to raise concerns about individual pupils and for

responding to child protection issues were very well established and clear to all staff. Pupils felt safe and enjoyed being in the school. Most indicated that they would confide in their guidance teachers if they were concerned about situations that could affect their health or safety. The school had very good arrangements to help pupils transfer from P7 to S1. The procedures involved visits from a number of staff to the primary schools before transfer and an effective induction programme and parents' meeting.

The personal, social and health education (PSHE) programme included a suitably wide range of topics for each year group. Guidance staff delivered PSHE to their own pupil groups from S1 to S6. However, the delivery of PSHE required important improvements. Guidance staff did not always clearly identify what pupils were expected to learn. There was no effective system to measure pupil progress and attainment in PSHE. In addition, guidance staff did not report formally to parents on pupils' achievement. Some topics were repeated and did not build sufficiently on earlier learning. Pupils did not see the relevance of many of the tasks they were asked to undertake. They did not have sufficient opportunities to give feedback on their learning experiences. Extra-curricular activities, the Pupil Representative Council, and the peer support system provided very good opportunities for pupils to develop further personal skills and contribute to the running of the school. The school realised it needed to review its PSHE programme, incorporate pupil feedback and other evaluations and develop a more consistent team approach. Parents had not been fully consulted on aspects of the health education programme.

The quality of curricular and vocational guidance was fair. Pupils were well prepared to take decisions on new courses prior to moving into S3. However, arrangements and related documentation were less effective as pupils moved from S4 into the upper school. The S4 into S5/S6 booklet did not offer appropriate guidance to pupils in terms of the levels and descriptions of the available courses. The school librarian and careers adviser contributed well to the school's careers education programme. All S4 pupils were involved in work experience but members of the school staff had not visited them in their placements. There was insufficient follow-up to pupils' work experience placements in the PSHE programme. Guidance staff did not monitor pupils' progress and attainment in a sufficiently rigorous and effective manner.

Staff in the support for learning department gave very effective support in a range of subjects to pupils who had difficulty in learning. They also provided strong support to pupils experiencing social, emotional and behavioural difficulties. A number of innovative initiatives included an imaginative art therapy class for these pupils. The learning support staff made effective contributions to raising the achievements of pupils with additional support needs through tutorials and in-class support. They also helped departments to prepare appropriate teaching materials. Learning support teachers were extensively involved with the S1 to S4 supported classes which reduced their availability to work with pupils more generally. They had not as yet begun to focus on raising the attainment of all pupils. Learning support teachers had developed good quality individualised educational programmes (IEPs) for all pupils receiving support. They had shared the IEPs with all departments and had given very good advice on strategies to support pupils with specific learning difficulties. The behaviour support staff provided good support in class and in tutorial sessions for pupils who had difficulty in focusing on their learning. Arrangements for pupils with Records of Needs were clear. Regular reviews involved parents or carers, learning support staff, pupils and outside agencies as appropriate.

Kestrel House is a purpose built facility within Elgin High School for pupils with complex learning difficulties. The pupils within Kestrel House had a wide range of special needs and disabilities and

were appropriately grouped according to their age and stage of development. Their additional support needs were well met and they were well integrated within the High School. Targets in IEPs were set in accordance with national guidance. These included targets for pupils' personal and social development. However, both short- and long-term targets in pupils' IEPs required further development. Teachers helpfully shared these targets with pupils, education auxiliaries and parents. The high quality teaching included very good specialist input from subject departments in the High School. This enhanced and enriched the learning opportunities for all pupils. Almost all pupils were making very good progress towards their individual targets. Pupils' additional achievements were wide ranging through activities such as riding for the disabled, swimming and outings within the local community. Personal and social skills were well-developed and promoted through social interaction with other pupils and teachers during breaks and at lunchtimes. Very good support for pupils and teachers was provided by highly-valued educational auxiliaries. Staff met the intimate care needs of the pupils with great sensitivity and ensured dignity and privacy. Arrangements for the administration and recording of medication were very good. The arrangements for P7 pupils to transfer to Kestrel House were very good and contributed to a thorough assessment process prior to placement. Partnerships with parents and external agencies were very effective. Records of Needs and Annual Reviews were well managed and implemented. Links with other departments were purposeful and productive.

The principal teachers of learning support and Kestrel House managed their respective departments effectively. However, guidance, learning and behaviour support, and Kestrel House were managed by different members of the senior management team. This reduced the opportunity for a more integrated approach to providing support for pupils. The school needed to review this arrangement to ensure that support for pupils at all levels was coordinated effectively.

6. How good is the environment for learning?

Quality of accommodation and facilities

The overall quality of accommodation and facilities was good. The school was located in an attractive open location with extensive playing fields. The fabric of the building had been very well maintained and was very clean and in good condition. Teaching spaces, meeting rooms, office and storage facilities were well-provided and well decorated. There were well-presented displays of pupils' work in many classrooms and corridors. Pupil social areas were generally well-provided. The school, however, did not have an assembly hall. The computer suite was very well equipped and extensively used by a wide range of departments. The school library was spacious and attractive and held a good range of modern texts. There was good disabled access to all areas of the school. Security arrangements were good. However, there were a number of weaknesses in the quality of the accommodation. Some science teaching spaces were too small for modern approaches to learning and teaching. Many rooms became uncomfortably hot and stuffy due to inadequate ventilation and difficulties in controlling the heating system. There were insufficient toilet facilities in the communal areas of the school. A number of pupil toilets in the middle of the school required to be improved. The lack of separation of pupils and cars in the playground and car park presented a potential risk to pupils.

Ethos

The school had a very friendly and welcoming atmosphere. Staff and pupils were proud to belong to the school and their morale was high. Almost all pupils behaved well and were polite and friendly in dealing with adults. Relationships at all levels were very good. However, a very small number of pupils required further encouragement to conform to the school's expectations of diligence in their studies. Some members of senior management and of the guidance staff did not always give teachers timely feedback on the action taken in response to instances of indiscipline. The recently formed pupils' representative council had started to contribute well to the improvement of the school. The headteacher had surveyed all year groups, staff and parents to seek their views of the school and how it could improve. He had taken the results of these surveys into account in developing the school improvement plan. Pupils' achievements were well-recognised through an effective system for promoting positive behaviour and good discipline. While almost all staff had high expectations of pupils' behaviour and attendance, too many were ready to accept low expectations for academic performance. There was a strong sense of fairness throughout the school. Very good efforts by staff and pupils ensured the participation of pupils with additional support needs and social and emotional difficulties in the work of the school. There were insufficient opportunities for religious observance.

Partnership with parents and the community

The school's partnerships with parents, the School Board, external agencies and the wider community had major strengths. The school had established very good relationships with a range of agencies which provided support and counsel to pupils and families experiencing difficulties. The extensive links with local businesses had been instrumental in developing and supporting a wide-ranging work experience programme. Arrangements for pupils transferring from P7 to S1 were very good. The school provided regular and informative reports on pupils' progress and organised opportunities for parents to become aware of the work of the school. A range of surveys and the school's open-door approach ensured that parents had very good opportunities to express their views on its work. The school newspaper, attractive newsletters, and articles in the local press provided good opportunities for the community to learn about the school's work.

7. Improving the school

Elgin High School provided a warm and friendly learning environment in which staff showed a strong commitment to pupils' care and welfare. The very good range of extra-curricular activities enabled pupils to achieve widely outwith the classroom. While there were good features of learning and teaching, there were significant weaknesses in how the school met the needs of all pupils. A number of departments consistently obtained good or very good results. However, overall attainment was below national averages and below the performance of schools with similar characteristics. There were, however, early signs of improvement at S3/S4 and S5. There was the potential to raise attainment much further at all stages.

The headteacher had been in post for eight months. In that time he had earned the respect and loyalty of staff, pupils and parents. He had recognised the weaknesses in the school's performance and had begun to address them. He had very quickly revised the school development plan to focus on key areas for improvement. He had extensively surveyed staff, pupils and parents to ascertain their views and had interviewed all members of staff individually. He had used the findings from this exercise to draw up his vision for the school which he had shared widely with staff, pupils and parents. He had

correctly identified the need to improve attainment in key subjects, raise expectations, and ensure that all pupils were appropriately challenged. He and his management team had begun to have a positive impact on pupils' learning by organising a series of workshops on raising expectations and learning and teaching for staff and parents. He had organised successful seminars for pupils and parents to encourage and develop study skills. He had effectively encouraged the further development of a range of approaches to monitor and evaluate learning and teaching, and departmental and whole-school performance. He now needed to build on this good start to ensure that the identified weaknesses in the school's performance were rigorously and systematically addressed.

The longest serving depute headteacher provided strong support to the headteacher and fulfilled his extensive remit very effectively. The other depute headteachers fulfilled much of their remits effectively but had not focused directly on improving attainment in key areas or on their key roles in quality assurance. Their remits were not sufficiently balanced and needed to be reviewed to highlight their key roles in improving the school's performance. Most principal teachers led their departments well and made valued contributions to the school as a whole. The school had a very good range of information on pupils' attainment and progress. However, only a few principal teachers made effective use of this information to raise pupils' attainment. Senior managers needed to provide a strong lead in devising strategies for improvement and systematically agreeing specific actions with principal teachers to improve pupils' performance.

The school and the education authority, in liaison with HM Inspectors, should take appropriate action to ensure improved attainment and that the needs of all pupils are better met. In so doing they should take account of the need to:

- raise attainment at all stages particularly in English and Mathematics;
- review senior management remits to ensure greater rigour and effectiveness in self-evaluation, and in improving learning, teaching and pupils' attainment;
- make more effective use of attainment information in order to set individual targets with pupils and parents and raise expectations;
- ensure the progressive development of pupils' learning in the personal, social and health education programme and enable staff to measure its success;
- improve arrangements for religious observance; and
- address the health and safety issues identified 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. HM Inspectors will continue to engage with key departments in the school and the education authority in monitoring progress, and will undertake a follow-through inspection. This will result in another report to parents and carers, within two years of the publication of this report, on the extent of improvement that has been achieved.

Duncan MacQuarrie
HM Inspector

31 August 2004

Appendix 1 Indicators of quality

We judged the following to be very good

- Pastoral Care
- Climate and relationships
- Partnership with parents, the School Board and the community

We judged the following to be good

- Structure of the curriculum
- The teaching process
- Pupils' learning experiences
- Learning support
- Accommodation and facilities
- Equality and fairness
- Leadership

We judged the following to be fair

- Overall quality of attainment in S1/S2
- Overall quality of attainment in S3/S4
- Overall quality of attainment in S5/S6
- Meeting pupils' needs
- Self-evaluation
- Personal and social development
- Curricular and vocational guidance
- Effectiveness and deployment of staff with additional responsibilities
- Expectations and promoting achievement

We judged the following to be unsatisfactory

- No aspects were found to be in this category

Appendix 2 Summary of questionnaire responses

What pleased parents and carers most	What parents and carers would like to see improved
<ul style="list-style-type: none"> • The welcome extended by staff. • The care and concern shown towards their children. • The support offered to pupils with additional support needs. 	<ul style="list-style-type: none"> • The condition of pupils' toilets. • The behaviour of some pupils.
What pleased pupils most	What pupils would like to see improved
<ul style="list-style-type: none"> • Approachable, friendly and helpful teachers. • The friendliness of almost all pupils. 	<ul style="list-style-type: none"> • The condition of some toilets. • The quality of teaching in some classes and the preparation for examinations. • The curriculum in the S3/S4 special class.
What pleased staff most	What staff would like to see improved
<ul style="list-style-type: none"> • The leadership of the headteacher and the range of improvements he had introduced. • The new range of strategies in place this session to generate pupils' enthusiasm. • The developing integration of the Kestrel House pupils. 	<ul style="list-style-type: none"> • The behaviour of some pupils. • The response of some members of senior management to disciplinary issues. • Standards of attainment and the expectations of pupils and parents.

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 achieving by end of S4

		2001	2002	2003	2001-3
English and Mathematics @ Level 3	Elgin High	86.5	94.5	91.1	90.3
	Comparator schools¹	95.1	93.9	93.3	95.4
	National	92.0	91.1	91.3	91.4
5+ @ Level 3 or better	Elgin High	84.9	93.4	89.5	88.9
	Comparator schools	94.4	93.5	92.2	92.1
	National	90.7	90.8	90.7	90.7
5+ @ Level 4 or better	Elgin High	74.6	79.1	69.4	73.9
	Comparator schools	81.2	80.5	82.7	83.0
	National	76.8	76.7	76.4	76.6
5+ @ Level 5 or better	Elgin High	31.7	38.5	32.3	33.7
	Comparator schools	40.4	39.1	37.6	38.8
	National	33.8	33.9	34.0	33.9

Percentage of relevant S4 roll achieving by end of S5

		2001	2002	2003	2001-3
5+ @ Level 4 or better	Elgin High	74.8	74.6	80.2	76.3
	Comparator schools¹	82.2	82.8	81.0	85.0
	National	78.2	78.5	78.5	78.4
5+ @ Level 5 or better	Elgin High	37.9	38.9	46.2	40.6
	Comparator schools	53.5	53.4	51.8	53.0
	National	44.1	45.5	45.6	45.0
1+ @ Level 6 or better	Elgin High	30.1	34.1	40.7	34.7
	Comparator schools	45.9	47.4	45.3	46.0
	National	39.6	39.5	39.4	39.5
3+ @ Level 6 or better	Elgin High	12.6	17.5	15.4	15.3
	Comparator schools	27.1	26.2	27.1	26.1
	National	23.0	22.8	22.6	22.8
5+ @ Level 6 or better	Elgin High	1.0	4.8	3.3	3.1
	Comparator schools	10.1	9.6	9.3	10.7
	National	9.3	9.2	9.6	9.4

Percentage of relevant S4 roll achieving by end of S6

		2001	2002	2003	2001-3
5+ @ Level 5 or better	Elgin High	38.1	39.8	38.9	38.9
	Comparator schools¹	50.8	57.8	57.1	55.9
	National	44.5	46.7	47.8	46.3
1+ @ Level 6 or better	Elgin High	34.5	35.9	34.9	35.1
	Comparator schools	53.3	52.4	51.8	53.0
	National	45.7	44.1	44.0	44.6
3+ @ Level 6 or better	Elgin High	18.6	20.4	27.0	22.2
	Comparator schools	37.8	37.2	36.8	36.7
	National	31.7	31.0	30.8	31.2
5+ @ Level 6 or better	Elgin High	10.6	7.8	9.5	9.4
	Comparator schools	25.1	23.0	22.6	23.7
	National	19.9	19.8	19.7	19.8
1+ @ Level 7 or better	Elgin High	0.0	1.9	6.3	2.9
	Comparator schools	11.9	11.2	13.3	13.5
	National	11.2	11.6	11.9	11.6

¹ 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?

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

Should you wish to comment on or make a complaint about any aspect of the inspection or about this report, you should write in the first instance to Bill Maxwell, HMCI at HM Inspectorate of Education, Room 14, First Floor, Stadium House, Alderstone Road, Livingston, EH54 7DN. A copy of our complaints procedure is available from that office and on our website.

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

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

The Ombudsman can be contacted at:

Professor Alice Brown
The Scottish Public Services Ombudsman
4 Melville Street
Edinburgh
EH5 7NS

Telephone number: 0870 011 5378
e-mail: enquiries@scottishombudsman.org.uk

More information about the Ombudsman's office can be obtained from the website:
www.scottishombudsman.org.uk

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