

**St Andrew's Secondary School
Glasgow City Council
13 June 2006**

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1. Background

St Andrew's Secondary School was inspected in February 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 in English, mathematics, computing, and biology and S1/S2 science.

HM Inspectors observed learning and teaching and examined pupils' work. They analysed responses to questionnaires issued to a sample of parents¹ 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 representatives of the parent-teacher association.

St Andrew's Secondary School is a denominational school serving the areas of Barlanark, Carntyne, Cranhill, Easterhouse, Greenfield, Parkhead, Ruchazie, Shettleston and Springboig. At the time of the inspection, the roll was 1549. The percentage of pupils entitled to free school meals was well above the national average. Pupils' attendance was below the national average.

2. Key strengths

HM Inspectors identified the following key strengths.

- Commitment of staff to providing high quality learning and teaching and an extensive range of extra-curricular activities.
- Staff expectations for pupils' attendance, behaviour and achievement.
- Range and variety of approaches to developing pupils' personal and social development.
- Outstanding partnerships with parents, community and local parishes.
- Impact of self-evaluation on sustaining and improving the quality of learning and teaching and achievement.
- The excellent leadership provided by the headteacher.

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

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

Parents, pupils and staff were very positive about most aspects of the school. A very high proportion of the sample of parents returned the questionnaire. Almost without exception they were very pleased with all aspects of the school and they praised the headteacher and staff highly. They thought that the school had high standards and provided a very good education for their children. Pupils thought that teachers expected them to work to the best of their ability and they were good at helping them to learn. They also said that they felt safe and secure in the school and they got on well with other pupils. All teachers thought that they set high standards for pupils' attainment and they provided constructive feedback on pupils' work. Teachers felt that there was mutual respect between pupils and teachers and that standards set for pupils' behaviour were consistently upheld in the school. A minority of teachers felt that there should be more discussion of school policies. All parents and almost all teachers said that the school was well led.

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 followed broad and balanced programmes. All pupils learned Spanish. They were effectively learning skills in information and communications technology (ICT) through a well-organised programme. In physical education they were developing positive approaches to health and fitness. However, the curriculum at S1/S2 did not enable pupils to learn about geography in a planned and coherent way. At S3/S4, almost all pupils were studying eight Standard Grades or their equivalent. The school provided additional support for literacy and numeracy for a small group of pupils, instead of learning Spanish. Another group took part in the education authority's pre-vocational programme. Pupils spoke positively of the benefits of this experience. The school offered Access 3 courses only in biology, chemistry and physics. It needed to consider offering Access 3 courses in a wider range of subjects to better meet the needs of lower attaining pupils. The school supported well a group of pupils who had high rates of absence through offering appropriate places in further education and alternative placements. However, it did not yet have sufficient information on their achievements. At S5/S6, pupils could choose from a range of subjects at Intermediate 2, Higher and Advanced Higher. A small number of departments introduced Intermediate 1 courses during S5 to meet the needs of pupils who were not progressing well at Intermediate 2 level.

Throughout the school the quality of teaching had major strengths. Teachers worked hard and planned lessons well. They shared the aims of lessons effectively with pupils. They explained new work clearly and most made good use of a rich variety of resources, including ICT, to enliven lessons. Many were very effective at questioning to develop pupils' understanding and extend their learning. They regularly set homework which supported class work well. Teachers valued pupils' contributions and praised their efforts. Pupils responded very positively to the stimulating learning environment and the high expectations placed upon them. They were attentive, invariably on task and well behaved. They

responded very well to the different approaches to learning which they met. In some classes they participated well in class discussions, in others they worked collaboratively in groups or individually. On some occasions, they took responsibility for aspects of their own learning, demonstrating a mature approach to learning. Teachers were very good at choosing appropriate and relevant tasks and activities which matched pupils' learning needs. They also set a suitable pace for lessons. These approaches to meeting pupils' needs were helped in many classes at each stage by the school's organisation of pupils by prior attainment.

Achievement

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

At each stage there were major strengths in the overall quality of attainment. Pupils were making very good progress and building effectively upon their earlier achievements. They worked purposefully and completed coursework well. Overall, the school's performance in SQA examinations was much better than similar schools. When leaving school, pupils were very successful in securing employment and training, and increasing numbers were gaining places in further and higher education.

At S1/S2, over the last three years, performance in reading and mathematics had improved. In English and mathematics, pupils built successfully upon their prior levels of attainment. By the end of S2, the majority of pupils were attaining appropriate national standards in reading but fewer than half were reaching appropriate national standards in writing. In mathematics, by the end of S2, the majority of pupils were attaining appropriate national standards. Increasing proportions of pupils were exceeding these levels in mathematics.

At S3/S4, the proportions of pupils gaining five or more awards at SCQF level 4 and level 5 were much better than similar schools. Overall, the proportions of pupils gaining five or more SCQF awards at levels 3, 4 and 5 were below the national average. The decline in the proportion of pupils gaining these awards and the attainment of each year group as they moved through the school had been monitored closely by the school.

At S5/S6, the proportions of pupils attaining one or more, three or more or five or more awards at SCQF level 6 were much better than similar schools. The proportions gaining these awards were below the national average. Most pupils entered for Intermediate 2 at this stage gained an A-C grade. At Advanced Higher, most pupils gained an A-C grade. Pupils' performance at this level was also much better than similar schools.

² 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

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, pupils performed better in art and design, craft and design, graphic communication, home economics, modern studies and physics but not as well in physical education in comparison with their other subjects.
- Compared with the national average, relatively high numbers of pupils did not achieve awards in Standard Grade or Intermediate courses in a number of subjects.
- At Higher, pupils performed better in Spanish but not as well in physical education compared with their other subjects at this level.

Pupils had many opportunities to achieve in a wide range of areas through a very extensive programme of extra-curricular activities. They expressed their views on school matters and influenced developments through the pupil council. Elected representatives showed well-developed skills in participating in group discussions and providing feedback to their tutor groups. The fundraising events for charities organised by senior pupils were very successful and also raised pupils' awareness of the needs of others. Participation in the wide range of sports and physical activities was high and many individuals and teams competed successfully in local and national competitions. Many pupils were developing their talents, self-confidence and self-esteem in music and drama through joining one of the many bands and taking part in regular concerts and school shows. Senior pupils contributed to the school community by supporting younger pupils when they transferred from primary and by helping them with reading and in a number of classes. They also served the wider learning community by organising Christmas parties for pupils in a special school and by helping adults to read. The achievements of many pupils were celebrated regularly at assemblies, in an awards ceremony and by other means.

English

Learning and teaching

Teachers almost always gave clear instructions and used ICT well to focus pupils' attention on the aims and activities of lessons. They organised class work and homework carefully and set activities which motivated almost all pupils. In most lessons teachers directed questions skilfully but pupils were not always required to provide extended oral responses to questions. Not all teachers ensured an adequate pace of learning to challenge the most able pupils in some class groups. Teachers did not always provide activities at an appropriate level for individuals. Pupils were always well behaved. They worked well individually and collaboratively on the set tasks.

Achievement

By the end of S2, the majority of pupils attained appropriate national levels in reading. Less than half attained appropriate levels in writing. The school was not able to provide evidence of pupils' attainment in listening and talking. At Standard Grade, the proportions of pupils attaining grades 1-2 and grades 1-4 were below the national averages and had declined steadily. At S5/S6, the proportion of pupils attaining grades A-C at Higher and

Intermediate 1 was below the national average. At Intermediate 2, the proportion of pupils attaining grades A-C was above the national average.

Other features of pupils' achievement included the following.

- Pupils' sustained success in debating and public speaking, including twice winning first prize in the prestigious Glasgow Bar Association debating competition.
- Pupils were successful in the Young Sports Journalist of the Year competition.
- S2 pupils' creative writing club gained a bronze award in the Bridgeton Burns competition for pupils from S1 to S6.

Mathematics

Learning and teaching

Teachers used a range of teaching approaches to motivate and stimulate pupils' learning. They made very effective use of homework to reinforce pupils' coursework. They were starting to use ICT effectively to enhance pupils' learning. Pupils responded very well to the varied range of teaching approaches. They worked effectively together and in small groups discussing mathematical problems. The department had established consistent approaches to the structure of lessons and to the teaching of specific topics which effectively promoted continuity in pupils' learning. Overall, teachers chose tasks and activities well to meet pupils' needs.

Achievement

By the end of S2, the majority of pupils attained appropriate national levels. Around one quarter of S2 pupils exceeded these levels. By the end of S4, the proportions of pupils attaining grades 1-2 and grades 1-4 were below the national averages. An increasing proportion of pupils were not attaining grades 1-6 at Standard Grade. At Intermediate 1, less than half of the small number of pupils presented attained A-C grades. At Intermediate 2, the proportion of pupils attaining A-C grades was below the national average. At Higher, the proportion of pupils at S5/S6 being presented for Higher was well above the national average. However, the proportion of pupils attaining A-C grades was below the national average. At Advanced Higher, most attained A-C grades.

Other features of pupils' achievement included the following.

- Teams of pupils at S1/S2 had won the Glasgow Schools Mathematics Challenge.
- Good numbers of pupils at all stages had achieved success in the UK Mathematics Challenge.

Computing

Learning and teaching

Teachers shared the aims of lessons well with pupils. They used a limited range of teaching approaches and did not always provide a suitable variety of activities for pupils in each lesson. Teachers explained new work clearly and used video effectively to support their explanations. They questioned pupils to check their recall but did not always probe their understanding sufficiently. Teachers set homework regularly and praised pupils for their efforts. Pupils were very well behaved and worked conscientiously. They were often passive for a significant amount of time and not actively engaged in learning. Higher attaining pupils in S1 were not challenged sufficiently by the tasks they were given. The needs of some pupils were not well met by the Intermediate 2 course which they found too demanding.

Achievement

By the end of S2 most pupils could use a range of office application packages to create and edit a document with text and graphics. They could understand the structure of a spreadsheet. At Standard Grade, pupils performed notably less well in computing in comparison with their other subjects. A relatively high number failed to gain a course award and the proportion of those gaining a grade 1-2 was below the national average. At S5/S6, the majority of pupils at Higher and Intermediate 2 gained an A-C grade. These proportions were in line with national averages. A relatively high number did not gain a course award at Intermediate 2.

Other features of pupils' achievement included the following.

- Pupils at each stage were able to use the school's networked computers confidently to store and retrieve files.
- At each stage pupils were developing useful skills in using industry standard office software packages.

Biology and S1/S2 science

Learning and teaching

Teachers consistently shared learning intentions with pupils and reviewed these at the end of lessons. They gave clear explanations and used questioning skilfully to actively involve pupils and to check their understanding. Teachers made very effective use of ICT to stimulate pupils' interest. They used praise well and set high expectations for pupils' work. A variety of relevant homework was given regularly. Pupils were very well motivated and interested in learning. Good collaboration and interaction between pupils was a feature of practical work. Teachers met pupils' needs very well. Well-planned interactive materials on the department's website provided pupils with additional support and challenge.

Achievement

At S1/S2 most pupils were performing well in their coursework. The proportion of S4 pupils attaining grades 1-2 in Standard Grade biology was in line with the national average. At S4, the proportion of pupils gaining A-C grades at Intermediate 1 biology was above the national average. Almost all pupils presented for Access 3 biology were successful. At S5/S6, the proportion of pupils attaining A-C grades at Higher and Intermediate 2 was in line with the national average.

Other features of pupils' achievement included the following.

- S1 pupils designed an investigation and presented their results in the national Exploring Science competition and won second prize.
- A group of S1 pupils had won a second prize in the Challenge Glasgow competition.

5. How well are pupils supported?

Arrangements for ensuring the care, welfare and protection of pupils were very good. The school had very effective procedures for safeguarding pupils' health and welfare, including child protection. The dedicated pastoral care staff and the senior management team were readily accessible to pupils requiring help and support. Pupils appreciated this and felt safe in the school. Additional support was provided by ancillary staff and a range of external agencies. These included educational psychologists and very committed education liaison officers who were working hard to improve pupils' attendance.

The school made very good provision for pupils' personal and social development and the combined effect of all of the approaches had an outstanding impact on pupils' personal development. Almost all pupils were polite, self-confident, and co-operative and they formed very positive relationships with staff and other pupils. A well-planned and progressive personal and social education (PSE) programme was delivered from S1 to S6 in tutor groups. Tutors were highly committed to their groups and in addition to teaching aspects of PSE, they monitored attendance, homework and attainment. Topics promoting active citizenship were taught in a range of departments. The programmes in religious and moral education and home economics made major contributions to developing pupils' understanding of personal relationships and health promotion. Pupils were able to discuss and reflect on important issues. The assemblies, weekly themes and external speakers enriched these programmes. Residential experiences were available for vulnerable pupils. Pastoral care staff were continuing to improve the PSE programme, thereby ensuring that all aspects of health were covered appropriately and that a healthy lifestyle permeated the whole school.

The school provided very good curricular and vocational guidance. At key transition stages pupils and parents received helpful information on course choices. Pupils at S4 to S6 were supported in setting targets and their progress was closely monitored. Senior pupils could self-refer to the careers officer and all pupils were encouraged to use the up-to-date careers library. The school provided pupils with access to a range of education for work opportunities, including pre-vocational courses and a wide variety of enterprise activities for

all year groups. Visits to colleges and universities enabled pupils to find out more about opportunities in further and higher education.

The overall quality of support for learning was good. The department provided helpful information from liaison with primary schools and subsequent language assessment which was shared with all staff. Support for learning teachers were deployed mainly in a direct teaching role to improve literacy in targeted English classes from S1 to S4. They provided well focused tutorial support within these classes and this resulted in significant improvements in literacy for these lower attaining pupils. However, this staff deployment strategy did not leave sufficient time for other aspects of their remit such as working with other departments to assist them to improve the way they were meeting the learning needs of individual pupils. Limited co-operative teaching took place in English and mathematics. Alternative examination arrangements were well managed. Only a small number of pupils had individualised educational programmes (IEPs). These had generally well focused targets in literacy and numeracy but did not include personal and social development targets. The school managed the reviews and records of pupils with additional support needs well. Learning support assistants effectively supported individual pupils in other curricular areas.

The two deputy headteachers with responsibility for pupil support worked closely together. They should continue to focus on the integration of all strands of pupil support.

6. How good is the environment for learning?

Aspect	Comment
Quality of accommodation and facilities	<p>The very good quality of accommodation and facilities included:</p> <ul style="list-style-type: none"> • bright and attractive classrooms, laboratories and other specialist areas; • extensive provision of ICT facilities and other resources; • a large internal social area for pupils; • an oratory off the main social area; • well thought out disabled persons access and facilities; • very clear internal signage and appropriate security arrangements; and • large staff bases. <p>The recently built accommodation was extremely well cared for by pupils and staff. The art and design, religious and moral education and technical education departments made very effective use of displays in corridors. Public areas of the school used photographs very effectively to record recent events. Some parts of the building lacked ventilation and tended to overheat.</p>

Aspect	Comment
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>The school was very welcoming. Pupils and staff were proud of their school. Relationships between pupils and staff were very good. While most staff were highly motivated, the morale of a small number of staff was low as they felt uncomfortable about the very high expectations placed upon them by the headteacher. Pupils felt that staff were very approachable and supportive. A purposeful and well-ordered atmosphere was evident in the school and a strong Roman Catholic ethos permeated all aspects of the school. Daily prayers led by the headteacher, regular year group assemblies and contributions from the school's chaplaincy team provided frequent opportunities for pupils to worship together. The headteacher and staff had exceptionally high expectations for pupils' behaviour, achievement and attendance. Pupils responded positively to these very high standards. They were commendably well behaved and co-operative and wore the school uniform with pride. Some had irregular patterns of attendance. Displays of achievements and awards recognised pupils' ongoing successes. Pupils felt they were treated fairly. There were effective strategies for promoting equal opportunities and racial equality. Staff, pupils and parents were consulted on various aspects of the school's work.</p>
<p>Partnership with parents and the community</p>	<p>The school's partnerships with parents, carers, the School Board, local parishes and the local community were a model of best practice. Parents and staff shared common values and aspirations for the pupils. Staff communicated very effectively with parents through individual letters, phone calls, newsletters, leaflets, handbooks, the school's website, pupils' reports and parents' evenings. Parents were very supportive of staff. Some parents attended extra-curricular activities and classes specifically for adults. The links with local parishes and the New Learning Community were very strong. The School Board and parent-teacher association provided very good support for the school.</p>

7. Improving the school

The school was very successful in providing a well-rounded education for almost all of its pupils. It had clear values and set high standards for pupils to aspire to. It was fully supported by its parents and the local community. The school provided challenge for young people to achieve over a broad front and they flourished in its caring and well-ordered environment. Pupils' experience at this school prepared them well for later life and helped them to move on to training and further and higher education.

The leadership of the school was excellent. The headteacher provided a very strong lead and had very high expectations for all within the school community. He had a clear strategic vision for the school, established effective policies and procedures, and empowered senior

and middle managers. The quality of pupils' learning experiences was at the forefront of this vision. The formal deputy headteacher provided very good support for the headteacher. The other deputy headteachers also made a major contribution to the effective leadership of the school through sustaining and improving the ethos and quality of learning and teaching. The business manager provided an exceptionally good analytical service which enabled pupils' performance to be tracked in detail. Middle managers were very effective at leading continuous improvement in the work of their departments.

The school had an excellent approach to quality improvement. It had an extensive range of methods for evaluating the quality of its work which together had a major impact upon sustaining and improving the quality of learning and teaching and attainment across the school. These approaches included systematic departmental self-evaluation using quality indicators, consultations with staff, parents and pupils, and close monitoring of pupils' progress and performance. The rigorous annual departmental reviews included an analysis of examination performance which led to action plans with agreed strategies to raise attainment. The school's very effective approach to monitoring pupils' performance had enabled it to take action where pupils were identified as being at risk from under-achieving. It also ensured that staff were able to investigate and address the recent decline in performance in some SQA statistics. Middle managers were particularly effective at monitoring the quality of learning and teaching and taking action where weaknesses had been identified. The professional review and development of staff focused individual and corporate needs on improving the effectiveness and quality of learning and teaching. The evidence from all of these reviews enabled the school and each department to produce evaluative reports on their standards and quality which in turn informed improvement planning. Overall, the combined effect of the leadership of the headteacher and other managers, the commitment and dedication of staff and the effectiveness of the school's procedures gave it the capacity to sustain and improve its performance.

Main points for action

The school and education authority should continue to take action to improve attainment at each stage and in doing so, they should take account of the need to:

- strengthen the curriculum, especially at S1/S2; and
- improve the effectiveness of learning support.

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. Within two years of the publication of this report the education authority, working with the school, will provide a progress report to parents.

Terry Carr
HM Inspector

13 June 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.

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

How well are pupils supported?	
Pastoral care	Very good
Personal and social development	Excellent
Curricular and vocational guidance	Very good
Learning support	Good

How good is the environment for learning?	
Accommodation and facilities	Very 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	Excellent

Improving the school	
Leadership	Excellent
Effectiveness and deployment of staff with additional responsibilities	Very good
Self-evaluation	Excellent

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>All parents thought that:</p> <ul style="list-style-type: none"> • the school was well led; • staff made them feel welcome; • the school made it clear to them what standard of work it expected from the pupils; and • the school buildings were kept in good order. 	<p>Parents did not identify any area for improvement.</p>
What pupils thought the school did well	What pupils think the school could do better
<p>All pupils thought that teachers expected them to work to the best of their ability.</p> <p>Almost all pupils thought that:</p> <ul style="list-style-type: none"> • they got on well with other pupils and they felt safe and secure in the school; • at least one teacher knew them well; and • teachers checked their homework and helped them when they were having difficulties. 	<p>Approximately one third of pupils thought that they got too much homework.</p>
What staff thought the school did well	What staff think the school could do better
<p>All teachers thought that:</p> <ul style="list-style-type: none"> • there was mutual respect between teachers and pupils; • they set high standards for pupils' attainment and they ensured that pupils received constructive feedback about their work; and • they showed concern for the care and welfare of the pupils and were aware of the school's procedures relating to child protection. <p>Almost all teachers and ancillary staff thought that:</p> <ul style="list-style-type: none"> • the school communicated clearly to parents the standard of work expected from pupils; and • the school was well led. 	<p>Approximately one fifth of the teachers and one third of ancillary staff thought that there were insufficient opportunities to be involved in the decision making process and in discussion on how to achieve the school's priorities.</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

		2003	2004	2005
English and Mathematics @ Level 3	St Andrew's Sec School	96	84	84
	Comparator Schools³	83	84	83
	National	91	91	90
5+ @ Level 3 or Better	St Andrew's Sec School	95	84	85
	Comparator Schools	82	83	82
	National	91	91	90
5+ @ Level 4 or Better	St Andrew's Sec School	84	74	69
	Comparator Schools	59	60	57
	National	76	77	76
5+ @ Level 5 or Better	St Andrew's Sec School	34	28	22
	Comparator Schools	13	14	13
	National	34	35	34

Percentage of relevant S4 roll attaining by end of S5

		2003	2004	2005
5+ @ Level 4 or better	St Andrew's Sec School	85	85	75
	Comparator schools³	59	61	63
	National	78	78	78
5+ @ Level 5 or better	St Andrew's Sec School	43	45	38
	Comparator schools	21	20	22
	National	45	45	45
1+ @ Level 6 or better	St Andrew's Sec School	35	31	27
	Comparator schools	17	16	17
	National	39	39	39
3+ @ Level 6 or better	St Andrew's Sec School	18	18	12
	Comparator schools	6	6	6
	National	23	23	23
5+ @ Level 6 or better	St Andrew's Sec School	5	6	7
	Comparator schools	2	2	2
	National	10	9	10

Percentage of relevant S4 roll attaining by end of S6

		2003	2004	2005
5+ @ Level 5 or better	St Andrew's Sec School	30	44	49
	Comparator schools³	23	25	24
	National	47	47	47
1+ @ Level 6 or better	St Andrew's Sec School	23	39	37
	Comparator schools	22	22	21
	National	44	44	43
3+ @ Level 6 or better	St Andrew's Sec School	12	26	23
	Comparator schools	12	9	11
	National	31	31	30
5+ @ Level 6 or better	St Andrew's Sec School	7	14	13
	Comparator schools	7	4	4
	National	20	20	19
1+ @ Level 7 or better	St Andrew's Sec School	5	9	6
	Comparator schools	1	2	2
	National	12	12	12

³ 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?

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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, 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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