

**Vale of Leven Academy  
Alexandria  
West Dunbartonshire Council  
4 September 2007**

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## 1. Background

Vale of Leven Academy was inspected in April 2007 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. HM Inspectors evaluated how well the school was raising achievement for all pupils, taking into account the extent to which pupils' learning needs were met by the curriculum and teaching. They also analysed pupils' attainment in national examinations (see Appendix 3), the school's processes for self-evaluation and innovation, and its overall effectiveness and capacity for improvement. HM Inspectors focused particularly on English, mathematics, biology and S1/S2 science, and modern languages.

HM Inspectors observed teaching, learning and achievement in lessons and other contexts and examined pupils' work. They analysed responses to questionnaires<sup>1</sup> issued to a sample of parents<sup>2</sup> and pupils and to all staff. They interviewed groups of pupils, including representatives of pupil councils, and staff. Members of the inspection team also met the chairperson of the School Board, a group of parents and the school chaplain.

Vale of Leven Academy is a non-denominational school serving Alexandria, Balloch, Bonhill, Gartocharn, Haldane, Jamestown and Renton. At the time of the inspection, the roll was 1002. The percentage of pupils entitled to free school meals was well above the national average. Pupils' attendance was in line with the national average and had recently improved. There was a unit within the school for pupils with communication difficulties. The school consisted of a main building and 28 hatted classrooms, in place since a fire in 2002 destroyed classrooms and facilities for dining and physical education. The council had plans to provide a new school.

## 2. Key strengths

HM Inspectors identified the following key strengths.

- Effective arrangements to ensure that all pupils had access to education, including the most vulnerable.
- Well-targeted partnerships to support pupils and families.
- Development of the leadership skills of staff at all levels.
- Recent improvements across all areas of the work of the school under the very effective, strategic direction of the headteacher.

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<sup>1</sup> See Appendix 2

<sup>2</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

### **3. How well does the school raise achievement for all?**

To evaluate how well the school was raising achievement for all, HM Inspectors considered the extent to which the learning needs of all pupils were met through the curriculum and teaching. They evaluated the effectiveness of the school in promoting the learning and personal development of all pupils in lessons and in other, broader contexts. They also considered the standards attained in specific aspects of learning.

#### **Curriculum**

The quality of the curriculum was adequate. A number of recent improvements to the curriculum were beginning to meet pupils' different needs more effectively. However, the curriculum rationale was not yet clear enough in several areas. The school was strengthening its arrangements for consulting and taking account of the views of pupils, parents and staff. Particular features of the curriculum included the following.

- At all stages, pupils developed enterprise skills through an increasing range of motivating opportunities. The school provided well for religious and moral education (RME) in S1 to S4 but not at S5/S6. As yet, the school did not meet the national expectation for physical education in S4 to S6.
- The school had made an appropriate start to updating its personal, social and health education (PSHE) programme to take better account of pupils' views and to improve continuity and progression. Pupils received well-targeted careers advice.
- Pupils' access to information and communications technology (ICT) had recently improved. Planning for continuity in their learning in ICT was at an early stage.
- At S1/S2, the school was building on prior learning in several subjects, such as English and technical education, through well-designed links with primary schools.
- At S3/S4, a small number of pupils experienced an alternative curriculum. Recently improved vocational aspects and college links helped to prepare pupils for education, life and work after school.
- At S5/S6, pupils could choose from a range of Intermediate, Higher and Advanced Higher courses. The school had started to provide an increasing range of Access programmes to help ensure that all pupils had appropriate opportunities to progress from their prior achievement in S4.

#### **Teaching and meeting pupils' needs**

The overall quality of teaching was good. Teachers gave clear explanations and made appropriate use of praise. They used a new electronic system well to record pupils' progress and to involve them in discussing their next steps in learning. The use of ICT and homework was developing across the school and was strong in several subjects, such as modern languages. Where practice was most developed, teachers stimulated and reinforced learning through well-chosen use of electronic whiteboards and other technology. The majority of teachers shared learning outcomes and a few reviewed these with pupils at the end of lessons. This was not yet consistent practice. There were examples of very effective

individual teaching in, for example, art and design, music and home economics. Such lessons often included a wide range of approaches such as high quality questioning which developed pupils' ability to think for themselves and enjoy learning.

The overall quality of provision to meet pupils' learning needs was adequate. Pupils with significant additional support needs, including those in the communication base, were progressing well with their individual educational targets. They received well-judged and coordinated assistance from support for learning teachers and assistants, and from visiting specialists such as the speech therapist. Parents, pupils and class teachers received regular information about the needs of pupils requiring additional support but were not yet involved enough in identifying their next steps in learning. The support for learning team provided staff with useful advice, training and support in class and in tutorials to help meet pupils' individual learning needs. Across the school, teachers' use of clear feedback to help pupils improve and of approaches to adapt learning to meet pupils' different needs was too variable. Learning and teaching approaches did not match pupils' different needs consistently enough. There was often insufficient challenge for pupils to achieve their potential.

### **Learning and personal development**

The overall quality of learning was adequate. Staff had made a very productive start to setting individual learning targets for pupils. The librarian made a strong contribution to extending pupils' learning. For example, she worked with teachers to develop pupils' research skills and provided appropriate resources and Internet sites. Across the school, all pupils had a number of stimulating opportunities to be active and confident in their learning. In modern studies, pupils took part in mock elections. In art and design, they worked with visiting artists and the best artwork was displayed in the school and local art galleries. However, lesson activities often did not enable pupils to be independent in their learning and to work with others. Too often the pace of work was slow. Significant staffing difficulties had reduced continuity in learning and had affected pupils' progress.

The quality of personal and social development was good. Recent school initiatives were helping pupils grow in confidence, through praise for progress in class and wider achievements. Extensive provision for study support and homework, attended by around a fifth of pupils, was helping them to become more successful learners. A significant number of pupils developed their individual talents through activities such as performing music and producing a school newsletter. Through campaigning on issues, pupils were developing their citizenship skills. After appropriate training, volunteer pupils, particularly senior pupils, acted as 'anti-bullying mentors'. Others did community service and helped in the library. They were developing their leadership skills through activities such as contributing to organising school social events, surveying parents' views, and raising large amounts of money for charity. Well-targeted residential experiences and other educational excursions enabled pupils to extend their interests and ability to work with others. At S3/S4, pupils could achieve national awards in work experience. The school did not yet track pupils' personal and social development and use this information to plan provision. It had recognised the need to do so and had started to record pupils' participation and wider achievements.

## English

Teaching was effective and sometimes very effective, with well-judged explanations and questioning in around half the lessons. New approaches, for example to writing and personal reading, particularly at S1/S2, were increasingly motivating pupils and helping them to achieve. However, sometimes there was not enough pace or challenge in lessons.

Overall, the quality of teaching, meeting needs and learning was adequate. Attainment was weak. Particular features included the following.

- Attainment at S1/S2 had improved recently. By the end of S2, the majority of pupils attained appropriate national levels in reading. Around half did so in writing, listening and talking.
- At S3/S4, the proportion of pupils gaining a Credit award at Standard Grade varied from well below to in line with national averages. The proportion gaining at Foundation or above had fallen to below national averages.
- At S5/S6, overall performance at Higher and at Intermediate was well below national averages. Few candidates gained an A-C grade at Advanced Higher. At all levels, too many candidates had failed to complete their studies.

## Mathematics

Almost all teachers explained work clearly and made effective use of ICT and feedback. Sometimes they did not use a wide enough range of approaches to involve pupils sufficiently actively in their learning. Teachers had adapted activities, particularly at S1 to S4, to meet the needs of pupils more effectively. Tasks set, however, had still to take full account of pupils' earlier learning. Most pupils worked hard individually and in groups. They responded positively to well-designed opportunities, including competitions and field trips, to develop their reasoning skills.

Overall, the quality of teaching was good. The quality of meeting needs and learning was adequate. Attainment was weak. Particular features included the following.

- At S1/S2, attainment had improved and the majority of pupils now gained the appropriate national levels.
- At S3/S4, pupils performed notably less well in mathematics at Standard Grade than in their other subjects.
- At S5/S6, the proportions of pupils attaining A-C grades at Higher and Intermediate 2 were respectively well below and below the national average. Attainment at Intermediate 1 was too variable. At Advanced Higher, the majority of pupils attained A-C grades.

## Biology and S1/S2 science

Teachers gave clear explanations, instructions, and appropriate practical work. They provided individuals with helpful support for their learning. Almost all pupils worked well

on assigned tasks, but did not have enough opportunities to work collaboratively and independently, and at S1/S2 to build on prior learning.

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

- At S1/S2, the majority of pupils were making good progress.
- At S3/S4, the proportion of Credit awards at Standard Grade had improved to above the national average. Most pupils attained A-C grades at Intermediate 1 biology.
- At S5/S6, attainment was well below the national average in Higher biology and below in Higher human biology. Attainment in Intermediate 2 biology was declining. Most pupils presented for Advanced Higher achieved success.

### **Modern languages**

Teachers explained work well and used homework effectively. They shared the purposes of learning at the start of lessons. A wide range of approaches, including ICT, met pupils' needs. On occasion, there was not enough challenge for higher-attaining pupils. Well-planned, practical activities increased pupils' motivation and confidence in using languages.

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

- By the end of S2, most pupils were making good progress.
- At S3/S4, the proportion of Credit awards at Standard Grade was above national averages in French and around national averages in German.
- At S5/S6, the proportion of A-C grades was above the national average in Higher French and around the national average in Higher German. However, the number of presentations was low.
- The majority of pupils presented for Intermediate 1 in German, Italian and Spanish were successful.

### **Attainment**

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

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<sup>3</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

The school had recently taken extensive, well-judged action to raise attainment from a low baseline and there were signs of improving performance. However, major staffing difficulties had caused problems with continuity of learning and teaching which had impacted on the overall quality of attainment.

The overall quality of attainment at S1/S2 was adequate. Particular features included the following.

- Pupils' performance in English and mathematics was improving. The majority of pupils attained appropriate national standards in reading. Around half of pupils attained appropriate national standards in listening, talking, writing and mathematics.
- Standards of attainment and progress in coursework varied across the inspected subjects and more broadly across the school. A number of subjects did not build effectively enough on pupils' prior learning to ensure continuity in pupils' learning from primary school.

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

- The proportions of pupils attaining five or more awards at SCQF levels 4 and 5 were below the national average. The school performed less well than similar schools.
- At Standard Grade, the proportion of pupils gaining Credit awards in physics was above national averages. Pupils performed notably less well in music in comparison with their other subjects. The proportion of pupils gaining Credit awards, in most subjects was below the national average.

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

- The proportions of pupils attaining three or more or five or more awards at SCQF level 6 were below the national averages. The school performed notably less well than similar schools, but performance had recently improved.
- The proportion of pupils attaining one or more awards at SCQF level 6 was below the national average. The school performed less well than similar schools.
- At Advanced Higher, the proportion of pupils attaining one or more passes was below national averages. Performance at this level was in line with similar schools and was improving.
- At Higher, the proportions of pupils attaining A-C grades in business management and graphic communication were above or well above national averages. The proportions of pupils attaining A-C grades in chemistry, history, modern studies, music and physics were well below national averages. The number of 'no awards' was well above the national averages in chemistry, computing, geography and modern studies.
- At Intermediate 2, the proportions of pupils attaining A-C grades in business management and woodworking skills were well above national averages. The

proportions of pupils attaining A-C grades in computing and hospitality were well below national averages.

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

Aspect	Comment
Pastoral care	<p>The school had very good arrangements for pastoral care. After appropriate training in child protection, almost all staff were clear about using the school's procedures. They made appropriate use of the school's guidelines to address issues such as attendance, bullying and racial incidents. A small but significant number of pupils had concerns about bullying. However, regular school surveys showed that pupils were increasingly likely to report their concerns and were happier with the school's response. Pastoral care staff, including a well-trained team of tutors, took prompt supportive action on concerns. Monitoring reports, a suggestion box and direct requests from pupils, all helped identify welfare issues. Staff were appropriately planning to extend these arrangements. Pupils transferring from P7 to S1 received well-designed support. Pupil and family support workers provided individual pupils with practical help including home visits.</p>
Quality of accommodation and facilities	<p>Accommodation was weak overall with several unsatisfactory aspects. Particular features included the following.</p> <ul style="list-style-type: none"> <li>• Arrangements for security were inadequate.</li> <li>• There were insufficient toilets for pupils.</li> <li>• Insufficient facilities for physical education restricted the school's ability to provide enough physical education.</li> <li>• The dining room was too small to accommodate all pupils.</li> <li>• The school had recently improved aspects of accommodation, for example by creating facilities for disabled users and a conference room. Hatted classrooms had been refurbished. Use of attractive displays to promote learning and achievement was increasing.</li> </ul>

Aspect	Comment
Climate and relationships, expectations and promoting achievement and equality	<p>Climate and relationships were good. Reception staff were helpful and welcoming. Almost all pupils were well behaved in class and around the school. Recently the school had effectively involved pupils and staff in appropriate decision making and taken account of their views. Staff morale was low in a few areas with major staffing difficulties. Staff, pupils and parents felt that a few teachers were not consistent enough in managing the behaviour of the small minority of disruptive pupils. The school was taking well-judged action to resolve this. Extensive well-targeted initiatives were under way to raise staff and pupils' sometimes low expectations of achievement. Effective use of award ceremonies, assemblies, special awards and regular reports helped recognise pupils' progress and achievements. The school promoted equality of opportunity. Pupils showed evident courtesy and respect for pupils with additional support needs and helped in the communication base. Core programmes in modern studies, RME and PSHE raised awareness of key areas such as equality, including racial equality. Opportunities for religious observance were not yet frequent enough and there was scope for more active promotion of cultural and racial diversity.</p>
Partnership with parents and the community	<p>The quality of partnership with parents and the community was very good. Particular features included the following.</p> <ul style="list-style-type: none"> <li>• The school was working actively to increase parents' involvement in supporting their children's learning and the work of the school.</li> <li>• The school communicated very well with parents through, for example, an attractive prospectus, newsletters, several progress reports a year, as well as email text alerts and briefings.</li> <li>• Parents supported the school's new dress code and responded positively to surveys about school improvements.</li> <li>• The School Board had actively campaigned for a new school.</li> <li>• Pupils benefited from productive partnerships with the wider community, in particular The Tulloch Trust, local businesses, further education, the chaplain and support services.</li> </ul>

## 5. Leading and improving the school

Vale of Leven Academy was an improving school, actively raising expectations and attainment and strengthening pupils' experience. However, it had not yet been sufficiently successful in raising the achievement of all pupils. Teaching, self-evaluation, and ethos were

all good, while partnerships, pastoral care and the leadership of the headteacher were very good. However, the school was at a time of change. It was due to move from its poor accommodation into a new school. There was still much to do to consolidate what had been achieved and to ensure that the curriculum, learning and teaching could more fully meet pupils' needs.

Recently, leadership across the school had improved significantly, although the full impact had yet to show on pupils' achievement. Since 2004, several changes of headteacher and senior promoted staff had led to significant disruption in the progress of the school. The leadership of the new headteacher was very good. In his relatively short time in post, he had shared his vision, strategic priorities and high expectations for the school. By combining rigour and teamwork, he had quickly succeeded in leading and implementing extensive improvements. He set high expectations for staff and pupils and listened to their views. Development of the leadership skills of promoted and unpromoted staff was exemplary. Senior management staff and principal teachers, many of whom were inexperienced, had regular reviews to provide appropriate constructive challenge, support and direction. Most teachers contributed, sometimes as chairpersons, to policy-making groups. A significant minority of subject teachers were effectively undertaking additional leadership responsibilities in individual subjects and as pastoral tutors. A number of staff were on well-targeted extended leadership courses to strengthen their skills in leading and coaching others.

The headteacher had placed a high priority on developing a culture of self-evaluation in the school. The school's new range of approaches included rigorous annual analysis of attainment results and development of the monitoring and tracking system linked to target-setting. Staff, parents' and pupils' views were gathered through the use of well-targeted questionnaires and surveys. The school used this information effectively to shape policy, improve procedures and provide evaluative standards and quality reports. Senior managers and principal teachers were developing well in their roles in monitoring, tracking and target-setting. A good start had been made to evaluating learning and teaching through classroom observations and sharing good practice. Although procedures were not yet applied consistently across the school, there was clear evidence of improved ethos, discipline, teaching and learning, and recent signs of improved attainment in S1/S2. The school had shown a strong capacity to improve.

As well as building on the strengths and addressing the issues raised throughout this report, the school and the education authority should address the following main points for action.

### **Main points for action**

- Sustain and strengthen action to improve the curriculum, learning and teaching, and meeting pupils' needs to raise attainment at all stages.
- Improve accommodation, including taking early action to address issues of health and safety.
- Extend the use of self-evaluation to share good practice in learning approaches and meeting pupils' needs more consistently across the school.

## **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.

Frances Corcoran  
HM Inspector

4 September 2007

## Appendix 1 Indicators of quality

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

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

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

<b>Section 5. Leading and improving the school</b>	
Leadership of the headteacher	very good
Leadership across the school	good
Self-evaluation	good

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

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

## Appendix 2 Summary of questionnaire responses

The following provides a summary of questionnaire responses. Key issues from the questionnaires have been considered in the inspection and comments are included as appropriate throughout the report.

What parents thought the school did well	What parents think the school could do better
<p>Around a third of parents responded to the questionnaire. Almost all parents thought that:</p> <ul style="list-style-type: none"> <li>• their children enjoyed being at school;</li> <li>• teachers set high standards for pupils' attainment;</li> <li>• parents' evenings were helpful and informative; and</li> <li>• staff showed concern for pupils' care and welfare.</li> </ul>	<ul style="list-style-type: none"> <li>• Around a third considered that the school did not have a good reputation in the community and that its accommodation should be better.</li> </ul>
What pupils thought the school did well	What pupils think the school could do better
<p>Almost all pupils responded to the questionnaire. Almost all said that:</p> <ul style="list-style-type: none"> <li>• teachers expected them to work to the best of their ability;</li> <li>• teachers checked their homework;</li> <li>• teachers helped them when they were having difficulties; and</li> <li>• they got on well with other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Around a third felt that the school was not good enough at dealing with bullies.</li> <li>• Around half felt that the behaviour of a minority of other pupils was not good enough.</li> </ul>

What staff thought the school did well	What staff think the school could do better
<p>The majority of staff responded to the questionnaire. Almost all staff felt that:</p> <ul style="list-style-type: none"> <li>• they set high standards for pupils' attainment;</li> <li>• they gave pupils constructive feedback about their work;</li> <li>• pupil success was regularly celebrated; and</li> <li>• the school dealt effectively with instances of bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Around half thought that standards for pupils' behaviour were not consistently upheld.</li> <li>• Around half of support staff felt that time for staff training should be better used.</li> <li>• Most support staff felt they did not have enough opportunity to contribute to appropriate decision-making.</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

		2004	2005	2006
<b>English and Mathematics @ Level 3</b>	Vale of Leven Academy	87	91	88
	Comparator schools <sup>4</sup>	90	87	90
	National	91	90	91
<b>5+ @ Level 3 or Better</b>	Vale of Leven Academy	90	96	89
	Comparator schools	91	89	90
	National	91	90	91
<b>5+ @ Level 4 or Better</b>	Vale of Leven Academy	67	67	71
	Comparator schools	72	73	72
	National	77	76	77
<b>5+ @ Level 5 or Better</b>	Vale of Leven Academy	27	23	30
	Comparator schools	30	26	31
	National	35	34	35

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

		2004	2005	2006
<b>5+ @ Level 4 or better</b>	Vale of Leven Academy	71	71	70
	Comparator schools <sup>4</sup>	74	74	75
	National	78	78	78
<b>5+ @ Level 5 or better</b>	Vale of Leven Academy	35	35	28
	Comparator schools	37	39	37
	National	45	45	45
<b>1+ @ Level 6 or better</b>	Vale of Leven Academy	30	28	24
	Comparator schools	32	35	32
	National	39	39	38
<b>3+ @ Level 6 or better</b>	Vale of Leven Academy	12	17	13
	Comparator schools	17	16	16
	National	23	23	22
<b>5+ @ Level 6 or better</b>	Vale of Leven Academy	3	6	5
	Comparator schools	6	6	6
	National	9	10	10

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

		<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>5+ @ Level 5 or better</b>	<b>Vale of Leven Academy</b>	34	38	37
	<b>Comparator schools<sup>4</sup></b>	40	39	41
	<b>National</b>	47	47	48
<b>1+ @ Level 6 or better</b>	<b>Vale of Leven Academy</b>	33	37	33
	<b>Comparator schools</b>	37	37	40
	<b>National</b>	44	43	43
<b>3+ @ Level 6 or better</b>	<b>Vale of Leven Academy</b>	18	20	23
	<b>Comparator schools</b>	25	23	25
	<b>National</b>	31	30	30
<b>5+ @ Level 6 or better</b>	<b>Vale of Leven Academy</b>	8	11	13
	<b>Comparator schools</b>	14	13	13
	<b>National</b>	20	19	20
<b>1+ @ Level 7 or better</b>	<b>Vale of Leven Academy</b>	6	7	8
	<b>Comparator schools</b>	6	6	7
	<b>National</b>	12	12	13

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

## **How can you contact us?**

### **If you would like an additional copy of this report**

Copies of this report have been sent to the headteacher and school staff, the Director of Education and Cultural 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, Endeavour House, 1<sup>st</sup> Floor, 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).

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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.

If you have a concern about this report, you should write in the first instance to our Complaints Manager, HMIE Business Management Unit, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston, EH54 6GA. You can also email [HMIEcomplaints@hmie.gsi.gov.uk](mailto:HMIEcomplaints@hmie.gsi.gov.uk). A copy of our complaints procedure is available from this office, by telephoning 01506 600200 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 (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 (fax 0800 377 7331) or e-mail: [ask@spsa.org.uk](mailto:ask@spsa.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.spsa.org.uk](http://www.spsa.org.uk).

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