

**Sgoil Lionacleit  
Comhairle nan Eilean Siar  
20 June 2006**

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## 1. Background

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

HM Inspectors observed learning and teaching and examined pupils' work. They analysed responses to questionnaires issued to a sample of parents<sup>1</sup> and pupils and to all staff. They interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met a group of parents. There was no School Board.

Sgoil Lionacleit is a non-denominational community school serving the islands of Berneray, North Uist, Benbecula, South Uist and Eriskay. At the time of the inspection, the roll was 303. The percentage of pupils entitled to free school meals was well below the national average. Pupils' attendance was above the national average.

## 2. Key strengths

HM Inspectors identified the following key strengths.

- The school's efforts and success in providing a broad and well-balanced curriculum for pupils.
- Pupils' broader achievements which were promoted effectively by staff, particularly in music and sports.
- The recent progress made in improving the quality of support for pupils.
- High standards of pupil behaviour and staff morale.
- The progress made by the acting headteacher and his senior promoted colleagues in developing staff teamwork and provision for pupils.

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

Parents were pleased with almost all aspects of the school. They felt it was well led and had a good reputation in the local community. Almost all were very positive about the helpfulness and caring attitudes of staff. A minority wanted more information about the

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

school's priorities for improvement, and advice about homework. Pupils were pleased with most aspects of the school. Almost all were positive about the support and encouragement provided by teachers. Over a third did not think that all pupils were treated fairly or that the school dealt effectively with bullying. Staff were positive about most aspects of the school, including their relationships with pupils. A minority wanted more involvement in decision-making, especially in the school's planning for improvement.

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, the curriculum was broad and balanced and included information and communications technology (ICT), enterprise, and two language options from French, German, Gaelic (learners) or Gàidhlig. Enterprise activities at S1/S2 promoted pupils' decision-making and teamworking skills very effectively. They formed a very good model for extending enterprise activities at later stages. Commendably, in social subjects, pupils were able to continue their Gaelic-medium experience from primary school. Overall, however, curricular links with associated primary schools, and with schools which transferred pupils to Sgoil Lionacleit after S2, were too limited. The school was generally able to provide pupils with their first choice of subjects. At S3/S4, almost all pupils studied eight Standard Grade courses or their equivalent and their choices were monitored to ensure appropriate breadth and balance. From S3 onwards, pupils could choose from a range of vocational courses. These included, notably, boat-building as well as care, psychology, and sound engineering. Pupils' choices were widened through links with Benbecula College. The school was exploring other ways to extend vocational provision. It provided a good range of courses at S5/S6. Pupils at S6, however, did not have a sufficiently structured experience to develop their responsibilities and prepare them for further study and the world of work.

Teaching was good overall and in a few cases it was lively and stimulating. Teachers knew pupils very well as individuals and took advantage of the small class sizes to support them effectively. In most subjects, they matched tasks appropriately to pupils' varying needs. Teachers usually interacted well with pupils and sustained their interest through varied activities. They explained things clearly, although most of them did not share the key purposes of lessons systematically enough with pupils. Teachers often used questioning well to develop pupils' learning. Some adjusted their questions very effectively to support and challenge pupils. In only a few subjects did teachers give pupils high-quality feedback and specific targets to help to improve their attainment. The use of homework was inconsistent across classes. Teachers nearly always set clear expectations of pupils' behaviour and work-rate. Pupils behaved very well and worked conscientiously. The pace of progress was appropriate in most lessons and sometimes it was very brisk and challenging. Pupils' ability to work independently in class was generally very good, but teachers in some subject departments did not actively encourage pupils to revise regularly at home. When required, pupils collaborated well together. Several subjects, including English, religious and moral education and physical education, provided good opportunities for pupils to develop

confidence and learn from one another by interacting in groups. Overall, however, this good practice was not widespread. The librarian made some valuable contributions to developing pupils' wider reading and research skills, but had only limited opportunities to do so.

## **Achievement**

The overall quality of attainment at S1/S2 was adequate. By the end of S2, the majority of pupils achieved appropriate national levels of attainment in reading, writing and mathematics. Attainment had improved steadily in reading and writing. In mathematics, the proportion of pupils exceeding national levels had improved overall. Pupils were not achieving their full potential in a minority of subjects because coursework was not sufficiently well matched to their prior attainment.

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

The overall quality of attainment at S3/S4 was good. The proportion of pupils attaining five or more awards was well above the national average at SCQF level 4. It was above the national average at level 5. At both level 4 and level 5, boys performed better overall than girls.

The overall quality of attainment at S5/S6 was good. The proportions of pupils attaining three or more awards at levels 5 and 6 were well above the national average at S5 and above the national average at S6. The proportions attaining five or more awards at level 6 were above the national averages at both S5 and S6. Almost all of the small number of S6 pupils presented at level 7 attained A-C grades.

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 notably better in geography than in their other subjects. They performed notably less well in biology. The proportions of pupils attaining Credit awards in craft and design, French and physical education were well above the national averages.
- At S5/S6, all pupils presented for Intermediate 2 woodworking skills had attained A-C grades. At Higher, the proportions of pupils attaining A-C grades were well above the national averages in geography and music. At Advanced Higher, all of the small number of S6 pupils presented for physics had gained A-C grades.

Pupils achieved success through a range of activities provided by the school. For example, they raised significant funds to support charitable projects in the developing world. With

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<sup>2</sup> Scottish Credit and Qualifications Framework (SCQF) levels:

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

6: Higher at A-C

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

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

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

support from the Active Schools Coordinator and community learning and development staff, school staff actively encouraged pupils to broaden their achievements. Substantial numbers of pupils participated in a variety of lunchtime activities in sports, music and drama. The school's transport arrangements helped pupils to attend after-school activities. Senior pupils studying music regularly entertained large audiences of pupils and staff during lunchtime performances. Pupils from S1 to S6 played in the very successful Sgoil Lionacleit pipe band which performed at functions and ceremonies throughout the Western Isles. Others performed locally and nationally in the popular Flying Fiddles group. Boys' and girls' teams had been highly placed in regional cross-country championships, and members of the school swimming team were currently Western Isles champions. The senior girls' basketball team had performed well at Scottish national level.

## **English**

### **Learning and teaching**

Teaching had major strengths. Staffing difficulties, which had adversely affected continuity in pupils' learning in the past three years, had recently been overcome. Teachers shared the purposes of lessons very well with pupils and questioned them skilfully to develop their thinking. They set high standards for pupils' behaviour, effort and quality of work. They used a range of teaching approaches and resources effectively to develop pupils' language skills. Pupils worked conscientiously and behaved respectfully towards their peers and teachers. They worked productively on a variety of group tasks and took responsibility for their own progress. For example, they regularly set themselves targets in their learning. Teachers met pupils' learning needs very well and provided constructive feedback to help pupils improve.

### **Achievement**

Coursework provided pupils with suitable challenge and they were making good progress. Attainment in reading and writing had improved steadily over the past three years. By the end of S2, the majority now achieved appropriate national levels of attainment in talking, reading and writing. The department did not collate information about pupils' attainment in listening. At Standard Grade, the overall proportion of S4 pupils attaining Credit awards was above the national average. Most pupils at Intermediate 1 attained A-C grades. At Intermediate 2, attainment had been well above the national average but had declined in 2005. The proportion of pupils attaining A-C grades at Higher was generally above the national average at S5 and well above the national average overall by the end of S6.

Other features of pupils' achievement included the following.

- Pupils made confident and skilful oral presentations on books they had enjoyed reading.
- They wrote very effective imaginative stories and poems with well-chosen vocabulary.
- S2 pupils designed creative advertising campaigns as part of their media study.

## **Mathematics**

### **Learning and teaching**

Teachers interacted well with pupils. Most questioned pupils effectively to check their understanding. They were beginning to use ICT effectively to improve the pace and quality of pupils' learning. The use of homework was inconsistent across classes. Pupils were well behaved and worked well in class. However, they were given too few opportunities to work together on mathematical problems. Despite the best efforts of the department, in the current session continuity in pupils' learning had been adversely affected by staffing difficulties. Most teachers chose tasks and activities which were well matched to pupils' needs. At times, however, activities did not provide an appropriate level of challenge for all pupils.

### **Achievement**

By the end of S2, the majority of pupils were achieving appropriate national levels of attainment. Overall, the proportion of pupils exceeding these levels had increased. At S4, the proportion attaining Credit awards was above the national average. The proportions of S5 pupils attaining A-C grades at Higher and Intermediate 2 were well above the national averages. Most of the smaller numbers of pupils presented at Intermediate 1 and Advanced Higher attained A-C grades.

Other features of pupils' achievement included the following.

- Pupils at S1 and S2 took part in the UK Junior Mathematical Challenge. A high proportion had achieved gold, silver and bronze certificates.

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

### **Learning and teaching**

Teachers interacted effectively with pupils. Much of the teaching in chemistry was systematic and thorough and some of it was lively and stimulating. A few chemistry classes were being taught temporarily by a non-specialist teacher. In chemistry and science, teachers often used open-ended questions effectively to check pupils' understanding. They made the subject relevant to everyday life. Homework was well used to support pupils' learning in most chemistry classes but was relatively infrequent in science. During lessons, pupils were attentive and hardworking. They cooperated well during practical work but would benefit from more opportunities to discuss in groups and to apply skills in ICT. Teachers supported pupils effectively in class but did not encourage them enough to revise work at home. They did not meet pupils' varying needs sufficiently in S1/S2 science.

### **Achievement**

In S1/S2 science, the majority of pupils performed well in their coursework. More could achieve their potential if coursework was better matched to their prior attainment. In chemistry at S4, the proportion of pupils attaining Credit awards at Standard Grade was above the national average. The proportion attaining A-C grades at Intermediate 1 was below the national average. At S5/S6 less than a third of the small number of pupils

presented for Intermediate 2 chemistry attained A-C grades. The proportion attaining A-C grades at Higher was generally in line with the national average, and above the national average at S5. Most of the small number presented for Advanced Higher chemistry attained A-C grades.

Other features of pupils' achievement included the following.

- Pupils at S1/S2 carried out and recorded practical investigations well.

## **Gaelic**

### **Learning and teaching**

Teachers gave clear explanations and instructions. They provided varied and interesting contexts for learning which caught pupils' interest. Effective direct teaching to the whole class ensured a good pace of learning. Teachers set high expectations for the quality of pupils' work but did not yet fully share with pupils what they were going to learn. Homework was suitably challenging and was used well to reinforce learning. Pupils were keen to learn and worked well on their own. In most classes they were able to think independently and work very well together. Teachers provided very good support to individuals and groups and took good care to ensure that tasks were appropriately matched to pupils' needs.

### **Achievement**

Almost all pupils from S1 to S6 were performing very well in their coursework. At S4, the proportions attaining Credit awards in Standard Grade Gàidhlig and Gaelic (learners) were above the national averages. At S5 and S6, all pupils attained A-C grades in Higher and Intermediate 2 Gàidhlig and Gaelic (learners). In 2004 and 2005 at S6, all of the small numbers of pupils studying Advanced Higher in Gàidhlig or Gaelic (learners) attained either A or B grades.

Other features of pupils' achievement included the following.

- Pupils composed prize-winning poems and prose pieces for publication.
- They participated extensively in Modan, Feisean, radio programmes and national Gaelic debates.
- At S1 to S6, they had won An Comunn Gaidhealach prizes for overall achievement in Gàidhlig and Gaelic (learners).

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

The quality of pastoral care was good. Changes introduced after a review of pupil support structures had already had a positive impact on the provision for pupils. Very good arrangements allowed staff to raise concerns about individual pupils, and a comprehensive programme of weekly planning meetings ensured well-targeted support for pupils. Planned

pupil interviews with pastoral support staff had been reintroduced. The school had appropriate practical arrangements to deal with care and welfare issues, including the prevention of bullying. Staff were generally aware of child protection procedures, but the school's written policies for child protection had not been updated or reinforced through regular training for all staff. Pupils as a whole felt safe and secure and appreciated the levels of involvement and care provided by teachers across the school. They knew how to make their concerns known to staff and understood the school's procedures in dealing with bullying. The school was updating its written policy on bullying.

The school made good provision for the personal and social development of pupils. Pastoral support staff had recently reviewed the programme for personal and social education (PSE). Weekly PSE lessons at S1 to S4 and a more limited programme of workshops for S5/S6 included an appropriate range of personal, social, health and vocational topics. The S1 to S4 programme was well delivered by volunteer teachers acting as tutors. They had benefited from initial training and met regularly with members of the pupil support team to share information and review progress. Pupils enjoyed the opportunities within tutor groups for discussion and reflection. Some aspects of the PSE programme required further development. For example, the time allocated to lessons was not always sufficient to develop pupils' learning effectively. Pupils showed good self-esteem and displayed a high level of mutual respect and support for each other. Although they could be reserved at times in group situations, overall they demonstrated good social interactions with fellow pupils and adults. They were generally responding positively to a whole-school approach to awarding them credit points for good behaviour and participation. The development of skills of citizenship was not yet planned to full effect, especially at S6. Pupils benefited from the school's promotion of healthy lifestyles through, for example, the range of physical activities offered as part of the extended curriculum.

The overall quality of curricular and vocational guidance was good. At the transition stage into S3, pupils were well prepared for curriculum choice through a range of planned approaches and targeted advice. A more limited programme of curriculum guidance was offered at transition into S5. The school was reviewing some aspects of its arrangements with Careers Scotland, including individual careers interviews. All S3/S4 pupils took part in a well-structured programme of work experience. Further opportunities and experiences were provided through careers conventions, enterprise conferences and activities and additional placements for some pupils.

The overall quality of support for learning was good. Staff used a very effective planning framework to address the needs of pupils requiring additional support. This enabled them to identify individual needs and include each pupil as far as possible in mainstream classes and the life of the school. They managed and reviewed individualised educational programmes (IEPs) effectively. Some short-term targets in IEPs were not specific enough to the individual. Support staff paid close attention to looked after children and ensured that their needs were regularly reviewed. Pupils' targets were communicated effectively to staff through the school's ICT network. Whilst the needs of pupils with Records of Needs were generally well met, the education authority and school did not give sufficient attention to the maintenance of Records. Support for learning staff ensured that individual tutorials, small group work and adapted courses in the mainstream curriculum were carefully matched to pupils' specific needs. They contributed effectively to cooperative teaching in mainstream classes. Classroom assistants were deployed over a range of subject classes and their support

was generally valued. Their roles and responsibilities had not been sufficiently clarified. Staff development had provided only limited opportunities for all staff to consider the range of pupils' support needs and how these might best be addressed through effective classroom strategies.

A depute headteacher managed the restructured arrangements for pupil support very effectively. Although still at an early stage, the new structures, procedures and engagement of staff were leading to well-coordinated and effective action in the support and integration of pupils.

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

Aspect	Comment
Quality of accommodation and facilities	Accommodation was good, with some major strengths. The interior was very bright and pleasant. Teaching areas were of adequate size for the numbers of pupils using them. Windows leaked in several areas of the school, making rooms cold and draughty in windy weather. Pupils benefited from access to a wide range of high-quality facilities which were shared with the community. These included a spacious games hall, swimming pool, theatre, a very well stocked and well used library, and very pleasant dining areas. Social areas for pupils were adequate. The school's modern ICT facilities and provision for disabled users were being further improved. Too little security was provided for pupils and staff.

Aspect	Comment
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>The school was very welcoming. Pupils were friendly and courteous and behaved very well overall. Relationships between staff and pupils were, on the whole, very good. The new tutor system and various out-of-class activities played a positive role in nurturing these relationships. Staff morale was high. The school's disciplinary and referral system worked effectively. Opportunities for pupils to have a say in improving the school were less effective. Teachers generally set high expectations of pupils' work-rate and behaviour. They set attainment targets for pupils but did not consistently inform them about ways to improve their attainment. In several departments, pupils' work and activities were displayed effectively. The school worked hard to encourage and support pupils' broader achievements but did not publicise and celebrate these achievements regularly enough. The awarding of credit points to pupils required some adjustment to make it consistently fair. Pupils from different communities and backgrounds were generally well integrated. The school took a very inclusive approach to pupils with significant support needs. Pupils learned about various aspects of equality through the curriculum and contributions from the school chaplains. They had frequent opportunities for religious observance. Senior managers had not yet informed staff sufficiently about school policy on racial equality.</p>
<p>Partnership with parents and the community</p>	<p>The school, with its public facilities, was at the heart of the local community. Parents supported school events very well. The acting headteacher had introduced more meetings for parents to inform them about the school's work. The school had surveyed and responded to parents' views. Parents found the school very responsive when they raised a matter of concern. Reports to parents on their children's progress had been improved, but lacked consistency in reporting attainment at S1/S2. Pupils' attainment targets were helpfully shared with parents at S3 and S5. Other forms of written communication with parents, including information about school developments, required improvement. The very supportive School Board had recently disbanded due to a lack of parent volunteers. The school had developed strong partnerships with local businesses, organisations and Benbecula College to provide work experience, vocational and enterprise activities for pupils. The chaplains provided close links with local churches. Pupils' education had been significantly extended through the use of a wide range of visitors. Their horizons were broadened through sporting trips to the mainland, biennial visits by S1/S2 pupils to France, and contacts with charitable projects in the developing world.</p>

## 7. Improving the school

Sgoil Lionacleit was providing a good standard of education for its pupils. Staff worked very hard and with success to provide pupils with a curriculum suited to their needs. Teachers knew pupils very well as individuals and supported them effectively. Standards of teaching varied, but they were mostly good and sometimes very good. The very positive climate in the school provided a sound basis for effective learning. In classes, pupils were well focused on their work and made good progress. Their attainment was good at S3 to S6, and standards of literacy and numeracy were improving at S1/S2. Some teachers did not expect enough of pupils in terms of learning independently and interacting in groups.

Leadership of the school was good. The headteacher had recently retired following a long period of ill-health. One of the deputies had been acting as headteacher for just over six months. He had made a very good start to taking the school forward. His inter-personal skills and commitment to the welfare of pupils ensured that he was well regarded by parents and staff. He had introduced improvements to communication and teamwork at senior management level and had begun to involve staff more openly in decision-making. Whilst he had not yet had time to plan a clear and strategic way forward for the school, his ambitions for its future success were high. The acting headteacher and his two deputies formed an able, committed and effective team. They ensured a calm and orderly atmosphere in the school. The longer-serving deputy made major contributions to meeting pupils' curricular needs and to leading developments in target-setting for pupils. The acting deputy had taken a strong and effective lead in improving provision and building staff teamwork in pupil support. Senior managers supported their linked departments well overall. Principal teachers generally led their subject departments well, and faculty heads had begun to develop skills in managing groups of subjects. However, the roles of senior and middle managers were not sufficiently focused on ensuring quality in learning and teaching. In recent years, necessary improvements to the curriculum and assessment at S1/S2, and to school development planning, had not been implemented with sufficient rigour and consistency.

A recent evaluation exercise involving education authority personnel had helped the school to identify some key areas for improvement. The school was addressing most of the recommendations effectively. Senior managers gave very good attention to analysing examination results and had helped some departments to address issues affecting pupils' attainment. An effective whole-school system for monitoring and tracking pupils' progress had been established. Staff gave good attention to discussing and evaluating the success of new developments, including the tutor system. The views of parents, pupils and staff had been surveyed appropriately to assist planning for improvement. Overall, however, there was not a sufficiently informed culture of self-evaluation. The school relied too much on external evaluations of its work. There was too little involvement of staff in the systematic identification of priorities for development planning. A lack of reliable evidence on the quality of learning and teaching meant that development work in departments was often restricted to the improvement of courses and assessments. Despite these weaknesses in self-evaluation, leadership and teamwork were strengthening. The school showed a generally sound capacity for improvement.

## **Main points for action**

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

- improve curricular links with associated schools to ensure more continuous development of pupils' learning;
- ensure that all teachers provide ongoing feedback to pupils on the quality of their classwork, help them to revise regularly at home, and report on their attainment at S1/S2 in a consistent way;
- provide training for all staff on child protection and racial equality;
- improve school security and repair leaking windows; and
- improve approaches to self-evaluation and development planning, including systematic approaches to monitoring and improving the overall quality of learning and teaching.

## **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. Within two years of the publication of this report parents will be informed about the progress made by the school.

Tom Straiton  
HM Inspector

20 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.

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

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

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

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

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

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

## Appendix 2 Summary of questionnaire responses

What parents thought the school did well	What parents think the school could do better
<p>Almost all felt that:</p> <ul style="list-style-type: none"> <li>• the school was well led and had a good reputation in the local community;</li> <li>• their children enjoyed school and found school work stimulating and challenging;</li> <li>• pupils were treated fairly and were well looked after by staff;</li> <li>• there was mutual respect between teachers and pupils, and the school dealt effectively with inappropriate behaviour;</li> <li>• staff made parents feel welcome in the school; and</li> <li>• progress reports on their children were helpful and informative.</li> </ul>	<p>Around a third wanted more information about:</p> <ul style="list-style-type: none"> <li>• how they could help their children with homework; and</li> <li>• the school's priorities for improving pupils' education.</li> </ul>
What pupils thought the school did well	What pupils think the school could do better
<p>Almost all felt that:</p> <ul style="list-style-type: none"> <li>• at least one teacher knew them well;</li> <li>• teachers explained things clearly, expected them to work to the best of their ability, helped them when they were having difficulties, and told them when they had done something well;</li> <li>• they got on well with other pupils; and</li> <li>• they felt safe and secure in the school.</li> </ul>	<p>Just under a third felt that:</p> <ul style="list-style-type: none"> <li>• staff were not good at dealing with bullying; and</li> <li>• not all pupils were treated fairly in the school.</li> </ul>
What staff thought the school did well	What staff think the school could do better
<p>All staff felt that:</p> <ul style="list-style-type: none"> <li>• teachers set high standards for pupils' attainment;</li> <li>• teachers provided constructive feedback to pupils about their work; and</li> <li>• staff showed concern for the care and welfare of pupils.</li> </ul> <p>Almost all felt that:</p> <ul style="list-style-type: none"> <li>• they liked working in the school;</li> <li>• pupils were enthusiastic about learning;</li> <li>• there was mutual respect between teachers and pupils; and</li> <li>• they were aware of the school's procedures for child protection.</li> </ul>	<p>More than a third of teachers felt that:</p> <ul style="list-style-type: none"> <li>• they were not sufficiently involved in the decision-making process;</li> <li>• there was insufficient staff discussion about how to achieve school priorities; and</li> <li>• standards set for pupils' behaviour were not consistently upheld in the school.</li> </ul> <p>None of the non-teaching staff felt well involved in the decision-making process.</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
<b>English and Mathematics @ Level 3</b>	<b>Sgoil Lionacleit</b>	97	96	97
	<b>Comparator Schools<sup>3</sup></b>	96	97	96
	<b>National</b>	91	91	90
<b>5+ @ Level 3 or Better</b>	<b>Sgoil Lionacleit</b>	99	95	97
	<b>Comparator Schools</b>	96	96	97
	<b>National</b>	91	91	90
<b>5+ @ Level 4 or Better</b>	<b>Sgoil Lionacleit</b>	85	88	91
	<b>Comparator Schools</b>	88	90	88
	<b>National</b>	76	77	76
<b>5+ @ Level 5 or Better</b>	<b>Sgoil Lionacleit</b>	38	51	40
	<b>Comparator Schools</b>	48	51	48
	<b>National</b>	34	35	34

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

		2003	2004	2005
<b>5+ @ Level 4 or better</b>	<b>Sgoil Lionacleit</b>	91	86	88
	<b>Comparator schools<sup>3</sup></b>	92	90	92
	<b>National</b>	78	78	78
<b>5+ @ Level 5 or better</b>	<b>Sgoil Lionacleit</b>	70	57	65
	<b>Comparator schools</b>	64	62	64
	<b>National</b>	45	45	45
<b>1+ @ Level 6 or better</b>	<b>Sgoil Lionacleit</b>	61	51	54
	<b>Comparator schools</b>	57	58	55
	<b>National</b>	39	39	39
<b>3+ @ Level 6 or better</b>	<b>Sgoil Lionacleit</b>	35	23	36
	<b>Comparator schools</b>	35	38	39
	<b>National</b>	23	23	23
<b>5+ @ Level 6 or better</b>	<b>Sgoil Lionacleit</b>	10	8	16
	<b>Comparator schools</b>	18	19	19
	<b>National</b>	10	9	10

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

		<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>5+ @ Level 5 or better</b>	<b>Sgoil Lionacleit</b>	56	73	58
	<b>Comparator schools<sup>3</sup></b>	67	65	65
	<b>National</b>	47	47	47
<b>1+ @ Level 6 or better</b>	<b>Sgoil Lionacleit</b>	59	67	56
	<b>Comparator schools</b>	65	63	62
	<b>National</b>	44	44	43
<b>3+ @ Level 6 or better</b>	<b>Sgoil Lionacleit</b>	41	49	38
	<b>Comparator schools</b>	50	49	48
	<b>National</b>	31	31	30
<b>5+ @ Level 6 or better</b>	<b>Sgoil Lionacleit</b>	29	28	16
	<b>Comparator schools</b>	33	33	35
	<b>National</b>	20	20	19
<b>1+ @ Level 7 or better</b>	<b>Sgoil Lionacleit</b>	23	9	8
	<b>Comparator schools</b>	23	24	23
	<b>National</b>	12	12	12

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

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

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

Copies of this report have been sent to the headteacher and school staff, the Director of Education, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, 1<sup>st</sup> Floor, Endeavour House, 1 Greenmarket, Dundee DD1 4QB or by telephoning 01382 576700. Copies are also available on our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

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

Should you wish to comment on any aspect of secondary inspections, you should write in the first instance to Frank Crawford, HMCI, at HM Inspectorate of Education, Europa Building, 450 Argyle Street, Glasgow G2 8LG.

### **Our complaints procedure**

If you have a concern about this report, you should write in the first instance to Hazel Dewart, Business Management Unit, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. A copy of our complaints procedure is available from this office or by telephoning 01506 600258 or from our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, 4-6 Melville Street, Edinburgh EH3 7NS. You can also telephone 0870 011 5378 or e-mail [enquiries@scottishombudsman.org.uk](mailto:enquiries@scottishombudsman.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.scottishombudsman.org.uk](http://www.scottishombudsman.org.uk).

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