

**The Royal High School  
The City of Edinburgh Council  
4 September 2007**

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## 1. Background

The Royal High School 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. Inspectors focused particularly on English, mathematics, history, and physical education.

The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision.

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, representatives of the parent-teacher association (PTA), a group of parents and the school chaplain.

The Royal High School is a non-denominational school serving the north west of Edinburgh. At the time of the inspection, the roll was 1162. The percentage of pupils entitled to free school meals was below the national average. Pupils' attendance was above the national average.

## 2. Key strengths

HM Inspectors identified the following key strengths.

- A very positive school ethos and climate for learning.
- Motivated pupils who took a pride in their school.
- The very high levels of attainment at all stages.
- Well-targeted support provided by all staff for pupils with specific additional support needs.
- Staff commitment to providing a rich and broad programme of extra-curricular opportunities to enhance pupils' achievement.
- The leadership of the headteacher.

<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 overall quality of the curriculum was good. Some features were particularly strong. The school had a well-judged approach to curriculum innovation. The school had consulted stakeholders appropriately on how best to use National Qualifications (NQ) and how to organise teaching groups to meet pupils' needs. The school had begun to explore the benefits to pupils of the national initiative '*Curriculum for Excellence*'. Particular features of the curriculum included the following.

- A balanced curriculum for S1/S2 pupils which included good links with associated primary schools and the opportunity for a residential experience for all pupils.
- A flexible approach to class organisation at S1/S2 to meet the needs of the full range of pupils.
- Well-planned approaches to curriculum planning by departments at S3/S4, making best use of the full range of Standard Grade, NQ courses, Skills for Work courses and ASDAN (Award Scheme Development and Accreditation Network) to meet pupils' different needs.
- The wide range of options available at S5/S6, providing good progression for pupils including Advanced Higher courses and an interesting range of personal development courses.
- Very good linked initiatives across a number of subject departments to provide interesting learning projects.
- The personal social and health education (PSHE) programme needed to be reviewed and updated.
- The need for better curriculum planning to ensure two hours of physical education each week at all stages and religious and moral education (RME) for S5/S6 pupils.

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

Across the school, the quality of teaching was good. It was particularly good in a number of the inspected subjects. Most lessons were well planned and varied and involved pupils in a wide range of interesting activities. Successful approaches included good use of paired learning and collaborative learning in some subjects to promote pupil discussion. Teachers consistently made sure that pupils understood the aims of lessons. Teachers questioned pupils skilfully to probe their understanding and to provide them with opportunities to express their views on relevant issues. Some teachers did not sufficiently review pupils'

learning with them at the end of lessons. The use of information and communications technology (ICT) was a strength in many lessons. In a few lessons teaching was not engaging pupils sufficiently in learning.

The school met pupils' needs very well with particular strengths in the provision for pupils with additional support needs. Teachers employed well thought out approaches to grouping pupils in a number of departments. Care was taken to ensure pupils followed appropriate courses. An early start to certificate courses towards the end of S2 and again at the end of S4 had increased the level of pace and challenge in learning for many pupils. Most staff organised pupil groupings sensitively to maximise the engagement of pupils in their learning. The school had very good pastoral arrangements and curricular guidance in place to support pupils entering the school and at key points of transition. A large number of S4 pupils increased their understanding of the world of work by participating in work experience placements which led to NQ's at Intermediate 1 level. In most subjects staff took good account of pupils' prior learning in both the planning of courses and well-pitched lessons. Staff in the pupil support group worked effectively with a variety of outside support agencies such as the 'working together' officer and the community police to address pupils' needs. Highly effective links between support for learning staff and class teachers resulted in well-judged interventions for individual pupils across a diverse range of needs. Support for learning assistants had a very good understanding of pupils' needs and provided very good support in classes. Pupils with English as an additional language were well supported and progressing well and pupils with individualised educational programmes (IEPs) were making good progress in relation to their specific short and long term targets. An outstanding quality of learning was promoted in the library, particularly in supporting pupils and in developing young readers. For example, personal reading plans had been produced for every pupil in S1/S2.

## **Learning and personal development**

Overall, the quality of pupils' learning was good. In most subject areas, pupils were well motivated and enthusiastic about their learning. Most focused well on their tasks throughout lessons and responded very positively to the opportunities offered to work collaboratively. In a number of subjects good emphasis was given to creativity and independent learning and to debate and discussion. The pace of most lessons was brisk, with good variety of tasks and activities for pupils. In a small number of lessons, pace and challenge required to be increased to motivate and engage pupils in learning more effectively.

The quality of pupils' personal development was excellent. Large numbers of pupils were developing well as confident individuals and responsible citizens. Pupils at S5/S6 acted as befrienders to P7 pupils from the associated primary schools. Prefects in S6 provided support to younger pupils in almost all departments throughout the school by assisting in classrooms and as paired reading support partners. Almost all S1 pupils participated in a residential week of outdoor education developing confidence, teamwork and enhancing their knowledge of Scotland's natural heritage. The school had very well-attended dance groups weekly at every stage with over 400 pupils participating. Rugby was a popular after school option for boys and a tour abroad was planned, but sporting opportunities for girls, beyond dance, were not as wide ranging. House sporting activities ran throughout the year as part of the nation's competitions for the '*Crichton Cup*'. Several annual school productions and charity fundraising events contributed to the development of pupils' enterprise and citizenship skills. Pupils raised over £13,000 for good causes in a sponsored walk. There

was a broad range of music and drama productions. A large number of pupils were preparing a school production of *'We Will Rock You'* to be staged as part of this year's Edinburgh Fringe Festival. Pupils had gained recognition for winning a film making award from the national lottery for their film *'Futures in Action'*. Numerous foreign excursions within Britain and Europe were organised which included visits to France, Italy and Germany and a history trip to the battlefields. The 'KT' singers was a popular well-established musical group and further musical opportunities were provided for pupils in choirs, bands and orchestras. The school had a well-established music exchange with a school in Munich and over the last 28 years had participated annually in joint performance concerts. Debating and public speaking events were contributing to pupils' high self-esteem and increased confidence in making presentations to an audience. A large number of pupils from S3 to S6 participated in the Duke of Edinburgh award. Most pupils benefited from an enriched curriculum through theatre trips, theatre company visits and contributions from a writer and poet in residence.

## **English**

Teachers used a range of teaching approaches and created comfortable and stimulating learning environments. They shared the aims of lessons with pupils and used questions to develop their understanding. To engage pupils in learning they used a very wide range of texts, including media texts and devised successful strategies for encouraging their personal reading. Opportunities were provided for pupils to work collaboratively and to learn from each other, although sometimes teachers took too strong a lead. In most lessons, pupils were well behaved and motivated.

Overall, the quality of teaching and meeting pupils' needs was very good and learning was good. The overall quality of attainment was very good. Particular features included the following.

- By the end of S2 most pupils were making good progress and attained appropriate national levels of attainment in reading. The majority did so in writing and in talking and listening.
- The proportion of pupils gaining a Credit award at Standard Grade was consistently well above the national average.
- By the end of S6, the proportion of pupils gaining A-C at Higher was consistently well above the national average. An improving trend was evident in Intermediate 2 and almost all Advanced Higher pupils were successful.

## Mathematics

Teachers gave very clear explanations and used questioning to challenge pupils and make them think for themselves. Some lessons were enhanced through very effective use of interactive whiteboards. Pupils made regular and systematic use of homework. Almost all pupils responded very well to teachers' high expectations of pace and level of work. They often showed enthusiasm and confidence in their learning. Teachers provided a wide range of suitable courses at all levels. Higher-attaining pupils had their learning accelerated and pupils experiencing learning difficulties were very well supported and making good progress.

Overall, the quality of teaching, learning and meeting pupils' needs was very good. The overall quality of attainment was very good. Particular features included the following.

- By the end of S2 most pupils attained the appropriate national level and over a third had attained beyond this level.
- At S4, the proportion of pupils attaining Credit awards was well above the national average and pupils tended to perform better than in other subjects.
- At S5/S6, a very high proportion of pupils took the subject and performance was strong. At Higher and Advanced Higher, the proportion gaining an award was above national averages with a very high proportion gaining an A award. Most pupils presented at Intermediate 2 gained an award.

## History

Teaching was very well prepared. Teaching approaches were varied, with successful use of debate and discussion as a means of involving pupils in their learning. Pupils were well motivated and enthusiastic. They responded very well to the many opportunities for collaborative learning and for expressing their views on historical issues. Pupils benefited from the brisk pace of lessons and from the many well-planned and challenging tasks and activities. They were well supported in their learning.

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

- Virtually all pupils performed well in classwork at S1/S2, particularly in extended writing which involved explanation and expression of their views on historical events and people.
- At S3/S4, the proportion of S4 pupils gaining Credit awards was well above the national average. The proportion gaining awards at grades 1-4 was above the national average. The presentation of a group of high attaining pupils for Standard Grade in S3 had been notably successful.
- At S5/S6, the proportion of pupils presented at Higher and gaining awards at grades A-C was above the national average. The proportion gaining A grades was well above the national average. At Advanced Higher, the proportion of pupils presented and gaining A or B grades was above the national averages.

## Physical education

Teachers were well prepared and ensured that all pupils were engaged practically in their learning. Almost all pupils were motivated to participate enthusiastically in their learning. Pupils worked well together to support each other in their learning during group and team activities. Staff had grouped pupils according to ability at most stages which was successfully enhancing challenge and improving progress for most pupils. Additional activities had been included in many programmes to widen the range of experiences for pupils. Staff provided appropriate contexts to meet all pupils' needs on almost all occasions.

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

- At S1/S2 most pupils were attaining appropriate national levels in performance with a significant minority in S1 and a minority in S2 exceeding these levels.
- At S3/S4 entries to Standard Grade courses had increased to above national averages and the proportions of pupils attaining Credit awards was consistently well above the national average. Pupils performed consistently better in physical education than in their other subjects.
- At S5/S6 there had been an increase in entries to Higher and Intermediate 2 courses and all pupils presented in the last five years gained A to C awards. The proportion of pupils attaining A or B awards at Higher was consistently well above the national average. Pupils performed better in physical education than in their other subjects and better than would have been expected from their prior attainment levels.

## 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.

By the end of S2 attainment was very good. Particular features included the following.

- By the end of S2 most pupils were attaining appropriate national levels in mathematics and reading and a majority were doing so in writing. Around a half of pupils were exceeding the expected levels of attainment in reading, around a third in maths and a few were doing so in writing.

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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

- Very good account was being taken of pupils' prior learning experiences through well-established curricular links with associated primary schools to ensure pupils were making good progress in the majority of subject areas.
- Most pupils were demonstrating and developing competence in a range of skills through opportunities for collaboration, discussion and debate.

By the end of S4 attainment was very good with strong performance in examinations. Particular features included the following.

- The proportion of pupils attaining five or more awards at SCQF level 3 was above the national averages and better than similar schools.
- The proportion of pupils attaining five or more awards at SCQF level 4 and level 5 were well above the national average and better than similar schools.
- The proportions of pupils attaining Credit awards in biology, chemistry, craft and design, drama, geography, graphic communication, modern studies and physics were well above the national averages.
- Pupils performed notably better in modern studies and craft and design but notably less well in home economics and less well in art and design, computing and French than they did in their other subjects.

By the end of S6 attainment was very good with particularly strong performance in examinations. Particular features included the following.

- The proportion of pupils attaining five or more awards at SCQF level 5 was well above the national averages and much better than similar schools.
- The proportion of pupils attaining three or more awards at SCQF level 6 was well above national averages and much better than similar schools.
- The proportion of pupils attaining five or more awards at SCQF level 6 was well above national averages and better than similar schools.
- The proportion attaining one or more awards at SCQF level 7 was well above national averages and much better than similar schools.
- The proportion of pupils attaining A-C awards at Higher was well above the national averages in chemistry, economics, French, geography and music but below in administration and business management.
- Pupils performed less well in Higher biology than they did in their other subjects.

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

Aspect	Comment
Pastoral care	<p>The school placed a very high priority on ensuring the care and welfare of pupils. The school had effective procedures for child protection and safe use of the Internet. An equalities policy, which included guidance on anti-bullying, was in place and supported by clear and effective procedures although some pupils had concerns about the way bullying was dealt with. Pupils could consult or refer themselves to the independent counsellor employed by the school. Pupil support was organised through a house system and work with partner agencies ensured a range of support strategies was available for pupils and parents. Staff knew their pupils well and effective procedures were in place for building up and maintaining knowledge of individual pupils. Guidance staff had a good knowledge of pupils through regular planned interviews and informal contacts. Pupils were confident that issues of concern would be dealt with. The school had appropriate arrangements for first aid. They needed to revisit the arrangements for equipping pupils to cope with stress and of supporting pupils who were absent from school for both short and more prolonged periods of time. The school had recently set up a School Nutrition Action Group (SNAG) and a health promotions group but information on the work of these groups could be shared more widely across the school. Pupils liked the range of options for food in the cafeteria.</p>

Aspect	Comment
Quality of accommodation and facilities	<p>Overall the quality of accommodation was good. The school had benefited from a large scale refurbishment in 2003, which had resulted in a considerable amount of new build. Particular features included the following.</p> <ul style="list-style-type: none"> <li>• An attractive campus with spacious outdoor areas including an all weather sports surface.</li> <li>• A largely modern building, where classrooms were bright and of a good size with very good display in most rooms.</li> <li>• A lack of internal social spaces for pupils. The dining hall was too small for the large number of pupils.</li> <li>• Corridors and stairwells were narrow, causing congestion and difficulties for pupil movement although the school had some effective measures in place to deal with the constraints of the building.</li> <li>• Some toilets were in a poor decorative state and remained closed to pupil access.</li> <li>• Changing and showering facilities for physical education were small, poorly appointed and lacked privacy.</li> <li>• Ventilation and heating problems in some rooms had a detrimental effect on concentration levels.</li> </ul>

Aspect	Comment
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>Pupils and staff identified strongly with the school and were proud to be associated with its good reputation. Pupil and staff morale was very high and relationships between staff and pupils were very positive in almost all cases. Overall the standard of pupil behaviour was good. A few pupils were involved in occasional instances of inappropriate behaviour, some of which were not well handled by staff. This reflected the concerns pupils had raised in their responses to the questionnaire. Almost all pupils wore school uniform and responded well to staff's high expectations. Good displays throughout the school were helping to inform, motivate and inspire pupils in their achievement. The school had a number of different ways of promoting and recognising pupils' achievements such as school certificates, colours and prize-giving. These could be extended and made more frequent throughout the session. The school was not yet tracking pupils' achievements systematically. Good attention was paid to minority views, equality and human rights issues within the curriculum. The wide coverage of different beliefs was helping to develop pupils' understanding within RME. Pupils from ethnic minorities were involved in consultations about the school development plan. Staff had yet to undertake training in race equality.</p>

Aspect	Comment
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>• A strong School Board and PTA, positive parental returns to the questionnaire and parental helpers supporting the reading recovery initiative.</li> <li>• Informative, termly newsletters to parents and a regularly maintained and updated website.</li> <li>• Well-established links with the Former Pupils (FP) and Athletics Clubs in leading out of school hours sport.</li> <li>• Beneficial college links with Telford and Stevenson Colleges to enhance provision in psychology, dance and vocational education.</li> <li>• An innovative parent support group for parents of pupils requiring additional support in their learning.</li> <li>• Very good pastoral and curricular links with the associated primaries including a cluster wide initiative to take forward the implementation of Education (Additional Support for Learning) (Scotland) Act 2004.</li> </ul>

## 5. Leading and improving the school

The Royal High School provided a highly effective education for its pupils. It was very successful in raising pupils' achievement. The quality of the curriculum, learning and teaching were good and staff continued to consider new approaches to better meet the needs of all pupils. The school's very positive school ethos was underpinned by strong teacher-pupil relationships. Pupils attained very well at all stages in what was a caring and supportive environment. Pupils interacted very well with each other and supported one another in their learning. The school had a number of successful strategies to promote pupils' wider achievement including a very extensive and diverse range of extra-curricular activities.

The school was well led overall. The headteacher provided very good leadership. He had a positive impact on the school's drive to improve attainment and along with staff had been successful in creating a culture within the school which embraced change and shared good practice. Staff found him to be approachable. He had encouraged involvement from staff in policy-making. Teachers across the school took forward key developments through a range of working groups. The headteacher had guided and managed the pace of change well. He had effectively built capacity through well-planned professional development. He was ably supported by a team of deputies who had a range of personal strengths and generally fulfilled

their remits well. Many principal teachers were leading and managing their departments very well and had taken on responsibility for whole school developments. Senior managers needed to increase their impact as leaders for learning by linking more effectively with departments. Monitoring of developments through management support was not sufficiently consistent to ensure effective implementation of some developments or that they always had sufficient impact on pupils' learning.

Self-evaluation was good. The headteacher had a clear understanding of the school's strengths and weaknesses. He had ensured a more focused approach to the use of quality indicators and had now established an annual standards and quality report from each department. The headteacher had developed procedures for reviewing the work of departments. However, the rigour and impact of self-evaluation was inconsistent across departments. Pupils were involved in the process of self-evaluation but would welcome a more regular involvement in the monitoring of the implementation of the development plan. The headteacher had established a system where departments shared good practice with colleagues throughout the session. This had received positive feedback from staff. New teachers regarded the observations of learning and teaching carried out by the headteacher as supportive. To increase impact on learning, all of these individual developments needed to be brought within a framework where procedures are more clearly outlined and more consistently applied. Whilst scope remained to further improve approaches to quality assurance, the school demonstrated the capacity to sustain and further improve its performance.

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**

- Further improve approaches for evaluating pupils' progress and the work of the school to improve the consistency and quality of their learning.
- Continue to develop and extend the support for pupils' learning to ensure a planned approach to meeting the needs of all pupils.
- Provide a continuing element of religious and moral education for pupils in S5/S6.
- Address the accommodation issues identified in the report which are impacting on the quality of the learning environment and the lack of appropriate social and dining space.

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

Donald Macleod  
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	good
The teaching process	good
Meeting pupils' needs	very good
Pupils' learning experiences	good
Personal and social development	excellent
Overall quality of attainment: S1/S2	very good
Overall quality of attainment: S3/S4	very good
Overall quality of attainment: S5/S6	very good

<b>Section 4. How good is the environment for learning?</b>	
Pastoral care	very good
Accommodation and facilities	good
Climate and relationships	very good
Expectations and promoting achievement	good
Equality and fairness	very 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>Almost all parents responded positively to almost all of the questions asked.</p>	<p>Around a fifth of parents wanted:</p> <ul style="list-style-type: none"> <li>• more idea of the school’s priorities for improvement; and</li> <li>• further explanation on how they could support their child with their homework.</li> </ul>
What pupils thought the school did well	What pupils think the school could do better
<p>Almost all pupils thought that:</p> <ul style="list-style-type: none"> <li>• the school kept them safe and healthy;</li> <li>• teachers expected them to work to the best of their ability;</li> <li>• teachers explained things clearly and helped them when they were having difficulties; and</li> <li>• they enjoyed being at school and got on well with other pupils.</li> </ul>	<p>A significant minority of pupils thought that:</p> <ul style="list-style-type: none"> <li>• all pupils were not treated fairly;</li> <li>• the behaviour of some pupils was not good;</li> <li>• staff were not good at dealing with incidents of bullying; and</li> <li>• they didn’t get the right amount of homework and that staff did not check it.</li> </ul>

What staff thought the school did well	What staff think the school could do better
<p>All staff thought that:</p> <ul style="list-style-type: none"> <li>• there was mutual respect between teachers and pupils.</li> </ul> <p>Almost all staff thought that:</p> <ul style="list-style-type: none"> <li>• they had good opportunities to be involved in decision making;</li> <li>• time for continuing professional development was used effectively;</li> <li>• pupils were enthusiastic about learning; and</li> <li>• they liked working in the school.</li> </ul> <p>Support staff were content with almost all aspects of school life.</p>	<p>A small minority of staff thought that standards set for pupils' behaviour were not consistently upheld.</p> <p>Around a third of support staff would like:</p> <ul style="list-style-type: none"> <li>• more opportunity to be involved in decision making.</li> </ul> <p>Around a quarter of support staff would like</p> <ul style="list-style-type: none"> <li>• staff training time to be used more effectively; and</li> <li>• indiscipline dealt with more effectively.</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
<i>English and Mathematics</i> <i>@ Level 3</i>	Royal High,The	99	96	98
	Comparator schools <sup>4</sup>	95	96	95
	National	91	90	91
<i>5+ @ Level 3 or Better</i>	Royal High,The	98	95	96
	Comparator schools	95	94	95
	National	91	90	91
<i>5+ @ Level 4 or Better</i>	Royal High,The	94	87	88
	Comparator schools	86	87	87
	National	77	76	77
<i>5+ @ Level 5 or Better</i>	Royal High,The	60	57	47
	Comparator schools	47	45	48
	National	35	34	35

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

		2004	2005	2006
<i>5+ @ Level 4 or better</i>	Royal High,The	92	94	90
	Comparator schools <sup>4</sup>	88	87	88
	National	78	78	78
<i>5+ @ Level 5 or better</i>	Royal High,The	74	70	68
	Comparator schools	61	58	60
	National	45	45	45
<i>1+ @ Level 6 or better</i>	Royal High,The	68	68	63
	Comparator schools	55	52	53
	National	39	39	38
<i>3+ @ Level 6 or better</i>	Royal High,The	49	47	43
	Comparator schools	37	32	32
	National	23	23	22
<i>5+ @ Level 6 or better</i>	Royal High,The	28	21	19
	Comparator schools	18	17	17
	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>	Royal High,The	68	75	71
	Comparator schools <sup>4</sup>	63	62	60
	National	47	47	48
<b>1+ @ Level 6 or better</b>	Royal High,The	66	71	71
	Comparator schools	62	60	56
	National	44	43	43
<b>3+ @ Level 6 or better</b>	Royal High,The	51	61	56
	Comparator schools	43	45	44
	National	31	30	30
<b>5+ @ Level 6 or better</b>	Royal High,The	38	44	39
	Comparator schools	28	33	29
	National	20	19	20
<b>1+ @ Level 7 or better</b>	Royal High,The	34	31	28
	Comparator schools	19	22	22
	National	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 Children & Families, 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).

### **HMIE Feedback and Complaints Procedure**

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@spsso.org.uk](mailto:ask@spsso.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.spsso.org.uk](http://www.spsso.org.uk).

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