



**Boroughmuir High School
The City of Edinburgh
Council
2 December 2008**

This report tells you about the quality of education at the school. We describe how young people benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents¹ and services which support young people. We also comment on how well staff and young people work together and how they go about improving the school.

Our report describes the 'ethos' of the school. By 'ethos' we mean the relationships in the school, how well young people are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school's aims. In particular, we focus on how well the aims help staff to deliver high quality learning, and the impact of leadership on the school's success in achieving these aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns and details about young people's examination performance. Where applicable, you will also be able to find descriptions of good practice in the school and a report on the learning community surrounding the school.

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

Contents

1. The school
2. Particular strengths of the school
3. Examples of good practice
4. How well do young people learn and achieve?
5. How well do staff work with others to support young people's learning?
6. Are staff and young people actively involved in improving their school community?
7. Does the school have high expectations of all young people?
8. Does the school have a clear sense of direction?
9. What happens next?

1. The school

Boroughmuir High School is a non-denominational school which serves the Bruntsfield , Morningside and Buckstone areas of Edinburgh City. This inspection was carried out in October 2008 at which time the roll was 1094. A third of young people who attend come from outwith the catchment area. Young people's attendance was in line with the national average in 2006/07.

2. Particular strengths of the school

- Confident, sociable and articulate young people who achieve widely in sport, music and drama.
- The strong commitment of staff to the life of the school and their positive relationships with young people.
- High quality achievement in examinations, particularly at S5/S6.
- The quality of support from the Parent Council, Parent Association and Friends of Boroughmuir Trust.
- The very positive lead given by the headteacher and his senior team.

3. Examples of good practice

- Innovative approaches to promoting science education and supporting gifted and talented young people from P7 into S1.
- Steps taken in history to plan for *Curriculum for Excellence*.
- Actions taken in English to support individual learners.
- The work of the school-based police officer.
- The school's support for high quality learning and achievement in drama.

4. How well do young people learn and achieve?

Learning and achievement

Most young people learn and achieve very well. They are enthusiastic and well motivated, especially when they are encouraged to be active

in their learning. They concentrate on learning and work well. Those in S5/S6 benefit from meeting regularly with their guidance teacher and year head. At times, the lack of space makes it difficult for teachers to organise group activities. Some learning time is lost through travelling to off-site playing fields, although the improved facilities are high quality. Young people enjoy learning but the quality of their experience varies across subjects. They need better access to ICT to extend and enliven their learning.

Young people are confident and show care for each other. They feel that the school helps them to work to the best of their ability. Many are developing as responsible citizens through taking active roles in the Pupil Council, Eco School committees and health group. High numbers contribute successfully to school shows, orchestras and jazz groups. Young people in S6 organised a very successful range of school activities. They provide very good role models for their younger peers.

In S1/S2, young people are developing their literacy and numeracy skills across the school as well as in English and mathematics. Their achievements in reading and writing have improved. Attainment in mathematics has been stable. By the end of S4, their performance across subjects in national examinations has been consistently well above the national average. It is not as good as other schools which serve young people with similar needs and backgrounds. By the end of S6, the proportion of pupils achieving Highers and Advanced Highers is well above the national average and in line with that of schools which serve young people with similar needs and backgrounds. Almost all young people, including those with additional learning needs, go into education, training or jobs when they leave school. Those with English as an additional language (EAL) make good progress.

Curriculum and meeting learning needs

The school has made a number of improvements to the curriculum. These include the successful introduction of drama in S1/S2 with

progression through to Higher and media studies from S3 to S6. Staff are beginning to cater more effectively for the needs of lower achieving pupils in S3/S4. Young people at S5/S6 have a wide choice of Higher and Advanced Higher courses developed in partnership with colleges and neighbourhood schools, but no religious education or core physical education. The curriculum is starting to address fully the needs of all young people staying on after 16. Successful focus weeks in equality, citizenship and responsibility need to be linked more closely to the development of young people's skills. Staff work very well with local primary schools to help young people to settle well into S1. Staff now need to extend curricular links consistently across the school.

Most teachers adapt work well to meet the different learning needs and interests of young people. In an increasing number of areas, teachers give young people feedback which helps them improve, and involve them in assessing their own and others' work. In some subjects, teachers need to do more to adapt activities to meet the needs of all young people, especially lower achievers. Support for learning staff help teachers to identify, plan for and support the individual learning needs of young people. Staff in several areas are successfully running initiatives to meet the needs of those with dyslexia and literacy difficulties. Practice in meeting learning needs is not yet consistently effective across the school.

5. How well do staff work with others to support young people's learning?

The school engages creatively with a number of external partners to support young people's learning. These include the *Canongate Youth Project*, *Panmure House* and the *Working Together* team. Partners feel valued and make a positive impact on the lives of young people. Specialist staff, including guidance and support for learning, identify early those young people with learning or social, emotional and behavioural needs. Guidance teachers should work more closely with college partners to monitor the progress of S5 pupils who are on full-time college courses. A police officer, who is seconded and based

in the school, has helped staff to deal with incidents, such as anti-social behaviour. Relations between young people and the local police have improved. Parents feel welcome in the school and find senior staff very approachable. The active Parent Council, Parent Teacher Association and Friends of Boroughmuir Trust are highly supportive of the school.

6. Are staff and young people actively involved in improving their school community?

Morale is high in the school. All staff contribute well to working groups. They give generously of their time to enrich the experiences of young people through a wide range of out-of-school activities and voluntary study opportunities. Regular educational trips at home and abroad are popular features of the S1 to S6 *Activity Week*. Recently, the school has begun to involve staff in sharing good practice in teaching in order to learn from each other. This has promoted discussion of learning and teaching. Young people would like more say in how to improve the school, including how they learn. The school uses a number of appropriate approaches to help identify its strengths and where it needs to improve. A number of departments review their work regularly to improve outcomes for young people.

7. Does the school have high expectations of all young people?

Staff actively promote a strong culture of achievement and young people are a credit to the school. They are articulate, well mannered and respectful of each other and staff. Rates of exclusions are low. Young people's wide ranging achievements are celebrated through assemblies and the popular *class of the month*. They are encouraged to lead a healthy lifestyle. More work is needed by catering staff in partnership with teachers to promote healthy eating. Young people feel treated fairly and most feel safe and cared for in school. When they reach S6 they are trained as buddies and work very effectively in S1 classes to support learning. They have a number of appropriate opportunities for religious observance but these are not yet regular enough. The school is reviewing its curriculum to better meet the

needs of a small number of individual young people. Senior staff are reviewing the use of the support base to ensure that it works more effectively for those young people who attend. Most guidance staff take prompt action to tackle any concerns, including those related to bullying. Staff need further training on child protection.

8. Does the school have a clear sense of direction?

The headteacher and his senior team have developed a very positive atmosphere in the school. Staff and young people feel their contributions matter and are valued. This is helping to build their confidence to take on leadership roles and responsibilities. Staff work together to take forward agreed school priorities. Some departments need to improve arrangements to ensure young people get the support they need, including by using support staff. There are plans to make much needed improvements to school accommodation, particularly for physical education, through the Wave3 project. Staff are well placed to take forward the national programme *Curriculum for Excellence* to meet all young people's needs.

9. What happens next?

As a result of the very good quality of education provided by the school, we will make no further visits in connection with this inspection. The education authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

We have agreed the following areas for improvement with the school and education authority.

- Continue to make improvements to the curriculum in line with *Curriculum for Excellence*.
- Improve self-evaluation to ensure consistently high quality learning and achievement for all young people.
- Actively address the inadequate accommodation and facilities.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the HMIE publication *How good is our school?*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Boroughmuir High School.

Improvements in performance	very good
Learners' experiences	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	good

Managing Inspector: Fiona Carlisle 2 December 2008

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

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

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**Craigmount High School
Edinburgh
The City of Edinburgh
Council
17 March 2009**

This report tells you about the quality of education at the school. We describe how young people benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents¹ and services which support young people. We also comment on how well staff and young people work together and how they go about improving the school.

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Contents

1. The school
2. Particular strengths of the school
3. Examples of good practice
4. How well do young people learn and achieve?
5. How well do staff work with others to support young people's learning?
6. Are staff and young people actively involved in improving their school community?
7. Does the school have high expectations of all young people?
8. Does the school have a clear sense of direction?
9. What happens next?

1. The school

Craigmount High School is a non-denominational school which serves the north-west of Edinburgh. The roll was 1365 when the inspection was carried out in January 2009. Young people's attendance was above the national average in 2006/2007.

2. Particular strengths of the school

- The supportive relationships and climate for learning.
- Motivated, confident young people.
- The extensive range of partnerships with outside agencies which enrich the curriculum.
- The positive impact of the wide range of out-of-class learning opportunities on young people's achievement.
- Young people's overall achievement by the end of S6.
- The staff's contribution to leading developments and improving the school.

3. Examples of good practice

- Team building in physical education.
- Online study resources.

4. How well do young people learn and achieve?

Learning and achievement

Young people are confident and friendly. They feel safe in school. Almost all behave responsibly and are motivated in class. They benefit from experiences beyond the school. For example, a visit by S2 to Dynamic Earth increased their understanding of the planet. Almost half of young people would like to have more say in the way they learn. In a number of lessons they have good opportunities to become independent and develop skills in working with others. A number of teachers give good feedback and explain clearly to them what to do to achieve success. Increasingly, departments are consulting young people about their learning. Staff need to share this good practice more widely across the school.

Young people develop confidence and skills for life through an extensive range of sporting and cultural activities. They achieve very high standards in debating, drama and music performances. Many individuals and teams have gained local and national recognition in sport. The school now needs to ensure that more young people benefit from out-of-class learning. All in S4 benefit from a week of work experience to develop their awareness of the world of work. All young people take part in enterprise activities which encourage them to be creative and work as a team. Some young people are developing leadership skills through membership of the student council and the Eco School group. Those at S5/S6 have opportunities for leadership through serving on the charities committee, for example. The school's focus on appreciating other cultures has helped young people develop a sense of global citizenship. Almost all who have taken practical, skills-based programmes have been successful in gaining awards and moving on to further education, employment or training.

A few departments build very effectively on what young people have learned in primary school. By the end of S2, most attain or exceed expected national levels in reading, writing and mathematics. By the end of S4, results in all key national measures of attainment are above the national average and in line with those of schools which serve young people with similar needs and backgrounds. By the end of S6, these results are above or well above the national average. Young people with additional support needs are making good progress. The school needs to develop systems for checking continuously that all young people are achieving as well as they can across the curriculum.

Curriculum and meeting learning needs

The curriculum has important strengths including a wide range of choices enabling young people to follow their interests. The school is aware it needs to ensure courses in all subjects build on prior learning, particularly in S1. A few teachers are beginning to link learning across different subjects. Young people in S2 see too many teachers each week. Course options in S2 are helping teachers to develop popular,

innovative activities, such as producing computer games. Teachers should consider how to build these activities into subject programmes and widen learning opportunities for all. From S3, as well as an impressive range of courses leading to National Qualifications, practical skills-based courses such as ASDAN programmes are also available. Young people at S3 to S6 do not receive sufficient physical education. The school needs to review the programme for religious and moral education at S5/S6 and ensure that programmes across the curriculum promote equalities at all stages. Increasingly, teachers are considering improvements to learning through the national initiative *Curriculum for Excellence*. Working groups in areas such as literacy and numeracy are developing helpful advice.

Almost all teachers have very positive relationships with young people. Teachers offer extra help through an impressive range of study support classes and the school website. Staff give very effective support to those who are vulnerable as they move from primary school. The student support team works very well with outside agencies to provide high-quality support for all, including the most vulnerable. Young people in S6 act as buddies to support their younger peers. The school is developing ways of supporting those who are gifted. Many teachers use information from the student support team well to provide suitable tasks for those who need additional support. While some teachers provide a variety of tasks to support and challenge young people, staff now need to ensure that learning activities are set at the right level to meet the needs of all young people.

5. How well do staff work with others to support young people's learning?

Positive links with primary schools help to ensure young people have a positive experience as they enter S1. The school has developed helpful links with other local secondary schools and further education colleges to provide a wider choice of courses in the senior school. The school works well with a range of partners such as Careers Scotland and local businesses to enhance learning experiences and develop

skills for work. Young people for whom English is not their first language are very well supported. Senior staff use several ways of communicating with parents, including the school website. The school has good arrangements for responding to the small number of complaints it receives but needs to clarify for parents how it deals with concerns. Parents are consulted about school priorities through the Parent Council. A significant number of parents feel that the school takes insufficient account of their views. The school, along with its partners and stakeholders, needs to work to ensure good communication and clear roles and responsibilities.

6. Are staff and young people actively involved in improving their school community?

The student council has helped bring about improvements to the school environment, such as providing cool drinking water. However, many young people are not clear what the council has achieved and many do not feel the school takes account of their views on learning overall. Staff across the school need to build on the best practice already happening in some departments in finding out more clearly and as a matter of course, what young people think about their learning experiences. The school consults with its stakeholders through questionnaires but parents and partners would welcome closer involvement in the school's plans for improvement. The senior management team is committed to school improvement and has led improvements in areas such as health promotion. Most staff feel actively involved in the life of the school and take part in working groups linked to school improvement. The school uses a variety of methods to identify its strengths and areas where it could improve. These include visits to classes, departmental analysis of examination results and other performance information. However, staff across the school are not consistent in the way they use these methods. As a result, improvement in learning experiences has been inconsistent.

7. Does the school have high expectations of all young people?

Almost all young people are polite and considerate towards others.

They respond well to the high expectations of their behaviour and attendance. Most feel safe in school and that they are treated fairly. The school recently celebrated the launch of a publication celebrating its multicultural community. The school has very effective systems to ensure the care and protection of its young people. Staff with pastoral responsibilities give very strong support. Young people feel that the school's focus on health promotion is raising their awareness of healthy lifestyles. They would benefit from having a greater input to the choice of health activities. The school encourages young people to aim high and celebrates successes in a range of ways including assemblies, letters and certificates home, and an awards ceremony.

8. Does the school have a clear sense of direction?

The headteacher and the senior management team have worked hard to create a warm, welcoming ethos in school, based on mutual respect. They have focused particularly on improving relationships and have also introduced initiatives aimed at improving learning. They now need to ensure that these initiatives are fully implemented across all departments. Most principal teachers are forward-thinking and enthusiastic about curriculum change. Many staff have taken responsibility for innovative work such as the revised school website and the S6 creative writing weekend. Working collaboratively with young people and their parents, partners and all staff, senior managers now need to set out a clearer vision for the future of the school with well-defined, agreed plans for how the vision will be achieved.

9. What happens next?

We are confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education. We have agreed the following areas for improvement with the school and education authority.

- Involve all stakeholders in developing, sharing and implementing a clear vision for the school and agreed approaches to school improvement.
- Continue to improve the way staff meet the learning needs of all young people and improve their learning experiences, by rigorously evaluating present practice and sharing the best practice from across the school more effectively.
- Continue to improve achievement by building on the best innovative learning and teaching and work already underway to develop *Curriculum for Excellence*.

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Here are the evaluations for Craigmount High School.

Improvements in performance	good
Learners' experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	satisfactory

HM Inspector: Fiona Pate

17 March 2009

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unsatisfactory	major weaknesses

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**James Gillespie's High
School
The City of Edinburgh
Council
30 March 2010**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, young people and the local community know whether their school provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities which young people are involved in. We also gather the views of young people, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well young people are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and young people work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support young people. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from young people, parents and staff, and details about young people's examination performance. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals. Where applicable there will also be a report on the learning community surrounding the school.

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Contents

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3. How well do young people learn and achieve?
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7. Does the school have a clear sense of direction?
8. What happens next?

1. The school

James Gillespie's High School is a non-denominational school which serves the south of the City of Edinburgh. The roll was 1130 when the inspection was carried out in February 2010. Young people's attendance was in line with the national average in 2008/09. S5/S6 were on prelim study leave during the inspection. Plans are underway to build a new school on the existing site, with a decant scheduled to begin in 2012.

2. Particular strengths of the school

- The active contribution of all staff to the life of the school and their positive relationships with young people.
- Courteous, articulate and confident young people who are very proud of their school.
- The impressive range of activities for young people to broaden their experiences and achieve widely especially in music, sports and international education.
- The attainment of many young people in national examinations.
- The committed leadership of the headteacher in promoting a vibrant culture.

3. How well do young people learn and achieve?

Learning and achievement

Young people enjoy learning at school and want to do well. Almost all feel that the school helps them to become more confident. They work very well together and are encouraged to be independent learners. Well-planned activities such as field trips and talks from outside speakers widen learners' experiences. In a number of subjects, teachers successfully encourage young people to reflect on and discuss their learning. This good practice should be developed further to help young people be clearer about their strengths as learners and how they can improve their work. An increasing number of departments are making very effective use of information and communications technology (ICT) such as Smartboards and blogs to help young people be responsible for their own learning.

Across all stages, many young people enjoy success through taking part in an impressive range of activities including sports, music,

debating, enterprise and drama. Some young people perform at national level in sports and have won prestigious events such as the Pushkin writing prize, the Donald Dewar Memorial Debating prize and the ALBA Gaelic film competition. Young people at all stages show a mature understanding of social issues and global citizenship. By S6, they demonstrate their social responsibility through the impressive work of the Amnesty International group, the Youth Philanthropy Initiative and the Saffron Café. Groups of young people at S6 travel annually to Durban with their teachers as part of an established South African project. This develops their sense of social responsibility and represents a culmination of work that builds from S1.

By the end of S2, most young people achieve or exceed appropriate national levels of attainment in reading, writing and mathematics. The school is gathering better information to monitor young people's progress in other areas of the curriculum. At S4 to S6, results in national examinations have been consistently above or well above national averages. The proportion of young people gaining awards is poorer than those schools which serve young people with similar needs and backgrounds. Staff are using a range of effective approaches to improve the attainment of specific groups of young people. On leaving school, a consistently high proportion of young people move into higher education.

Curriculum and meeting learning needs

The school places high priority on providing an enriching curriculum. Staff review the curriculum annually to improve provision and have begun to develop the curriculum to better meet the needs of all learners. For example, young people can study three sciences or two social subjects or attend college twice per week. The curriculum promotes young people's practical understanding of sustainability, emotional health, international education and active citizenship extremely well. The school provides two hours of high-quality physical education each week in S1 to S3 but not in S4 to S6. Religious and moral education is offered at S1 to S4 only. Staff are fully engaged in rising to the challenges of *Curriculum for Excellence*. Well-planned

improvements have been made to the programmes for literacy and numeracy. The school has strong curriculum links with primary schools in subjects such as science and mathematics. It should build on these strengths to provide greater continuity for children entering from Tollcross Primary School who learn through Gaelic-medium education. Staff work successfully to provide the most vulnerable young people with a personalised curriculum. The school's programme for personal and social education has recently been reviewed and covers a wide range of appropriate topics.

Teachers plan tasks and activities that meet the needs of most learners. In the most effective lessons, these activities relate well to real-life contexts and offer suitable levels of challenge to all young people. At times, lessons do not always meet the diverse range of needs in class and the pace of learning is too slow. Teachers are vigilant in alerting pastoral and support for learning staff to any concerns about a young person. The school's counselling service is highly valued by young people. Support for learning staff effectively identify young people who need additional support and provide helpful assistance in the support base. Some young people with English as an additional language are making very good progress. Others require more intensive support than the school is currently able to provide. Vulnerable young people are very well supported by learning assistants and through an innovative 'befrienders' scheme. Staff now need to develop clear targets in support plans for the few young people with more complex support needs. These should be shared with teachers and parents in order to optimise the chances for all young people to make appropriate progress. Most teachers use a good variety of learning and teaching approaches and respond sensitively if a young person is having difficulties with any aspect of their learning. Young people benefit from the innovative and creative teaching in some departments across the school.

4. How well do staff work with others to support young people's learning?

The school works closely with its active Parent Council and has a

well-deserved reputation in the local community for valuing ethnic diversity. The Council, in partnership with the school, recently consulted with parents on health promotion which contributed to a Healthy Schools Award Stage 2 from the council. Almost all parents are happy with the school and attend parents' evenings. Many are actively involved in supporting school events and fundraising. However, a significant minority feel that the school does not ask for or take account of their views. Some want better communication and more regular information on their child's progress. The school should listen carefully to the concerns being raised by parents and communicate actions taken in response to these. The pastoral support team are beginning to work closely with Skills Development Scotland to help raise the aspirations of those young people at risk of becoming disengaged. Some senior young people and their parents would like earlier information about university and career options. Complaints to the school are handled well.

5. Are staff and young people actively involved in improving their school community?

Most young people are actively involved in committees and feel they have a voice. The student council is energetic and uses its budget very well to make improvements. Those in senior classes raise large sums of money for charities through planning whole-school events such as Diversecity. The headteacher has successfully created an atmosphere where change is achieved through collective and collaborative activity. The contribution of staff to the life of the school is outstanding and all give very generously of their time to support young people. Staff morale is high. Most show a strong commitment to self-evaluation and there are some examples of very effective practice in individual departments. Senior staff have recently introduced 'learning conversations' with classes which also release teachers to benefit from visits to other classes. They should build on this good work to develop a more rigorous approach to analysing data and working across departments, and proactively with partners, to share information and pool resources. The school's plans to introduce portfolios of young people's experience and an ICT-based system for

monitoring and tracking young people's progress and achievement will help to bring even greater benefits to all young people.

6. Does the school have high expectations of all young people?

The school has a very positive ethos and staff and young people are extremely proud of their school. Young people are courteous, articulate and confident. They are encouraged to live healthy lives. However, the quality of facilities and accommodation is poor, especially the toilets and changing rooms. Young people have a strong sense of equality and fairness which is demonstrated in their varied approaches to active citizenship. Staff are fully aware of their responsibilities to protect young people. They deal well with any instances of bullying and have high expectations of attainment and achievement. Most staff have high expectations of young people's behaviour but low level disruption interrupts learning in a few classes. The school celebrates achievements in a variety of ways such as the informative website, achievement assemblies and the Sporting Hall of Fame. The school does not fully meet the arrangements for religious observance.

7. Does the school have a clear sense of direction?

The school has a shared set of vision, values and aims which help to provide clear direction. The headteacher models a thoughtful and consultative approach to leadership. His senior team is fully committed to improving the lives of young people. Staff at all levels are actively involved in effective working groups and willingly embrace change. Support staff ensure the smooth day-to-day running of the school and provide valued support to young people. Principal teachers in a number of departments are ably leading developments which promote high attainment.

8. What happens next?

We are confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will

make no more visits in connection with this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education.

We have agreed the following areas for improvement with the school and education authority.

- Continue to improve self-evaluation in order to track more closely the progress and achievement of all young people.
- Develop more systematic approaches to gathering and responding to the views of parents and young people.
- Continue to share information and learning and teaching approaches in order to meet the needs of all young people.
- Review arrangements for religious observance.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the HMIE publication *How good is our school?*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing. Here are the evaluations for James Gillespie's High School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	very good
Improvement through self-evaluation	good

HM Inspector: Fiona Carlisle

30 March 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

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

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