Firrhill High School
The City of Edinburgh Council
13 June 2006

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1. Background

Firrhill High School was inspected in February and 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, computing and physical education departments.

HM Inspectors observed learning and teaching and examined pupils' work. They analysed responses to questionnaires issued to a sample of parents[1] and pupils and to all staff. They interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met the chairperson of the School Board and representatives of the parent-teacher association.

Firrhill High School is a non-denominational school serving south west Edinburgh. At the time of the inspection, the roll was 1106. The percentage of pupils entitled to free school meals was below the national average. Pupils' attendance was in line with the national average.

2. Key strengths

HM Inspectors identified the following key strengths.

- The commitment of staff to providing pastoral care.

- The quality of the curriculum at each stage.

- The coherent and progressive programme of enterprise activities from S1-S6.

- The high standards of attainment at S5/S6.

- The strong direction given by the headteacher.

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

A majority of the sample of parents returned the questionnaire. Almost all said that parents' evenings were helpful and informative and that staff made them feel welcome. About a third of parents wanted the school to make it clearer to them what standard of work it expected from pupils and to explain more clearly how parents could support their child with their homework. Pupils thought that teachers expected them to work to the best of their ability.

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

They enjoyed being at school and got on well with other pupils. However, almost half thought that the behaviour of other pupils was not good. All teachers who responded said that they liked working in the school. They thought that staff showed concern for the care and welfare of the pupils and that they set high standards for pupils' attainment. Around a half of teaching staff thought that indiscipline could be dealt with more effectively and that standards for behaviour could be more consistently upheld in the school.

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 curriculum was very good. It had several well-grounded innovative features. The school provided a broad and balanced curriculum at S1/S2. It enabled higher-attaining pupils to study a second foreign language in S2 and there was provision for other pupils at this stage to receive extra support in literacy and numeracy. An information and communications technology (ICT) course helped pupils to develop further their ICT skills over S1-S2. The school was taking steps to improve the continuity of learning in a number of subjects from primary school. At S3/S4, most pupils were taking eight Standard Grade courses or their equivalent within broad and well balanced programmes. A very good feature at this stage was the appropriate use of Standard Grade, Access, Intermediate and Higher courses to address the needs of a wide range of pupils. Higher-attaining pupils were to be presented for Standard Grade mathematics in S3 and there was a successful track record of presentations in Higher product design, and craft and design in S4. Some pupils were following a pre-vocational course at this stage and commendably their achievements were certificated. Pupils could further their study at S5/S6 by taking one of the many subjects which were available at Intermediate, Higher and Advanced Higher. The provision included an exceptionally wide range of courses at Advanced Higher level. A range of courses was also available for both S5 and S6 in local colleges. An excellent feature of the curriculum was the coherent and progressive programme of enterprise activities from S1 to S6, which included the development of entrepreneurial skills.

The overall quality of teaching was good, and there were a few examples of very effective practice. Although most teachers shared the aims of lessons with pupils, only the majority of them summarised the main points effectively at the end of lessons. Across the school teachers used a good range of teaching approaches. They gave clear explanations and the most effective of them used questioning well to develop pupils' understanding. The frequency and use of homework was variable across the school. In most lessons, teachers used praise well to motivate pupils. ICT was used effectively in a minority of lessons. Some high-attaining senior pupils were highly motivated, and pupils generally worked conscientiously in lessons. The majority worked well without direct supervision. In some subjects, however, teachers did not allow pupils to think sufficiently for themselves. The behaviour of a small minority of pupils in some classes disrupted other pupils' learning. The pace and challenge of lessons were too variable. When teachers had high expectations, pupils responded well, but often teachers' expectations were not high enough. The school generally met the learning needs of pupils well, but the needs of some higher-attaining pupils

at S1/S2 were not always being met. Some departments used grouping of pupils by prior attainment effectively to help meet the needs of most learners; some were effective in using common tasks to which pupils could respond at a variety of levels; and a minority provided tasks at different levels within lessons.

Achievement

The overall quality of attainment at S1/S2 was adequate. The majority of pupils were attaining appropriate national levels in reading, writing and mathematics. Most pupils were making good progress with coursework and some were achieving high standards in some of their courses. However, in certain subjects, higher attaining pupils were not sufficiently challenged and they were not building successfully on their earlier learning.

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

The overall quality of attainment at S3/S4 was good. The proportions of pupils attaining five or more awards at SCQF levels 3, 4 and 5 was above or well above the national average. In comparison with similar schools, the school performed much better at level 5, in line with at level 4, and less well at level 3. Unusually, the performance of boys was generally better than that of girls and greater proportions of boys gained five or more awards at levels 3, 4 and 5.

The overall quality of attainment at S5/S6 was very good. At this stage pupils had a higher quality learning experience. The proportions of pupils in S5 and S6 attaining one or more, three or more and five or more awards at SCQF level 6 were well above the national averages. The proportion attaining five or more level 6 awards at these stages was much better than the results in similar schools. The proportion of pupils gaining one or more awards at SCQF level 7 was much higher than the national average and consistently better than similar schools.

Information on the subjects inspected is given later in the report. Significant features of attainment in the subjects not inspected were as follows.

- At S4, pupils performed better in history and science and less well in chemistry and French in comparison with their other Standard Grade subjects.

- At S5/S6, pupils performed better in art and design at Intermediate 2 and better in Higher economics in comparison with their other subjects at these levels.

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[2] Scottish Credit and Qualifications Framework (SCQF) levels:
 7: Advanced Higher at A-C/CSYS at A-C
 6: Higher at A-C
 5: Intermediate 2 at A-C; Standard Grade at 1-2
 4: Intermediate 1 at A-C; Standard Grade at 3-4
 3: Access 3 cluster; Standard Grade at 5-6

Pupils had many opportunities to achieve in a wide range of areas through the broad programme of extra curricular activities. The school developed aspects of citizenship through the active pupil council and through mock elections. Pupils expressed their views on school matters and influenced developments through the junior and senior pupil councils. Some members had given a presentation on banning smoking in public places to the Health Committee of the Scottish Parliament. The annual sponsored walk for S1/S2 successfully raised money for charities and also helped pupils to be aware of the needs of others. Many individuals and teams in a number of sports competed successfully in local and national competitions. Pupils' talents in music were developing through playing in the many bands. Their self-confidence and self-esteem were enhanced through performing in concerts. Seniors contributed to the school community by supporting younger pupils when they transferred from primary and by helping them with their reading and their work in a number of classes. The achievements of many pupils were celebrated regularly at assemblies, in the magazine 'Firrhill Heights' and at the S6 Commemoration Evening.

English

Learning and teaching

Teaching was effective and sometimes it was very skilled. Explanations were clear. Most teachers used a varied range of approaches and gave pupils appropriate praise and constructive feedback on their work. Pupils had motivating and challenging tasks, including opportunities to work with one another. However, they often required close supervision to keep concentrating on work. Sometimes, the pace in lessons was too slow for effective progress to be achieved. Overall, the support provided by teachers met most learning needs.

Achievement

At S1/S2, the majority of pupils attained appropriate national levels in talking, listening, reading and writing. There was no consistent trend of improvement. At Standard Grade, attainment at grades 1-2 varied from in line with national averages to well above, as in 2005. At Higher, the proportion of A and A-C grades ranged from above to well above national averages in both S5 and S5/S6. At Intermediate 2, A-C grades at S5 were in line with national averages or well above, as in 2005. At S5/S6, the proportion of A-C grades was above or well above national averages. At Intermediate 1 in S5 and Advanced Higher in S6, almost all of the small numbers of candidates gained A-C grades.

Other features of pupils' achievement included the following.

- In S1, several pupils had had their poster poems published on Lothian buses and several others had won local public speaking competitions.

- A group of senior pupils had produced and edited the magazine 'Firrhill Heights'.

Mathematics

Learning and teaching

Almost all teachers shared the intentions of lessons with pupils and reviewed learning at the end. In most classes, the interaction between teachers and pupils was effective. It was very effective in a few lessons. Teachers used graphics calculators well. Homework was given

and marked appropriately. Pupils' motivation varied considerably, but was fine in most classes. A small number of pupils disrupted the learning of others through poor behaviour. Pace and challenge in classes varied greatly. A few teachers asked effective open questions and gave pupils enough time to develop their own thinking. Classes at all stages were organised appropriately so that teachers could take account of prior attainment.

Achievement

The majority of S2 pupils attained appropriate national levels. The proportion of S4 pupils attaining grades 1-2 in Standard Grade was above the national average. The proportions of S5 pupils entered for Higher who gained A-C and A grades were above the national averages. In Intermediate 2, the proportion of pupils gaining A-C grades was around the national average, whereas in Intermediate 1 it was below the national average. The proportion of pupils who attained A-C grades in Advanced Higher was in line with the national average overall.

Other features of pupils' achievement included the following.

- With assistance from the Royal Bank of Scotland, all S4 pupils had undertaken successfully role play and group work on managing their finances.

- Large numbers of pupils entered for the Junior and Intermediate Mathematical Challenges, with good numbers achieving awards at gold, silver and bronze.

Computing

Learning and teaching

Teaching had important strengths, although there was a variation in the quality of teaching in the department. Teachers explained new work clearly and used a variety of resources effectively. They summarised lessons well but did not always share learning intentions at the beginning of lessons. Teachers questioned pupils to check their recall of knowledge. They did not use homework consistently to consolidate learning. The motivation of pupils varied. In a few lessons, pupils worked very effectively and were making impressive progress with challenging work. The department offered an exceptionally wide range of courses to meet pupils' needs.

Achievement

At S1, most pupils were able to use advanced features of a database and at S2, most could create a multimedia presentation. At S3/S4, pupils performed notably better at Intermediate 1 and Intermediate 2 in comparison with their other subjects. At S5/S6, pupils performed significantly better in Intermediate 2 in comparison with their other subjects, and most gained an A-C grade. The proportion of pupils entered for Higher computing was well above the national average and most gained an A-C grade. Most pupils presented for Advanced Higher computing gained an A-C grade. The majority of pupils presented for Intermediate 2 information systems and most entered for Higher information systems gained an A-C grade.

Other features of pupils' achievement included the following.

- Pupils' self-esteem was enhanced by their ability to make effective use of school computers.

- Pupils at S5/S6 were developing further their confidence and presentation skills by using presentation software.

Physical education

Learning and teaching

Teachers were well prepared and organised lessons to ensure appropriately high levels of pupil activity. They shared the purpose of the lessons clearly with pupils and made effective use of whole class direct teaching. Most pupils were attentive and on task but the quality of their learning experiences was not consistent across classes. The majority of pupils responded positively to the arrangements for choice which were well developed from S2. In some classes, the needs of pupils were well met, but in others there was insufficient challenge. Building on effective relationships, teachers' interactions with pupils were positive but their feedback required to focus more on individual progress.

Achievement

Most of the pupils in S1/S2 and the majority in S3 to S6 were making good progress in their learning. The number of pupils opting to study Standard Grade physical education at S3/S4 was increasing. The proportion attaining Credit awards had varied but was generally in line with the national average. In S5/S6 at Higher, the proportion of pupils attaining an A-C grade was above the national average and almost all of the small number of pupils presented at Intermediate 2 had attained an A-C award. Only a very small number of girls were opting to study physical education in S5/S6.

Other features of pupils' achievement included the following.

- S6 pupils gained confidence through supporting younger pupils in their learning.

- A group of S4 girls was developing a positive body image and self-esteem through health workshops in physical activity.

- A considerable number of pupils were improving their performance by participating in extra curricular sporting activities.

5. How well are pupils supported?

Arrangements for the pastoral care and welfare of pupils were very good. The school had sound procedures for dealing with child protection issues, including bullying. It promoted a healthy lifestyle through the personal and social education (PSE) programme and through learning experiences in certain departments and special events. Health promotion was also directed at all incoming P7 pupils. The pastoral care staff knew their pupils well through their engagement in the PSE programme and other contacts, and they supported them very

well. The exchange of pastoral care information with the associated primary schools was very good. The school had established very effective links with a significant range of external agencies to help address pupils' needs.

The school provided a range of opportunities for pupils to develop their personal and social skills. These included the P7 summer school, the broad range of extra-curricular activities for all pupils and working in the school community for seniors. The PSE programme included appropriate aspects of personal relationships, health education, decision-making, careers education, preparation for the world of work and citizenship, which prepared pupils well for their future lives. There was a good involvement of outside speakers. Staff were currently developing further the programme at S5/S6. They should maintain a focus on achieving greater pupil involvement in the learning experience.

The school provided very good curricular and vocational guidance for pupils. At key transition stages, pupils and their parents received comprehensive information on course choices. The school prepared pupils well for making careers choices by giving them opportunities to explore possibilities and develop decision-making skills. The excellent range of enterprise opportunities, provided for pupils at all stages, was delivered through a range of events, experiences and curricular inserts. Pastoral care teachers made a contribution to tracking the progress of S5 pupils and supporting them in setting appropriate targets. The school intended to extend this to other stages.

The overall quality of support for learning was good, with some clear strengths. Teachers and learning assistants made a significant contribution to supporting pupils with learning and social and emotional difficulties. Staff worked well in classrooms with a number of individuals, who were making satisfactory progress. They also worked with key groups of pupils in S1/S2, with a focus on improving their literacy and numeracy. They had correctly identified that there was scope to extend their work with these pupils to include the development of writing. They offered a good range of staff development opportunities to other staff and managed alternative examination arrangements well. A number of pupils had individualised educational programmes (IEPs). The majority of the long and short-term learning targets were reasonably well focused, but a number needed clearer definition. Overall, the school lacked a whole-school approach to addressing the range of pupil needs. It should include the role of all staff in supporting pupils' learning. Pupil support and learning support staff worked well with a number of pupils to improve their behaviour and attitude in class. The school had not yet made full use of the range of in-school and other expertise available to provide further support for these pupils.

The depute headteacher with responsibility for pupil support had an overview of this area and was effectively involved in managing its complexities. He needed to continue to develop the integrated approach to providing pupil support.

6. How good is the environment for learning?

Aspect	Comment
Quality of accommodation and facilities	The school had recently been refurbished. The new buildings included many attractive features: • bright attractive classrooms; • well-designed specialist teaching areas; • good quality fixtures and fittings; • social areas for pupils; and • good sports facilities. However, accommodation for art and design accommodation was insufficient, and pupils had limited access to ICT facilities.
Climate and relationships, expectations and promoting achievement and equality	Relationships between staff and pupils were very positive. Staff morale was high and most pupils were well behaved. However, a minority of pupils had a disruptive effect on some lessons. In corridors and public spaces a few pupils showed a lack of courtesy to others. Most pupils responded well to the high standards which most teachers demanded. However, teachers' expectations on pupils' dress, demeanour and work were inconsistent. High attaining senior pupils were confident that they would achieve their ambitious targets. A sense of equality and fairness permeated the work of the school. Pupils were exposed to equality and fairness themes in a number of subjects. The school effectively promoted racial equality through assemblies and PSE. The school did not publicise pupils' achievements sufficiently around the school. The school provided limited opportunities for religious observance. Pupils played an active role in assemblies and seniors had played a significant part in delivering a Remembrance service for the school.
Partnership with parents and the community	The school's links with parents and the community were good. The links with the associated primary schools were strengthening through joint working and the very successful Summer School for P7 pupils. The headteacher was taking effective steps to consult with parents and seek their views on a range of issues and events. The School Board and parent-teacher association played an active part in the life of the school. Some parents played a key role in leading some extra-curricular events. The long-standing links with employers through the enterprise programme and with the Army added an enriching element to pupils' learning experiences. A technology project on developing an aid for pupils in Braidburn School provided a motivating context in technical education and extended the links with this neighbouring special school.

7. Improving the school

The school provided a very effective education for its senior pupils and an improving provision for those in S1-S3. It had many strengths. Relationships between staff and pupils were positive. Teaching was effective and the quality of the curriculum was very good.

The leadership of the school was effective. The headteacher had been in post for about a year and she had introduced a number of very good initiatives to improve the quality of learning and teaching and the school's ethos. She had a clear strategy to move the school forward and through her personal skills was very successful in taking staff, parents and other stakeholders with her. She had made a priority of sharing leadership and developing the effectiveness of other managers. The depute headteachers carried out their individual remits well and supported the headteacher effectively. Most principal teachers were very effective at managing their own departments and some were very skilful teachers. Promoted staff were less effective at working consistently to manage pupils' behaviour.

The headteacher had introduced a number of systematic approaches to assuring the quality of the work of the school but these had not yet had a significant impact on the experiences of pupils. Senior managers worked with principal teachers in their link departments to analyse SQA results and devise action plans. They checked progress with development plan targets and monitored the progress and attainment of S4 and S5 pupils. They had also started to monitor the quality of learning and teaching in S1/S2 classes. The majority of principal teachers had also begun to monitor the quality of learning and teaching in their departments. A few departments had their own peer review process, which had a positive impact upon the quality of learning, teaching and attainment. Overall, however, the monitoring of the quality of learning and teaching was not fully embedded in the culture and practice of the school. The majority of staff had had a professional review with their line manager and this process helped to identify areas for professional development. A number of other audits and stakeholder surveys had been carried out and they contributed to the comprehensive standards and quality report, which was used to identify the school's improvement priorities. Given the early impact of the headteacher's strong direction to the school, the early progress made in a number of initiatives and the commitment of staff, the school had the capacity to improve further the quality of education it provides to all its pupils.

Main points for action

The school and education authority should take action to improve achievement and in doing so, they should take account of the need to:

- ensure more consistency in learning and teaching and make effective use of the existing good practice;

- improve standards of pupils' behaviour;

- have more consistent, clearer and higher expectations of pupils' attainment;

- improve attainment at S1/S2;

- improve the corporate effectiveness of promoted staff; and

- build on current practice to improve self-evaluation.

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. HM Inspectors will continue to engage with the school and the education authority in monitoring progress, and will undertake a follow-through inspection. This will result in another report to parents, within two years of the publication of this report, on the extent of improvement that has been achieved.

Terry Carr
HM Inspector

13 June 2006

Appendix 1   Indicators of quality

The sections in the table below follow the order of this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and may also be mentioned in those other sections.

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

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

How good is the environment for learning?	
Accommodation and facilities	Good
Climate and relationships	Good
Expectations and promoting achievement	Adequate
Equality and fairness	Very good
Partnership with parents, the School Board and the community	Good

Improving the school	
Leadership	Good
Effectiveness and deployment of staff with additional responsibilities	Good
Self-evaluation	Adequate

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
Almost all parents felt that: • staff made them feel welcome; • parents' evenings were helpful and informative; • the school buildings were kept in good order; • their child was treated fairly; • staff showed care and concern for their child; and • the school was well led.	Around a third of parents felt that: • the school could explain better how they could support their child with their homework. Around a quarter felt that: • the school could make it more clear to parents the standards of work expected from pupils.
What pupils thought the school did well	**What pupils think the school could do better**
Almost all pupils felt that: • teachers expected them to work to the best of their ability; • they got on well with other pupils; • the school helped to keep them safe and healthy; • teachers checked their homework; and • they knew what to do at school if there was something that worried them.	Almost a half felt that: • the behaviour of other pupils was not good.
What staff thought the school did well	**What staff think the school could do better**
All teaching staff felt that: • they liked working in the school; • that teachers set high standards for pupils' attainment; and • that staff showed concern for the welfare of pupils. Almost all teaching staff felt that: • the school dealt effectively with bullying; • teachers ensured that pupils received constructive feedback about their work; • staff worked hard to promote and maintain good relations with the local community; • there was effective communication among staff; • pupils were enthusiastic about learning; and • the school was well led.	Almost a half of teaching staff felt: • standards set for pupils' behaviour could be more consistently upheld; and • indiscipline could be dealt with more effectively. Almost all support staff felt that: • their staff training time was not used effectively.

Appendix 3   Attainment in Scottish Qualifications Authority (SQA) National Qualifications

Scottish Credit and Qualifications Framework (SCQF) levels:
7: Advanced Higher at A-C/CSYS at A-C
6: Higher at A-C
5: Intermediate 2 at A-C; Standard Grade at 1-2
4: Intermediate 1 at A-C; Standard Grade at 3-4
3: Access 3 Cluster; Standard Grade at 5-6

Percentage of relevant S4 roll attaining by end of S4

		2003	**2004**	**2005**
English and Mathematics	**Firrhill High School**	96	93	96
@ Level 3	**Comparator Schools[3]**	94	95	96
	National	91	91	90
5+ @ Level 3 or Better	**Firrhill High School**	95	91	94
	Comparator Schools	94	95	95
	National	91	91	90
5+ @ Level 4 or Better	**Firrhill High School**	86	80	90
	Comparator Schools	84	85	85
	National	76	77	76
5+ @ Level 5 or Better	**Firrhill High School**	45	41	53
	Comparator Schools	41	41	43
	National	34	35	34

Percentage of relevant S4 roll attaining by end of S5

		2003	**2004**	**2005**
5+ @ Level 4 or better	**Firrhill High School**	85	88	82
	Comparator schools[3]	88	86	87
	National	78	78	78
5+ @ Level 5 or better	**Firrhill High School**	55	58	54
	Comparator schools	52	52	55
	National	45	45	45
1+ @ Level 6 or better	**Firrhill High School**	48	51	48
	Comparator schools	46	46	44
	National	39	39	39
3+ @ Level 6 or better	**Firrhill High School**	33	35	29
	Comparator schools	26	30	25
	National	23	23	23
5+ @ Level 6 or better	**Firrhill High School**	20	20	14
	Comparator schools	11	11	10
	National	10	9	10

Percentage of relevant S4 roll attaining by end of S6

		2003	2004	2005
5+ @ Level 5 or better	**Firrhill High School**	56	56	59
	Comparator schools[3]	56	54	55
	National	47	47	47
1+ @ Level 6 or better	**Firrhill High School**	51	54	54
	Comparator schools	52	51	49
	National	44	44	43
3+ @ Level 6 or better	**Firrhill High School**	40	43	45
	Comparator schools	38	36	37
	National	31	31	30
5+ @ Level 6 or better	**Firrhill High School**	31	31	30
	Comparator schools	24	23	24
	National	20	20	19
1+ @ Level 7 or better	**Firrhill High School**	24	19	21
	Comparator schools	13	15	13
	National	12	12	12

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

How can you contact us?

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, 1st Floor, Endeavour House, 1 Greenmarket, Dundee DD1 4QB or by telephoning 01382 576700. Copies are also available on our website at www.hmie.gov.uk.

If you wish to comment about secondary inspections

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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.

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. More information about the Ombudsman's office can be obtained from the website: www.scottishombudsman.org.uk.