

**Kirkintilloch High School
East Dunbartonshire Council
2 May 2006**

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1. Background

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

HM Inspectors observed learning and teaching and examined pupils' work. They analysed responses to questionnaires issued to a sample of parents¹ 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 a group of parents.

Kirkintilloch High School is a non-denominational school serving Kirkintilloch and the village of Twechar. At the time of the inspection, the roll was 665. The percentage of pupils entitled to free school meals was in line with the national average. Pupils' attendance was below the national average.

2. Key strengths

HM Inspectors identified the following key strengths.

- The headteacher's and staff's commitment to the school and its pupils.
- The improving ethos of the school.
- A strong focus on pupils' achievement in a broad range of activities.
- Pupils' citizenship skills which were being well developed through the school's focus on international links, and Eco and Fair Trade activities.

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

Most parents, staff and pupils were satisfied with the quality of most of the school's provision. About a third of parents returned questionnaires. Almost all thought that their child enjoyed being at school and found school work stimulating and challenging. They felt that parents' nights were informative. Most thought that the school was well led. A minority had concerns about the condition of the school buildings. Most pupils felt that they enjoyed being at school. Almost all thought that teachers explained things clearly and helped them

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

when they were having difficulties. About a third felt they could have a better say in deciding how to improve the school. Most teachers who responded enjoyed working in the school and thought that it was well led. The majority felt that there was regular staff discussion about how to achieve school priorities. About half of the staff felt that standards set for pupils' behaviour were not consistently upheld.

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 quality of the curriculum was weak overall. The school had recently introduced significant changes to the structure of the S1/S2 curriculum, following a consultation undertaken with stakeholders. S2 pupils had chosen their subjects for Standard Grade or its equivalent during S1 and will sit these examinations at the end of S3, rather than at the end of S4. The main aim of this change was to improve progression to National Qualifications, in order to raise attainment by the end of S5. There were some initial indications of improved attitudes to learning, but it was too early to judge the practical benefits of the initiative in improving pupils' learning. Teachers were working hard to meet the needs of all pupils. However, it was clear that the timescale for implementation had been too short. The decision to change the curriculum had been taken midway through last session. As a result, staff had not been able to plan and prepare appropriately for courses or for the necessary changes to learning and teaching. The timescale for implementing the major changes to the curriculum meant that many pupils were insufficiently prepared for their national courses in S2. A few S2 courses were set at levels which would not let pupils achieve their full potential at the end of the two years. In other cases, teachers were having to adapt courses on an ad hoc basis as they were proving to be over-demanding for the level of maturity of pupils. The school's evolving processes for monitoring pupils' learning experiences in S1/S2 were not sufficiently systematic or rigorous to support these changes.

At S1, pupils followed a broad and balanced curriculum. The school had recently reduced class sizes and allocated additional time to improve pupils' literacy and numeracy skills. At S2, almost all pupils were now following nine Standard Grade courses or equivalent. However, a number did not fully understand the course level at which they were working or the implications for progression beyond S3. Current learning and teaching approaches were not consistently meeting the needs of all pupils. A small group of pupils received additional support from the support for learning department in place of one course. At S3/S4, almost all pupils studied eight Standard Grade courses or its equivalent. Pupils did not have access to vocational options. At S5/S6, pupils could choose from a range of courses at Intermediate, Higher and Advanced Higher level. Commendably, at all stages, pupils were beginning to develop their health and fitness through more than two hours of physical education each week.

Overall, teaching had some important strengths. In almost all lessons, teachers gave clear instructions and tried to explain ideas well to pupils. In most lessons, there were positive relationships between staff and pupils and teachers made good use of praise. In the majority of lessons, teachers shared the purposes of lessons with pupils, but conclusions were not

always summarised. Most teachers questioned pupils well to check their understanding. However, they did not consistently ask questions which prompted pupils to think deeply about their work and give explanations of their views. Teachers usually taught the whole class, with some good examples of direct interactive teaching. However, lessons sometimes lacked variety and pace. The quality of pupils' learning was adequate. In most lessons, pupils were focused on their work and well behaved. In some classes, there was a high sense of expectation and pace. However, pupils generally had insufficient opportunities to work together on tasks, to be independent thinkers or to take responsibility for their own learning. Few teachers made use of information and communications technology (ICT) to enhance learning. Teachers showed care and concern for pupils. They gave useful support in class to those who needed additional help with their learning. However, there were important weaknesses in the way the school met pupils' needs. Pupils did not receive sufficient feedback on what they needed to do to improve. Teachers did not consistently challenge pupils sufficiently, particularly the higher attaining pupils.

Achievement

The overall quality of attainment at S1/S2 was adequate. By the end of S2, most pupils were attaining appropriate national levels in reading and mathematics. The majority were attaining these levels in writing. An increasing proportion of pupils were exceeding these levels in mathematics. A few pupils were exceeding appropriate national levels in reading and writing. The school did not gauge pupils' progress sufficiently across the rest of the curriculum.

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 weak. By the end of S4, the proportions of pupils attaining five or more awards or better at SCQF level 3, level 4 and level 5 were below national averages. The school performed less well than schools with similar characteristics.

The overall quality of attainment at S5/S6 was weak. By the end of S5, the proportions of pupils attaining five or more awards at SCQF level 5, and three or more and five or more awards at SCQF level 6 or better were below national averages. The proportion attaining one or more awards at SCQF level 6 was, overall, in line with the national average, but had been decreasing. The school performed less well than similar schools. By the end of S6, the proportions of pupils attaining one or more, three or more or five or more awards at SCQF level 6 or better were in line with the national average, but were decreasing. The proportion gaining one or more award at SCQF level 7 was below the national average. Results at this level were in line with similar schools.

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

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 art and design than in their other subjects. They performed less well in computing. Pupils performed notably less well in history than in their other subjects.
- At Standard Grade, the proportions of pupils attaining Credit grades in business management, craft and design, history and modern studies were well below national averages.
- At S5/S6, all of the small number of pupils presented for Higher and Intermediate 2 graphic communication and music attained A-C grades.

Pupils benefited from a wide range of events and activities designed to involve them in the life of the school, develop their personal and social skills and give them access to a variety of new interests. The school offered pupils an increasing and varied choice of sports and clubs which gave many the opportunity to work with others and develop new skills. A significant number of senior pupils took responsibility for the organisation of a range of school events and other activities. An end of year musical production and other drama performances allowed many pupils positive opportunities for collaboration and performance and the development of self-confidence and organisational skills. The junior and senior enterprise groups, and the Fair Trade and Eco groups were enabling pupils to gain a range of valuable skills in the area of enterprise. A number of senior pupils were developing interpersonal, communication and citizenship skills through buddying junior pupils and working regularly in a neighbouring special school. The school raised significant sums of money through its charity work. Pupils' personal development was also enriched through a variety of educational visits and excursions and other opportunities.

English

Learning and teaching

Teachers shared the content of lessons well and gave clear explanations and instructions. They questioned pupils effectively to check their understanding and develop their thinking. They did not always reinforce main points at the end of lessons. Almost all pupils were cooperative, well behaved and remained on task. Some worked well on paired and group tasks and were capable of independent learning. Some pupils could achieve more by taking a more active part in lessons. Teachers and support staff used an appropriate range of approaches to help pupils develop their skills. However, sometimes they provided too much support and some tasks did not challenge pupils sufficiently to ensure progress.

Achievement

At S1/S2, most pupils made good progress in their coursework. By the end of S2, most pupils were attaining appropriate national levels in reading. The majority achieved these levels in listening, talking and writing. At S4, the proportion of pupils attaining grades 1-4 at Standard Grade was in line with the national average. The majority of the small number of pupils at Intermediate 1 attained A-C grades. In S5/S6, at Intermediate 2, the proportion of pupils attaining A-C grades was below national averages. The proportion of pupils being

presented for Higher had decreased. The proportion attaining A-C grades varied and was now in line with the national average.

Other features of pupils' achievement included the following.

- At all stages, some pupils wrote very effective and atmospheric imaginative stories.
- Poems composed by some S1/S2 pupils had been published in a 'Young Writers' anthology.
- At S3/S4, some pupils offered very perceptive responses to literary texts they had studied.

Mathematics

Learning and teaching

Teachers provided clear explanations and were beginning to make effective use of ICT, where it was available. Lessons were well organised and most teachers used a range of teaching approaches to enhance pupils' learning. They provided some good opportunities for pupils to work together solving problems. Teachers' use of homework to reinforce and extend pupils' learning was inconsistent. In most classes, the pace of learning was good. Tasks and activities were generally well pitched to meet pupils' needs. However, for groups of pupils at S1/S2, the pace of learning and level of challenge were not sufficiently brisk to enable them to make appropriate progress.

Achievement

By the end of S2, most pupils were attaining appropriate national levels in mathematics. An increasing proportion of pupils were exceeding these levels. By the end of S4, the proportion of pupils attaining grades 1-2 was below the national average. However, pupils performed notably better in mathematics than in their other subjects. By the end of S5 at Higher, the proportion attaining A-C grades had increased and was now well above the national average. However, the proportion of pupils being presented at S5/S6 had significantly decreased and was now well below the national average. At Intermediate 2, the proportion of pupils attaining A-C grades had increased overall and was now well above the national average. Less than half of the small number of pupils presented for Intermediate 1 attained A-C grades. The majority of those presented for Advanced Higher attained A-C grades.

Other features of pupils' achievement included the following.

- Increasing proportions of pupils had achieved success in national mathematical competitions.
- At S1, pupils were successfully investigating properties of graphs in a practical context.

Chemistry and S1/S2 science

Learning and teaching

Teachers generally provided clear instructions and good explanations and made good use of homework to support learning. However, they did not consistently explain what pupils were expected to learn or summarise the main teaching points at the end of lessons. Questioning did not always sufficiently challenge learners to develop their understanding. Teachers made good use of direct teaching, but needed to broaden the range of teaching approaches to take more account of the range of pupils' learning needs. Pupils focused well on their work and were cooperative and well-behaved but they had too few opportunities to discuss their knowledge or understanding. In some lessons, pupils were not sufficiently involved in their learning.

Achievement

At S4, pupils performed better in Standard Grade chemistry than in their other subjects. The proportion gaining grades 1-2 was in line with, or above, the national average. At Access 3, the majority of pupils successfully completed the course. At Higher, the proportion of S5 pupils attaining A-C grades in chemistry was well above the national average. Pupils performed better at Higher than would be expected from their S4 attainment. Of the small number of pupils who took Intermediate 2 in S5/S6, the majority passed. At Advanced Higher level, most pupils attained an A-C grade.

Other features of pupils' achievement included the following.

- A number of pupils participated in the Royal Society of Chemistry 'Top of the Bench' competition and Salters' competitions.

Modern languages

Learning and teaching

Teachers generally interacted well with pupils and created a positive learning environment. They planned their lessons well and gave clear instructions and explanations. Some effective examples of direct teaching were observed, including a good quality of dialogue with individual pupils to discuss their progress. However, the quality of pupils' learning experience was not consistent. The department was beginning to make some use of ICT to enrich pupils' learning experience. In some lessons, there was an insufficient variety of activity and too much teacher direction. Most pupils worked well in lessons and were responsive to the good relationships in classes. However, they were not always actively involved in their learning and the pace and expectation in some lessons were not appropriate. In some classes, higher attaining pupils were not sufficiently challenged.

Achievement

At S1/S2, most pupils were performing well in their coursework. Listening skills were developing well. At Standard Grade, the proportion of S4 pupils who attained an award in French was below or well below the national average. Most S5/S6 pupils presented in Higher French gained A-C grades and many of these were A grades. Less than half of the

small number presented at Intermediate 2 gained A-C grades. The majority of those presented for Higher German gained A-C grades. Pupils' speaking skills were generally less consistently developed than their other language skills across the stages.

Other features of pupils' achievement included the following.

- A range of pupils participated well in an annual event to celebrate the European Day of Languages.
- A group of S1-S3 pupils planned and organised a successful French cafe for the parents of incoming P7 pupils.

5. How well are pupils supported?

The school gave good attention to the pastoral care and welfare of pupils. There were clear procedures in place to deal with any problems related to child protection, bullying, drug misuse or racial incidents and to ensure safe use of the Internet. Pupils were positive about the school and confident that concerns would be dealt with effectively. The school addressed health and welfare issues effectively through the personal and social education programme. It had established productive links with a range of external agencies in the support of pupils.

The school used a range of approaches to support pupils' personal and social development. Good initiatives were in place to promote positive behaviour. The school provided a wide range of extra curricular activities. It also offered pupils a number of opportunities, within and outwith the school, to develop their sense of responsibility and citizenship. It had introduced a new personal and social education (PSE) programme for S1 to S5. The programme included a wide range of appropriate topics and effective contributions from outside agencies and speakers, which maintained pupil interest. The school did not include S6 in the PSE programme. It was not yet monitoring and evaluating pupils' learning experiences in PSE to ensure improvement.

The school provided good curricular and vocational guidance. Preparation for course choice at key transition stages included the use of the careers library and appropriate involvement of parents. The school had not produced S1/S2 information booklets for pupils and parents on course choices to support the introduction of the new curriculum structure. The school prepared pupils well for careers choices through careers conventions, attendance at college and contributions from Careers Scotland and other visiting speakers. All S4 pupils had the opportunity to participate in work experience. Pastoral care teachers needed to monitor the progress of pupils more effectively in order to support them in reviewing and deciding their next steps.

The overall quality of support for learning was good, with some clear strengths. Transition arrangements for pupils moving from primary to secondary were good. At all stages, teachers had access to clear and helpful information about pupils with learning needs and additional support needs, along with appropriate support strategies. Pupils with additional support needs had targets set within individualised educational programmes. Staff regularly reviewed progress towards these targets and parents were appropriately involved. The department made effective use of the school's internal pupil support group to access and

coordinate support systems for specific pupils. The school now needed to agree a whole-school approach to addressing the range of pupil needs, both in learning and behaviour. This should include defining the role of all staff in supporting pupils' learning and enabling the support for learning department to support pupils in a more flexible way.

With very good support from one of the depute headteachers, the school had made progress in its plans to improve the management and coordination of pupil support. It was well placed to develop this area further.

6. How good is the environment for learning?

Aspect	Comment
Quality of accommodation and facilities	Overall, the quality of accommodation was weak. The education authority planned to build a new school on the site. Among the strengths of the current accommodation were the security of the building, the recent installation of perimeter fencing and the sound management of accommodation issues as they arose. The weaknesses included the poor fabric of the building both internally and externally, old science laboratories, some small classrooms, heating and ventilation problems and worn furniture and fittings. The school had started to make some use of display to celebrate school and pupil success. This should be extended more widely across the school.
Climate and relationships, expectations and promoting achievement and equality	The school was welcoming to visitors and parents and there was a caring atmosphere among the staff. The school was making progress in promoting positive behaviour. Most pupils identified with the school and accepted the school dress code. Relationships between staff and pupils were mostly positive and staff supported many extra-curricular activities. Staff morale was high and had improved under the leadership of the headteacher. Senior managers and teachers had appropriate expectations of attendance and punctuality. The school needed to state more clearly its expectations of what pupils could achieve overall in their education. In turn, teachers needed to be more consistent in their expectations in day to day classwork. Staff promoted equality and fairness effectively in their dealings with pupils and parents. The school should continue to build on its current work in promoting racial equality, in line with current legislation. Pupils had suitable opportunities to attend assemblies and participate in religious observance.

Aspect	Comment
Partnership with parents and the community	The school had established a good partnership with parents. The headteacher had surveyed parents to seek their views on aspects of the work of the school and had kept them well informed through regular newsletters. Scope remained for the school to build on this good partnership to involve parents to a greater extent in supporting their children's learning. It had good working relations with the supportive School Board. The school had developed some links with its associated primary schools and had plans to extend this further to improve the continuity of pupils' learning. The school had established sound links with the world of work through work experience. Pupils had also benefited from some strong links with the local community. For example, a group of senior pupils offered valued assistance in a local special school.

7. Improving the school

Kirkintilloch High School provided an education for its pupils that was clearly improving in certain areas. With the support of the education authority, it had the capacity to continue to improve. It had achieved and maintained a positive ethos, sustained by a caring staff and a sound framework for the support of pupils. Staff were loyal to the school and committed to its young people, most of whom enjoyed being at school. The quality of teaching was good overall, although the school needed to make pupils' learning experiences more consistent and to meet their needs better. With the long-term aim of raising attainment, the school had embarked on some major curricular changes. Teachers were working very hard to deliver these new courses. However, there had been insufficient whole-school planning to allow teachers appropriate time to prepare for these courses. There was currently an insufficient focus on the impact of the new programmes on the learning experiences and general progress of all young people involved. A clearer sense of direction in the planning and management of change and a better focus on self-evaluation will be important parts of the school's continuing improvement.

The headteacher had been in post for 18 months and had been a positive influence on the school in a number of areas. He had encouraged teachers to work together and, supported by the senior managers and staff, had achieved a positive school ethos. He had recognised the need to raise the aspirations of pupils and the expectations of staff and had set out to initiate some major curricular changes. There had been some consultation of stakeholders regarding these changes and most staff had responded with energy and commitment to the challenges resulting from these developments. However, the timescale for implementation of these major changes was too short, and their impact on learning had not been evaluated sufficiently. The senior management team were individually committed and hardworking and fulfilled significant remits. They gave the headteacher a good level of support and worked well with the staff. Their collegiate working, however, needed further development. All senior managers needed to support further the intended curriculum changes and to build on the current limited monitoring to focus clearly on the impact of these changes on all pupils. The headteacher, with his team, should focus on ensuring a closer management of

change and on offering clearer guidance to middle managers and staff. Some principal teachers offered very sound leadership in improving the learning experience in their departments.

The school had maintained a range of methods for reviewing and evaluating the quality of its work, but overall, there were some important weaknesses in self-evaluation. Staff, pupils and parents had been involved in a broad audit of the school's effectiveness. Senior managers met principal teachers to discuss examination results and progress towards meeting development plan targets. Departments were beginning to make use of quality indicators to inform their planning. The school had recently introduced classroom visits by senior staff to evaluate the quality of learning and teaching, but as yet this had had limited impact. As part of its aim of raising achievement, the school needed to give a more consistent focus to evaluating the impact of curricular changes. It also needed a more rigorous and systematic whole school drive focused on improving pupils' learning experiences. The headteacher had not yet involved all staff sufficiently in the process of self-evaluation through professional reflection. He and senior managers had not always made effective use of the information generated by self-evaluation to promote further improvement. They needed to challenge departments more to fulfil their responsibilities for improvement. In turn, principal teachers needed to build on their current role to demonstrate a greater leadership for learning.

Main points for action

The school and education authority should take action to raise attainment and meet pupils' needs by improving:

- the quality of learning experiences for all pupils;
- the curriculum, particularly in S1/S2;
- the systems for monitoring and tracking pupils' progress;
- the planning and management of change, including a clearer emphasis on the role of the headteacher and senior managers in guiding and supporting improvement; and
- the focus and rigour of self-evaluation at all levels within the school, with particular attention given to the impact of curricular change.

What happens next?

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents and carers. HM Inspectors will engage with the school and the education authority to monitor progress. They will publish an interim report on progress within one year of the publication of this report. 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 and carers, within two years of the publication of this report, on the extent of improvement that has been achieved.

Alan P Ogg
HM Inspector

2 May 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	Weak
The teaching process	Good
Pupils' learning experiences	Adequate
Meeting pupils' needs	Weak
Overall quality of attainment: S1/S2	Adequate
Overall quality of attainment: S3/S4	Weak
Overall quality of attainment: S5/S6	Weak

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

How good is the environment for learning?	
Accommodation and facilities	Weak
Climate and relationships	Good
Expectations and promoting achievement	Adequate
Equality and fairness	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	Weak

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

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

Appendix 2 Summary of questionnaire responses

What parents thought the school did well	What parents think the school could do better
<p>Almost all parents thought that:</p> <ul style="list-style-type: none"> • their child enjoyed being at school and was treated fairly; and • staff made them feel welcome in school. <p>Most thought that:</p> <ul style="list-style-type: none"> • the school had a good reputation in the community and was well led; • teachers set high standards for pupils' attainment; and • the staff showed concern for the care and welfare of their children. 	<p>About a third of parents felt that:</p> <ul style="list-style-type: none"> • the school had not sufficiently explained how they could support their child with homework; and • teachers could give them better information about their children's strengths and weaknesses.
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"> • teachers expected them to work to the best of their ability; • teachers told them how they were getting on with their work and helped them when they were having difficulties; and • they felt safe and secure in the school. <p>Most pupils felt that:</p> <ul style="list-style-type: none"> • they enjoyed being at school and that staff listened to them; and • staff were good at dealing with bullies. 	<p>About a third of pupils thought that:</p> <ul style="list-style-type: none"> • the behaviour of some pupils could be better; and • they could have a better say in decision-making in the school.
What staff thought the school did well	What staff think the school could do better
<p>Most thought that:</p> <ul style="list-style-type: none"> • they liked working in the school; • there was mutual respect between teachers and pupils; • there was effective communication among staff; and • the school was well led. 	<p>About a third felt that:</p> <ul style="list-style-type: none"> • there could be better communication between senior managers and staff. <p>Just under a half thought that:</p> <ul style="list-style-type: none"> • standards set for pupils' behaviour were not consistently upheld in the school.

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 @ Level 3	Kirkintilloch High School	92	92	95
	Comparator Schools ³	92	93	92
	National	91	91	90
5+ @ Level 3 or Better	Kirkintilloch High School	90	93	87
	Comparator Schools	92	92	91
	National	91	91	90
5+ @ Level 4 or Better	Kirkintilloch High School	69	72	64
	Comparator Schools	76	77	75
	National	76	77	76
5+ @ Level 5 or Better	Kirkintilloch High School	26	27	25
	Comparator Schools	33	32	28
	National	34	35	34

Percentage of relevant S4 roll attaining by end of S5

		2003	2004	2005
5+ @ Level 4 or better	Kirkintilloch High School	77	71	76
	Comparator schools ³	78	77	79
	National	78	78	78
5+ @ Level 5 or better	Kirkintilloch High School	41	36	37
	Comparator schools	42	44	45
	National	45	45	45
1+ @ Level 6 or better	Kirkintilloch High School	38	34	30
	Comparator schools	37	38	37
	National	39	39	39
3+ @ Level 6 or better	Kirkintilloch High School	17	15	17
	Comparator schools	20	20	20
	National	23	23	23
5+ @ Level 6 or better	Kirkintilloch High School	6	4	5
	Comparator schools	8	7	9
	National	10	9	10

Percentage of relevant S4 roll attaining by end of S6

		2003	2004	2005
5+ @ Level 5 or better	Kirkintilloch High School	53	44	41
	Comparator schools³	47	45	45
	National	47	47	47
1+ @ Level 6 or better	Kirkintilloch High School	47	39	38
	Comparator schools	44	41	42
	National	44	44	43
3+ @ Level 6 or better	Kirkintilloch High School	32	27	24
	Comparator schools	31	26	26
	National	31	31	30
5+ @ Level 6 or better	Kirkintilloch High School	16	16	13
	Comparator schools	17	16	16
	National	20	20	19
1+ @ Level 7 or better	Kirkintilloch High School	9	3	8
	Comparator schools	10	9	9
	National	12	12	12

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 Strategic Director - Community, 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

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.

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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.

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