

Inspection of Additional Support Needs Provision

**Kittoch School
East Kilbride**

South Lanarkshire Council

22 February 2005

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1. Background

Kittoch School was inspected in November 2004 as part of a sample of provision for pupils with additional support needs. Subjects included in the inspection were English, mathematics, social and vocational studies, social subjects and personal and social education (PSE). The school is a non-denominational secondary school which serves pupils from South Lanarkshire. It provides secondary education for pupils with additional support needs arising from social, emotional and behavioural difficulties. Kittoch Support Unit is part of the school and serves pupils at the S4 and S5 stages. Two area behaviour support bases, managed by the headteacher of Kittoch School, were located at Ballerup High School and Cathkin High School. At the time of the inspection, the combined roll of the school and support unit was 45, while around 30 pupils from a number of schools were linked to the two bases for some of their school week. Pupils in the bases attended their mainstream school for most of their school week. There were no pupils with a Record of Needs. Almost all pupils travelled to and from the school in taxis and minibuses. The number of pupils entitled to free school meals was well above the national average. The school had ensured that the attendance of most pupils had improved but it was well below the national average for secondary age pupils.

Members of the inspection team analysed responses to questionnaires issued to all pupils, parents and carers, and staff. They also met groups of parents of pupils from the school, support unit and bases and interviewed groups of pupils and staff. There was no School Board.

2. Key strengths

HM Inspectors identified the following key strengths.

- The commitment and concern of staff towards pupils' care and welfare.
- The quality of the assistance provided by support staff to pupils and teachers.
- The vocational guidance including effective and regular links with the careers adviser and arrangements for work experience placements.
- Inclusive approaches in the two area behaviour support bases which included effective promotion of pupils' personal and social development (PSD) and very good links with mainstream secondary schools.
- Leadership of the bases.

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

Parents and carers, pupils and staff were generally positive about the school, the support unit and the bases. All parents and carers felt staff made them feel welcome. Almost all parents thought that staff showed concern for the care and welfare of their child and were confident if they raised a matter of concern staff would do something about it. About a quarter of parents thought there was insufficient mutual respect between teachers and pupils. Parents said that they would like better communication

with the school and the chance to meet with other parents. All parents and carers thought the school was well led. Pupils thought that teachers expected them to work as hard as they could. They spoke very positively about the support they received from staff. About a third of pupils who responded felt that the behaviour of some pupils was not good. Pupils enjoyed the chance to engage in leisure activities during breaks and at lunchtime. All teachers thought they set high standards for pupils' attainment and achievement, and that their time for continuous professional development was used effectively. All staff enjoyed working in the school though most felt pupils were not enthusiastic about their learning. Some teachers in the school and the support unit said that they had felt threatened by pupils' challenging behaviour.

Further details about what most pleased parents and carers, 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, attainment and achievement?

In evaluating the overall quality of learning, teaching, attainment and achievement, HM Inspectors observed aspects of learning in the inspected subject areas and more widely across the school. In the bases, they observed aspects of learning and teaching in PSD. They also reviewed the extent to which the structure of the curriculum addressed pupils' needs, and they analysed pupils' performance in examinations.

The curriculum, learning and teaching

The school's curriculum lacked breadth and balance. The length of the school week was considerably shorter than that of mainstream schools. In the support unit, the curriculum was unsatisfactory due to the very short week. The curriculum in the bases was very good and ensured that the length of the school week for pupils was in line with that in mainstream schools. Pupils attended the bases for some of the school week and their mainstream school for most of the week. In the bases, pupils at S1/S2 had additional time for their PSD appropriate to their needs and were taught other subjects in their mainstream school. In the school, S3/S4 pupils studied for four Standard Grades in English, mathematics, social and vocational studies and modern studies. Recently, the school had introduced courses in religious education and computing. However, the curriculum did not provide a broad and appropriate range of subjects. Pupils did not have a suitable physical education experience. In the support unit, pupils at S4 were offered English and mathematics at Access Level 3 and units in social subjects, computing and physical education activities. In addition, they could undertake vocational courses at a local college. Pupils at S5, due to leave at Christmas, attended the support unit for only one day per week. They had a limited curriculum which involved some preparation for work and an appropriate work experience placement.

In the school, most teachers and support staff interacted well with pupils and on occasion used praise effectively to motivate them. Teachers made use of effective questioning with individuals and, on some occasions, with groups. In general, teachers did not set regular homework and did not make sufficient use of information and communications technology (ICT) to improve learning and teaching. A few teachers ensured that the aims and purposes of lessons were shared with pupils and that time was allocated at the end of lessons to consolidate the main points. In the bases, teachers made skilful use of questioning to promote pupils' confidence and made good

use of ICT to stimulate pupils' learning. Teachers gave frequent praise to good effect. They had established very good working relationships with pupils.

In most classes in the school and the support unit, pupils were able to work independently for short periods of time. They worked well when closely supervised by teachers or with the effective help of support assistants. In some classes, where pupils were interested in topics they were motivated to work well. However, most pupils were not motivated or stimulated by their learning experiences and lacked enthusiasm for their learning. In their classes, pupils often made inappropriate use of ICT and accessed websites not related to their lessons. The relationships between some staff and pupils were often of a poor quality. The structure and pace of some lessons did not meet pupils' needs. Tasks and activities were not challenging or motivating enough for pupils to make good progress in their learning. In the bases, pupils were enthusiastic in their learning and always on task. They behaved very well. They were making good progress against clear targets and knew what they had to do to improve. In the bases, activities were closely matched to pupils' interests and tasks were appropriately challenging. In the bases, pupils' needs were met very well through a well-judged range of tasks and activities.

Attainment and achievement

At S1/S2, in the bases, the overall quality of attainment in pupils' PSD was good. Pupils were making good progress with their targets for PSD and improving their behaviour.

In the school and support unit, pupils' achievements in improving their personal and social skills were limited. Pupils' attendance, particularly in the support unit, was at a low level. They were not making good progress with their personal and social skills or improving their behaviour.

The following comments are based on Scottish Qualifications Authority data for the three-year period from 2002 to 2004.

Overall, the quality of attainment at S3/S4 was fair. All pupils in the support unit achieved group awards in English and mathematics at Access Level 3. They also achieved success in a number of units in physical education. In the school, almost all pupils presented at Standard Grade attained grades 1-6 though there had been an increase in the number of 'no awards'. They were successful in units in home economics. The proportion of pupils achieving Standard Grade awards at grades 1-4 had increased between 2002 and 2004. Although attainment levels had improved over the last three years, there was scope for further improvements through better pupil attendance and behaviour.

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

- In the bases, pupils contributed to the running of their football team.
- Pupils in the support unit were able to organise themselves and follow rules when playing football.
- In the living skills course, pupils had a good knowledge about healthy eating.

English language

Learning and teaching

In the school and the support unit, teachers were working well to support pupils in their learning. They had established good relationships with most pupils. They gave clear instructions and explanations and, in some lessons, used questioning well. They used praise effectively to encourage pupils to comment on what they had read. However, teachers did not consistently review and consolidate learning at the end of lessons. Almost all pupils in classes remained on task for most of the lesson and most responded well to the class teacher. A few pupils talked confidently and demonstrated a good understanding of their personal study topic. In the support unit, tasks were not sufficiently challenging and the poor behaviour of pupils disrupted learning opportunities. Pupils' skills in group discussion were not developed sufficiently. Teachers ensured a good range of activities to challenge pupils and staff provided good support to develop individual pupils' skills in writing.

Attainment and achievement

At Standard Grade, most pupils had attained grades 1-4. In the support unit, all pupils had attained an award at Access level 3. Pupils' lack of attendance and their challenging behaviour reduced the time they spent on their course work, and, as a consequence, limited their attainment.

Other features of pupils' attainment and achievement included the following.

- Pupils showed independence in using computers to develop language skills.
- Pupils participated in the annual Young Writers Poetry competition and, in the past, pupils' work had been published in a book of poetry.

Mathematics

Learning and teaching

In some lessons, staff used effective questioning and well-judged use of praise. Generally, teachers made insufficient use of ICT and practical work to enhance pupils' understanding and skills. The variety of teaching strategies did not sufficiently engage pupils' interest and attention. Staff absence at the time of the inspection had reduced continuity in pupils' learning. Pupils were not motivated to learn and, on occasion, would absent themselves from the class. In some classes, pupils' needs were well met through well-directed individualised tuition by support staff. Some tasks were well matched to pupils' abilities, although pupils were not often involved actively in their learning.

Attainment and achievement

At Standard Grade, the majority of pupils had attained grades 1-6. In the support unit, all pupils had attained an award at Access Level 3. A few pupils were making good progress with their course work. Some pupils' absences and poor behaviour limited their progress in mathematics.

Other features of pupils' attainment and achievement included the following.

- Pupils showed some good skills in how to use ICT for mathematical purposes.

Social Subjects

Learning and teaching

Overall, teachers gave clear explanations and encouraged success by interacting positively with pupils. Teachers made use of effective questioning with individuals to keep them on task. However, they did not always set out the purposes of lessons and clearly express instructions regarding expectations. Staff absence at the time of the inspection had reduced significantly continuity in pupils' learning and almost all pupils showed very poor behaviour. They did collaborate well with teachers or other pupils. A few pupils showed interest in some aspects of their learning within social subjects while others were not motivated to achieve and often, during class time, engaged in activities not related to their lessons. Generally, activities in classes did not provide pupils with sufficient challenge.

Attainment and achievement

At Standard Grade, almost all pupils attained awards at grades 1-6. A few pupils showed some knowledge about the history of trades unions in their studies of social subjects.

Other features of pupils' attainment and achievement included the following.

- Pupils showed knowledge of the American political system when discussing the Presidential election.
- Pupils were developing their citizenship skills well when they questioned their local MP during a visit to the school.

Social and Vocational Studies

Learning and teaching

The teacher managed her classes well and varied the teaching approaches to suit individual pupils' learning needs. There was very good liaison with the careers adviser who contributed effectively to lessons. The use of ICT was well planned and further promoted pupils' knowledge and understanding. Pupils were motivated to work enthusiastically. They were able to reflect upon issues under discussion and relate these to their own experiences. The teacher successfully matched tasks to pupils' interests and abilities.

Attainment and achievement

Most pupils were making good progress with their coursework in social and vocational studies in the school. In previous years, most pupils presented at Standard Grade attained grades 1-4 with a few achieving grades 1-2 each year.

Other features of pupils' attainment and achievement included the following.

- Pupils demonstrated good personal and social skills when they organised and presented a show for a local senior citizens' group at Christmas.
- Pupils were successful in a work experience placement with local businesses.

Personal and social education

Learning and teaching

In the school, teachers provided well-structured lessons and set well-designed tasks to develop pupils' learning. They showed good skills in helping pupils to express their opinions on a range of difficult issues. Praise was used effectively. Team teaching of lessons in the thinking skills programme was carried out well. Pupils responded well to their learning experiences. They actively contributed to discussions with teachers and their responses were used effectively. However, the small size of groups, often two pupils, limited opportunities for development of group discussion skills including effective listening and turn-taking. Pupils' personal and social needs were not fully met by the tasks, activities and resources of the PSE programme. There was a lack of rigorous target setting to promote the development of positive attitudes and a lack of emphasis on developing a sense of personal identity and self-worth. Target setting within individualised educational programmes (IEPs) was not being used to good effect due to the lack of clarity in long- and short-term targets.

In the bases, teachers taught a wide and comprehensive range of topics which were well matched to pupils' learning needs. Pupils in the behaviour support bases benefited from stimulating group activities and suitably challenging individual tasks. Pupils were actively involved in setting and reviewing their personal targets. They had opportunities to develop positive relationships, self-awareness and self-confidence. Teachers and specialist staff contributed effectively to meeting pupils' needs. Tasks and teaching approaches were varied to ensure pupils were achieving their individual targets.

Attainment and achievement

In the school and support unit, pupils at S3 to S5 were making unsatisfactory progress in improving their personal, social and emotional development. However, pupils in the support unit were making some good progress in identifying the skills for work and some pupils had achieved well in their work experience placement. On occasion, individual pupils were developing positive personal relationships with staff. However, in groups, classes and at the daily assembly pupils did not generally make sufficient progress in improving their social and emotional skills.

In the bases, pupils at S1/S2 were making good progress in setting and reviewing their targets in PSD.

Other features of pupils' attainment and achievement included the following.

- In the school, pupils were mostly welcoming towards visitors.
- In the support unit, some pupils were well prepared for vocational learning in their work experience placement.
- In the bases, pupils were making good progress in discussing their behaviour through effective use of circle time.

5. How well are pupils supported?

All staff provided good support for pupils' care and welfare. Staff were sensitive to the needs of individual pupils. The school had clear and appropriate policies and procedures for child protection, bullying and the administration of medicines. Pupils felt safe and secure and were confident that any concerns they had about bullying would be dealt with by staff. In the school and support unit, arrangements to support individual pupils with challenging behaviour had important weaknesses. Most pupils did not treat adults with respect and were making very limited progress in developing positive attitudes, including adoption of a healthy lifestyle. The school and the education authority were planning to ensure an effective risk management system, including the development of individual plans to manage challenging behaviour. In the bases, staff provided very good arrangements for the care and welfare of pupils and had established suitable policies and procedures for child protection, bullying and the administration of medicines. All pupils treated each other and adults with respect. Pupils were provided with effective strategies to improve their behaviour.

In the school and bases, some pupils were developing effective thinking skills and some in the support unit were making good progress when considering the skills necessary for work. Overall, there were weaknesses in the planned programme for PSE in the school and support unit. Pupils had insufficient planned opportunities to consider some important aspects of health, drugs and sex education. Individual targets for pupils' PSD were not specific enough. Through a points system, pupils gained rewards for their positive behaviour and achievement. However, staff did not make consistent use of the system. Together with the deputy headteacher, pupils in the school were planning to form their own football team. Overall, they had too few opportunities for extra-curricular activities. In the bases, almost all pupils were making good progress in developing their personal and social skills through a systematic approach to setting and reviewing their targets between the bases and their mainstream school. Almost all pupils were making good progress towards re-integration within their school.

In the school and support unit, arrangements for curricular and vocational guidance were good. In the support unit, pupils participated well in work experience and in the school, they received high quality support from the careers adviser in classes. The careers library needed to be updated. Though guidance staff in the school knew their pupils well they did not ensure that pupils' progress was monitored and that pupils knew what they had to do to improve their behaviour.

Overall, the effectiveness of support for learning was fair. Generally, pupils had their additional support needs appropriately identified when they joined the school. However, they were not involved in setting clear long-term targets for their IEPs. Pupils were not challenged or motivated by the targets set for their PSD in their IEPs. In general, support staff made a very good contribution to assisting pupils with their difficulties. However, some teachers did not offer effective support to pupils in timetabled support periods. In the bases, pupils were making very good progress in achieving the appropriate targets in their IEPs. Staff demonstrated good inclusive practice in their support for pupils with behaviour difficulties. This enabled almost all of the pupils to remain in their mainstream school. The schools were very positive about the work of the bases in supporting behaviour through good liaison with schools and effective PSE programmes.

The school had made a good start to improving links with a number of agencies to promote more effective joint working. The new senior management team now needed to ensure more effective management of support for pupils to better meet pupils' personal and social needs, including more effective behaviour management.

6. How good is the environment for learning?

Quality of accommodation and facilities

Overall, the quality of accommodation was good, though there were some weaknesses in the range of facilities for pupils in the school. Classrooms were of a sufficient size and generally provided a positive environment for learning. However, displays around the school were several years old and needed to be refreshed. Pupils enjoyed playing games in the common room at interval and lunchtime but there were insufficient areas for outdoor play. The support unit was shared with other services and was not fully secure. Ballerup and Cathkin area support bases provided a very welcoming and friendly environment for both pupils and staff.

Ethos

In the school and the support unit, climate and relationships were unsatisfactory. Almost all pupils were poorly behaved. They did not show respect for staff and used inappropriate and abusive language to staff and other pupils. Most staff worked hard to build positive relationships with pupils. However, they did not use a sufficient range of skills or apply consistent procedures to manage the very challenging behaviour of pupils. Almost all pupils did not have sufficiently high expectations of themselves and this affected their commitment to learning. Staff often agreed to pupils carrying out activities which were not directly related to lessons in classes. Some pupils left and entered classrooms without notifying staff. Staff morale was generally positive although it had been lowered by the negative effects of a number of staff absences. Daily assemblies and guidance periods were not effectively used to promote positive behaviour, to provide for religious observance or to celebrate pupils' effort and achievements. The school lacked a pupil council and pupils had insufficient opportunities to develop a sense of responsibility. The school was planning to implement the education authority's draft race equality policy. The school did not promote the value of diversity and equality sufficiently.

In the bases, relationships between staff and pupils were very good and all staff had high expectations of both pupils' achievements and their behaviour. Both bases had very good relationships with mainstream schools and they worked together to promote a climate of positive behaviour management. Pupils enjoyed working in the bases and staff provided a pleasant and positive environment for learning.

Partnership with parents and the community

Parents and carers were invited to the school to meet with staff on a regular basis for reviews and received an annual report on their child's progress. Staff often contacted parents and carers by telephone. However, parents did not have the opportunity to meet together as a group to consider issues such as ways to support behaviour. The school needed to share with parents and carers more information about its work, including ensuring the school handbook provided up-to-date information on attendance and other features of the school's work. The school linked well with a local senior

citizens' group and each year staff and pupils successfully presented a musical show for the group. The headteacher was planning to improve further the links with a number of agencies including an Alternative to Care officer and the community paediatrician. The support unit had good links with a local college and a number of local businesses for work experience placements. The bases had very good links with secondary schools in their area. Staff in the bases were planning to extend their links to the school and the support unit.

7. Improving the school

Kittoch School and Kittoch Support Unit were working through a period of significant change. The school and the support unit had been adversely affected by a number of recent staff absences and pupils had not responded well to this lack of stability in staffing. However, staff showed a commitment to pupils' care and welfare. The quality of the curriculum and the short length of the school week did not enable pupils' needs to be well met. Pupils' relationships with staff were poor. Staff now needed to work together with pupils and parents to ensure high expectations for attendance, behaviour and achievement. The school needed to promote a more positive ethos to support pupils in meeting their personal and social needs.

The two area behaviour support bases at Ballerup High School and Cathkin High School sustained improvement in pupils' behaviour very well. Almost all pupils linked to the bases showed good progress in their personal and social skills. The bases provided a very good service to pupils and their schools.

The headteacher had been in post for only 11 weeks and the deputy headteacher had been appointed four weeks before the inspection. The headteacher worked to ensure good relationships with staff members and pupils. She was clear about the challenges facing the school and the support unit and had made difficult decisions to take the school and the support unit forward. She had encountered significant difficulties in staffing from the start of term and now needed to focus more clearly on establishing a positive ethos in the school. She also needed to raise expectations and improve achievement and attendance as well as building a positive climate in the school and the support unit.

The deputy headteacher had made a good start in his short time in post. He aimed to establish a positive ethos in the school and had started to set out some clear expectations and guidelines for pupils in some areas. He had already broadened the curricular experience for pupils and was planning to improve pupils' IEPs. He had discussed ways of supporting members of staff.

The principal teacher who co-ordinated the work of the area support bases was very effective. She worked well with the principal teachers in the bases to ensure that pupils' behaviour was of a high standard. She provided a clear vision for the inclusive approach of the bases and worked very effectively to develop strategies to meet that aim.

There were some weaknesses in the school's approaches to planning for improvement. The previous headteacher had made use of quality indicators to evaluate the work of the school and had produced a report on standards and quality in the school. However, parents had not received a report on standards and quality for a number of years. The

bases had good procedures in place to monitor the quality of their work. Staff were involved in reviewing the work of the bases and identifying priorities for development and further improvement. The principal teachers had surveyed pupils, parents and mainstream schools on the effectiveness of their work. The authority had issued a standards and quality report on behaviour support. The new senior management team now needed to improve the approaches to monitoring and evaluating the work of the school. The appointment of a second deputy headteacher should allow the senior management team to ensure that the school begins to make significant improvement.

The school and the education authority should take action to ensure improvement in the school's ethos and to raise standards and achievements for pupils. In doing so, they should:

- extend the length of the school week in line with that of mainstream schools and provide a broader curriculum including a more coherent programme for personal and social education;
- develop more effective individualised educational programmes for pupils to support their learning and involve pupils and parents in setting targets;
- improve pupils' attendance and attainment, and promote high expectations and celebrating achievements;
- involve pupils, parents and staff in developing a more effective framework for managing behaviour and improving relationships between pupils and staff;
- ensure more effective learning and teaching by improving the structure and pace of lessons and making more effective use of information and communications technology in classes;
- develop greater parental involvement in the life of the school; and
- continue to develop effective leadership in the school and ensure rigorous and systematic monitoring and 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 and carers. HM Inspectors will continue to engage with the school and the education authority in monitoring progress, and will undertake a follow-through inspection of the school and the support unit. This will result in a report to parents and carers, within two years of the publication of this report, on the extent of improvement that has been achieved.

David Watt
HM Inspector

22 February 2005

Appendix 1 Indicators of quality

We judged the following to be very good

- No aspects were found in this category

We judged the following to be good

- The teaching process
- Pastoral care
- Curricular and vocational guidance
- Accommodation and facilities
- Effectiveness and deployment of staff with additional responsibilities
- Quality of attainment in S1/S2 in PSD

We judged the following to be fair

- Pupils' learning experience
- Partnerships with parents and the community
- Self-evaluation
- Personal and social development
- Learning support
- Expectations and promoting achievement
- Equality and fairness
- Meeting pupils' needs
- Structure of the curriculum
- Leadership
- Overall quality of attainment: S3/S4

We judged the following to be unsatisfactory

- Climate and relationships

Appendix 2 Summary of questionnaire responses

What pleased parents and carers most	What parents and carers would like to see improved
<p>All parents thought that:</p> <ul style="list-style-type: none"> • staff showed concern for the care and welfare of their children; • staff made them feel welcome in the school; and • school buildings were kept in good order. <p>Most parents thought that:</p> <ul style="list-style-type: none"> • their children found school work stimulating; and • the school had a good reputation in the community. 	<p>Some parents thought that:</p> <ul style="list-style-type: none"> • there was insufficient mutual respect between teachers and pupils.
What pleased pupils most	What pupils would like to see improved
<p>All pupils thought that:</p> <ul style="list-style-type: none"> • teachers helped them when they were having difficulties. <p>Almost all pupils thought that:</p> <ul style="list-style-type: none"> • teachers told them when they have done something well; • teachers expected them to work to the best of their ability; • they felt safe and secure in the school or in the bases; • pupils were treated fairly in the school or in the bases; and • they enjoyed being at the school or in the bases. 	<p>Most pupils thought that:</p> <ul style="list-style-type: none"> • they did not get the right amount of homework or that teachers checked their homework. <p>Some pupils thought that:</p> <ul style="list-style-type: none"> • they did not have a say in deciding how to improve the school; • the behaviour of some pupils was not good; and • the school did not help them to keep themselves safe and healthy.
What pleased staff most	What staff would like to see improved
<p>All staff thought that:</p> <ul style="list-style-type: none"> • time for continuous professional development was used effectively; • they were aware of the procedures for child protection; • staff showed concern for the care and welfare of the pupils; and • they liked working in the school or in the bases. <p>Almost all staff thought that</p> <ul style="list-style-type: none"> • the school dealt effectively with any instances of bullying. 	<p>Most staff thought that:</p> <ul style="list-style-type: none"> • pupils were not enthusiastic about learning. <p>Some staff thought that:</p> <ul style="list-style-type: none"> • there was not mutual respect between teachers and pupils; • standards set for pupils' behaviour were not consistently upheld in the school; and • there was not effective communication between senior management and staff.

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 Executive Director (Education Resources), 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, Europa Building, 450 Argyle Street, Glasgow G2 8LG or by telephoning 0141 242 0100. 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 Dr Bill Maxwell, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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If you have a concern about this report, you should write in the first instance to Hazel Dewar, 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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