

**St Andrew's Academy  
Paisley  
Renfrewshire Council  
4 March 2008**

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## 1. Background

St Andrew's Academy was inspected in November 2007 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. HM Inspectors evaluated how well the school was raising achievement for all pupils, taking into account the extent to which pupils' learning needs were met by the curriculum and teaching. They analysed pupils' attainment in national examinations (see Appendix 3), the school's processes for self-evaluation and innovation, and its overall effectiveness and capacity for improvement. Inspectors focused particularly on English, mathematics, biology and S1/S2 science, and business education. The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision.

HM Inspectors observed teaching, learning and achievement in lessons and other contexts and examined pupils' work. They analysed responses to questionnaires<sup>1</sup> issued to a sample of parents<sup>2</sup> and pupils and to all staff. They interviewed groups of pupils, including representatives of pupil councils, and staff. Members of the inspection team also met the chairperson of the Parent Council, a group of parents and the school chaplain.

St Andrew's Academy is a denominational school serving the entire area of Paisley. At the time of the inspection, the roll was 1145. The percentage of pupils entitled to free school meals was above the national average. Pupils' attendance was below the national average. No pupil required a coordinated support plan. Staffing difficulties had impacted adversely on the continuity of pupils' learning.

## 2. Key strengths

HM Inspectors identified the following key strengths.

- The range of extra-curricular activities and the commitment of staff to the school and its pupils.
- Relationships between staff and pupils and the inclusive nature of the school.
- The positive Catholic ethos including the strong sense of pride in and identity with the school shown by all involved in its work.
- The quality of pastoral care and the effectiveness of the school's approaches to supporting pupils.
- The school's links with parents, outside agencies and the community.

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<sup>1</sup> See Appendix 2

<sup>2</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

### 3. How well does the school raise achievement for all?

To evaluate how well the school was raising achievement for all, HM Inspectors considered the extent to which the learning needs of all pupils were met through the curriculum and teaching. They evaluated the effectiveness of the school in promoting the learning and personal development of all pupils in lessons and in other, broader contexts. They also considered the standards attained in specific aspects of learning.

#### Curriculum

The quality of the curriculum was good. Overall, the school provided pupils with a broad and balanced range of experiences based on a sound curriculum rationale. A number of improvements had been introduced recently and these took account of the views of stakeholders. Plans were being made to review the S5/S6 curriculum in order to meet the needs of all pupils more effectively. Particular features of the curriculum included the following.

- In a number of subjects, the school provided good opportunities for pupils of associated primary schools to benefit from working with teachers and S6 pupils.
- Pupils at all stages developed enterprise skills in a range of subjects including home economics, technical education, business education and learning support. Activities included selling memory sticks, Christmas decorations, a fashion show and an 'Africa Awareness Week'.
- At S3/S4, a small number of pupils benefited from curricular provision designed to meet their needs more appropriately. Of particular note was the very successful Prince's Trust XL programme which provided very good opportunities for pupils to build their confidence and self-esteem.
- A small number of S3/S4 pupils attended college-based vocational courses designed to develop their skills for work and prepare them for life after school.
- A small number of senior pupils developed business acumen through participation in Young Enterprise.
- At S5/S6, a wide range of courses provided appropriate progression for most pupils, although the school needed to do more to ensure that all pupils followed courses which met their needs.
- The range of Advanced Higher courses was very good.
- In physical education, a significant number of S5/S6 pupils developed sports leadership skills through a well-designed programme which involved working with primary pupils.
- Personal, social and health education (PSHE) was delivered by permeation throughout the curriculum and covered an appropriate range of topics.
- The well-planned programme for religious education (RE) from S1 to S6 provided pupils with an interesting and challenging programme of study.

- The school had begun to review the provision for physical education to ensure that it met fully all pupils' needs.

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

Overall, the quality of teaching was good. Most teachers had very positive relationships with pupils and gave clear explanations, instructions and directions. Almost all lessons were well planned and teachers began lessons with a review of previous learning or an outline of work to be covered. Teachers used questioning well to check pupils' knowledge but only a few used open-ended questions to probe pupils' understanding and extend their learning. Teachers in a number of departments made effective use of technology including information and communications technology (ICT) to enrich lessons and to increase motivation. Greater availability and use of ICT would contribute to further improvements in teaching. Appropriate homework was issued regularly in most subjects. Teachers used praise well to motivate pupils in most classes.

To promote achievement for all, the school met pupils' needs well. Most teachers worked hard to support individual pupils. Tasks and activities were well matched to the majority of pupils' learning needs. A few teachers placed too much emphasis on whole-class teaching and did not challenge pupils sufficiently to enable them to achieve their potential. Feedback in most classes ensured pupils knew what they had to do to improve. While a range of courses and levels was available, a few pupils did not follow the programmes best suited to their needs. A wide range of supported study classes was available to assist pupils and prepare them for examinations. Support for learning teachers had provided class teachers with helpful information about individual pupils to help them meet pupils' learning needs more effectively. Support for learning teachers and classroom assistants provided very effective support to pupils. The 'A Curriculum for Excellence' (ACE) base met the learning needs of its pupils very effectively. Pupils in the ACE base achieved significant success through enterprise activities and appropriate certification. The school had gained lottery funding to subsidise a recipe book designed and tested by pupils. The Don Bosco support base which helped pupils with very challenging behaviour avoid exclusion had won a national award for its work. Individualised educational programmes (IEPs) for pupils with challenging behaviour were examples of best practice. The school was at a very early stage in the development of coordinated support plans (CSPs). The school had very effective extended support meetings, involving other agencies, which enabled it to ensure that more effective integrated strategies for addressing pupils' needs were developed and used. A teacher with responsibility for English as an additional language (EAL) had delivered effective in-service to the majority of staff.

## **Learning and personal development**

The overall quality of learning was adequate. In most lessons, most pupils worked hard and almost all behaved well. In some subjects, pupils responded well to opportunities to work together in pairs or groups. Too often pupils were required to work as a whole class or individually and were frequently passive learners for too much of the time. The pace of learning was appropriate for the majority of pupils to progress well in their coursework. Pupils had limited opportunities for independent learning and only a few opportunities to take responsibility for their own learning.

Overall the quality of pupils' personal and social development was very good. Almost all pupils were developing as confident individuals and responsible citizens who showed care and concern for others. The PSHE programme was effectively supplemented by a range of conferences and visiting speakers. Staff did not report on pupils' personal and social development. Senior pupils gained leadership and communication skills through acting as in-class supporters and taking on positions of responsibility, for example as prefects. Pupils participated in a range of fundraising events which effectively developed their awareness of global citizenship and aspects of responsibility. The school had established very strong links, including providing financial support, with a school in Malawi. Pupils at S6 had won a Nationwide Award for Voluntary Endeavour for working with pupils attending a local special school and a Princess Diana Award for an anti-bullying campaign. A committee of pupils had designed and written a very creative yearbook which reflected their interests and positive attitudes. The school bands and choirs enabled pupils to showcase their musical talents and develop confidence when performing to large audiences. For example they had recently performed at a national Scottish Qualifications Authority (SQA) conference. The choral group had achieved national success by performing at 'Choices for Life' at the SECC. Pupils attending the Prince's Trust XL club had planned and designed a Memorial Garden to celebrate the lives of pupils and staff. The school had gained a Bronze Eco school award and had earned Health Promoting school status (level 3). Pupils had contributed to the development of a policy on safer routes to school. Pupils' health and well-being was improved by their participation in a wide range of sporting activities.

## **English**

Teachers gave clear explanations and shared learning intentions with pupils. Several used varied approaches very effectively, including ICT, skilled questioning and precise feedback, to develop pupils' thinking skills. Well-chosen initiatives, for example on improving writing, were helping to meet pupils' needs. All pupils experienced a number of motivating learning activities involving challenging texts, debates and research. On occasion, however, they had too few opportunities to work at a brisk pace and contribute confidently in groups and to the class.

The overall quality of teaching and meeting needs was good, and the quality of learning and attainment was adequate. Particular features included the following.

- By the end of S2, the majority of pupils achieved appropriate national levels in listening, talking, reading and writing.
- The proportion attaining Standard Grade Credit awards in S4 was consistently above the national average.

- Performance at Higher had risen from well below to in line with the national average. Performance at Intermediate 2 had fallen to well below the national average. Over the last five years less than half of pupils had gained an A-C grade at Intermediate 1. Most did so at Advanced Higher.
- At all stages, girls performed significantly better than boys.

## **Mathematics**

Teachers explained work clearly and used praise well to motivate pupils. They did not always share the purposes of lessons. They had reviewed courses and were making sound progress in developing a range of resources, including ICT, to meet pupils' learning needs better. They did not consistently set sufficiently challenging tasks for pupils. Almost all pupils worked purposefully and responded positively when the pace of learning was brisk. The majority of lessons were too closely directed by teachers with the result that pupils were too passive in their learning.

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

- At S1/S2, attainment had improved over the last three years. The majority of pupils attained appropriate national levels of attainment.
- At S4, pupils' attainment in mathematics at Standard Grade was notably poorer than in their other subjects.
- At S5/S6, the proportions of pupils attaining A-C grades at Higher and Intermediate 2 were below national averages. Attainment was declining at Higher and improving at Intermediate 1. Less than half of pupils presented at Advanced Higher were successful.

## **Biology and S1/S2 science**

The newly appointed principal teacher of biology had made good progress in addressing priority areas for development in her short time in post. Teachers structured their lessons well and used a variety of approaches to develop pupils' knowledge and skills. In S1/S2 science, teachers provided a wide range of practical activities which motivated pupils well. They supported pupils' learning effectively, although in a few lessons the pace was too slow. Almost all pupils were well behaved and worked well on assigned tasks. There were insufficient opportunities for pupils to work independently or in groups.

Overall, the quality of teaching was good. The quality of meeting pupils' needs was good in S1/S2 science and adequate in biology. The quality of learning was good in S1/S2 science and adequate in biology. The overall quality of attainment was adequate in S1/S2 science and weak in biology. Particular features included the following.

- At S1/S2, most pupils were making good progress in their coursework.

- At S3/S4, the proportion of pupils who attained a Credit award had improved in 2007 and was above the national average. The proportion of pupils attaining awards at A-C in Intermediate 1 biology was in line with the national average.
- The proportion of S5/S6 pupils gaining A-C awards in Higher biology and Intermediate 2 was variable. Few of the small number of pupils presented for Advanced Higher biology in recent years had attained A-C awards.

### **Business education**

Teachers used an appropriate range of approaches, shared learning outcomes with pupils and gave clear explanations. They questioned their pupils effectively to extend their knowledge and check on understanding. Relationships between pupils and staff were very good and pupils were very well behaved. Teachers made very good use of praise and had an appropriate emphasis on homework to reinforce classwork. At times, the level of work did not provide appropriate challenge and the pace was too slow. A minority of lessons were too closely directed by the teacher and pupils were too passive in their learning. Pupils collaborated and interacted well. Not all pupils followed appropriate courses and some would benefit from working at a lower level to ensure they made appropriate progress in their learning.

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

- At S1/S2 pupils successfully developed appropriate skills in ICT.
- The proportion of pupils attaining Credit awards in Standard Grade administration had declined over the last three years. The proportion of pupils attaining Credit and General awards in Standard Grade business management was well below the national average.
- Less than half of the pupils presented for Intermediate 2 in administration and business management attained A-C grades.
- The proportion of pupils attaining A-C grades in Higher administration was well below the national average. The proportion of pupils attaining No Award was well above the national average. Most of those presented for Higher Grade business management gained A-C awards.

## Attainment

Information about the subjects inspected has been given earlier in the report. Across the school, particular features of pupils' progress, results in examinations and other qualifications, including those awarded by the SQA within the Scottish Credit and Qualifications Framework (SCQF)<sup>3</sup> for the three year period 2005-2007, are included below.

By the end of S2, attainment was adequate. Particular features included the following.

- The majority of pupils in S1/S2 were making appropriate progress in their coursework. A number of subjects did not build effectively on pupils' prior learning experiences to ensure continuity in their learning from primary school.
- The majority of pupils attained appropriate national standards in mathematics, reading, writing, talking and listening.

By the end of S4, attainment was good. Particular features included the following.

- The proportions of pupils attaining English and mathematics at SCQF level 3 or more and five or more SCQF awards at level 3 were below the national averages but had improved in 2007 to be above the national averages.
- The proportions of pupils attaining five or more SCQF awards at level 4 and level 5 were respectively below and above the national averages.
- A small number of pupils following skills-based, practical programmes including Skills for Work, for example, were making good progress in their courses.
- At Standard Grade, pupils performed less well in modern studies and history and notably better in art and design, computing studies, craft and design and physics than in their other subjects.
- The proportions of pupils attaining Credit grades were well above national averages in craft and design and physics and above national averages in art and design, chemistry, computing studies, geography and music.
- The number of No Awards at Standard Grade in French and home economics was well above the national average.

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<sup>3</sup> Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 cluster; Standard Grade at 5-6

By the end of S6, attainment was adequate. Particular features included the following.

- 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 were in line with the national averages. At Advanced Higher, the proportion of pupils attaining one or more award at A-C was above the national average.
- The proportions of pupils attaining Higher awards at grades A-C in art and design, computing, geography and music were above or well above national averages. The proportions of pupils attaining Higher awards at grades A-C in chemistry, French, history, information systems, modern studies, physical education, physics and Spanish were below or well below the national averages. At Higher, the number of No Awards was well above the national averages in administration, geography and above in graphic communication.
- The proportions of pupils attaining Intermediate 2 awards at grades A-C in art and design, French, graphic communication and woodworking skills were above or well above the national averages. The proportion of pupils attaining Intermediate 2 awards at grades A-C in physical education was below the national average.
- Most pupils presented for vocational National Qualification (NQ) units were successful.

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

Aspect	Comment
Pastoral care	The school gave an appropriately high priority to the care and welfare of its pupils. Staff knew their pupils very well and were alert to their social, emotional and physical needs. All staff were trained in child protection. Guidance staff were proactive in helping pupils experiencing social and emotional difficulties. Looked-after and accommodated children had appropriate care plans and were benefiting from the very close monitoring. Policies and procedures to promote safe use of the Internet were implemented effectively. The health committee, which included pupils, had led successfully a whole-school approach to promoting health and well-being. This had resulted in improving awareness and more opportunities for health promotion activities. The school nurse was a very good source of support for a few pupils and a home-link worker enhanced contacts with parents. Pupils at S1 benefited from the pastoral support provided by senior pupils.

Aspect	Comment
Quality of accommodation and facilities	<p>Accommodation was very good. Particular features included the following.</p> <ul style="list-style-type: none"> <li>• A very pleasant environment for learning in a high-quality building.</li> <li>• High-quality sporting facilities.</li> <li>• The spacious, welcoming entrance area which reflected on important events in the histories of the amalgamated schools.</li> <li>• Effective use of display throughout the building to recognise pupils' achievements.</li> <li>• Very good access throughout the school for people with disabilities.</li> <li>• A very pleasant atmosphere in the dining hall, which provided a social area for pupils.</li> <li>• High standards of cleanliness.</li> </ul>
Climate and relationships, expectations and promoting achievement and equality	<p>A strong Catholic ethos underpinned all aspects of the school's work. Regular assemblies and input from the chaplain provided very good opportunities for pupils to worship together. Pupils and staff were very proud of their school and a sense of mutual respect was well established. Relationships among pupils and staff were very good. Pupils were courteous and welcoming and behaved well in almost all classes. The pupil council had been successful in improving aspects of the school. Pupils were fully involved in discussing the promotion of healthy eating. Individual teachers and departments set and achieved high standards, but across the school staff did not always do this. Staff used an effective range of methods to effectively recognise and promote pupils' achievements. Aspects of racism and equality were successfully addressed in the curriculum. The school had been particularly successful in integrating young people from a range of cultures. Pupils from Kersland Special Needs School regularly took part in physical education activities with pupils from St Andrew's Academy. Staff showed commitment to ensuring participation of all pupils in the wide range of school events and activities.</p>

Aspect	Comment
Partnership with parents and the community	<p>The quality of partnership with parents and the community was very good. Particular features included the following.</p> <ul style="list-style-type: none"> <li>• Office and janitorial staff provided a warm welcome to parents and visitors.</li> <li>• The school had very effective links with the Parent Council and the parent-teacher association.</li> <li>• The school communicated regularly with parents through reports, newsletters, letters, meetings and by telephone.</li> <li>• Parents supported school events such as school shows, information evenings and parents' evenings.</li> <li>• Staff dealt promptly and effectively with parents' enquiries and consulted them appropriately on important developments affecting the school.</li> <li>• Induction arrangements for P7 pupils transferring into S1 were very well planned.</li> <li>• The school had very effective and productive links with the local diocese, primary schools and the local press.</li> <li>• Strong and productive partnerships with external agencies underpinned the school's arrangements for pastoral care, support for pupils, and promotion of healthy lifestyles as well as enhancing pupils' experience of the world beyond the classroom.</li> </ul>

## 5. Leading and improving the school

St Andrew's Academy was largely successful in raising achievement for most pupils. Pupils benefited from a positive school ethos and supportive staff. The school was preparing pupils well to become responsible citizens and effective contributors to society. Pupils enjoyed being at school, were well behaved and most were keen to attain well. Whilst the overall quality of teaching and meeting needs was good, all staff needed to continue to strive to improve the quality of pupils' learning experiences. Although pupils, in particular at S3/S4, achieved good success in examinations, there was still potential to raise attainment further at S1/S2 and S5/S6. Staff now needed to share the good practice that existed within the school and to work with pupils and their parents to address the challenge of raising young people's aspirations and their overall achievement.

The headteacher provided the school with good leadership. He was highly regarded by parents, pupils and most of the teachers. During his time in post he had promoted the school

very effectively in the local community. He had overseen the creation of St Andrew's Academy through a series of mergers and had successfully managed the move into the new building. He had introduced and supported a number of initiatives that had contributed to school improvements. He had a clear vision for the development of the new school. Leadership across the school was also good. The senior management team gave good support to the headteacher. Together with the headteacher they were responsible for providing support and challenge to their link departments. Whilst they had achieved a degree of success in this work, more needed to be done to increase their impact on learning across the school. Although most principal teachers managed their departments well, some needed to be more influential in leading improvements in learning, teaching and achievement more effectively.

The school had developed a range of approaches to evaluate and monitor its work. These included analysis of SQA attainment data through annual meetings with principal teachers, link members of the senior management team and the headteacher. This led to the production of departmental action plans. However, this process was insufficiently rigorous and it had not fully addressed underperformance in some departments. Subject departments had not consistently applied the school's arrangements for evaluating learning. A whole-school staff committee had been established recently with a focus on self-evaluation and improvement planning. The school had produced a database of good practice but this had not been fully utilised to improve learning and teaching. The school sought, and acted upon, the views of staff, parents and pupils through questionnaires. The school was developing its approaches to target setting and monitoring of pupil achievements. However this required further work to ensure that pupils understood how they were progressing and how they could improve their performance. Whilst the school had made recent significant progress in its approaches to self-evaluation, its impact had been limited because of their inconsistent application. With continued support from the education authority, the school was beginning to demonstrate the necessary corporate capacity to bring about sustained improvements.

As well as building on the strengths and addressing the issues raised throughout this report, the school and the education authority should address the following main points for action.

### **Main points for action**

- Improve attainment at all stages, particularly in S1/S2 and S5/S6.
- Continue to review the curriculum, particularly at S5/S6, to meet better the needs of all pupils.
- Continue to improve the way the school evaluates and monitors its own performance to have a greater impact on the quality of pupils' learning, teaching and meeting needs.

## **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. Within two years of the publication of this report parents and carers will be informed about the progress made by the school.

David M Martin  
HM Inspector

4 March 2008

## Appendix 1 Indicators of quality

The following quality indicators have been used in the inspection process to contribute to the evaluation of the overall effectiveness of the school in promoting learning and achievement for all pupils.

<b>Section 3. How well does the school raise achievement for all?</b>	
Structure of the curriculum	good
The teaching process	good
Meeting pupils' needs	good
Pupils' learning experiences	adequate
Personal and social development	very good
Overall quality of attainment: S1/S2	adequate
Overall quality of attainment: S3/S4	good
Overall quality of attainment: S5/S6	adequate

<b>Section 4. How good is the environment for learning?</b>	
Pastoral care	very good
Accommodation and facilities	very good
Climate and relationships	very good
Expectations and promoting achievement	good
Equality and fairness	very good
Partnership with parents, the Parent Council and the community	very good

<b>Section 5. Leading and improving the school</b>	
Leadership of the headteacher	good
Leadership across the school	good
Self-evaluation	adequate

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

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

## Appendix 2 Summary of questionnaire responses

The following provides a summary of questionnaire responses. Key issues from the questionnaires have been considered in the inspection and comments are included as appropriate throughout the report.

<b>What parents thought the school did well</b>	<b>What parents think the school could do better</b>
<p>Most of the parents who responded were positive about almost all aspects of the work of the school. In particular, they thought that:</p> <ul style="list-style-type: none"><li>• staff made them feel welcome in the school;</li><li>• their children enjoyed school and found the work stimulating and challenging;</li><li>• the school was good at consulting them on decisions which affected their children;</li><li>• teachers set high expectations and encouraged pupils to work hard;</li><li>• school buildings were kept in good order; and</li><li>• the school was well led and had a good reputation in the community.</li></ul>	<p>Just under one third of parents thought that the school did not make clear its priorities for improving the education of their children.</p>

<b>What pupils thought the school did well</b>	<b>What pupils think the school could do better</b>
<p>Almost all pupils in the sample responded to the questionnaire. Their responses were positive overall and almost all thought that:</p> <ul style="list-style-type: none"> <li>• they enjoyed school, at least one teacher knew them well, and they felt safe and secure;</li> <li>• teachers explained things clearly and would help them if they had difficulty;</li> <li>• teachers told them how they were getting on with their work and how their learning could be improved; and</li> <li>• they knew what to do if something worried them.</li> </ul>	<p>One third of the pupils thought that:</p> <ul style="list-style-type: none"> <li>• they did not have a say in deciding how to improve the school; and</li> <li>• not all pupils were treated fairly.</li> </ul> <p>Just under one quarter thought that the staff were not good at dealing with bullies.</p> <p>Almost half the pupils thought that the behaviour of other pupils was not good.</p>
<b>What staff thought the school did well</b>	<b>What staff think the school could do better</b>
<p>All or almost all staff who responded to the questionnaire thought that:</p> <ul style="list-style-type: none"> <li>• teachers ensured that pupils received constructive feedback about their work;</li> <li>• they set high standards for pupil attainment;</li> <li>• they showed concern for the care and welfare of the pupils;</li> <li>• staff worked hard to promote and maintain good relations with the local community;</li> <li>• they liked working in the school; and</li> <li>• pupils' success was regularly celebrated.</li> </ul>	<p>Just over one quarter of staff thought that their time for continuous professional development was not used effectively.</p> <p>Around half the staff thought that:</p> <ul style="list-style-type: none"> <li>• standards for pupil behaviour were not consistently upheld throughout the school; and</li> <li>• members of the senior management team did not work effectively as a team.</li> </ul>

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

#### Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 Cluster; Standard Grade at 5-6

#### Percentage of relevant S4 roll gaining awards by end of S4

		2005	2006	2007
<b>English and Mathematics @ Level 3</b>	<b>St Andrew's Academy</b>	84	88	95
	<b>Comparator schools<sup>4</sup></b>	90	91	92
	<b>National</b>	90	91	92
<b>5+ @ Level 3 or better</b>	<b>St Andrew's Academy</b>	83	88	93
	<b>Comparator schools</b>	89	89	90
	<b>National</b>	90	91	91
<b>5+ @ Level 4 or better</b>	<b>St Andrew's Academy</b>	74	72	76
	<b>Comparator schools</b>	74	74	70
	<b>National</b>	76	77	76
<b>5+ @ Level 5 or better</b>	<b>St Andrew's Academy</b>	40	34	37
	<b>Comparator schools</b>	27	29	28
	<b>National</b>	34	35	33

#### Percentage of relevant S4 roll gaining awards by end of S5

		2005	2006	2007
<b>5+ @ Level 4 or better</b>	<b>St Andrew's Academy</b>	75	75	73
	<b>Comparator schools<sup>4</sup></b>	76	76	75
	<b>National</b>	78	78	79
<b>5+ @ Level 5 or better</b>	<b>St Andrew's Academy</b>	43	48	43
	<b>Comparator schools</b>	39	36	41
	<b>National</b>	45	45	46
<b>1+ @ Level 6 or better</b>	<b>St Andrew's Academy</b>	36	44	40
	<b>Comparator schools</b>	30	30	33
	<b>National</b>	39	38	39
<b>3+ @ Level 6 or better</b>	<b>St Andrew's Academy</b>	22	21	17
	<b>Comparator schools</b>	14	14	19
	<b>National</b>	23	22	22
<b>5+ @ Level 6 or better</b>	<b>St Andrew's Academy</b>	11	6	5
	<b>Comparator schools</b>	5	6	7
	<b>National</b>	10	10	10

**Percentage of relevant S4 roll gaining awards by end of S6**

		<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>5+ @ Level 5 or better</b>	<b>St Andrew's Academy</b>	47	44	48
	<b>Comparator schools<sup>4</sup></b>	40	41	39
	<b>National</b>	47	48	47
<b>1+ @ Level 6 or better</b>	<b>St Andrew's Academy</b>	42	41	45
	<b>Comparator schools</b>	34	36	34
	<b>National</b>	43	43	42
<b>3+ @ Level 6 or better</b>	<b>St Andrew's Academy</b>	29	28	30
	<b>Comparator schools</b>	21	22	22
	<b>National</b>	30	30	29
<b>5+ @ Level 6 or better</b>	<b>St Andrew's Academy</b>	20	20	16
	<b>Comparator schools</b>	13	12	13
	<b>National</b>	19	20	19
<b>1+ @ Level 7 or better</b>	<b>St Andrew's Academy</b>	16	15	17
	<b>Comparator schools</b>	8	9	7
	<b>National</b>	12	13	12

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<sup>4</sup> Comparator schools are the 20 schools statistically closest to the school being inspected in terms of the five socio-economic characteristics of the school population and surrounding areas.

## **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 Education and Leisure, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, 1<sup>st</sup> Floor, Endeavour House, 1 Greenmarket, Dundee DD1 4QB or by telephoning 01382 576700. Copies are also available on our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

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

Should you wish to comment on any aspect of secondary inspections, you should write in the first instance to Frank Crawford, HMCI, at HM Inspectorate of Education, Europa Building, 450 Argyle Street, Glasgow G2 8LG.

If you have a concern about this report, you should write in the first instance to our Complaints Manager, HMIE Business Management and Communications Team, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston, EH54 6GA. You can also email [HMIEcomplaints@hmie.gsi.gov.uk](mailto:HMIEcomplaints@hmie.gsi.gov.uk). A copy of our complaints procedure is available from this office, by telephoning 01506 600200 or from our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 (fax 0800 377 7331) or e-mail: [ask@spsa.org.uk](mailto:ask@spsa.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.spsa.org.uk](http://www.spsa.org.uk).

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