

**The James Young High School
Livingston
West Lothian Council
8 March 2005**

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1. Background

The James Young High School was inspected in November 2004. Subjects included in the inspection were English, mathematics, technical education, and biology including S1/S2 science. The school is a non-denominational secondary school which serves the areas of Dedridge and Murieston in the south of Livingston and the village of Bellsquarry which lies to the west. At the time of the inspection the roll was 1130. Almost a fifth of pupils attended as a result of placing requests. The percentage of pupils entitled to free school meals was in line with the national average. Pupils' attendance was above the national average. As part of West Lothian's Public Private Partnership programme, the council planned to extend and refurbish the existing school building. Work on this project was scheduled to start in June 2005.

Members of the inspection team analysed responses to questionnaires issued to samples of pupils, parents and carers, and to all staff. They also met the chairpersons of the School Board and parent-teacher association (PTA) and a group of parents. They interviewed groups of pupils and staff.

2. Key strengths

HM Inspectors identified the following key strengths.

- Very good behaviour and positive attitudes of pupils, the relationships and mutual respect between teachers and pupils and the high level of commitment shown by staff.
- High quality pastoral care and curricular and vocational guidance provided by staff.
- The programme of personal and social development, the extensive range of extra-curricular activities and the celebration of pupils' successes.
- The partnership and quality of communication with parents, and links with the community.
- The range of courses offered to pupils at Advanced Higher level and the provision of an alternative curriculum to meet the needs of some pupils.
- The quality of work produced by pupils in the technical department.
- The high quality of leadership provided by the headteacher and the senior management team.

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

About a half of parents and carers who were issued with a questionnaire responded. Parents were very satisfied with most aspects of the school's work. Almost all found parents' evenings helpful and informative and felt their children enjoyed school and found their school work stimulating and challenging. They considered the school to be well led. Almost

half thought school buildings were not kept in good order. Pupils were positive about almost all aspects of the school and all felt teachers expected them to work to the best of their abilities. Around a quarter of teachers and support staff wanted more opportunities to be involved in decision-making processes. All staff felt teachers ensured that pupils received constructive feedback about their work and showed concern for the care and welfare of all pupils. Some teachers expressed concerns about the leadership and teamwork provided by the extended management team.

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 departments and more widely across the school. They also reviewed the extent to which the structure of the curriculum addressed pupils' needs, and they analysed pupils' performance in examinations (see Appendix 3).

The curriculum, learning and teaching

The quality of the curriculum was good overall. Weaknesses at S1/S2 were being addressed to improve challenge and pace. Pupils at these stages had contact with too many teachers each week, which meant that teachers took longer than necessary to get to know their pupils. In S3/S4, almost all pupils studied eight Standard Grades. A strength of the curriculum at these stages was the recent introduction of an alternative curriculum to meet the specific needs of a small number of pupils. These pupils studied five Standard Grades, and as well as being given additional support, they were involved in other activities which at present were not certificated. The school was undertaking a review of the curriculum and consideration was being given to further meeting the needs of pupils in S3/S4 by the replacement of some Standard Grade courses with more appropriate National Qualifications. The curriculum in S5/S6 had major strengths. The organisation of subject options allowed pupils flexibility of choice from Intermediate 1 to Advanced Higher and a clear progression from earlier studies. Another strength was the range of provision at S5/S6 and the curricular links with West Lothian College and other schools in the consortium. The depute headteacher managed whole-school curricular issues very well.

Overall, the quality of learning and teaching was good. The school had taken some effective steps to improve the quality still further. The appointment of new principal teachers curriculum had been used as a vehicle to improve monitoring and evaluation in an attempt to address needs in specific subject areas. This was having a positive effect. In S1/S2, there was also a focus on improving the pace and challenge of work and, throughout the school, there was a move to improve the use of homework. Most pupils were well motivated, worked hard and focused on their learning tasks. In most classes, pupils collaborated well with each other and had opportunities to think for themselves and work independently. Teachers supported pupils well but there was a need, especially in S1/S2, to identify future learning targets more clearly and to consult more effectively with support for learning staff to ensure pupils' needs were fully met. There was some good use of information and communications technology (ICT) and the school had plans to widen this further. Most

teachers used questioning well to involve pupils and check understanding but in some classes the range of teaching approaches used was too narrow. Teachers often made effective use of assessment information gained from tests and national examinations. Some teachers made insufficient use of assessment of class work to identify appropriate tasks for pupils.

Attainment and achievement

The overall quality of attainment in S1/S2 was fair. The majority of S2 pupils were reaching national levels of attainment in reading and mathematics, but fewer than half were reaching these levels in writing. The proportions of pupils attaining these levels in all three areas had improved recently. Pupils were making good progress in other areas of the curriculum but in some subjects teachers did not take sufficient account of pupils' previous learning and levels of attainment.

The overall quality of attainment at S3/S4 was good. The proportion of pupils achieving five or more Standard Grade awards at grades 1-2 was in line with national averages and was above them at grades 1-4 and 1-6. The school's attainment had improved relative to other schools with similar characteristics. Over the last three years, the proportion of pupils achieving five or more awards at grades 1-4 was better than in similar schools and was in line with them for grades 1-2 and 1-6.

At S5/S6, the quality of attainment was good. Over the last three years, the proportions of S4 pupils who went on to gain three or more, and five or more, awards at Higher by the end of S5 had improved steadily and were now in line with national averages. At Advanced Higher, the school performed in line with similar schools, and performance had improved to above the national average in 2004.

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

- At Standard Grade, pupils performed notably better in computing studies than in their other subjects.
- At Intermediate 2, pupils performed notably better in information systems than they did in their other subjects.

The school provided very good opportunities for pupils to demonstrate their achievements in a number of areas. The school show involved many staff and pupils, and allowed primary pupils to improve their links with the school. Concerts, competitions and talent shows improved pupils' confidence and enabled them to demonstrate specific talents. They demonstrated care and concern for others through very effective fund raising for charities. The school community as a whole had been involved in The Big Read and World Book Day, activities which provided valuable support to pupils' literacy skills. Residential experiences, field trips and outdoor education were used effectively to develop pupils' fitness and citizenship skills, and to enhance their broader cultural and environmental awareness. The Duke of Edinburgh's Award scheme was well established. The school's many extra-curricular activities enabled pupils at all stages to develop their creative abilities and interests in sport, music, drama and other activities. Achievement in creative aspects was also demonstrated when the school represented Edinburgh and the Lothians in the Digital

Media Challenge and received an award for Best Storyboard. Enterprise in education activities involved pupils at S2 as well as senior pupils. Pupils developed their technological expertise through Young Engineers and electronics and radio clubs. They regularly received Nuffield science bursaries to undertake specific projects which extended their knowledge and understanding of practical applications. For the last few years, pupils had successfully won places at Oxford and Cambridge Universities.

English language

Learning and teaching

Teachers were successful in creating a positive atmosphere for learning and pupils responded well. Their explanations were clear and they used praise effectively to encourage pupils and build their confidence. Teaching approaches sometimes lacked variety and did not encourage pupils to be sufficiently active and collaborative in their learning. Too little use was made of ICT to extend and enrich their experiences. At S1/S2, pupils did not have a clear enough awareness of their strengths, development needs and next steps in learning. A closer match was needed between pupils' individual learning needs and the activities they were given. The level of challenge increased in S3-S6 and pupils studying for Advanced Higher benefited from very productive learning experiences.

Attainment and achievement

By the end of S2, the majority of pupils had achieved appropriate national levels of attainment in reading, and less than half in writing. Over the last three years, attainment had improved. In the current year, most pupils were attaining appropriate levels in talking. There was no evidence of pupils' attainment in listening. The department did not have reliable approaches to assessing, recording and monitoring attainment in S1/S2. At S4, a higher percentage of pupils achieved grades 1-6 at Standard Grade than was the case nationally. The proportion attaining grades 1-2 had been below the national average, but in the current year had improved to be in line with it. At S5/S6, the majority of pupils presented for Intermediate 1 over the last three years had achieved A-C grades. Performance at Intermediate 2 had fluctuated, but had been above national averages in two of the last three years. The proportion of pupils achieving grades A-C at Higher was in line with national figures. Most pupils presented for Advanced Higher had achieved A-C grades.

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

- Pupils in S1/S2 were responding well to the recently introduced individual reading programme.
- At all stages, a wide range of additional activities enhanced pupils' experiences, including book fairs, visiting writers, drama workshops and theatre visits.
- Pupils had been successful in a number of national writing competitions.

Mathematics

Learning and teaching

There were some examples of very good interactive lessons, where teachers used ICT very effectively. In these lessons, pupils were kept well involved and active in their learning through good questioning. In many lessons, there was not enough variety in teaching approaches, little use of relevant and real-life contexts, and too little done to keep pupils involved in the learning process. Pupils were almost always well-behaved and hardworking. In the most effective lessons, they were enthusiastic about their work and were prompted to think deeply. The pace of work in these lessons was good. However, the quality of learning varied from class to class and pupils' experiences were not active enough. They seldom had opportunities to work together on tasks, or to take responsibility for their learning. Arrangements for grouping helped teachers match tasks well to pupils' prior learning, although there was sometimes scope to accelerate the progress of higher attaining pupils. Teachers gave pupils individual help in class and supported them well in preparing for national examinations.

Attainment and achievement

Attainment at S2 had been steadily improving, with over half of S2 pupils now reaching appropriate national levels of attainment. At Standard Grade, attainment had also been improving. The proportions of pupils attaining grades 1-2 and 1-4 were now above national averages, while the proportion achieving grades 1-6 was around the national average. Performance at Higher and at Intermediate 2 was around national averages overall and had been improving recently. The majority of the small number of pupils presented for Intermediate 1 achieved A-C grades. Around half of the pupils presented for Advanced Higher had achieved A-C grades. The number of pupils studying Advanced Higher mathematics had been increasing.

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

- The successful participation of pupils in the enterprising mathematics competition and Scottish Mathematical Challenge.

Biology and S1/S2 science

Learning and teaching

In almost all lessons, teachers reviewed key points from the previous day's work, informed the class what they were going to do and summarised the main points at the end of the period. All teachers gave helpful explanations and instructions, and used direct teaching effectively. Most teachers used questioning effectively when revising main points and in summarising the result of experiments. There was a positive environment for learning and teaching in all classes and pupils worked well with teachers. Teachers praised pupils appropriately. Most pupils listened well and participated in the lesson. Teachers gave regular and appropriate homework to classes. The majority of teachers wrote helpful comments when correcting pupils' classwork and homework. In all lessons, most pupils were able to complete tasks easily, but in a few lessons there was insufficient challenge for the higher attaining pupils. Pupils worked well as individuals and in groups but would

benefit on occasions from more time to think for themselves. Pupils' needs were well met in almost all classes.

Attainment and achievement

Most pupils at S1/S2 were performing well in their course work. At S3/S4, pupils' performance in Standard Grade biology was better than their performance in other subjects. The proportion of pupils achieving awards at grades 1-2 was in line with or above the national average. Awards at grades 1-4 were well above the national average. At Higher, the proportion of pupils in S5/S6 who achieved grades A-C was above national averages. The proportions of pupils achieving grades A-C at Higher in human biology and Intermediate 2 in biology were well above national averages.

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

- Pupils in S1 demonstrated good thinking skills in carrying out investigations.
- S1 to S6 pupils benefited greatly from a wide variety of experiences, including residential field trips, visits and guest speakers.

Technical education

Learning and teaching

The department had a very well-developed approach to learning and teaching which was followed by all staff. The purpose of lessons and activities was clearly explained to pupils and explanations, demonstrations and instructions were of high quality. Teachers used questioning very effectively to extend pupils' thinking and assess their understanding. Interactions between staff and pupils were of high quality but opportunities for group discussion were too limited. Pupils were highly motivated, found work stimulating and challenging, and enjoyed their experience. Pupils' attitudes towards their work were particularly mature in senior classes. Pupils had very good opportunities to think for themselves and were fully challenged. Teachers ensured a good pace of work in all classes. Homework was used effectively in most classes to reinforce pupils' learning. Teachers gave very good support to all pupils and provided them with good oral feedback on their performance. More account needed to be taken of pupils' learning in primary school.

Attainment and achievement

Almost all pupils in S1/S2 performed very well in their coursework. They displayed good skills in craft and graphics and had a very good understanding of the design process. At Standard Grade, pupils consistently performed notably better in craft and design and graphic communication than they did in their other subjects. The proportions of pupils attaining awards at grades 1-2 were consistently well above national averages. At Higher, almost all pupils performed better than expected compared to their Standard Grade performance in all subjects. In craft and design, the proportion of pupils achieving A grades was consistently well above the national average and generally well above in graphic communication. At Advanced Higher, almost all pupils achieved success with around two thirds achieving A grades.

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

- A significant number of pupils went on to study design and technology at university.
- Pupils' illustration and presentation skills were very well developed.
- Pupils produced design folios of a high calibre.

5. How well are pupils supported?

The school provided a high level of pastoral care. Effective systems were in place to deal with health and welfare issues, including child protection and bullying. Rigorous monitoring of pupils' attendance, truancy, lateness and discipline had led to identified improvements in these areas. Pupil support staff were readily available to pupils who required advice and support. They worked well as a team and with staff across the school in responding to pupils' needs. Pupils were appreciative of the care they received and felt safe and secure. The school was actively promoting healthy lifestyles for pupils through, for example, encouraging their healthy eating and involvement in a wide range of sporting and other extra-curricular activities.

The school had developed a very effective social education programme which covered key aspects such as healthy lifestyles, substance abuse and personal relationships. Staff gave a good focus to ensuring progression of pupils' experiences from S1-S6. They made effective use of outside speakers and agencies to enhance the delivery of the programme in, for example, exploring aspects of citizenship and health. Pupils were given regular opportunities to evaluate aspects of the programme and suggest improvements. In social education lessons, teachers explained concepts and ideas well and regularly encouraged pupils to express their opinions and ideas. Pupils were generally very well motivated and responded positively to opportunities to take an active part in the programme, which they recognised as very relevant to their needs. Senior pupils were successfully involved in supporting others through the buddying system and peer support for learning in some classes. Through participation in the recently revised and ambitious system for electing and running the pupil council, pupils were actively developing a sense of citizenship. The school provided a wide range of extra-curricular opportunities for pupils to demonstrate broader achievements such as skills of leadership and working together.

The school provided very good curricular and vocational guidance. Staff worked closely with primary schools to ensure all primary pupils and their parents became familiar with the school. At the other key transition stages into S3 and S5/S6, staff prepared pupils very well for choosing subjects for study. The school also prepared pupils very well for making career choices from S1 onwards through a structured careers programme. Pupils had ready access to up-to-date sources of careers information in a very well-organised careers library, and through attendance at careers conventions and open days at colleges and universities. The Careers Officer provided a high level of support to the school. All S4 pupils had opportunities to participate in a very well structured, certificated work experience programme. From S1 to S6 the school provided a broad programme for enterprise in education, which helped pupils develop positive attitudes to future work and education opportunities.

The quality of support for learning and behaviour was good. The school had developed some effective approaches for supporting a range of pupils' needs. For example, staff systematically recorded and closely monitored pupils' behaviour. Support staff provided appropriate short-term, focused assistance for pupils with identified emotional and behavioural difficulties. Pupils with identified additional support needs were assisted well to access as much of the curriculum as possible. Subject teachers were provided with appropriate information about pupils along with helpful strategies for providing support. The school also provided specifically focused support for 'looked after' children. Arrangements to review the progress of pupils with a Record of Needs (RON) were in place but some RONs needed to be updated. Long-term targets in individualised educational programmes (IEPs) were well focused and well reviewed, but short-term targets were sometimes not sufficiently appropriate. Support staff used a range of strategies to meet the needs of these pupils and others with additional support needs. Better use of consultation and deployment of staff was required to meet the wider range of pupils' needs in the school, including high attaining pupils.

The depute headteacher with overall responsibility for pupil support led staff associated with this area of the school very well. She had made effective progress in developing integrated support through a restructuring all aspects of pupil support. As a result, a wide range of staff, including senior managers, pupil support staff and personnel from outside agencies, collaborated very well with each other in providing an effective range of support.

The autistic unit had been recently re-organised to better meet the needs of 14 pupils with autistic spectrum disorder. Pupils attended the unit from all areas of West Lothian and two pupils travelled from other authorities. The school provided very good opportunities for inclusion in mainstream classes. Effective support was given in classes by specialist teachers or classroom assistants but specialist teachers had no time to liaise with mainstream teachers about the curriculum or pupils' needs. Although many of the pupils spent considerable periods of time in the unit, they received a broad and appropriate curriculum through highly individualised timetables. The school had identified the need to further develop a programme for personal and social education (PSE) which was suitable for the specific needs of pupils. Staff in the unit provided well-judged teaching taking very good account of pupils' individual learning styles. Two mainstream teachers also worked in the unit to provide very effective teaching in mathematics and English. Pupils in S1/S2 were progressing well in course work and some had achieved very good levels within the 5-14 curriculum. At S3 to S5, pupils had attained a wide range of National Qualifications at Access 2 to Intermediate 2 level. Some pupils had achieved Standard Grade awards at General and Credit levels. The provision of further computers and other relevant technology would enhance opportunities for greater achievement of pupils. The principal teacher of the unit, with very good support from the depute headteacher, was developing better access to other agencies, including the speech and language therapist and health personnel. The principal teacher had established very good links with parents and supported her staff very effectively in day-to-day strategies, including managing very challenging behaviour. Senior managers should ensure that all violent incidents were properly reported and that staff had access to training in de-escalating challenging behaviour. The depute had devised a very good range of strategies to monitor the quality of provision in the unit.

6. How good is the environment for learning?

Quality of accommodation and facilities

The school had good accommodation, including an extensive range of indoor and outdoor sporting facilities and a well-organised library. The education authority had refurbished some areas of the school including science laboratories, home economics rooms and the dining hall. Staff did much to create bright, stimulating classrooms and corridors through extensive and attractive displays of pupils' work. However, there were a number of important weaknesses. There were insufficient indoor social areas for pupils. Floor coverings in many parts of the school were in poor condition, and some ceilings and walls showed signs of damage due to water penetration. Fitness equipment in the physical education department was in poor condition and lighting and dust extraction in some parts of the technical department were poor. Most areas of the school had wheelchair access and appropriate security systems.

Ethos

Pupils, staff and parents were proud to be associated with the school. Almost all pupils demonstrated their commitment by following the school dress code. Relationships between teachers and pupils, and among pupils generally, were very good. Pupils usually behaved well and any incidents of indiscipline were managed effectively. Pupils were involved in decision-making through the school council, and the recently introduced prefect system enabled senior pupils to make valuable contributions to school and community life. Senior managers had recently introduced a computerised tracking system for monitoring pupils' performance, effort and behaviour. Early indications were that this approach was proving successful in motivating pupils by rewarding their achievements and identifying areas for improvement. Pupils' achievements, both in school and beyond, were celebrated at regular assemblies, award and prize-giving ceremonies, in newsletters and through effective displays. Teachers used praise well to motivate pupils and encourage their enjoyment of learning. Pupils had regular opportunities for religious observance. All pupils were included in the life of the school and were treated equally. The school was in a good position to develop equality and fairness still further through school-wide developments.

Partnership with parents and the community

Parents and members of the local community held the school in high regard. Parents and carers received regular informative reports on their children's progress, as well as letters and certificates which celebrated their children's achievements. The school provided helpful information evenings on a range of issues and had established very good working partnerships with the School Board and the PTA, both of whom provided valued support. The school had very effective links with the local community and had built on the strong partnership which had been established by community education. A number of pupils were actively involved in a wide variety of activities such as the Summer Play Scheme. There were long-established opportunities for pupils at both primary and secondary stages to attend very successful weekly evening programmes in school. The former made a significant contribution to the school's programme of events designed to assist the transition from primary to secondary school. The school had established good links with local primary schools, businesses, and police and health services. The Integrated Community Schools

team had organised a range of successful initiatives which had provided effective support to pupils and their parents.

7. Improving the school

The James Young High School was an improving school in which pupils' achievements were strongly encouraged and supported. Attainment was rising but the school recognised that further improvement was needed to ensure all pupils achieved their full potential, particularly at S1/S2. The headteacher provided a clear vision for the school. He was highly respected by staff, pupils and parents and showed sensitivity and a high degree of concern for pupil welfare in his dealings with pupils and their parents. He had established very good working relations with the School Board and PTA. He had developed strong teamwork with his two depute headteachers and the business support manager, each of whom discharged their remits very effectively to form a very strong corporate management team. Each member of the team was approachable and supportive of colleagues. Change was well managed by the team and new structures in management were being implemented effectively. Recently appointed curriculum and pupil support principal teachers, and most subject principal teachers, fulfilled their remits effectively. Some principal teachers needed to give a stronger lead to their departments in improving learning, teaching and achievement.

The school was implementing a range of measures to improve the education of its pupils. Staff were encouraged to be more reflective and many used quality indicators to evaluate their own performance. A good start had been made to peer monitoring and support, and a series of classroom monitoring visits had been conducted by the extended management team. These visits now needed to become more focused in identifying areas for improvement. The review of attainment in national examinations was rigorous and systems for monitoring and tracking pupils' performance were now impacting positively on school attainment. The quality of support for learning had been improved and strategies to encourage good behaviour were increasingly effective. Staff development needs were identified effectively and an imaginative programme of activities was provided to extend staff skills. Many teachers had increased their skills in the use of ICT but some had yet to extend its use to enhance the quality of learning and teaching. The school sampled parents' views and acted upon them. Staff had ample opportunity to volunteer for participation in working groups and committees but some required to be more strongly encouraged to take part.

Overall, the school was successfully establishing a culture of continuous improvement. Under the skilful leadership of the headteacher and his management team, staff and pupils had worked well together to improve the school's ethos, reputation and achievements. The school was well placed to improve its work in line with its own improvement agenda.

The school and the education authority should take action to bring about further improvement in the quality of pupils' achievements. In doing so they should take account of the need to:

- to ensure a consistently high quality of learning and teaching across the school, including more effective use of ICT and homework;
- further improve attainment, particularly at S1/S2;

- address weaknesses in accommodation and facilities; and
- develop classroom monitoring and evaluation to more clearly identify and share good practice in learning and teaching.

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.

Neil MacLeod
HM Inspector

8 March 2005

Appendix 1 Indicators of quality

We judged the following to be very good

- Personal and social development
- Pastoral care
- Curricular and vocational guidance
- Climate and relationships
- Partnership with parents, the School Board and the community
- Leadership

We judged the following to be good

- Overall quality of attainment: S3/S4
- Overall quality of attainment: S5/S6
- Structure of the curriculum
- The teaching process
- Pupils' learning experiences
- Meeting pupils' needs
- Learning support
- Accommodation and facilities
- Expectations and promoting achievement
- Equality and fairness
- Self-evaluation
- Effectiveness and deployment of staff with additional responsibilities

We judged the following to be fair

- Overall quality of attainment: S1/S2

We judged the following to be unsatisfactory

- No aspects were found to be in this category

Appendix 2 Summary of questionnaire responses

<p>What pleased parents and carers most</p>	<p>What parents and carers would like to see improved</p>
<p>Almost all parents and carers felt that:</p> <ul style="list-style-type: none"> • the school was well led and staff showed concern for the care and welfare of their children; • their children enjoyed school, found it stimulating and challenging, and were treated fairly in school; • teachers set high standards for pupils' attainment, provided helpful reports on their children's progress and encouraged them to work to the best of their abilities; and • the school made them welcome, acted on matters of concern they raised, and made standards expected clear to them. 	<ul style="list-style-type: none"> • A large minority wanted improvements to the school buildings.
<p>What pleased pupils most</p>	<p>What pupils would like to see improved</p>
<p>All pupils felt that:</p> <ul style="list-style-type: none"> • teachers expected them to work to the best of their ability. <p>Almost all pupils felt that:</p> <ul style="list-style-type: none"> • teachers helped keep them safe and healthy; • they enjoyed being at school; and • they got on well with other pupils. 	<ul style="list-style-type: none"> • Around a third of pupils wanted standards of behaviour to improve and for them to be treated more fairly.
<p>What pleased staff most</p>	<p>What staff would like to see improved</p>
<p>Most staff were content with almost all aspects of the school's work and all staff felt that:</p> <ul style="list-style-type: none"> • staff showed concern for the care and welfare of their pupils; and • teachers ensured that pupils receive constructive feedback about their work. <p>Almost all staff felt that:</p> <ul style="list-style-type: none"> • they enjoyed working in the school. 	<ul style="list-style-type: none"> • About a quarter of staff wanted more involvement in decision-making processes and felt the extended management team should improve teamwork.

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 achieving by end of S4

		2002	2003	2004 ¹
English and Mathematics @ Level 3	James Young High,The	92	90	97
	Comparator Schools ²	92	92	93
	National	91	91	91
5+ @ Level 3 or Better	James Young High,The	92	90	96
	Comparator Schools	92	91	92
	National	91	91	91
5+ @ Level 4 or Better	James Young High,The	77	80	86
	Comparator Schools	77	77	79
	National	77	76	76
5+ @ Level 5 or Better	James Young High,The	27	29	35
	Comparator Schools	31	33	31
	National	34	34	34

Percentage of relevant S4 roll achieving by end of S5

		2002	2003	2004 ¹
5+ @ Level 4 or better	James Young High,The	65	79	81
	Comparator schools ²	79	79	78
	National	78	78	78
5+ @ Level 5 or better	James Young High,The	29	39	45
	Comparator schools	46	43	43
	National	45	45	45
1+ @ Level 6 or better	James Young High,The	25	38	42
	Comparator schools	41	38	37
	National	39	39	38
3+ @ Level 6 or better	James Young High,The	12	20	22
	Comparator schools	20	20	20
	National	23	23	22
5+ @ Level 6 or better	James Young High,The	2	8	8
	Comparator schools	8	8	7
	National	9	10	9

Percentage of relevant S4 roll achieving by end of S6

		2002	2003	2004¹
5+ @ Level 5 or better	James Young High,The	39	30	40
	Comparator schools²	45	47	47
	National	46	47	47
1+ @ Level 6 or better	James Young High,The	39	29	42
	Comparator schools	43	44	42
	National	44	44	43
3+ @ Level 6 or better	James Young High,The	23	17	29
	Comparator schools	31	29	29
	National	31	31	30
5+ @ Level 6 or better	James Young High,The	13	7	15
	Comparator schools	19	17	17
	National	20	20	19
1+ @ Level 7 or better	James Young High,The	10	7	15
	Comparator schools	10	10	10
	National	12	12	12

¹ Pre Appeal.

² Comparator schools are the fifteen schools immediately above and the fifteen schools immediately below the school being inspected in terms of the percentage of pupils entitled to free meals (FME).

How can you contact us?

If you would like an additional copy of this report

Copies of this report have been sent to the headteacher and school staff, the Director of Education & Cultural Services, 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, Argyll House, 3rd Floor, Marketgait, Dundee DD1 1QP or by telephoning 01382 349999. 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, Almonvale Business Park, Almonvale Way, Livingston EH54 6GA.

Our complaints procedure

If you have a concern about this report, you should write in the first instance to Hazel Dewart, Business Management Unit, HM Inspectorate of Education, Denholm House, Almonvale Business Park, Almonvale 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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