

**Paisley Grammar School
Renfrewshire Council
23 January 2007**

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1. Background

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

HM Inspectors observed learning and teaching and examined pupils' work. They analysed responses to questionnaires issued to a sample of parents¹ and pupils and to all staff. They interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met the chairperson of the School Board, representatives of the parent-teacher association (PTA) and a group of parents.

Paisley Grammar School is a non-denominational school situated close to the centre of Paisley. At the time of the inspection, the roll was 1196. The percentage of pupils entitled to free school meals was above the national average. Pupils' attendance was in line with the national average. The school housed an Intensive Support Facility (ISF), run by the education authority for pupils from Paisley Grammar and neighbouring schools. At the time of the inspection, the headteacher had been in post for eight months.

2. Key strengths

HM Inspectors identified the following key strengths.

- The conscientious and hard work of pupils, including their efforts to fund raise for charity.
- The strong sense of pride in the school shared by pupils and staff.
- Caring and committed staff and the quality of pastoral care they provided.
- Effective partnerships with the School Board and PTA.
- The high quality of support for pupils with additional needs.

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

Around a third of parents responded to the questionnaire. Almost all parents felt that parents' evenings were informative and school reports provided them with helpful

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

information on their child's progress. They felt that staff made them feel welcome and the school had a good reputation in the local community. Most indicated that the school dealt effectively with inappropriate behaviour and was good at consulting them on decisions which affected their child. Almost all pupils felt that they got on well with other pupils and that teachers expected them to work to the best of their ability. While a majority felt that all pupils were treated fairly, less than half thought that pupils' behaviour was good. All staff felt that they showed concern for the care and welfare of pupils and that teachers gave pupils helpful feedback about their work. Most thought that the school dealt effectively with bullying and that they had good opportunities to be involved in decision making processes. A majority of all staff felt that senior managers worked well together. A majority of teachers and less than half of ancillary staff who responded said indiscipline was dealt with effectively.

Further details about what most pleased parents, staff and pupils, and what they would most like to see improved, can be found in Appendix 2 of this report.

4. How good are learning, teaching and achievement?

The curriculum, learning and teaching

The overall quality of the curriculum was good. At S1/S2, the curriculum was broad and balanced and provided an appropriate range of subjects. The school had taken a number of effective measures to ensure the curriculum met pupils' needs. A number of departments ensured well-planned continuity in learning by building on helpful consultation with associated primary schools. The school planned to extend this practice across all departments. At S3/S4, pupils studied an appropriate range and number of courses leading to national qualifications and accredited courses such as the Award Scheme Development and Accreditation Network (ASDAN) life skills programme for S4 pupils. An effective link with the local further education (FE) college provided vocational courses to meet the needs of some pupils. Some departments had introduced Access and Intermediate courses in order to better meet pupils' needs. At S5/S6, a small group of pupils found it difficult to take the subjects they preferred as a result of the options available. However, the S5/S6 curriculum was strengthened through effective links with neighbourhood schools and the local FE college, where pupils studied subjects such as psychology and care. The ASDAN university programme provided suitable opportunities for pupils in S6 to develop their personal, social and enterprise skills.

Teaching had important strengths. In almost all lessons, teachers gave clear explanations and instructions. They shared the content of lessons clearly with pupils but not always the reasons for what they were learning. They questioned pupils well to check their understanding and develop their thinking. They used an appropriate range of teaching approaches, including increasingly effective use of information communications technology (ICT). Most teachers set suitably high expectations for the amount and quality of work pupils should produce. In a few lessons, teachers were particularly effective in ensuring that pupils remained engaged in a stimulating and challenging variety of activities. Arrangements for setting and checking homework were inconsistent across departments. Most staff used praise appropriately to acknowledge pupils' success and develop their confidence. Almost all pupils settled quickly to their classwork, behaved well and worked conscientiously. Most pupils kept jotters and folders well organised and presented their work well. When given the opportunity, they collaborated effectively in pairs and groups.

For example, in some lessons they readily contributed a good range of ideas and listened attentively to each other in reaching well-considered conclusions. In a few lessons, pupils remained too passive and made limited progress. Teachers, support staff and the librarian worked productively with pupils to meet a range of learning needs. They used their knowledge of pupils well to target support appropriately. Effective approaches included supported study and 'drop in' tutorials in some subjects. However, some pupils would benefit from more challenging work which made greater demands on them to think and work independently.

Achievement

The overall quality of attainment at S1/S2 was adequate. By the end of S2, most pupils were attaining or exceeding appropriate national levels in reading. The majority did so in writing and in mathematics. Pupils were making progress in coursework but generally they needed greater challenge based on higher expectations.

The following comments are based on Scottish Qualifications Authority (SQA) data using the Scottish Credit and Qualifications Framework (SCQF)² for the three year period 2004-2006³, and also draw on the overall evaluations of the quality of learning, teaching and meeting pupils' needs.

The overall quality of attainment at S3/S4 was good. By the end of S4, the proportions of pupils attaining five or more awards at SCQF levels 3, 4 and 5 or better were above the national averages. Generally, the quality of attainment at S3/S4 for the last three years had remained constant.

The overall quality of attainment at S5/S6 was good. Results had improved at S5, although some aspects had declined at S6. By the end of S5, the proportions of pupils attaining three or more, or five or more, awards at SCQF level 6 were above the national averages. By the end of S6, performance at SCQF levels 6 and 7 was above the national averages. However, the proportion of pupils attaining one or more, or three or more awards at SCQF level 6 had declined since 2004. The school needed to ensure that it reviewed fully the causes of this decline to bring about improvement in future years.

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 in S4, the proportion of pupils gaining grades 1-2 in social and vocational skills was well above the national average and pupils performed notably better than in their other subjects. The proportion of pupils gaining grades 1-2 in chemistry was below the national average.

² Scottish Credit and Qualifications Framework (SCQF) levels:

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

6: Higher at A-C

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

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

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

³ 2006 data is pre-appeal

- At Higher in S5/S6, the proportion of pupils gaining grades A-C in art and design was well above the national average. The proportions of pupils gaining grades A-C in business management, geography, music and physical education were below national averages.
- At Intermediate 2 in S5/S6, the proportions of pupils gaining grades A-C in art and design, geography, graphic communication, hospitality-practical cookery and physical education were well above the national averages. The proportion of pupils gaining awards at grades A-C in chemistry was well below the national average.
- The proportion of pupils attaining one or more awards at SCQF level 7 was broadly in line with the national average.

Pupils broadened their achievements in a wide variety of ways. They participated in a range of out-of-school activities and many had achieved success through local and national competitions, for example in the Girls' Rapid Response Engineering Challenge. Participation in many of these activities enhanced pupils' self-confidence and learning skills. Significant numbers of pupils broadened their knowledge of the world of work through the school's enterprise activities and links with local businesses. A significant and growing number of pupils gained valuable additional experience as members of a range of musical ensembles and by performing at school concerts. Notably, the school's jazz and ceilidh bands played at prestigious national events. These activities helped pupils to develop their self-esteem, self-discipline and inter-personal skills. Many pupils had developed their sense of responsibility for others by successfully raising funds for Fairtrade and Epilepsy Scotland. A number of pupils were actively involved in the school decision-making process through the pupil forum. At all stages, pupils were actively developing citizenship skills and gaining an awareness of global citizenship through their involvement in the Duke of Edinburgh Award Scheme and the German pupil exchange. Senior pupils achieved a school citizenship award through well-organised peer and classroom support activities within the school.

English

Learning and teaching

Teachers set high expectations of the amount and quality of work pupils should produce, including homework. In most lessons, they provided pupils with a well planned variety of appropriately challenging activities. They explained learning aims clearly and returned to them to reinforce learning in the majority of lessons. Pupils worked conscientiously and with minimum supervision. At all stages, they took pride in their work and presented it well. Almost all collaborated effectively on tasks and developed their ideas well during group discussions. Teachers used a wide range of very effective approaches to meet pupils' learning needs. A feature of very effective practice was the use of well-structured checklists to help pupils understand their strengths and how to improve their work. Teachers had developed and targeted resources well to support pupils' progress.

Achievement

By the end of S2, pupils had made good progress from their prior levels of attainment. Most attained appropriate national levels in reading, listening and talking and the majority did so

in writing. At S4, pupils performed notably better in English than in their other subjects. The proportion of pupils attaining Credit awards was above or well above national averages. The majority of pupils at Intermediate 1 attained A-C grades. The proportion of pupils who attained A-C grades was below the national average at Intermediate 2 and above the national average overall at Higher. Most pupils at Advanced Higher were successful.

Other features of pupils' achievement included the following.

- Pupils in the creative writing club wrote vividly in poetry and prose on a wide range of subjects.
- At all stages, pupils read regularly and spoke and wrote thoughtfully about books.

Mathematics

Learning and teaching

Teachers explained mathematical ideas clearly and used questioning effectively to develop pupils' understanding. In a majority of lessons pupils were encouraged to explain their ideas in detail. However, a few teachers did not share or review with pupils what they were expected to learn. In a few very effective lessons teachers delivered topics well and used problem solving activities to challenge pupils further. However, teaching approaches were inconsistent overall and at times the pace of teaching and learning was too slow. A few classes spent too much time on repetitive activities. Opportunities for pupils to reflect on their own learning were limited. Pupils remained on task well and completed them successfully. Teachers were developing a wide range of materials, including interactive whiteboard resources to enhance teaching and learning. While some teachers were developing these new approaches to meet pupils' needs more fully, this was not consistent across the whole department.

Achievement

A majority of pupils in S2 reached appropriate national levels of attainment. The proportion of S1 pupils attaining national levels early had increased, however very few pupils in S2 progressed to the next level. The proportion of S4 pupils gaining Credit awards was in line with the national average, although performance had decreased in recent years. Performance at Intermediate 2 was well below the national average. At Higher, the proportion of S5/S6 pupils attaining an A-C grade was below the national average. Most pupils at Advanced Higher were successful.

Other features of pupils' achievement included the following.

- A small number of pupils participated successfully in mathematical competitions and activities outwith the school.

Biology and S1/S2 science

Learning and teaching

Most teachers began lessons positively with revision of previous work. They gave helpful explanations and used questioning effectively to check pupils' understanding. Almost all teachers directed pupils well in theoretical and experimental work, using a variety of teaching approaches. However, pupils needed further opportunities to offer extended answers and to interact with teachers. Pupils were able to assess their own work as well as their partner's work as part of their learning. Almost all pupils were well behaved, worked positively in groups and individually and responded well to teachers' questions. Staff used a number of strategies successfully to help all pupils understand coursework and their homework. They monitored pupils' progress well, but needed to help pupils set targets to raise their attainment and to involve them more directly in planning their own learning.

Achievement

At S1/S2, most pupils performed well in their coursework. Teachers were improving S1 pupils' investigative and thinking skills by using a problem-solving approach in science. At S4, the proportion of pupils attaining a Credit award at Standard Grade in biology was above the national average. At S4, the majority of pupils presented for Intermediate 1 in biology attained an A-C grade. At S5/S6, the proportion of pupils attaining A-C grades at Higher in biology was above the national average. The majority of the pupils presented for Intermediate 2 in biology and Advanced Higher in biology attained an A-C grade.

Other features of pupils' achievement included the following.

- S2 pupils were able to administer the emergency life support skills they had learned through the Heartstart programme.

History

Learning and teaching

Teachers planned their lessons carefully and ensured that pupils knew what they were expected to learn. They made some effective use of ICT. Teachers' questioning enabled them to monitor pupils' understanding but did not always sufficiently challenge pupils to think for themselves. Homework was not linked sufficiently well to the work in class. Pupils had good relationships with staff and worked purposefully and effectively individually and in groups. Pupils needed more opportunities to take responsibility for their own learning in order to know what to do to improve their own performance. Teachers had improved learning activities to better meet pupils' needs, but at all stages tasks did not provide higher attaining pupils with sufficient challenge.

Achievement

At S1/S2, most pupils were developing a good understanding of basic historical skills. At S4, the proportion of pupils attaining a Credit award at Standard Grade in history was in line with the national average. At Higher, the proportion of pupils gaining A-C grades was in line with the national average. The proportion of pupils gaining an A grade had declined from above the national average in 2004 to in line with the national average in 2006.

Other features of pupils' achievement included the following.

- S4 pupils enhanced their research skills through their responses to educational visits to museums.

5. How well are pupils supported?

The school placed a very high priority on ensuring pupils' care and welfare and supporting their individual needs. Guidance staff worked together very effectively and had positive relations with pupils. Pupils were supported well at the transfer stage from primary to secondary school, and in their subsequent progression through secondary school. The school had strong links with partner agencies and with pupils' families. The home link service played a key role in supporting pupils and families with particular needs. Appropriate arrangements were in place to coordinate child protection procedures. The school had effective approaches to dealing with bullying and racist incidents. It also had very effective systems to monitor and evaluate pupil welfare and performance. Guidance teachers were developing the effective use of pupil support plans for the small number of pupils who needed this additional support.

The school had a well-planned programme for personal and social education (PSE) which covered a wide range of appropriate topics. S1/S2 pupils were taught in classes of 20 or less and the guidance team provided class teachers with effective support. However, the programme was delivered largely by non-specialist staff and pupils' learning experiences were variable. The school offered a wide range of extra-curricular activities and some opportunities for pupils to take on additional responsibilities throughout the school, for example mentoring S1 pupils. Pupils generally took a pride in being part of the school and behaviour within the school buildings was good. Staff used a variety of measures to encourage positive behaviour. However, there was a lack of consistency in approaches to managing behaviour overall.

The school had very effective and well-planned procedures to provide pupils with academic and vocational guidance. Guidance and support staff were very effective in giving helpful and relevant advice to pupils in their course and career choices. Pupils with additional support needs were interviewed by guidance and support for learning staff together when making their choices. The school had developed strong links for senior pupils with neighbouring secondary schools, the local college and university. For example, a number of S5 pupils had a full time college placement. Enterprise activities formed part of the curriculum for a group of S3 pupils.

Pupils in all years who required additional support received very good help from learning support staff. Staff had established an effective range of approaches to meeting learning needs. The school librarian also provided pupils with effective support for reading and handling information. Younger pupils were well supported by teaching and ancillary staff and S6 pupils who were ‘classroom buddies’. A number of pupils with additional support needs made effective use of laptops in their classwork. Learning support specialists also managed successfully a support base for pupils with behavioural difficulties.

The pastoral care and support for learning staff worked very effectively as a team and provided strong support to all pupils. The school was moving towards full implementation of plans for an integrated, systematic approach to delivering pastoral and learning support.

The Intensive Support Facility provided strong support and commitment to pupils who were at risk of exclusion from schools across the local authority. The staff had built up very good relationships with pupils through daily discussion of personal targets. Pupils expressed their appreciation of the structured support offered in the ISF. The staff team maintained effective links with pupils’ families, base schools and other support agencies. In order to support an appropriate increase in inclusion opportunities, their school day needed to be lengthened and their curriculum matched more closely to their abilities.

6. How good is the environment for learning?

Aspect	Comment
Quality of accommodation and facilities	The accommodation was adequate. With the support of the education authority, parts of the school had been refurbished effectively. However, older areas of the school had yet to be upgraded. At times, rooms were too warm for effective learning and teaching. Pupils made good use of the well-stocked library. The school had appropriate arrangements for secure access to the main building. Provision for ICT was improving but varied across departments. The school had limited social areas for pupils and playground space. Access for the disabled was appropriate. A number of problems with the ingress of water and the condition of pupils’ toilets needed to be addressed.

Aspect	Comment
Climate and relationships, expectations and promoting achievement and equality	<p>The school had a welcoming ethos. Relationships between pupils and staff were positive. Pupils were proud of their school and were friendly and well-behaved. However, a small minority of pupils disrupted the flow of other pupils' learning in some lessons. Pupil and staff morale had improved and they were more involved in school decision-making. Most staff had taken some positive steps to promote an ethos of achievement by rewarding pupils' successes in classwork. However, this approach was not consistent across the school. A formal process for monitoring individual pupil targets had not been fully developed. As a result, some pupils' overall expectations of what they could achieve were low. While the school had a clearly stated racial equality policy, it needed to promote racial equality more widely across the curriculum. The school celebrated religious diversity through religious and moral education and at assemblies. Appropriate arrangements were in place for religious observance.</p>
Partnership with parents and the community	<p>The school had very effective links with parents, the School Board, PTA and the wider community. Parents and the School Board fully supported the school and participated in the life of the school. The school provided regular, helpful information to parents on their children's progress and useful advice to help them support their children's learning. The school also kept parents up to date with school events through informative newsletters and features in the local press. The headteacher had surveyed their views on arrangements for parents' evenings and, as a result, had planned improvements for future meetings. The school invited many visitors to participate in curricular aspects of the school. For example, a number of organisations contributed to the school's PSE programme. The school had established effective links with the local college, primary and secondary schools.</p>

7. Leading and improving the school

Paisley Grammar School provided a caring environment for learning. The new headteacher was encouraging pupils and staff to be more directly involved in improving the school. The school maintained good standards of attainment, although some pupils were capable of attaining higher levels. The majority of teachers reviewed their approaches to learning and teaching to help pupils improve their attainment. Most staff worked conscientiously to provide relevant tasks for pupils. Most pupils were motivated to do well in their classwork and many were succeeding in curricular and extra-curricular activities. However, at times, pupils' learning experiences were not sufficiently stimulating or challenging.

In her short time in post, the headteacher had made a positive start to leading the school. Whilst as yet her initiatives had still to have a decisive impact on performance, the signs of a developing climate for improvement were encouraging. She had established effective working relationships with pupils and staff. Staff felt involved in the developments of the school and shared the headteacher's vision for moving the school forward. While the school had many strengths, the headteacher had recognised appropriate priorities for improvement and was putting systems and procedures into place to address these aspects. She had provided effective support and encouragement to depute headteachers and principal teachers in developing their roles as leaders of learning and teaching. Leadership across the school was good overall, although it varied in consistency of impact on improvement. The senior management team was developing effective teamwork and individual members carried out their revised remits competently. Most principal teachers contributed well to the school's improvement plans to meet the needs of all pupils. A number of principal teachers had improved approaches to learning and teaching approaches in their departments to help raise pupils' attainment.

Most departments were developing systematic approaches to monitoring and evaluating the performance of pupils. Informal monitoring of the quality of learning and teaching had been carried out by some promoted staff. The school had still to ensure that all staff were engaged in regular and rigorous reviews of learning, teaching and meeting pupils' needs. Pupils needed to know how to improve their performance and how to be independent learners. In taking the school forward, the headteacher and staff needed to work together to develop a consistent whole school approach to self-evaluation and to ensure that resulting actions led to improvement.

Main points for action

To further improve the quality of education provided and raise attainment, the school and education authority should take account of the need to:

- improve pupils' progress at S1/S2 and improve performance in a number of subjects particularly;
- ensure greater challenge for pupils in their learning and higher expectations of their performance;
- address the accommodation issues identified in this report;
- develop systematic approaches to monitoring learning and teaching and tracking pupils' progress which have a direct impact on improving quality; and
- continue to develop leadership for learning across the school.

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.

Hakim Din
HM Inspector

23 January 2007

Appendix 1 Indicators of quality

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

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

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

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

Leading and improving the school	
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

What parents thought the school did well	What parents think the school could do better
<p>Almost all parents thought that:</p> <ul style="list-style-type: none"> • their children were treated fairly and enjoyed being at school. <p>Most thought that:</p> <ul style="list-style-type: none"> • the school encouraged children to work to the best of their ability and would respond to matters of concern; and • there was mutual respect between teachers and pupils. 	<ul style="list-style-type: none"> • Around a quarter of parents wanted more information on the school's priorities for improvement.
What pupils thought the school did well	What pupils think the school could do better
<p>Most pupils thought that:</p> <ul style="list-style-type: none"> • teachers checked their homework and helped them with their classwork; • the school helped them to keep safe and healthy and they knew what to do if they were upset; • the school helped them when they were having difficulties and at least one teacher knew them well; and • they enjoyed being at school. <p>The majority of pupils thought that:</p> <ul style="list-style-type: none"> • teachers listened to what they said and staff were good at dealing with bullies. 	<ul style="list-style-type: none"> • More than half of the pupils thought that the behaviour of other pupils could be better.

What staff thought the school did well	What staff think the school could do better
<p>Almost all staff thought that:</p> <ul style="list-style-type: none"> • they worked hard to promote and maintain good relations with the local community; and • they set high standards for pupils' attainment and they liked working in the school. <p>Most staff thought that:</p> <ul style="list-style-type: none"> • their development time was used effectively and there was mutual respect between staff and pupils. 	<ul style="list-style-type: none"> • Around half of teaching staff and two thirds of the support staff would like to see standards for better behaviour to be more consistently upheld.

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

Scottish Credit and Qualifications Framework (SCQF) levels:

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

6: Higher at A-C

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

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

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

Percentage of relevant S4 roll attaining by end of S4

		2004	2005	2006
<i>English and Mathematics</i> <i>@ Level 3</i>	Paisley Grammar School ⁴	93	93	94
	National	91	90	91
<i>5+ @ Level 3 or Better</i>	Paisley Grammar School	92	92	95
	National	91	90	91
<i>5+ @ Level 4 or Better</i>	Paisley Grammar School	87	83	81
	National	77	76	76
<i>5+ @ Level 5 or Better</i>	Paisley Grammar School	39	39	37
	National	35	34	34

Percentage of relevant S4 roll attaining by end of S5

		2004	2005	2006
<i>5+ @ Level 4 or better</i>	Paisley Grammar School	91	94	94
	National	78	78	78
<i>5+ @ Level 5 or better</i>	Paisley Grammar School	51	52	50
	National	45	45	45
<i>1+ @ Level 6 or better</i>	Paisley Grammar School	39	42	42
	National	39	39	38
<i>3+ @ Level 6 or better</i>	Paisley Grammar School	24	26	24
	National	23	23	21
<i>5+ @ Level 6 or better</i>	Paisley Grammar School	10	13	9
	National	9	10	9

Percentage of relevant S4 roll attaining by end of S6

		2004	2005	2006⁵
5+ @ Level 5 or better	Paisley Grammar School	64	53	52
	National	47	47	48
1+ @ Level 6 or better	Paisley Grammar School	62	43	46
	National	44	43	43
3+ @ Level 6 or better	Paisley Grammar School	45	32	34
	National	31	30	30
5+ @ Level 6 or better	Paisley Grammar School	27	23	24
	National	20	19	19
1+ @ Level 7 or better	Paisley Grammar School	12	8	13
	National	12	12	12

⁴ Comparator schools data are not available for Paisley Grammar School

⁵ Pre Appeal

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

If you wish to comment about secondary inspections

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

Our complaints procedure

If you have a concern about this report, you should write in the first instance to Hazel Dewart, Business Management Unit, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. A copy of our complaints procedure is available from this office or by telephoning 01506 600258 or from our website at www.hmie.gov.uk.

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

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