

**Ellon Academy
Aberdeenshire Council
26 February 2008**

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1. Background

Ellon Academy was inspected in October and 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 also 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, chemistry including S1/S2 science, and technical education.

The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision, and the quality of the school's links with community learning and development.

HM Inspectors observed teaching, learning and achievement in lessons and other contexts and examined pupils' work. They analysed responses to questionnaires¹ issued to a sample of parents² and pupils and to all staff. They interviewed groups of pupils, including representatives of the pupil senate, and staff. Members of the inspection team also met a member of the Parent Council, a group of parents and one of the school chaplaincy team members.

Ellon Academy is a non-denominational school serving the town of Ellon and surrounding area. At the time of the inspection, the roll was 1198. The percentage of pupils entitled to free school meals was below the national average. Pupils' attendance was above the national average. Staff within the Additional Support department worked with around 70 pupils.

2. Key strengths

HM Inspectors identified the following key strengths.

- Confident pupils who had an outstanding range of opportunities to develop their self-esteem through participation in activities both in and out of school.
- The impact of the library resource centre on the development of pupils' research skills.
- Pupils' learning in English and, with library staff, the promotion of reading for lifelong learning.
- The quality of pastoral care and the positive school ethos.
- The leadership of teachers and pupils and their contribution to the life of the school.

¹ See Appendix 2

² 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, with some very good features. The school had reviewed the curriculum a few years ago and was now starting to consider it again in light of the national initiative *Curriculum for Excellence*. Particular features of the curriculum included the following.

- At S1/S2, pupils were able to develop their information and communications technology (ICT) skills effectively through a programme which also enhanced their enterprise skills.
- There were a few good examples of pupils being able to link their learning through shared topics such as English and history and English and drama.
- Co-ordinated support in literacy and numeracy was provided for a small group of pupils from S1 to S4. The level of planning with subject departments did not always ensure that these pupils' learning needs were being fully met.
- The school had introduced a number of productive curriculum links with its associated primary schools. These links were being developed further to ensure that teachers in all departments were able to build on pupils' prior learning experiences.
- At S3 to S6, pupils were able to choose from a broad range of subjects which met their needs well and, at S5/S6, enabled them to build effectively on their attainments at S4.
- The school's arrangements for curricular and vocational guidance were very good.
- The programme for personal, social and health education (PSHE) from S1 to S6 prepared pupils very well for their daily lives, including those receiving support from the Additional Support department. Pupils spoke positively about the range of experiences offered. Only a few pupils were able to undertake work experience.
- There were high levels of pupil engagement in volunteering opportunities through effective community involvement programmes, sports coaching and engagement in community learning and development (CLD) activities at the Ythan Centre. These activities were not systematically accredited.
- Young people engaged in a wide range of decision-making committees and forums both in school and through Ellon Young People's Project.
- Pupils were able to develop their health and fitness through up to two hours of physical

education (PE) from S1 to S4. At S5/S6, PE was optional and some pupils had up to three periods per week of personal study.

Teaching and meeting pupils' needs

The quality of teaching was good. Teachers interacted well with pupils and used praise very successfully to motivate and encourage them. They questioned pupils well and in a few cases, challenged their thinking very effectively. Teachers were beginning to share learning outcomes with pupils, though not always effectively or fully understanding the purpose. There were examples of very effective use of ICT, for example, in art and design and modern languages. In a number of departments, teachers were beginning to use electronic whiteboards to enhance pupils' learning and involve pupils more actively in lessons. There was further scope to extend the range of teaching approaches being used. Across the school, homework was used well to support pupils' learning.

The provision for meeting pupils' learning needs was good. Teachers knew their pupils well. The majority of teachers planned activities and tasks which were appropriately matched to pupils' needs. The grouping of pupils by prior attainment helped departments, such as modern languages, meet the range of pupils' needs well. In a few subjects, teachers provided pupils with good feedback on their work although this effective practice was not consistent across the school. Guidance and other relevant staff needed to engage in more systematic recording, discussion and analysis of wider achievement with and for pupils in all year groups. The school made use of individualised educational programmes (IEPs) to support those pupils experiencing difficulties with their learning. Learning targets in IEPs were not sufficiently clear. Pupil support staff accurately identified pupils experiencing barriers to learning and provided well-judged support for individuals and groups. Pupils experiencing difficulties with their behaviour were well supported. Class teachers received helpful information on the needs of pupils requiring additional support, including advice on teaching approaches.

Meeting the needs of pupils in the Additional Support department

Teachers in the Additional Support department ensured that pupils had access to a broad curriculum. Pupils were able to achieve Scottish Qualifications Authority (SQA) qualifications. They were developing their life skills through working towards qualifications in the Award Scheme Development and Accreditation Network (ASDAN) and Caledonian Awards. Pupils were able to join their peers in some mainstream classes. For example, senior pupils were improving their ICT skills in the PC passport class. Teachers did not always meet pupils' individual learning needs through the curriculum. On occasion, a few pupils would have benefited from improved continuity and progression in their learning and from joining their peers more often in mainstream classes. Staff dealt sensitively with the varying learning needs of pupils. All pupils had IEPs although these were not always used effectively to monitor pupils' progress. In some cases, teachers in the Additional Support department and those in subject departments did not work together to set learning targets within IEPs. The school had identified this as an area for further development to be addressed through the continued implementation of recent legislation, the increased use of joint planning approaches and greater sharing of learning targets across the school.

Learning and personal development

The quality of pupils' learning was good. Almost all pupils were highly motivated and keen to do well. In most classes, the pace of learning was good. For example, in modern languages, pupils' learning was often varied and stimulating. In a few classes, pupils were able to work collaboratively and benefited from increasing opportunities to take responsibility for their learning. However, pupils did not have enough opportunities to influence their own learning and develop their creativity. Too often, pupils' learning was overly directed by teachers. The school was not yet building effectively on the existing good practice in some subjects. At S6, pupils enjoyed being actively involved in shaping the content and approach to learning in personal and social education. The library resource centre played a central role in the development of pupils' research and independent learning skills. The librarian and staff worked very effectively with the English department in promoting reading for all pupils.

Pupils had an outstanding range of opportunities to develop their personal and social skills. The school was successful in promoting pupils' wider achievements. Pupils were able to express their views and opinions confidently. Those pupils being supported in the Additional Support department were respectful of others and some demonstrated an awareness of the support needs of their peers. The school's PSHE programme made an important contribution to the development of a broad range of skills, including healthy lifestyles and attitudes, and was valued by pupils at all stages. Pupils had a very good understanding of the needs of others through raising money for a wide range of charities. Continued support of a school in Sri Lanka and participation in a range of international projects had helped pupils to become aware of global issues. Pupils from S1 to S6 served on the school's environment committee. Pupils in the biology and art and design departments had worked together with pupils from other countries on a successful marine eco project. The school had recently achieved an Eco School Scotland award at silver level. Pupils at all stages were able to contribute to the life of the school through the pupil senate. By S6, pupils had a wide range of responsibilities. All S6 pupils served on school committees. A significant number had trained alongside teachers to serve as peer supporters. They provided effective support to younger pupils in classes and around the school and helped some pupils with their reading and homework. With the support of Grampian Police, pupils were able to develop important skills in responsible motoring through the school's Driving Ambitions project. Pupils were actively encouraged to participate in an extensive range of extra-curricular activities, which developed their confidence and teambuilding skills. There was a very good range of youth work opportunities in the Ellon area and good use was made of daily bulletins and the late transport scheme to encourage pupils to become involved.

English

Teachers explained the purposes of lessons clearly and used a variety of teaching approaches very effectively. They valued and encouraged pupils' ideas and suggestions. Well-chosen texts and well-planned activities helped pupils make very good progress. Teachers used their knowledge of pupils very effectively to tailor teaching and learning approaches to meet individual needs. Very well-structured tasks and units of work, and very effective use of ICT helped pupils to develop their language skills successfully. Pupils worked conscientiously and collaborated effectively on group tasks. They had high expectations of what they could achieve.

Teaching and learning were very good. Meeting needs was excellent. The overall quality of attainment was very good. Particular features included the following.

- By the end of S2, a steadily increasing majority of pupils attained appropriate levels in reading and writing. Almost all did so in listening and talking.
- At Standard Grade, all pupils attained a General or Credit award. The proportion attaining grade 1 had improved to well above the national average in 2007.
- At S5/S6, the proportion attaining A-C grades at Higher was above the national average overall. At Intermediate 2, it was well above the national average. At Intermediate 1, attainment had recently declined to below the national average.
- Most of those presented for Advanced Higher attained A-C grades.

Mathematics

Teachers explained work carefully. They made good use of questioning and were starting to use ICT to enhance pupils' learning. In the most effective lessons, teachers shared the aims of their lessons clearly with pupils. Almost all pupils were motivated and worked well in class. Although teachers matched tasks and activities well to pupils' learning needs, they did not provide them with sufficient opportunities to work together on tasks. Most set high expectations for pupils and had established a strong working relationship. The quality of homework was consistently good.

The quality of teaching, learning and meeting pupils' needs was good. Attainment was good. Particular features included the following.

- At S1/S2, the majority were attaining appropriate national levels.
- At S3/S4, the proportion of pupils attaining a Credit award was well above the national average.
- At S5, the proportion of pupils attaining A-C grades at Higher was in line with the national average. The proportion of pupils attaining A-C grades at Intermediate 1 and 2 was above national averages.
- At S6, most pupils presented for Advanced Higher attained A-C grades.

Chemistry and S1/S2 science

Teachers focused pupils' attention effectively and provided clear explanations. Their use of questioning was good, and in a few lessons it was searching and challenging. Teachers made good use of homework in chemistry, but it was less frequent in S1/S2 science. Most pupils in S1/S2 science, and almost all in chemistry, were very good at working independently. Teachers met pupils' needs well but did not always involve all pupils actively enough during lessons. A few teachers did not set appropriately high expectations for pupils' work-rate.

In both chemistry and S1/S2 science, the quality of teaching and meeting pupils' needs was good. The quality of pupils' learning was very good in chemistry and good in S1/S2 science.

Attainment was good in both chemistry and S1/S2 science. Particular features included the following.

- At S1/S2, almost all pupils showed good knowledge and understanding of recent coursework, and most showed good problem-solving skills.
- At S3/S4, the proportion of pupils attaining Credit awards in Standard Grade chemistry was in line with the national average. The proportion attaining A-C grades in Intermediate 1 chemistry was well above the national average.
- At S5/S6, the proportion of pupils studying Higher chemistry was below the national average. The proportion attaining A-C grades was above the national average at Higher, and broadly in line with the national average at Intermediate 2 and Advanced Higher. The proportion of A-C grades had decreased at Intermediate 2.

Technical education

Teachers provided clear, helpful explanations and skilful demonstrations. They made effective use of ICT to enhance pupils' learning. Pupils responded well to the range of teaching approaches. The pace of learning in most lessons was good. Although tasks and activities were appropriate to meet pupils' learning needs, teachers did not consistently take account of pupils' prior attainment. Teachers did not always provide pupils with effective feedback on their progress.

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

- At S1/S2, almost all pupils showed good skills in craftwork, design and graphics.
- At S3/S4, pupils performed much better in Standard Grade craft and design and graphic communication than in their other subjects. In craft and design the proportion attaining Credit awards was well above the national average.
- At S5/S6, the proportion of pupils attaining A-C grades at Higher graphic communication, product design and technological studies was in line with the national average. The proportion of pupils attaining A-C grades at Intermediate 2 woodworking skills was above the national average.

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 Scottish Qualifications Authority (SQA) within the Scottish Credit and Qualifications Framework (SCQF)³ for the three year period 2005-2007, are included below.

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

- Most pupils had attained appropriate national levels in reading and writing. In mathematics, most pupils were making good progress in their coursework and the majority had attained appropriate national levels.
- By the end of S2, around three quarters of pupils had attained the SQA core skill qualification at Intermediate 2 in information technology.

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

- The proportions of pupils attaining five or more awards at SCQF levels 4 and 5 were well above national averages. The school performed better overall than similar schools at SCQF level 4, and in line with them at SCQF level 5.
- In Standard Grade, pupils had performed notably better in French and German than in their other subjects, but notably less well in home economics. The proportions of pupils attaining Credit awards were well above national averages overall in business management, computing, French, German, geography, history, modern studies, social and vocational skills and physical education.

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

- By the end of S5, the proportion of pupils attaining three or more and five or more awards at SCQF level 6 was above the national average. The school performed in line with similar schools for three or more awards, but performed less well than similar schools for five or more awards.
- By the end of S6, the proportion of pupils attaining three or more, five or more awards at SCQF level 6 and one or more award at SCQF level 7 was above the national average. The school performed better than similar schools for all of these measures.

³ 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

- At Intermediate 2, the proportion of pupils attaining A-C grades was well above national averages in art and design, information systems and physics. The proportion was below the national average in physical education.
- At Higher, pupils performed notably less well in biology than in their other subjects. The proportion of pupils attaining A-C grades was below the national average overall in physical education.

4. How good is the environment for learning?

Aspect	Comment
Pastoral care	<p>The school's arrangements for pastoral care were very good. Staff placed a strong emphasis on the care and welfare of pupils. Pupils felt safe, were positive about the level of care they received and were clear about who they should approach should they need help or advice. Staff were aware of their responsibilities for child protection. The promotion of healthy lifestyles was a school priority and the school had gained accreditation as a health promoting school. Good progress was being made in introducing a range of healthy lunch options. Plans were underway to revise the food on offer at the adjacent community coffee bar and vending machines, to ensure that consistent healthy choices were available for pupils. Pupil support staff were committed to their pupils, knew individual pupils well and were responsive to individual needs as they arose. They maintained a purposeful contact with parents and involved a range of professionals to meet the needs of individuals. Pupil support staff had good contacts with associated primaries prior to transition. The school had effective arrangements in place to support pupils transferring from P7 to S1.</p>

Aspect	Comment
Quality of accommodation and facilities	<p>Accommodation was adequate. Particular features included the following.</p> <ul style="list-style-type: none"> • Modern teaching areas, in good condition and well equipped with ICT. • A spacious, welcoming and very well used library and the spacious ICT suite. • Outdoor playground space was very limited. • Ready access to community and sports facilities of high quality. <p>The separation of the two main buildings by a busy road presented a potential road safety hazard and lengthened the time taken to move between classes. Narrow corridors in some areas led to congestion. Specific weaknesses in building security were brought to the attention of the education authority. There was a lack of indoor social areas for pupils.</p>
Climate and relationships, expectations and promoting achievement and equality	<p>The school was very welcoming. Pupils took pride in their school and related positively to staff. Almost all pupils behaved very well. Pupils had very good opportunities to contribute to decision-making in the school. The morale of staff was high. Almost all teachers had high expectations for pupils' behaviour and work-rate. Pupils had appropriately high expectations of themselves. The homework club and additional revision classes provided additional support and encouragement for pupils. Many staff used praise effectively to motivate pupils although the school's 'well done' slips were not used consistently by all staff. Assemblies were used well to promote pupils' achievements and provided appropriate opportunities for religious observance. Across the school, most pupils felt they were treated fairly. Pupils were developing a good understanding of the needs of others. The programmes for religious and moral education and social studies helped promote pupils' understanding of cultural diversity and world religions.</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"> • Very effective communication with parents, including an informative standards and quality report and helpful subject choice booklets. • Wide-ranging consultation with parents and action in response to their views about various aspects of education. • Effective pastoral links with associated primary schools and the support provided by S6 pupils through their community service. • Strong and developing links with Banff and Buchan College in providing vocational options for a few pupils in S3/S4. • Effective links between pupil support staff and a range of external support agencies, including Ellon Young Peoples' Project.

5. Leading and improving the school

The school had a very caring and positive ethos. Almost all pupils behaved very well. The range of opportunities for pupils to achieve was a key strength. The personal and social development of pupils was excellent. Most staff supported pupils well and the overall quality of teaching and learning was good. Pupils worked conscientiously in classes but did not always have sufficient opportunities to develop independent learning skills. They had many opportunities to contribute to the school and to develop important skills of good citizenship.

The headteacher had been in post for just eight weeks at the time of inspection. In this short time, he had shared his vision with pupils, parents and staff. He had already gained the confidence and trust of staff. The headteacher and his senior managers had begun to review areas of responsibility to take account of changes in staffing and the need to manage tasks more effectively. Senior managers worked effectively as a team and they made an effective contribution to the running of the school. Leadership across the school was very good. Teaching and non-teaching staff and pupils had an extensive range of opportunities to take on leadership roles within the school. They were able to participate in and lead a wide range of committees and working groups. Some staff also made an effective contribution to developing professional skills of colleagues and in leading a very wide range of extra-curricular activities. The overall leadership of departments and faculties by principal teachers was strong.

The school's approaches to monitoring the quality of work were good. The school used a wide range of effective strategies to evaluate aspects of its performance. In recent years, there had been wide-ranging surveys of parents', staff and pupils' views to which the school

has responded effectively by improving aspects of its provision. A few departments had carried out surveys of pupils' views about their learning in subjects to improve classroom practice. Principal teachers, supported by senior managers, carried out a detailed analysis of examination results each year. Senior managers and principal teachers regularly observed classroom practice. The focus for observation was clearly linked to an aspect of the school's improvement plan. Managers provided feedback to individual teachers and to the whole department. However, some evaluations were too positive and did not focus sufficiently on areas for improvement.

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 point for action.

Main point for action

- Ensure consistency in the quality of pupils' learning experiences, particularly for those with additional support 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.

Alistair Brown
HM Inspector

26 February 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.

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

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

Section 5. Leading and improving the school	
Leadership across the school	very good
Self-evaluation	good

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.

What parents thought the school did well	What parents think the school could do better
<p>Less than half of parents responded to the questionnaire. They were positive about almost all aspects of the school. In particular, they felt that:</p> <ul style="list-style-type: none"> • the school had a good reputation in the local community; • staff made them feel welcome in the school; • staff showed concern for the care and welfare of their children; • parents' evenings were helpful and informative; • their children enjoyed school; and • teachers set high standards for pupils' attainment. 	<p>Around a quarter of parents felt that teachers were not good at letting them know their child's strengths and weaknesses.</p> <p>Around a quarter of parents felt they lacked a clear idea of the school's priorities for improving pupils' education.</p>

What pupils thought the school did well	What pupils think the school could do better
<p>Pupils were positive about almost all aspects of the school. In particular, they felt that:</p> <ul style="list-style-type: none"> • teachers expected them to work to the best of their ability; • teachers helped them when they were having difficulties; • teachers checked their homework; • the school helped them to keep safe and healthy; • they felt safe and secure in the school; and • they got on well with other pupils. 	<p>Just over a quarter felt that pupils were not always treated fairly in the school.</p>
What staff thought the school did well	What staff think the school could do better
<p>Staff were positive about almost all aspects of the school. In particular, they felt that:</p> <ul style="list-style-type: none"> • they liked working in the school; • teachers set high standards for pupils' attainment; • teachers ensured that pupils received constructive feedback about their work; • staff showed concern for the care and welfare of pupils; • they were aware of school procedures for child protection; • pupils' success was regularly celebrated; and • the school was well led. 	<p>Just under half of non-teaching staff wanted more opportunities to be involved in decision-making and felt that their training time was not used effectively.</p>

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

		2005	2006	2007 ⁴
English and Mathematics @ Level 3	Ellon Academy	96	95	97
	Comparator schools⁵	96	96	96
	National	90	91	91
5+ @ Level 3 or better	Ellon Academy	95	95	96
	Comparator schools	96	96	96
	National	90	91	91
5+ @ Level 4 or better	Ellon Academy	92	91	91
	Comparator schools	89	89	88
	National	76	77	75
5+ @ Level 5 or better	Ellon Academy	52	48	45
	Comparator schools	44	48	46
	National	34	35	32

Percentage of relevant S4 roll attaining by end of S5

		2005	2006	2007 ⁴
5+ @ Level 4 or better	Ellon Academy	94	94	93
	Comparator schools⁵	89	89	90
	National	78	78	79
5+ @ Level 5 or better	Ellon Academy	66	63	61
	Comparator schools	58	55	60
	National	45	45	46
1+ @ Level 6 or better	Ellon Academy	56	52	47
	Comparator schools	52	50	50
	National	39	38	38
3+ @ Level 6 or better	Ellon Academy	38	34	24
	Comparator schools	34	32	34
	National	23	22	22
5+ @ Level 6 or better	Ellon Academy	16	15	10
	Comparator schools	17	16	14
	National	10	10	9

Percentage of relevant S4 roll attaining by end of S6

		2005	2006	2007⁴
5+ @ Level 5 or better	Ellon Academy	65	68	66
	Comparator schools⁵	62	61	58
	National	47	48	47
1+ @ Level 6 or better	Ellon Academy	59	59	57
	Comparator schools	58	58	52
	National	43	43	42
3+ @ Level 6 or better	Ellon Academy	48	46	43
	Comparator schools	43	42	41
	National	30	30	29
5+ @ Level 6 or better	Ellon Academy	39	34	30
	Comparator schools	29	30	30
	National	19	20	19
1+ @ Level 7 or better	Ellon Academy	24	22	19
	Comparator schools	19	19	20
	National	12	13	12

⁴ Pre Appeal

⁵ Comparator schools are the 20 schools statistically closest to the school being inspected in terms of the key characteristics of the school population.

How can you contact us?

If you would like an additional copy of this report

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