

**Portobello High School
The City of Edinburgh Council
17 April 2007**

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1. Background

Portobello High School was inspected in December 2006 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. HM Inspectors focused particularly on English, mathematics, business education, and geography. The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision.

HM Inspectors observed teaching, learning and achievement in lessons and other contexts and examined pupils' work. They analysed responses to questionnaires¹ issued to a sample of parents² and pupils and to all staff. They interviewed groups of pupils, including representatives of pupil councils and staff. Members of the inspection team also met the chairperson of the School Board and a group of parents.

Portobello High School is a non-denominational school serving an area to the east end of Edinburgh. At the time of the inspection, the roll was 1421. The percentage of pupils entitled to free school meals was in line with the national average. Pupils' attendance was in line with the national average.

2. Key strengths

HM Inspectors identified the following key strengths.

- Pupils' enthusiastic participation in a wide range of activities provided by staff outwith the formal curriculum.
- Commitment of staff and pupils to enterprise and Eco-school activities.
- The very positive ethos and good relationships between teachers and pupils.
- The high quality of pastoral care.
- The very effective partnership with parents, businesses, support agencies and the local community.
- The early impact of the new headteacher, through building teamwork and identifying priorities for improvement.

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. The school had consulted widely with stakeholders and had widened the range of courses and vocational opportunities for pupils. Particular features of the curriculum included the following.

- In English language and mathematics, higher attaining pupils in S2 were preparing for early certification in S3.
- Standard Grade science had been replaced by national qualifications (NQs) at Intermediate 1 and Access 3 levels in biology, physics and chemistry.
- In modern languages, identified pupils followed Access 3 in one language in S3 and then a further Access 3 course in an additional language in S4.
- At S5/S6, pupils could choose from a wide range of Intermediate, Higher, Advanced Higher and A level courses which allowed them to progress effectively from their S4 subjects.
- Vocational guidance programmes were delivered effectively at appropriate stages.
- The cross-curricular area of citizenship was delivered successfully in business education, modern studies, history, geography, personal and social education (PSE) and religious and moral and philosophical studies.
- The school did not provide an element of religious and moral education within the personal and social education programme for pupils at S5/S6.
- Accommodation restrictions and time spent travelling to offsite provision meant pupils were not receiving an appropriate physical education experience.
- A wide range of vocational options and practically-based courses for pupils in S3 to S5.

Teaching and meeting pupils' needs

The overall quality of teaching was good. In most departments teachers used an appropriate range of approaches to develop pupils' learning. They shared and explained the content and, in most cases, the purpose of lessons. Most teachers engaged pupils in a range of varied and motivating activities. In these classes pupils were encouraged to take greater responsibility for their own learning and teachers used skilful questioning to check their understanding. The quality of teaching was variable overall. Identified good practice should be shared and extended to improve consistency and to ensure that all teachers have sufficiently high

expectations of their pupils. A few departments made effective use of technology including information and communications technology (ICT) to enrich lessons and to increase motivation. Greater availability and use of ICT would contribute to further improvements in teaching. Most teachers managed pupils' behaviour well.

Pupils' learning needs were well met overall. Enterprise activities and other programmes designed to develop self-confidence and appropriate life-skills helped many pupils to achieve their potential. Staff knew pupils well as individuals and took good account of their backgrounds when planning opportunities for achievement. Some teachers had begun to involve pupils with difficulties in their learning in monitoring their own progress towards achieving specific targets. They had in place good planning to ensure that pupils' specific needs were effectively identified and addressed. Support for learning (SfL) staff had provided very helpful pupil profiles and individual support plans which were shared with teachers. These gave clear advice to class teachers on how to support individual pupils and meet their needs effectively. SfL teachers and assistants provided very effective support to pupils in classes and in small groups. The small number of pupils receiving tutorial support worked productively on personalised programmes. Individualised educational programmes (IEPs) had been designed for pupils with specific needs and had appropriate short and longer-term targets. In a few departments, SfL staff had helped teachers to develop strategies to assist lower attaining pupils to achieve. There was scope to further develop this aspect to provide information and advice to help teachers to meet the needs of all pupils in their classes, particularly at S1 and S2. A few pupils with English as a second language were not well enough supported to experience success in learning. The school had very effective fortnightly meetings of the extended support team, including pastoral care, learning support staff and outside agencies. This enabled the team to ensure that integrated strategies for addressing pupils' needs were effective.

Learning and personal development

The quality of pupils' learning was good. In most classes pupils worked conscientiously and were enthusiastic about their learning. They generally behaved well although a few disturbed the learning of others. In some classes pupils were being encouraged to become more responsible for their learning and to collaborate with others to identify and solve problems. Pupils were given insufficient opportunities to use ICT to support their learning. The formation of a pupils' learning and teaching committee enabled pupils to successfully express their views about their learning. In most classes the pace of learning was suitably brisk and pupils were involved in an appropriate range of learning activities. In a few classes, teachers' expectations of pupils were too low and learning did not always build on earlier achievements. At times resources and materials used did not take sufficient account of the range of pupils' needs, which affected the progress made by some pupils. A revised homework policy was in place. Its impact on pupils' learning had yet to be evaluated. Pupils in S4-S6 were assisted well to prepare for examinations through an extensive programme of study support. The varied programme of out-of-hours activities made a strong contribution to pupils' wider learning and attainment.

The school made very good provision for pupils' personal and social development. Pupils had a considerable range of opportunities to develop effective social skills, promote their health and fitness, and exercise responsibility. Pupils at S6 undertook tasks which allowed them to make a positive impact in supporting others. They acted as peer tutors in the support for learning department and as peer mentors. Opportunities to be prefects, house captains

and members of committees enabled pupils to develop leadership skills. The personal and social education programme covered an appropriate range of personal, social and vocational topics with contributions from a considerable range of outside speakers. A programme of sex education appropriate to specific stages was delivered effectively by the school nurse. The careers service provided regular and effective support to pupils at all stages. Most pupils had developed responsible attitudes by working in effective teams on enterprise projects. There were good opportunities for pupils to show independence and organisational skills when organising events including a battle-of-the-bands concert, talent shows and sporting events. The school had promoted anti-bullying by involving S4 pupils in mentoring S1 pupils in an effective drama workshop event.

English

Teachers created comfortable, purposeful and stimulating working environments for pupils and provided regular homework. They used a range of teaching approaches, including opportunities to work in groups, although pupils did not always collaborate effectively. Challenging texts were used in most classes including work in Scots, and pupils enjoyed using Scots in their own writing. Pupils responded well to the tasks and activities provided, particularly when lessons included opportunities to explore aspects of the media. In a few lessons, pupils used digital technology to enhance their learning. They broadened their language experience in a variety of ways, including writing competitions.

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

- By the end of S2 the majority of pupils had made good progress in reading. Whilst a majority reached appropriate national standards in writing, less than half attained these standards in talking and listening.
- At S3/S4 Standard Grade, the proportion of pupils attaining a Credit award was in line with national averages and a consistently high number of pupils attained a grade 1 award.
- At S5/S6, the proportion of pupils gaining an A-C pass at Higher was above national averages.
- A majority of pupils presented at Advanced Higher attained A-C awards.

Mathematics

Teachers gave clear explanations, used homework well and were working together effectively to improve the quality of pupils' learning. Questioning was effective. Pupils were well motivated and benefited from the variety of appropriate tasks presented to them. Some pupils did not set their work out neatly. The pace of lessons was good. The range of courses available was used well to provide opportunities for all pupils to make progress in their learning.

Overall, the quality of learning and teaching, and the ways in which pupils' learning needs were met, were good. The quality of attainment was adequate overall, but with signs of recent improvement.

- Almost all pupils made good progress throughout S1/S2. The majority of pupils reached or exceeded appropriate national levels of attainment by the end of S2.
- In S3/S4, pupils performed as well in mathematics as in their other subjects. The proportion of pupils gaining General or Credit awards at Standard Grade had improved steadily. The proportion of pupils attaining Credit awards had varied in recent years.
- At S5/S6, the proportion of pupils presented at Higher level and the proportion gaining A-C awards had improved over the last three years. The proportion of pupils gaining A-C awards at Intermediate levels 1 and 2 was variable.
- Around half of the small number of pupils presented at Advanced Higher attained A-C awards.

Business education

Teachers provided pupils with a stimulating learning environment. Explanations, instructions and directions were expressed clearly with added input to support pupils experiencing difficulties. Group work and paired learning was actively encouraged. Target setting worked effectively in a number of classes. Most pupils were interested in the work being undertaken. However, in a small number of instances the pace of learning was too slow. Business simulations and enterprise activities using real life meaningful contexts enhanced the learning for many pupils.

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

- At S3/S4 the proportions of pupils attaining Credit and General awards in both administration and business management was below the national average. However, pupils performed better in both subjects than in their other subjects.
- At S5/S6 pupils taking Higher Grade business management performed better than in their other subjects. Numbers of entries had risen and numbers gaining an A-C award were above the national average.
- The majority of the small number of pupils presented for Intermediate 2 administration achieved A-C passes.
- The number of pupils presented for Intermediate 2 business management had risen. The number of pupils achieving a grade A award was above the national average.

Geography

Teachers used a wide variety of approaches very effectively to motivate pupils and achieve learning outcomes. They gave clear explanations and made effective use of questioning to check knowledge and understanding. Lessons were conducted at an appropriate pace for all pupils. Teachers made very effective use of a range of resources including ICT, audio-visual materials and models. Teachers knew their pupils well and provided good support for their learning. They provided pupils with clear feedback, and advice on how to improve. Staff

had high expectations for their pupils. Pupils worked well together and as individuals. Fieldwork activities were used very effectively at all stages and regular homework tasks were planned carefully.

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

- At S1/S2, pupils were making very good progress in their coursework.
- At S3/S4 the proportion of pupils attaining Credit awards was in line with the national average.
- At S5/S6, the proportions of pupils gaining A-C grades at Higher were well above the national average. Almost all the pupils presented for Advanced Higher gained an A-C award.

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 2004-2006, are included below.

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

- Pupils made good progress in mathematics and reading. In both subjects a majority of pupils reached or exceeded appropriate national levels of attainment.
- The proportion of pupils attaining appropriate national levels in writing had improved to around half.
- Pupils' progress and attainment varied across departments and classes. Coursework in S1 did not always build sufficiently on pupils' prior learning.

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

By the end of S4, the overall quality of attainment was adequate. High attaining pupils performed well, but the attainment of other pupils needed to be improved. Particular features included the following.

- The proportion of pupils attaining five or more awards at SCQF level 5 was broadly steady and in line with national averages and performance in similar schools.
- The proportion of pupils attaining five or more awards at SCQF level 4 had shown signs of recent improvement but was below the national and similar school averages. The proportion of pupils attaining five or more awards at level 3 had improved and was now in line with the national average.
- Pupils generally did better in art and design, physical education and technological studies than in their other subjects at Standard Grade. At this level pupils tended to do less well in biology, French and graphic communication.

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

- The proportions of pupils attaining one or more SCQF awards at level 7 or five or more awards at level 6 had improved steadily and were in line with or above national and similar school averages.
- The proportion of pupils gaining three or more awards at level 6 was above the national average and in line with or above the average for similar schools.
- The proportion of pupils attaining five or more awards at level 3 had decreased steadily to well below the national average and below the average for similar schools.
- At Advanced Higher level, almost all pupils presented in music gained A-C awards. Most pupils presented in physics, French and Spanish gained A-C awards. A majority presented in chemistry, biology and modern studies gained A-C awards. Only around half presented in computing gained A-C awards. Uptake of A-level art and design and success rates were high.
- Pupils did better in art and design at Intermediate 2 level than in their other subjects. At Higher level pupils did less well in computing and history than in their other subjects.

4. How good is the environment for learning?

Aspect	Comment
Pastoral care	<p>The school had very good arrangements for the care, welfare and protection of pupils, including sound procedures for child protection and anti-bullying. The school promoted a healthy lifestyle through the PSE programme. Guidance staff were readily accessible and knew their pupils very well. Pupils were confident that guidance and senior management staff would respond promptly and sensitively to any of their concerns and requests for advice or support. A comprehensive liaison programme to support the transition from primary schools was in place and included an effective summer transition programme for vulnerable pupils. The alternative education base team provided a high level of additional support to pupils who were experiencing difficulty in school. Staff worked in effective partnerships with a range of health and care professionals to provide well-targeted support to pupils with social and emotional support needs.</p>
Quality of accommodation and facilities	<p>The quality of accommodation was weak. Particular features included the following.</p> <ul style="list-style-type: none"> • Throughout the school, displays of pupils' work were used very well to enhance the learning environment and to celebrate pupils' achievement. • Time spent travelling to the designated off site physical education facilities had an adverse effect upon pupils' skills development. • Pupils with mobility problems had limited access to some areas of the school and their changing facilities were unsatisfactory. • Some toilets were in need of refurbishment. • Facilities for pupils dining were uninviting. • Pupils did not have sufficient access to drinking water. • Aspects of security required urgent review. • There were too few dedicated interview rooms. • Heating and ventilation in classrooms was difficult to control and this affected pupil performance.

Aspect	Comment
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>The school was friendly and welcoming with an attractive reception area. Pupils and staff were proud of their school and morale was high. Almost all staff worked hard to create a positive and supportive atmosphere in classes. Most pupils were polite and courteous. Whilst most teachers had high expectations of attendance and behaviour, a few did not have high enough expectations of pupils' attainment. Most teachers used praise effectively to motivate pupils. However they did not always offer constructive feedback. An ethos of achievement was a strength of the school. Pupils took part enthusiastically in a very wide range of extra-curricular activities, including Japanese, football, and art clubs. Many pupils achieved success collectively and individually in sports, musical events, and national competitions. Pupils and staff also raised significant sums of money for local, national and international charities. Under the skilled leadership of the principal teacher for learning and teaching the recently established pupils' forum was able to influence learning and teaching within the school. The promotion of racial equality was successfully encouraged. The school was committed to promoting equality and fairness, however this was not entirely successful. For example, pupils who used wheelchairs did not have full access to the school. The school provided appropriate opportunities for religious observance. The chaplain was supportive and offered a counselling service to pupils.</p>
<p>Partnership with parents and the community</p>	<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"> • The school had established very productive links with the School Board, the parent-teacher association and a range of local businesses. • Staff dealt promptly and effectively with parents' enquiries and consulted them appropriately on important developments affecting the school. • Parents received helpful information about their children's progress through regular reports and well-attended parents' evenings. • Regular newsletters, the school website, a comprehensive and very well-presented handbook and course choice booklets provided further helpful information about the school. • Induction arrangements for P7 pupils transferring into S1 were very well planned. • The school's links with its cluster primary schools and the local further education college were effective.

5. Leading and improving the school

Portobello High School provided pupils with a generally good standard of education within a caring and supportive atmosphere. Strengths included the achievements of pupils in a wide range of extra-curricular and enterprise activities, and recognition gained through the Eco Schools Green Flags and Charter Mark awards. Whilst the school demonstrated a clear commitment to improvement it had not been fully effective in identifying all areas requiring attention. Although the quality of learning, teaching and meeting needs was good overall, insufficient emphasis had been placed on raising attainment for all pupils, which was adequate at S1 to S4 and good at S5/S6. Staff now needed to share the good practice that existed within the school to improve the quality of provision across all areas of the curriculum and to raise attainment further. Whilst pupils enjoyed being at school, there was a need for all teachers to ensure that pupils were actively involved in their own learning and that both lower and higher attaining pupils were given work that set them appropriate challenges.

The headteacher provided good leadership, but overall corporate leadership was adequate. Since taking up post, the headteacher had quickly and accurately evaluated many of the school's needs. She demonstrated extensive leadership qualities, and had used her very good interpersonal skills to gain the respect of teachers, parents and pupils and to foster a strong sense of teamwork. The business manager and depute headteachers were hardworking and committed. Some heads of departments were very effective leaders, but the quality of leadership at this level varied across the school. Overall the work of senior management and departmental heads was not sufficiently focused on meeting key objectives such as ensuring consistency in learning and teaching, attainment, tracking and quality assurance. All heads of departments now needed to accept full responsibility for ensuring consistently high standards across all aspects of work within their departments. Recent development projects had been appropriately chosen and were being implemented at the time of the inspection, but had not yet come to fruition. Nevertheless, the strength of the leadership of the headteacher, coupled with the commitment of staff, meant that the school was well placed to move forward and to address the main points for action.

The school had recently reviewed its policy on quality assurance to set out the roles of all staff. The headteacher was aware of the need to make the range of procedures for evaluating the school's work more rigorous and systematic. All departments had been involved in an evaluation of the quality of learning and teaching. The conclusions reached had not always been based on appropriate evaluations of lessons, however. Teachers did not receive appropriately structured feedback on the quality of pupils' learning experiences or their teaching. Analysis of attainment was increasingly focused. There was a need for further analysis to identify strengths and 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 points for action.

Main points for action

- Ensure improvement in the standards of attainment at each stage by further improving the quality of teaching and learning, drawing upon the very good practice of some members of staff.
- Review and improve the security of access to the buildings.
- Continue to develop and implement more effective approaches for self-evaluation which involve all staff.
- Continue to improve the senior management team's leadership of learning and the involvement of principal teachers in rigorous and systematic procedures for quality assurance.

What happens next?

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents and carers. Within two years of the publication of this report parents and carers will be informed about the progress made by the school.

David M Martin
HM Inspector

17 April 2007

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	very good
Overall quality of attainment: S1/S2	adequate
Overall quality of attainment: S3/S4	adequate
Overall quality of attainment: S5/S6	good

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

Section 5. Leading and improving the school	
Leadership of the headteacher	good
Leadership across the school	adequate
Self-evaluation	weak

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 one third of parents responded to the questionnaire. They were very positive about most aspects of the work of the school. In particular they thought that:</p> <ul style="list-style-type: none"> • their child enjoyed school and found work stimulating and challenging; • the school had a good reputation and teachers set high standards; • staff made them feel welcome when they visited the school; • their child was treated fairly and indiscipline was dealt with effectively; and • staff showed care and concern for their child and the school was well led. 	<p>Almost three quarters felt that school buildings were not kept in good order.</p> <p>Around about one quarter felt that the school:</p> <ul style="list-style-type: none"> • could give them more information about its priorities for improving pupils' education; and • could give them more guidance on how to support their child with homework.

What pupils thought the school did well	What pupils think the school could do better
<p>Almost all of the pupils responded to the questionnaire. Most felt that:</p> <ul style="list-style-type: none"> • they enjoyed school and teachers explained things clearly; • at least one teacher knew them well and they would be helped if having difficulty; • teachers told them when they had done something well; • they got on well with other pupils; and • the school helped them to keep themselves safe and healthy. 	<p>A minority of pupils felt that:</p> <ul style="list-style-type: none"> • teachers did not deal effectively with bullies; • not all pupils were treated fairly; and • pupil behaviour was not good.
What staff thought the school did well	What staff think the school could do better
<p>Almost all teaching and support staff felt that:</p> <ul style="list-style-type: none"> • staff worked hard to promote and maintain good relations with the local community; • teachers ensured that pupils received constructive feedback about their work; • teachers set high standards for pupils' attainment; • staff showed concern for the care and welfare of pupils; • they were aware of the school's procedures relating to child protection; and • the school was well led. 	<p>A small number of teachers and support staff felt that standards set for pupils' behaviour were not consistently upheld in the school.</p> <p>Almost half of support staff 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

		2004	2005	2006 ⁴
English and Mathematics @ Level 3	Portobello High School	91	89	89
	Comparator Schools ⁵	94	95	94
	National	91	90	91
5+ @ Level 3 or Better	Portobello High School	85	86	90
	Comparator Schools	93	94	92
	National	91	90	91
5+ @ Level 4 or Better	Portobello High School	71	67	75
	Comparator Schools	81	82	79
	National	77	76	76
5+ @ Level 5 or Better	Portobello High School	35	35	33
	Comparator Schools	35	33	34
	National	35	34	34

Percentage of relevant S4 roll attaining by end of S5

		2004	2005	2006 ⁴
5+ @ Level 4 or better	Portobello High School	76	74	70
	Comparator schools ⁵	81	81	84
	National	78	78	78
5+ @ Level 5 or better	Portobello High School	45	48	46
	Comparator schools	45	47	42
	National	45	45	45
1+ @ Level 6 or better	Portobello High School	42	41	42
	Comparator schools	42	42	37
	National	39	39	38
3+ @ Level 6 or better	Portobello High School	23	23	29
	Comparator schools	23	23	21
	National	23	23	21
5+ @ Level 6 or better	Portobello High School	8	10	12
	Comparator schools	8	9	8
	National	9	10	9

Percentage of relevant S4 roll attaining by end of S6

		2004	2005	2006⁴
5+ @ Level 5 or better	Portobello High School	46	47	48
	Comparator schools⁵	48	47	49
	National	47	47	48
1+ @ Level 6 or better	Portobello High School	45	45	44
	Comparator schools	44	48	45
	National	44	43	43
3+ @ Level 6 or better	Portobello High School	30	33	31
	Comparator schools	30	33	31
	National	31	30	30
5+ @ Level 6 or better	Portobello High School	17	20	20
	Comparator schools	20	19	20
	National	20	19	19
1+ @ Level 7 or better	Portobello High School	10	11	13
	Comparator schools	10	9	12
	National	12	12	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

Copies of this report have been sent to the headteacher and school staff, the Director of Children & Families, 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.

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