

**Castlebay Community School
Isle of Barra
Comhairle nan Eilean Siar
22 January 2008**

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1. Background

Castlebay Community School was inspected in September 2007. The inspection covered key aspects of the school's work at all stages. It evaluated the quality of the curriculum and pupils' achievements, including their performance in examinations (see Appendix 3). Inspectors 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 attainment in English language, mathematics, Gaelic and social subjects.

The school is a non-denominational school serving the island of Barra. At the time of the inspection, the roll was 170, with 62 pupils in the primary department and 108 in the secondary department. The percentage of pupils entitled to free school meals was below the national average. Pupils' reported attendance was well below the national average. The headteacher had overall responsibility for the whole school. In addition to the headteacher, the senior management team was made up of a deputy headteacher and three principal teachers, all with management responsibilities within the secondary department, and a deputy headteacher with responsibilities for the primary department in addition to whole-school duties.

HM Inspectors examined pupils' work and interviewed groups of pupils, including members of the pupil council, and staff. Members of the inspection team also met the acting chairperson of the Parent Council, representatives of the parent-teacher association and a group of parents. They analysed responses to questionnaires issued to all parents¹ and pupils and to all staff.

The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision.

Evaluations in this report, except where otherwise indicated, apply equally to the Gaelic-medium and English-medium classes, and to both primary and secondary stages.

2. Key strengths

HM Inspectors identified the following key strengths.

- The high levels of motivation and interest in learning which pupils brought to school.
- The wide range of activities within the school and community which promoted pupils' broader interests.
- Learning and teaching in social subjects.
- The quality of relationships between and among teachers and pupils in the primary department.

¹ 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?

Curriculum

Overall, the quality of the curriculum was adequate. Primary pupils experienced a broad curriculum, including a strong emphasis on French and Gaelic. Weekly input from secondary specialist teachers of art and design, music and physical education (PE) improved the quality of pupils' learning experiences. Pupils learned how to keep healthy and safe, although programmes did not plan for sufficiently steady progression in their knowledge and attitudes. Recent improvements in information and communications technology (ICT) and enterprise education had helped to improve pupils' learning activities and skills. Commendably, teachers made good use of local contexts such as musical productions and the 'Merchant Navy Days' to link and reinforce pupils' learning activities in a meaningful way. However, the primary department's approaches to developing pupils' writing skills required improvement. Learning through purposeful play was too limited. Staff had allocated additional teaching time to language and mathematics but this had not yet resulted in clear improvements to pupils' attainment.

At S1/S2, all fluent speakers could transfer to secondary Gàidhlig courses and learners to secondary Gaelic learners' courses. However, personal and social education (PSE) was the only other secondary subject available through Gaelic medium, together with registration. In most curricular areas, links with associated primary schools, including the primary department within Castlebay Community School, were limited and courses did not build sufficiently on pupils' prior knowledge and experiences. At S3/S4, all pupils studied eight Standard Grades or equivalent. The secondary department widened pupils' options through the provision of vocational courses, including hospitality, social and vocational skills, practical craft skills and nautical studies. A well-developed work experience programme and an ambitious annual careers convention prepared pupils well for making decisions about their future careers. At S5/S6, almost all pupils could continue with their S4 choices to an appropriate level, including Intermediate and Advanced Higher courses. In a very small number of subjects, courses at Intermediate level were not offered, restricting pupils' course choices and the extent to which their needs were met. More flexible approaches to learning were required to address individual needs when class numbers were too low for specific courses to run. To supplement time for PE, the timetable was periodically suspended to enable pupils to take part in a broad range of physical activities. The school provided religious and moral education for denominational and non-denominational groupings of pupils. Pupils had good opportunities to discuss and develop their attitudes in PSE lessons. The programme did not adequately address issues such as personal safety online and how to combat bullying. Individual subject departments were at an early stage in working together on developing pupils' skills across the curriculum. Awareness of health promotion needed to be raised in both primary and secondary departments, with clearer links between teaching on healthy eating and the range of food provided in school.

Teaching and meeting pupils' needs

The quality of teaching was adequate overall. Most teachers gave clear explanations and used questioning well to check pupils' understanding. Homework was regular and well planned. In the majority of classes, teaching approaches were not sufficiently varied. Pupils responded positively to approaches designed to develop and reinforce specific skills, such as in Gaelic at the upper primary stage, and in social subjects at S1. Only a minority of teachers explained to pupils what they were expected to learn and encouraged them to review their progress. Teachers' use of ICT to engage and motivate pupils in their learning was improving but was still too limited. Most teachers used praise effectively to encourage pupils in their learning. Overall, however, the

quality of teaching across the school was inconsistent, with the result that pupils did not experience coherent approaches to learning.

The approaches staff used to meet pupils' learning needs were adequate in the primary department. Overall, in primary classes, pupils' skills, for example, in writing, developed too slowly, because their learning experiences lacked clear planned progression. However, primary staff made good use of detailed information about the additional support needs of individual pupils, and deployed effective strategies to help them make progress towards appropriate learning targets. Approaches for meeting pupils' learning needs were weak in the secondary department. In the majority of secondary classes, teachers did not meet the needs of all pupils effectively. At S1, secondary staff did not make use of the detailed information about individual pupils which primary teachers had passed on. Approaches used to identify and support secondary pupils with additional support needs had major weaknesses. Secondary class teachers did not receive sufficient information about their pupils' additional support needs nor how to help them. Parents of secondary pupils were insufficiently involved in decisions made about additional support for their children's learning. In neither the primary nor secondary departments were pupils systematically involved in setting their own learning targets. Across both departments, support staff promoted most pupils' learning well in small groups and in classes. However, staff in general did not use individualised educational programmes effectively to help pupils to make progress in their learning.

Learning and personal development

The quality of pupils' learning experiences was adequate. Almost all pupils were interested and attentive and concentrated well for significant periods of time. Pupils in P1 to P4 watched and listened carefully to a video clip about the work of local Royal National Lifeboat Institution personnel. In the upper primary in Gaelic, pupils were active in their learning and collaborated well. Some lessons in the secondary department encouraged pupils to reflect and make decisions in their learning. In social subjects, S1 pupils were developing a range of appropriate skills when making class presentations, for example, about their family history. Pupils in S3/S4 were developing their critical skills through discussing key features of films they had observed. Those at S5 worked well collaboratively when discussing attitudes to alcohol. Across both primary and secondary departments, pupils at times learned at a suitably brisk pace. Overall, however, the pace of learning was too variable and did not result in sufficient and consistent challenge to pupils in their coursework. Pupils were not sufficiently involved in reflecting on how to improve their work. They made good use of the library to improve their learning but approaches to developing their research skills were not sufficiently systematic.

The school had taken steps to help pupils develop their wider achievements, though this was an area that required improvement. Pupils had responded very well to the few opportunities they had to exercise responsibilities through involvement in particular whole-school activities. Primary pupils, for example, had benefited from involvement in the Eco committee and primary pupil council. The secondary pupil council had had some limited success in suggesting improvements to aspects of school life. The school had recognised the need to develop pupils' self-confidence by introducing a buddy system. Implementation of this was at a very early stage and had had little impact. Senior pupils had responded positively to involvement in sports leadership training. Activities organised beyond the school day made positive contributions to developing pupils' confidence and citizenship. A significant number of pupils enjoyed playing table tennis and benefited from representing their school in competitions. Pupils participated

actively in charitable fundraising and were developing a sound understanding of challenges faced by others. The headteacher had prioritised the need to improve pupils' skills in public speaking. Pupils had responded positively to this during assemblies and other public occasions. Pupils had represented the UK at the Nova Scotia International Tattoo. Recent European visits, and exchanges with bi-lingual schools had broadened their experiences and enriched their sense of achievement. Pupils had achieved success in Gaelic writing and produced a DVD which highlighted their successes in singing. Secondary pupils were developing valuable skills in debating in Gaelic. Gaelic (Learners) classes had participated successfully in a competition organised through the professional association for secondary teachers of Gaelic. More effective recognition and recording of pupils' achievements across the range of their activities, personal and social as well as academic, was needed.

English language

The overall quality of attainment in English language was adequate. Attainment levels in the primary department had not improved greatly in recent years. At the primary stages, most pupils were achieving appropriate national levels of attainment in reading. A majority were achieving these levels in writing. Only a few pupils were attaining these levels earlier than might normally be expected. Pupils with additional support needs were making very good progress in their coursework. By the end of S2, most pupils achieved appropriate levels of attainment in reading and the majority achieved them in writing. The evidence available indicated that the majority achieved these levels in listening and talking. By the end of S4, all pupils achieved General or Credit awards. Of these awards, the majority were at Credit level. At S5/S6, the majority of those presented for Higher and Intermediate 1 and 2 achieved A-C grades. Across the school, almost all pupils listened attentively and responded well in class. They talked confidently and expressed their ideas clearly. Most read fluently and talked knowledgeably about their favourite authors. However, in the primary department, the quality of pupils' writing had important weaknesses. Pupils did not write at sufficient length nor were they skilled in writing for different purposes and audiences. Their writing was not sufficiently well structured. At all stages across the school, pupils enjoyed reading. By S3/S4, they could identify significant features of the texts they had studied, including film. At the secondary stages, discussion groups were well-organised and kept to task, but pupils needed greater encouragement to challenge each other's views. Secondary pupils produced very effective poetry, some of which had won national prizes.

Mathematics

The overall quality of pupils' attainment in mathematics was adequate. By the end of P7, only a majority of pupils were achieving appropriate national levels of attainment. Most at the early stages and a few at other stages were achieving these levels earlier than might normally be expected. By the end of S2, the majority of pupils were achieving appropriate national levels. By the end of S4, the proportion of pupils achieving Credit awards was in line with the national average. The proportion achieving General or Credit awards was well below the national average. At Higher and Intermediate 2, the majority of those presented at S5/S6 achieved A-C grades. At Intermediate 1, all of the small number presented achieved A-C grades. At Advanced Higher, all of those presented in 2007 achieved A grades. Across both primary and secondary departments, pupils could use graphs and tables appropriate to their stage but had not yet had sufficient experience of using computers to organise and display information. At S5/S6, pupils at Higher could use algebraic expressions to identify properties of graphs. Most pupils in both primary and secondary departments were making good progress developing skills in mental and written calculations. A few at the primary stages lacked confidence in ordering large numbers. Most pupils across the school were able to identify shapes and use angles in practical situations,

such as compass points at the upper stages. At S1/S2, most pupils were able to solve simple equations and simplify expressions. Across the school, pupils had had some experience in using strategies to solve problems.

Gaelic

The overall quality of attainment in Gaelic was weak. There was no formal approach to recognising pupils' attainment in listening and talking. On the limited evidence available, the majority of pupils achieved appropriate levels in listening and talking. School expectations for pupils' attainment in Gaelic were lower than nationally expected levels. As a result, by the end of P7 and the end of S2, in Gàidhlig, no pupils were attaining appropriate national levels in reading or writing. At S4, all of the very small number of pupils entered for Standard Grade Gàidhlig achieved Credit or General awards. At S5/S6 in Gàidhlig, all pupils presented attained A-C grades at Higher, and the majority at Intermediate 2. Performance in S4 Standard Grade Gaelic (Learners) had improved slightly and all pupils achieved a Credit or General award. At S5/S6, all those presented for Higher Gaelic (Learners) achieved A-C grades. Overall, pupils were making good progress in their classwork but needed greater challenge. The quality of pupils' classwork in the primary department was showing signs of improvement. Primary pupils listened well to instructions and directions. They contributed well to discussions led by their teachers. Most read with fluency and were enthusiastic about their reading. At the early stages, pupils were making a promising start to developing writing skills. At other stages, pupils communicated in a variety of forms but needed to pay more attention to spelling and grammar. Pupils needed a more focused approach to developing their writing skills in order to achieve their potential. In Gàidhlig at all stages, pupils responded with fluency and in detail to teacher-led discussions. They had an understanding of grammar and idiom appropriate to their levels. In Gaelic (Learners) classes, pupils in S1 were beginning to convey personal information. Some S2 learners could answer a range of questions appropriate to their level while others required rephrasing and prompting.

Social subjects

There were a number of strong features of attainment in social subjects. From P1 to S2, pupils were making good progress in developing relevant knowledge and understanding. In both history and geography, by the end of S4 almost all pupils attained General or Credit awards at Standard Grade. Almost all of those presented for Higher history and the majority of those presented for Higher geography achieved A-C grades. At Advanced Higher, the majority of the small number presented for history and geography achieved A-C grades. Pupils in the primary department displayed a real interest in the area of social studies. Almost all responded very positively to learning about features of island life and their local environment. Pupils at the early stages enjoyed and gained from looking at a range of sources and artefacts related to the study of their community. At P5 to P7, pupils were developing an understanding of historical evidence and how this can be used to inform us about life in the past. In the secondary department, staff in the history and geography departments worked together very well to develop a consistent approach to learning and teaching. Commendably, they were also working in close collaboration with teachers in the primary department to promote greater continuity and progression in pupils' learning. Positive features of pupils' attainment and progress included an emphasis on linking knowledge and understanding in geography to the pupils' own environment. In both history and geography, pupils at a number of stages were able to discuss aspects of topics in appropriate detail. In history, pupils at S3 and S5/S6 displayed a sound knowledge of key course topics.

In both subjects, pupils set their own learning targets which assisted them in contributing to their

own development and progress.

Attainment at S1-S6

Information about the subjects inspected has been given earlier in the report. Across the secondary department, particular features of pupil's progress, results in examinations and other qualifications, including those awarded by Scottish Qualifications Authority (SQA) within the Scottish Credit and Qualifications Framework (SCQF)² for the three-year period 2005-2007 are included below. The inspection team's evaluations of attainment also draw on evaluations of the quality of learning, teaching and meeting pupils' needs. At all stages, the small school roll led to fluctuations in attainment figures from year to year.

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

- Most pupils were attaining appropriate national levels in English language in reading and a majority in writing and mathematics. Teachers in the secondary department were not building successfully on pupils' prior learning across most of the curriculum.

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

- The proportions of pupils attaining English and mathematics at level 3 were well above the national average.
- By the end of S4, almost all pupils achieved five or more awards at SCQF level 3. The proportion of pupils achieving five or more awards at SCQF level 4 was below the national average overall. The proportion of pupils achieving SCQF level 5 was in line with the national average. Boys' attainment at SCQF levels 4 and 5 was well below the national average.
- Most of those presented for French and physics achieved Credit awards at Standard Grade. Less than half of the small number presented for art and design achieved Credit awards.

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

- By the end of S6, the proportion of pupils achieving one or more award at SCQF level 6 was well above the national average. The proportion achieving three or more awards was above the national average and the proportion achieving five or more awards was, overall, in line with the national average.
- The majority of those presented for Intermediate 2 achieved A-C grades.
- All of those presented for Higher music achieved A-C grades. All of those presented for Intermediate 2 woodworking skills achieved A-C grades.

4. How good is the environment for learning?

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

Aspect	Comment
Pastoral care	<p>The quality of pastoral care was good in the primary department. Primary staff knew pupils and their families well and were sensitive to their needs. Most primary pupils felt that class teachers were approachable and would address any concerns they raised in a caring and positive manner. There were important weaknesses in arrangements for pastoral care in the secondary department. Individual teachers, including guidance teachers, showed concern for the care and welfare of pupils in class and pupils largely considered them to be approachable. Pupils did not have regular planned opportunities to talk to a guidance teacher. Some pupils were not aware who their guidance teacher was. As a result, guidance staff did not act promptly or consistently enough to provide support to individual pupils when they needed it. At the secondary stages, pupils and parents were not confident that any concerns they might have about bullying or other pastoral matters would be dealt with effectively. Teaching and support staff did not always have access to the information necessary to support pupils effectively. For example, many were unclear about the school's procedures for child protection, anti-racism and dealing with bullying. Effective pastoral arrangements were in place to help pupils transfer from local pre-school provision, including cròileagan (Gaelic medium pre-school provision), to primary school and from the primary to secondary school. There were important weaknesses in the monitoring of pupils' attendance throughout the school.</p>

Aspect	Comment
Quality of accommodation and facilities	<p>Accommodation was adequate. Overall, the school had sufficient space for learning, although a number of areas, including the dining hall, were in need of redecoration.</p> <ul style="list-style-type: none"> • A spacious games hall and the swimming pool provided good facilities for developing pupils' health and fitness. • While most teaching rooms were of a good size, a few were small, limiting the range of learning and teaching approaches provided. • The community library was sited within the secondary department, limiting access by primary pupils. • The school was well provided with ICT. <p>A number of weaknesses in accommodation were brought to the attention of the school and the education authority, including the poor condition of the toilets and the need for improved maintenance in some areas. The school and authority needed to improve aspects of the building's security.</p>
Climate and relationships, expectations and promoting achievement and equality	<p>Climate and relationships were very good in the primary department. In the primary department, pupil and staff morale were high. Relationships between staff and pupils were very positive. In the secondary department, there were serious and longstanding tensions amongst members of staff, and between staff and senior and middle managers. These tensions had impaired the school's ability to progress in a number of important areas. The morale of secondary staff and some secondary pupils was low. It had restricted the capacity of the school to deliver a consistently high standard of education for its pupils over a considerable period of time. Overall, climate and relationships were unsatisfactory in the secondary department. Across the school, staff expectations of pupils' attainment, achievement and attendance were not consistently high. The school had recently introduced regular assemblies which were being used effectively for religious observance and to celebrate pupils' achievements. Approaches to behaviour management in the secondary department were inconsistent and required immediate improvement. Overall, pupils required greater encouragement and support to raise their self-esteem and expectations of themselves. Primary pupils reported that they were treated fairly in school. A significant number of secondary pupils did not feel that all pupils were treated fairly.</p>

Aspect	Comment
Climate and relationships, expectations and promoting achievement and equality	Major weaknesses in the quality of climate and relationships had had a negative impact on aspects of the school's ability to promote and ensure equality and fairness. Staff had received training in racial equality. The school recognised the need to develop further its approaches to the promotion of equality and fairness through the curriculum.
Partnership with parents and the community	Overall, the quality of partnerships with parents and the local community was adequate. The school had good links with local employers, who provided a range of work placements for secondary pupils. Links with local churches were positive and supportive, as were links with the School Board/Parent Council. The school had organised a number of successful charitable and community-based activities, for example, a performance of South Pacific and the recent 'Merchant Navy Days'. Parents provided helpful support for excursions and activities beyond the school day. However, the various efforts to involve them in their children's learning had been largely unsuccessful. Parents did not have a clear idea of the school's priorities for improving the quality of education. They needed to be more fully involved in discussions about the resources used for teaching about sensitive health issues. Relations between primary staff and parents were generally strong. Some parents of secondary pupils, however, lacked confidence that the school would address effectively any concerns they might have. A significant number of parents and their children were aware of the tensions among secondary staff. Only about half of parents of secondary pupils believed that the school had a good reputation within the community.

5. Leading and improving the school

Appendix 1 provides HM Inspectors' overall evaluation of the work of the school.

Castlebay Community School had some strengths. Almost all primary pupils and most secondary pupils enjoyed school and came to school wanting to learn. They were polite and well behaved in classes in both departments, although in the secondary department approaches to dealing with the few instances of poor behaviour were inconsistent. The primary department provided a positive learning environment and aspects of learning and teaching were improving. However, important and longstanding weaknesses in climate and relationships in the secondary department adversely affected the quality of education overall. Despite support by the education authority, some secondary staff had not recognised the need to develop their teaching approaches in order to improve the quality of pupils' learning experiences. Staff morale in the secondary department was low. The negative attitudes of a few secondary staff towards senior and middle managers made it difficult for the management team to lead the school forward. This atmosphere

of distrust was not conducive to promoting the learning and achievements of young people or nurturing and safeguarding their safety and well-being. As a result, the school as a whole was performing below its potential, and would continue to require significant support from the authority to enable it to improve.

There were important weaknesses in the leadership of the school. The headteacher wanted to improve children's education and cared about their individual achievements. He was committed to promoting and using the Gaelic language and to the culture and heritage of the island of Barra. He was hard working, and had a sound knowledge of the strengths and weaknesses of learning and teaching in the school. However, the headteacher's attempts to improve the quality of education in line with national expectations had not been well received. He had not been successful in communicating to staff and parents the importance of developing key aspects of the school's work, or in gaining their support. Secondary staff had not responded positively to his attempts to deal with weaknesses in learning and meeting pupils' needs in order to improve outcomes for children. Teamwork was still at an early stage of development. Although levels of staffing were good overall, there were high rates of staff absence and difficulties in filling vacant posts. Administrative support was of variable quality. Until the appointment of the current deputy headteacher of the primary department, who had given him valuable professional assistance across the school, the headteacher had received little support from senior managers. The work of the secondary deputy and three principal teachers had had little positive impact on the quality of learning and teaching and pastoral care in the secondary department. The extent to which all staff demonstrated leadership to improve learning varied considerably, with the result that good practice was not shared effectively across the school.

The school had benefited from help from the education authority in evaluating the quality of its work, which had identified suitable priorities for improvement and led to some appropriate action. The headteacher had introduced some potentially effective approaches to evaluation, for example, staff consultation through committees, surveys of pupils and staff on a number of issues and approaches for monitoring pupils' progress. However, most staff were at a very early stage in understanding how analysis of pupils' progress and attainment could help them to improve the quality of learning and teaching in the classroom. Weaknesses in approaches to assessment meant that attainment information was sometimes unreliable and predictions of pupils' performance inaccurate. As a result, teachers did not plan well for pupils' next steps in learning. Weaknesses in the recording and tracking of attendance data reduced its reliability, and also the effectiveness with which staff addressed the needs of pupils at risk of missing out on education. The school had made a start to using classroom observation as an approach to improving learning, but this was inconsistent across classes. Staff reflected on the quality of teaching within their own classrooms, but did not reflect objectively on the quality of education across the school. As a result, pupils experienced inconsistent approaches to teaching and behaviour management and, overall, neither their learning needs nor their pastoral needs were well met. In order for the quality of education to improve, staff as a body needed to direct their attention beyond internal tensions and focus on serving the needs and interests of the children of Barra.

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

The school and education authority, in liaison with HM Inspectors, should take action to ensure improvement in:

- the corporate leadership of the school by improving the leadership for learning of all staff within the school;
- the quality of support for pupils, including pastoral care in the secondary department;
- the climate for learning and relationships among secondary staff;
- communication and joint working between and among primary and secondary teachers so that pupils gain maximum benefit from the school's status as an all-through school;
- the approaches taken by staff to evaluate and improve pupils' attainment, achievements and attendance, and the quality of education overall; and
- the fabric of the building, and aspects of safety and security.

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.

HM Inspectors will engage with the school and the education authority to monitor progress. They will publish an interim report on progress within one year of the publication of this report.

Thereafter, HM Inspectors will continue to engage with the school and the education authority in monitoring progress, and will undertake a follow-through inspection. This will result in another report to parents, within two years of the publication of this report, on the extent of improvement that has been achieved.

Elisabeth Morris
HM Inspector

22 January 2008

Appendix 1 Indicators of quality

The sections in the table below follow the order in 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 well does the school raise achievement for all?	
Structure of the curriculum	adequate
The teaching process	adequate
Meeting pupils' needs in the primary department	adequate
Meeting pupils' needs in the secondary department	weak
Pupils' learning experiences	adequate
Personal and social development	adequate
Pupils' attainment in English language	adequate
Pupils' attainment in mathematics	adequate
Pupils' attainment in Gaelic	weak
Overall quality of attainment: S1/S2	adequate
Overall quality of attainment: S3/S4	adequate
Overall quality of attainment: S5/S6	adequate

How good is the environment for learning?	
Pastoral care in the primary department	good
Pastoral care in the secondary department	weak
Accommodation and facilities	adequate
Climate and relationships in the primary department	very good
Climate and relationships in the secondary department	unsatisfactory
Expectations and promoting achievement	adequate
Equality and fairness	adequate
Partnership with parents, the Parent Council and the community	adequate

Leading and improving the school	
Leadership: headteacher	weak
Leadership across the school	weak
Self-evaluation	weak

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

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some 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 think the school does well	What parents think the school could do better
<p>Parents across the school thought that:</p> <ul style="list-style-type: none"> • their children enjoyed school and found school work stimulating and challenging. <p>Parents of primary pupils thought that:</p> <ul style="list-style-type: none"> • staff made them feel welcome in the school and showed concern for their children’s care and welfare; • if they raised a matter of concern the school would do something about it; and • the school was well led. 	<p>Parents across the school wanted:</p> <ul style="list-style-type: none"> • better information about the standards of work expected and how they could help their children with their homework; and • a clearer idea of the school’s priorities for improvement. <p>In the secondary department:</p> <ul style="list-style-type: none"> • about half of parents did not think that teachers set high enough standards for attainment or let them know their children’s strengths and weaknesses; • about half did not think that their children were encouraged to work to the best of their ability; and • very few parents thought that the school was well led.
What pupils think the school does well	What pupils think the school could do better
<p>Across the school pupils said that:</p> <ul style="list-style-type: none"> • they enjoyed being at school and got on well with each other; • teachers expected them to work as hard as they could and let them know how they were getting on; and • teachers explained things clearly and helped them when they were having difficulties. 	<p>Pupils in the primary department had no significant concerns.</p> <p>Over a third of secondary pupils thought that:</p> <ul style="list-style-type: none"> • staff were not skilled at dealing with bullying or sorting things out when things were worrying them; and • they were not treated fairly.

What staff think the school does well	What staff think the school could do better
<ul style="list-style-type: none"> • All staff thought that they showed concern for pupils' care and welfare. • All staff thought there was mutual respect between teachers and pupils. • Teaching staff thought that they set high standards for pupils' attainment. • Primary staff thought that the school was well led. 	<p>Primary staff had no significant concerns.</p> <p>Secondary staff thought that:</p> <ul style="list-style-type: none"> • standards of behaviour were not consistently upheld and indiscipline was not dealt with effectively; • they did not have good opportunities to be involved in decision making; • communication between senior managers and staff was not effective and senior managers did not operate effectively as a team; and • the school was not well led.

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 ³
English and Mathematics @ Level 3	Castlebay	89	100	100
	National	90	91	91
5+ @ Level 3 or better	Castlebay	93	100	92
	National	90	91	91
5+ @ Level 4 or better	Castlebay	71	80	67
	National	76	77	75
5+ @ Level 5 or better	Castlebay	36	45	33
	National	34	35	32

Percentage of relevant S4 roll attaining by end of S5

		2005	2006	2007 ³
5+ @ Level 4 or better	Castlebay	100	71	85
	National	78	78	79
5+ @ Level 5 or better	Castlebay	78	57	55
	National	45	45	46
1+ @ Level 6 or better	Castlebay	65	57	55
	National	39	38	38
3+ @ Level 6 or better	Castlebay	30	29	35
	National	23	22	22
5+ @ Level 6 or better	Castlebay	13	11	10
	National	10	10	9

Percentage of relevant S4 roll attaining by end of S6

		2005	2006	2007³
5+ @ Level 5 or better	Castlebay	78	78	57
	National	47	48	47
1+ @ Level 6 or better	Castlebay	67	65	64
	National	43	43	42
3+ @ Level 6 or better	Castlebay	50	39	36
	National	30	30	29
5+ @ Level 6 or better	Castlebay	11	22	18
	National	19	20	19
1+ @ Level 7 or better	Castlebay	0	0	11
	National	12	13	12

³ 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, 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, Europa Building, 450 Argyle Street, Glasgow, G2 8LG or by telephoning 0141 242 0100. Copies are also available on our website www.hmie.gov.uk.

HMIE Feedback and Complaints Procedure

Should you wish to comment on any aspect of all-through inspections, you should write in the first instance to Frank Crawford, HMCI, at the above address.

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

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

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