

Annexe 1 : exemple de questionnaire à destination des élèves

Your name: _____

and your class (primary) or year group (secondary): _____

Your signature: _____

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know
We have numbered the boxes for our purposes						
1	The school is helping me to become more confident.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2	I enjoy learning at school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3	I am getting along well with my school work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4	Staff encourage me to do the best I can.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5	Staff talk to me regularly about how to improve my learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6	I get help when I need it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7	Staff listen to me and pay attention to what I say.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8	I have a say in making the way we learn in school better.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9	Staff expect me to take responsibility for my own work in class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10	Staff and pupils treat me fairly and with respect.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11	I feel safe and cared for in school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12	I have adults in school I can speak to if I am upset or worried about something.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13	I find it easy to talk to staff and they set a good example.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14	Staff make sure that pupils behave well.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15	Staff are good at dealing with bullying behaviour.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know
16	The pupil council is good at getting improvements made in the school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
17	The school encourages me to make healthy-food choices.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
18	I take part in out-of-class activities and school clubs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
19	I know what out-of-school activities and youth groups are available in my local area.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please use the space below to give us more information on any of the answers you have given. Please also tell us about anything else you think the inspectors should know. If you are worried about anything, you should speak to someone straight away. Tell your teacher or someone you know who will listen and be able to help you.

Thank you for giving us your views.

Annexe 2 : rapport concernant l'une des écoles secondaires visitées durant le séjour (accessible en ligne à l'adresse suivante :

<http://www.hmie.gov.uk/documents/inspection/Beeslack%205547938.html>)

Beeslack Community High School Penicuik Midlothian Council

27 April 2010

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, young people and the local community know whether their school provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities which young people are involved in. We also gather the views of young people, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well young people are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and young people work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support young people. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from young people, parents and staff, and details about young people's examination performance. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals. Where applicable there will also be a report on the learning community surrounding the school.

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1. The school

Beeslack Community High School is a non-denominational school which serves the communities of North Penicuik, Roslin, Bilston and Auchendinny. A significant number of young people attend Beeslack as a result of placing requests. The roll was 860 when the inspection was carried out in February 2010. Young people's attendance was in line with the national average in 2008/2009. The headteacher had been in post since August 2009.

2. Particular strengths of the school

- Confident young people who aim to reach their full potential.
- The very strong ethos of achievement and positive relationships between staff and young people.
- Staff mentoring young people to help them make progress in their learning.
 - - Innovative approaches to developing literacy and numeracy across the curriculum.
- The high-quality teamwork of staff and their engagement in the life and work of the school.

3. How well do young people learn and achieve?

Learning and achievement

Almost all young people are very keen to learn. They successfully engage in whole-class activities, participate actively in group exercises and work well individually. In most lessons, young people have very good opportunities to think for themselves and learn independently. Young people are developing a good understanding of their strengths and needs as learners. Teachers should now build on existing best practice to improve the consistency and quality of their written and verbal feedback. Information and communications technology (ICT) is used frequently to enhance learning and in a few subjects young people themselves use ICT well. Young people have very good opportunities to contribute to the school and the local community. Young people feel safe in school and are confident that teachers deal with concerns well. Seniors take responsibility through assisting with learning in classes and acting as befrienders for individuals.

Across the school, young people are gaining important life skills and gaining confidence through participating in a very wide range of out-of-class activities. Almost all young people in S1 gain John Muir Awards for problem solving and teamwork. A large number of young people are gaining certificates as part of the *Heart Start* programme. All young people in S2 achieve certification in Elementary Food and Health and Food Hygiene. Approximately 20 young people have Sports Leadership Awards and are teaching the skills gained to younger children. Young people in the Charities Committee are enhancing their learning through agreeing local, national and international causes which are then supported by funds raised by the annual sponsored walk. A number of young people are gaining certificates for swimming and lifesaving. Many progress on to volunteering. A few young people in S3 and S4 are gaining confidence and developing teamwork skills through working towards the Award Scheme Development and Accreditation Network (ASDAN) awards.

Almost all young people at S1 and S2 make very good progress from prior levels of attainment across most subjects of the curriculum. A significant proportion attain levels above those normally expected, particularly in reading and mathematics. From S4 to S6, levels of performance in examinations are high and better than schools which serve young people with similar needs and backgrounds. The school performs above or well above national averages. Young people who require additional support are making good progress in their learning. Most young people move on successfully from school. Over a third of young people go on to higher education.

Curriculum and meeting learning needs

The school is broadening the range of courses to continue to meet the changing needs of young people. For example, staff have been increasing the number of subjects which offer different levels of certification. This allows young people to build appropriately on their previous learning. Staff are making more links with partners to further extend vocational opportunities for identified young people. A few young people are improving their physical movement and independence through the well-organised *MOVE* programme. Almost all young people in S2 achieve certification in ICT core skills at Intermediate 2. However, there are not enough opportunities to develop these skills beyond S2. The school is making very good progress in developing literacy and numeracy across learning in line with *Curriculum for Excellence*. The school librarian is successfully involving staff across the school in increasing young people's confidence and motivation to read and write. Staff are working well together across departments to link learning experiences for young people. The school is planning to review the personal, social and health education programme to ensure better progression of skills for learners. Plans are in place for next session to ensure all young people will benefit from two hours of good quality physical education each week. Those in S5 and S6 do not have a planned programme of religious and moral education. There are good links with primary schools which are helping teachers build more effectively on young people's learning in literacy, numeracy and social subjects.

Teachers support young people's learning very well. All staff are aware of young people's individual needs and plan activities well to motivate learners. In almost all lessons, tasks are challenging and the pace of learning is brisk. The guidance team respond quickly to referrals and have very positive relationships with young people and parents. A number of staff act as mentors, meeting with young people regularly to discuss their progress and help them set realistic goals. Support for learning staff provide high-quality, well-judged support for young people and helpful information for staff. The school takes positive steps to ensure that barriers to learning are identified promptly and addressed effectively. Young people who are supported through individualised educational programmes and their parents are appropriately involved in setting targets to help them make progress.

4. How well do staff work with others to support young people's learning?

Parents are very positive about the school. They feel that young people achieve well and teachers are supportive and caring. They find information and school reports helpful. The Parent Council and parents have been involved in developing a revised vision for the future direction of the school. The school has effective joint working arrangements with a good range of partner agencies. Staff make good use of the community school resources to create a strong sense of local identity. A wide range of groups such as *First Responders*, *Family Disabled Club*, *All Stars*, football and swimming clubs are well supported and share accommodation and equipment. The Education Welfare Officer and members of the Midlothian Integration Team provide appropriate support to individual young people. The school deals appropriately with complaints.

5. Are staff and young people actively involved in improving their school community?

The pupil council has recently been consulted about new timetable structures and food provision. A pupil representative group regularly meets with the headteacher. As a result, young people are beginning to feel more fully involved in decision making. Young people improve their environment through eco initiatives such as litter picks in partnership with the Woodlands Trust. The girls' *PE Forum* have recently been responsible for planning the redecoration of the female changing area. Young people in S5 and S6 contribute effectively to their local community through service in local care homes, schools and community services. Across the school there is a strong focus on raising achievement and improving the quality of learning and teaching in classes. Staff regularly discuss and share good practice. Senior managers give staff helpful positive feedback on the quality of lessons across the school. Staff seek the views of young people and parents through questionnaires and focus groups and plan to do this more regularly. Staff aim to involve young people and parents more directly in planning for improvement, particularly in relation to learning.

The school is committed to acting on the results of self-evaluation to improve learning, teaching and achievement.

6. Does the school have high expectations of all young people?

Young people and staff in Beeslack Community High School are very proud of their school. Staff and young people respect each other and have high expectations of learning and behaviour. The school celebrates young people's achievements well through displays of work, at assemblies and in newsletters. Most young people are confident that incidents of bullying are dealt with effectively. The school promotes equality through themed assemblies and whole-school events such as *World Aids Day* and *Amnesty International Week* as well as through the curriculum. An incentive scheme encourages young people to choose healthy balanced lunches, and many do so. A school working group is successfully promoting staff wellbeing through weekly exercise sessions and running a number of well-attended activities.

7. Does the school have a clear sense of direction?

The headteacher is involving all members of the school community in reviewing the vision for the school. His aim is to build on the many existing strengths of the school and he has identified key areas to focus on to bring about improvements. Depute headteachers are respected and valued as positive role models for staff. They encourage innovation and the sharing of good practice across the school. Staff are highly motivated, innovative and focus well on improving the learning of young people. In making further progress it is important that all staff continue to build on existing strengths in teamwork and enlist the wider support of the whole-school community including the young people themselves. The school has a high capacity for continued improvement.

8. What happens next?

The inspection team was able to rely on the school's robust self-evaluation. As a result, it was able to change its focus during the inspection to support further improvements within the school.

The school provides a very good quality of education. Therefore, we will make no further visits in connection with this inspection. The education authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its school.

We have agreed the following areas for improvement with the school and education authority.

- Continue to develop the curriculum to meet the needs of all young people.
- Further develop the involvement of all members of the school community in decision making and improving the school.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the HMIE publication *How good is our school?*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Beeslack Community High School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	very good

HM Inspector: June Orr
27 April 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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Footnotes

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