

Foreword

HMIE visit a sample of primary and secondary schools every year to find out how they are performing. They publish a report giving evaluations of pupils' achievements, the effectiveness of the school and the environment for learning. The report informs you about the key strengths of the school, its capacity for further improvement and sets out the main points for action.

HMIE inspected Burghead Primary School in May 2003 and published their report in September 2003. The report can be accessed either from the school or on the HMIE website (www.hmie.gov.uk).

Following publication of this report, the school and the authority are required to address the HMIE recommendations (Main Points for Action) and thereafter the authority is required to inform parents on progress.

This report tells you about the progress made by the school in addressing each of the main points for action identified in the original HMIE report. It also includes evaluations of other areas where the school is improving or has the capacity to improve.

This report uses the following word scale to make clear the evaluations made by Quality Improvement Officers in partnership with HMIE.

Very good	Major strengths
Good	Strengths outweigh weaknesses
Fair	Some important weaknesses
Unsatisfactory	Major weaknesses

Where used the following words describe numbers and proportions:

Almost all	=	Over 90%
Most	=	75-90%
Majority	=	50-74%
Less than half	=	15-49%
Few	=	Up to 15%

I hope you find this report helpful and informative

Donald Duncan

Director of Educational Services

Contents

	Page
Introduction	3
Continuous Improvement	3
Progress with Main Points for Action	4
Conclusion	6
Contact details	6

Introduction

Burghead Primary School was inspected by Her Majesty's Inspectorate of Education in May 2003 as part of a national sample of Primary education. The resulting report was published in September 2003. As required, this follow-through report is produced by the local Education Authority within two years of the publication of the original report. The report has been validated by HMIe following a visit to the school on 26 May 2005.

Continuous Improvement

Attainment

The overall quality of attainment is good

Since the initial inspection, 5-14 levels of attainment in reading and mathematics have improved although attainment in writing has declined slightly. This downward trend has been noted by the school and the authority and will continue to be addressed by the school. In reading most children in the early stages, the majority in the middle and most in the upper stages are achieving the appropriate national levels. In writing most children in the early stages and the majority in the middle and upper stages are achieving the appropriate national levels. In mathematics, almost all children in the early stages and most in the middle and upper stages are achieving appropriate national levels.

Leadership and Self-Evaluation

The headteacher provides very good leadership.

There is a clear focus on the quality of pupils' learning. Teachers' forward plans are reviewed termly by the headteacher to check progress. There are effective systems to monitor learning and teaching with staff receiving verbal and written feedback on strengths and areas for development. This aspect of the school's self-evaluation has been compromised to an extent since January 2005 because of staff absences and the consequent need for headteacher to take on an almost full-time teaching commitment. The headteacher has worked hard to find a solution to this situation.

All teaching and non-teaching staff have engaged in the appropriate staff development and review procedures. Teaching staff fulfil their obligation to undertake an additional 35 hours of professional development with a significant focus on the development of formative assessment across the school. Support staff have participated in short courses to enhance their skills and complement whole school developments.

The school has established a number of areas that have had a positive impact on the wider life of the school:

- Establishing further community links through displays of pupils' work in the local library, work with senior citizens, the contribution of parent helpers in the school,

an active PTA, visits to local attractions and amenities and the establishment of a Health Steering Group

- Citizenship being addressed through the establishment of a Pupil Council, visits to the Emergency Services, Sheriff Court, local Member of Parliament and work towards achieving an environmental award
- Pupils' participation in a range of school sports teams and after school sports clubs with success celebrated at assemblies and on a 'Success Board'
- Pupils at a number of stages have participated in enterprise work through organising and running a number of projects
- The school has adopted an imaginative and innovative approach to promoting and developing children's awareness and understanding of other races and cultures. This has been recognised nationally as exemplifying good practice.

Progress with Main Points for Action

1. Extend the use of ICT in learning and teaching

The school has made very good progress with this main point for action.

The introduction of an ICT programme of study has led to more structured teaching and progressive development of ICT skills from P1 upward. Development of ICT across the curriculum is highlighted in teachers' plans. Although limited by access to hardware and suitable space a small computer suite has been established in the library and use is timetabled throughout the school. The willingness of parent helpers has assisted in this area.

Children are more confident using computers and other ICT equipment and, where appropriate, can do so with minimum supervision. They accept responsibility for their own learning and work co-operatively to support others within, and across, stages. From nursery upward children use digital cameras, pupils have confidence using the internet and senior pupils show growing skill at constructing and giving multimedia presentations using appropriate software and, with staff support, a digital projector.

The headteacher has consulted the ICT Development Officer for Special Educational Needs regarding suitable hardware and software to support pupils with literacy problems and a programme to enhance keyboard skills (typing) is being purchased and will be trialled in 2005/6.

The availability of further ICT hardware suitable for use in relatively confined space will be a future development. Two AlphaSmart devices are being purchased and trialled to see if they offer a solution to the problems of computer availability.

2. Continue to improve programmes of work

The school has made very good progress with this main point for action.

Programmes of study have been reviewed and refined across a number of areas of the curriculum including ICT, religious and moral education, maths, reading, writing, science and health. These developments have ensured a more structured approach to learning, promoted consistency and improved continuity and progression. Revised programmes have simplified and improved the recording of pupil progress and transfer of information between stages.

The improvements to programmes of study have been linked to the introduction of formative assessment approaches as part of development of learning and teaching. This has been a whole school development in which staff have benefited from shared training and mutual support.

Further developments to programmes of work and related learning and teaching approaches will continue in 2005/2006:

- The 5-14 science programme, including assessment, will be fully implemented. The Topic Grid for Environmental Studies was revised in May 2005 to reflect this.
- Further development of writing is being planned. Some aspects of the North Lanarkshire scheme will be implemented and the use of Rubrics, already introduced to some staff at professional development sessions, will be trialled.

3. Continue to develop procedures for assessment of expressive arts

The school has made good progress with this main point for action.

There is increased awareness amongst staff of the importance of assessment and the use of an expressive arts package has provided more reliable evidence to support the professional judgement of staff. A good start has been made to more co-operative work with visiting specialists and, in turn, visiting specialists have become more confident in identifying pupils' strengths and areas for their next steps in learning.

All staff have assessment folders in which they record evidence assessment recorded to a common format.

Staff and visiting specialist should continue to develop collaborative work to ensure that each contributes appropriately to effective delivery of a progressive expressive arts programme of study and assessment of pupils' progress.

Staff consult with the visiting specialists as to the areas to be targeted for assessment. The role of the visiting specialist in the planning and assessment of the Expressive Arts needs to be developed further. One area will be the use of success criteria to develop children's skills. e.g. the use of simple Rubrics in Art and Design.

4. Attend to safety and security matters noted in this report

Moray council has met in full this main point for action.

To increase safety and security, rough parts of the playground have been resurfaced and gates have been placed at the rear entrances. All entrances now have gates.

A door entry system has been installed with key pad entry and access for visitors is controlled via the school office.

Conclusion

Overall the school has made very good progress in addressing the main points for action. Consequently neither the authority nor HMIE will publish any further reports in connection with the September 2003 HMIE report. Authority staff will, however, continue to be involved with the school on an on-going basis to help make further improvements and address any issues raised in this report.

Contact Details

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