

## 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 Rothiemay Primary School in April 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](http://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.

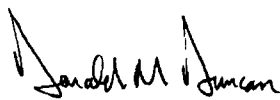
This report uses the following word scale to make clear the evaluations made by Quality Improvement Officers in partnership with HMIE.

<b>Very good</b>	Major strengths
<b>Good</b>	Strengths outweigh weaknesses
<b>Fair</b>	Some important weaknesses
<b>Unsatisfactory</b>	Major weaknesses

Where used the following words describe numbers and proportions:

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

I hope you find this report helpful and informative

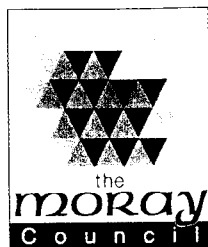


Donald Duncan  
Director of Educational Services

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## **Educational Services**

### **Follow-through report for Rothiemay Primary School      August 2005**

#### **Introduction**

Rothiemay Primary School was inspected by Her Majesty's Inspectorate of Education in April 2003 and 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.

#### **Continuous Improvement**

##### **Attainment**

The overall quality of attainment remains very good.

Since the initial inspection, 5-14 levels of attainment in reading and mathematics have remained relatively constant while there has been a slight drop in attainment in writing. Attainment in mathematics remains well above both the national average and the Moray average, while attainment in English language is above the national average. A small number of pupils achieved level F in reading in primary 7.

##### **Leadership and Self-evaluation**

The leadership of the school by the headteacher remains very good. She has the respect of both teaching and non-teaching staff, and the wider community. She was the primary school head teacher representative on the authority working group on quality assurance

The self evaluation of the school is good. The school actively seeks the views of staff, parents and pupils in deciding its improvement priorities. This is achieved through a focus group of staff, parents and pupils who look at parental returns. However the school's standards and quality report could be more evaluative in determining the strengths and areas for improvement for the school.

The school has been establishing a number of improvements over the last two years.

By working with other schools in its area, Rothiemay PS has introduced a number of approaches to improve learning and teaching in the classroom. These included giving pupils constructive feedback on how to improve their work. They also included sharing with pupils what was to be learned in a lesson. These approaches have been welcomed and enjoyed by both pupils and staff. Although still at the early stages, staff already see evidence of pupils taking more responsibility for their learning. These initiatives have built on the good learning and teaching that was already evident in classes.

Teaching staff at Rothiemay took part in an associated school group exercise to cross mark pupil pieces of writing. As a result staff became more confident in assessing writing.

Following comments by the managing inspector at the original inspection the school has developed a programme allowing pupils to produce pieces of writing at the computer. This has led to an improvement in the quality of the content of writing of pupils with poorer hand-writing skills.

Rothiemay PS has reached stage 3 of becoming a health promoting school. Examples of good work in this area include the "fruity Friday" initiative which is very popular with pupils. It also included a health workshop run by pupils which was well attended and well received by parents and members of the community.

The school in partnership with the local community has constructed a lilac garden which has enhanced the surroundings of the building.

## **Progress with Main Points for Action.**

- 1 Review the religious and moral education programme to ensure that pupils have sufficient opportunities to revise and consolidate their work, and develop more systematic assessment procedures in this curriculum area.**

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

Religious education topics are taught and then assessed. In primary 1 to 3 this is done by recording in the pupils' jotters. In primary 4 to 7 levels C and D are assessed by multiple choice tests. Pupils in primary 1 to 3 have the opportunity to consolidate their work by revising what they have learned at the end of a two week period. Christianity is re-visited in the middle and upper stages allowing pupils to consolidate previous work from early years. It also allows them to study Christianity in more depth in the upper school. Assemblies have been widened to include services by the local priest. This has resulted in pupils in the upper school being much more aware of the different Christian traditions.

- 2 Involve pupils and parents more fully in the production of individualised educational programmes for some pupils.**

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

Individualised educational programmes are produced by the support for learning teacher in collaboration with the class teacher. These are then discussed and agreed with parents and pupils. Pupils are involved in setting their own targets for learning. They are much more involved and aware of what they are expected to achieve. Staff are observing pupils taking more responsibility for their own learning

## **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 2003 HMIE report.

## Contact Details

Any queries about this report should be addressed to:

Peter Finlayson  
Quality Improvement Officer  
Educational Services  
Moray Council  
High Street  
Elgin  
IV30 1BX.  
Tel 01343 563094  
e-mail [peter.finlayson@moray.gov.uk](mailto:peter.finlayson@moray.gov.uk)

You can find more information about Moray Council Educational Services on our website:  
[www.moray.gov.uk](http://www.moray.gov.uk)

You can find out more information on the work of HMIE and their role in Scottish education on their website [www.hmie.gov.uk](http://www.hmie.gov.uk). Or by contacting:

HM Inspectorate of Education  
Northern Division  
Longman House  
28 Longman Road  
Inverness  
IV1 1SF