

Foreword

Her Majesty's Inspectorate of Education (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 Logie Primary School in January 2005 and published their report in April 2005. The report can be accessed either from the school or on the HMIE website (www.hmie.gov.uk).

Following publication of the 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.

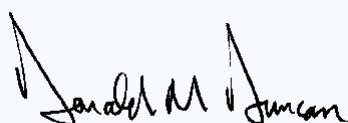
This report uses the following word scale to make clear the evaluations made by Quality Improvement Officers in partnership with HMIE.

Excellent	Outstanding or sector leading
Very good	Major strengths
Good	Important strengths with areas for improvement
Adequate	Strengths just outweigh weaknesses
Weak	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

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The Moray Council Educational Services

Follow-through report on Logie Primary School

April 2007

1. Introduction

Logie Primary School was inspected by Her Majesty's Inspectorate of Education in January 2005 and the resulting report was published in April 2005. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original inspection report.

The education authority regularly monitored progress and revisited the school throughout 2005 and 2006 to assess the extent to which the school was continuing to improve the quality of its work, and to evaluate progress made in responding to the main points for action in the initial report.

2. Continuous Improvement

The head teacher in post at the time of the original inspection had just been appointed to a Learning and Teaching Officer post within the authority and took up post in February 2005. A new head teacher took up post in May 2005. She continued with the improvement activities already planned and was able to focus quickly on the improvement objectives detailed in the report. She aimed to improve pupils' achievement through introducing revised courses and programmes in aspects of English language and by introducing effective self-evaluation by pupils of their own work and progress.

Teaching staff had taken part in a wide range of good quality professional development events. These included training in new and innovative learning and teaching strategies. These were adding to the improvement in the quality of pupils' learning experiences.

The school had achieved the Eco Schools bronze award in May 2005 and was working towards the silver award. The school had made a submission for Health Promoting School accreditation at commended level.

The new head teacher had reviewed the school's approach to extra-curricular activities and, in consultation with parents, had developed and promoted a wider range of accessible opportunities.

3. Progress with the Main Points for Action.

The initial HMIE inspection report published in June 2005 identified two main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

3.1 *Continue to raise attainment in English language, particularly in listening and talking and in aspects of writing;*

The school had committed significant effort and resources towards meeting this main point for action and progress had been very good

Teachers had introduced structured phonics and spelling programmes appropriate to all stages. This improved the continuity and progression within those aspects of English language. New guidelines on listening and talking had been prepared and implemented across the school. A programme of study covering Levels A-E had been prepared and was in place. Weekly structured listening and talking lessons had been successfully introduced. Further staff development sessions for teachers had been arranged to develop skills in the teaching of listening and talking.

The school had introduced the use of the North Lanarkshire Writing programme which uses formative assessment strategies. A range of writing genres and forms were in evidence in pupils' written work which was displayed in classrooms and in corridor areas. Pupils' writing jotters showed that learning intentions and success criteria were identified for the classes. Staff were confident that children are now more secure at appropriate national standards across the school in writing.

Attainment information indicated that there had been some improvement in listening and talking within the school since the inspection in 2005. Most pupils were continuing to achieve appropriate national standards in reading and writing. A significant increase since 2005 had been achieved in the spelling attainment of children across the school as measured by standardised spelling tests.

The school had plans to continue to improve attainment in aspects of English language by:

- Continued implementation of the phonics and spelling programmes;
- Specific focus on phonics and spelling work with those pupils identified as having additional support needs in those aspects of language;
- Full implementation of the recently introduced reading programme;
- Consideration of setting in writing and the deployment of support staff to support some groups of learners;
- Arranging further CPD opportunities for teachers to secure recent improvements in teaching

3.2 Involve pupils more fully and effectively in monitoring their own progress.

This main point for action has been very well met.

Every pupil had been issued a personal target-setting jotter. Children were much clearer about their own future learning targets. Pupils engaged enthusiastically in this process.

Personal Learning Planning folders were in use in all classes. Children were clear about the levels of work expected of them and the 5-14 Level at which they were working. All pupils, in consultation with the teacher, took responsibility for planning many of their weekly activities and agreed learning outcomes. Pupils selected from a range of options in some cases. Teachers reported significantly improved motivation to learn amongst some previously under-achieving pupils.

The head teacher reviewed individual pupils' progress termly against teachers' expectations and national standards of attainment. Very good use was made of the local authority tracking information and spreadsheets to ensure timely use of national assessments. More pupils have achieved attainment levels early.

Parents received written information each term about the teachers' plans for the next term's learning outcomes. Individual letters were sent to parents when children attained a new national assessment Level.

The school had plans to continue to involve pupils in monitoring their own progress by:

- Incorporating weekly target-setting discussions into "Golden Time";
- Extending personal learning planning to more aspects of the curriculum and to all pupils;
- Sharing all available assessment information, including baseline assessments, with both pupils and their parents.

Conclusion

The education authority commends the school for the considerable work undertaken by the head teacher, her staff and the pupils themselves towards addressing the main points for action. Overall the school has made very good progress with both action points and also addressed a number of other issues identified within the original HMIe report. The education authority is confident the school will continue to provide high quality and improving education.

Contact Details

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

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