

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 published an inspection report on New Elgin Primary School in June 2005, with a follow-through report published in May 2007. These reports can be accessed either from the school or on the HMIE website (www.hmie.gov.uk).

Following publication of the 2007 follow-through report, the school was required to take further steps to address one of the HMIE recommendations (main points for action).

This report is published by the education authority which made follow-through visits to the school to assist improvement and monitor progress. This report tells you about the progress made by the school in addressing the main point for action. It also includes evaluations of other areas where the school is improving or has the capacity to improve. HMIE has considered the report prior to its publication.

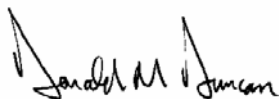
The report uses the following word scale to make clear the evaluations made by Quality Improvement Officers in partnership with HMIE.

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 New Elgin Primary School

June 2008

1. Introduction

HM Inspectorate of Education (HMIE) published a report on the inspection of New Elgin Primary School in June 2005. HM Inspectors revisited the school in March 2007 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. This resulted in a published report in May 2007. HMIE requested a further report, from the Education Authority, on the school's progress in improving the use of assessment information to ensure all pupils' needs are effectively met.

2. Continuous Improvement

A new head teacher took up post in October 2007. The head teacher had quickly established very good relationships with staff, pupils, parents and external agencies. The senior management team had revised remits which now had a clearer focus on self-evaluation and school improvement. The head teacher and her management team had provided very effective leadership for the school. She had ensured that more regular and rigorous observation of classroom practice was resulting in improvements in learning and teaching.

A nurture group had been established in the school to support a few vulnerable pupils who experienced some barriers to learning. These pupils were now better able to access the curriculum. The authority had provided a temporary additional depute head teacher with a specific remit for pupil support. She had undertaken very effective liaison with parents and external agencies and ensured that individual pupil support needs were addressed effectively. This post was soon to be filled on a permanent basis. Improved multi-agency working had ensured earlier responses to meeting individual pupil support needs. The authority had provided an additional teacher to provide early intervention support for some early stages pupils. These pupils had now made significant gains in their learning.

The school was making more effective use of ICT to support learning and improve pupils' motivation. It now had interactive whiteboards in the majority of classrooms. Pupils had participated successfully in a number of community events and pupils' successes were regularly celebrated at assemblies. The school, along with others in its associated schools group, was involved in the 'Connecting Classrooms' project. In October 2007 visitors from partner schools in Zambia and Tanzania had worked with classes in the school. This had made topic work more meaningful for pupils and helped develop pupils' understanding of global issues. Pupils for whom English was an additional language continued to make good progress in their learning.

Teaching staff had undertaken a variety of helpful professional development activities resulting in improvements in learning and teaching. The introduction of reciprocal teaching in reading had resulted in greater pupil involvement, enjoyment and motivation. Pupils were able to work more effectively in groups and took greater responsibility for

their own learning. Pupils read with greater confidence and had a better understanding of texts. There had been an increase in the numbers of pupils exceeding national expectations in reading.

3. Progress with the Main Point for Action.

The follow-through report, published by HMIE in May 2007, identified one main point for further action from the 2005 report. This section evaluates the progress made with this action point and the resulting improvements for pupils.

3.1 *Make better use of assessment information to track pupils' progress and meet the needs of all.*

The school had made good progress in addressing this main point for action.

Following consultation with teaching staff the new head teacher made very significant revisions to the school's attainment recording and monitoring procedures. The school was now able to predict pupils' progress in reading, writing and mathematics more accurately and ensure more pupils were progressing at a suitable rate. The school was also extending its procedures for recording and monitoring attainment to include listening and talking. Teachers now had a wider view of whole school attainment issues including the pace of work across the school. There was improved team-working amongst teachers, working in 'phase groups' which ensured suitable strategies were in place to meet individual pupil's needs. Pupils' attainment targets were the subject of regular review meetings involving teachers and senior staff. The review process ensured that, where required, intervention and support strategies for individual pupils were put in place. Overall the pace of pupils' learning had improved. Almost all pupils were now progressing at a rate appropriate to their ability and prior attainment.

Conclusion

The school had made good progress in addressing the main point for action identified in the original report. The school had demonstrated a good improvement record over the last year and the new head teacher and her management team had provided very effective leadership for the school. Consequently the education authority will not publish any further reports in connection with the 2005 HMIE report. The education authority has confidence in the school's on-going commitment to evaluation and continuous improvement. Authority staff will be involved in supporting and challenging the school to continue to improve the provision for pupils.

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