

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. HMIE then publish a report giving evaluations of pupils' achievements, the effectiveness of the school and the environment for learning. Their report informs you about the key strengths of the school, its capacity for further improvement, and sets out the main points for action.

HMIE decide, usually within two years, how best to evaluate the progress made by the school. HMIE do this by either revisiting the school themselves and publishing a further report or by asking the local education authority to do this and to share their findings with parents.

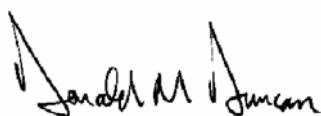
This report has been prepared by the Moray Council Educational Services at the request of HMIE and shared with them before publication. This report uses the following word scale to make clear the evaluations made by Quality Improvement Officers in partnership with HMIE.

Excellent	Excellent
Very good	Major strengths
Good	Important strengths with some 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

Progress report for Applegrove Primary School

March 2008

1. Introduction

HM Inspectorate of Education (HMIE) published a report on the inspection of Applegrove Primary School in March 2006. Working with the education authority, the school management team prepared an action plan indicating how they would address the main points for action identified in the original HMIE inspection report.

The education authority regularly monitored progress throughout 2006, 2007 and 2008 to assess the extent to which the school was continuing to improve the quality of its work, and to evaluate the progress made in responding to the main points for action in the initial report.

2. Continuous Improvement

The headteacher, together with her staff, parents and pupils, had brought about further improvements to the school's provision. The school had achieved an Eco Schools Green Flag award in June 2006 and had continued to develop its work with pupils and parent volunteers on environmental issues. An Eco-Class of the week was identified and recognised for their efforts. New cycle shelters had been procured which provided safe and secure accommodation for pupil and staff bicycles. All senior pupils had undertaken cycling proficiency training. As a result of these measures an increased number of pupils now cycled to school.

Previously established pupil working groups continued to provide children with opportunities to contribute to the running of the school. Parent Council working groups had been formed which mirrored and had links with the pupils' groups. A helpful website (www.applegroveprimary.uk.org) had been created allowing access to school information for parents, pupils and the wider community. A new house points system had been established with the award of a trophy annually and an attractive display board produced by pupils monitored the awarding of house points.

A healthy tuck shop had been set up and was run by pupils from P6 and P7. A pupil version of the school handbook had been published in 2007.

Attainment in reading, writing and in mathematics had all improved significantly. The levels of pupils' performance in national assessments were now above the local authority average, with most pupils achieving appropriate national levels. The use of a wide range of strategies to monitor pupils' progress had ensured that almost all pupils made appropriate progress from prior levels of attainment.

3. Progress with the Main Points for Action.

3.1 Further improve arrangements for monitoring learning and teaching to build on identified good practice and track pupils' progress more effectively.

The school had made very good progress towards meeting this main point for action.

A formal programme of monitoring learning and teaching had been established by the headteacher and senior staff. Teachers received helpful written and verbal feedback on lessons and on the quality of pupils' learning. Peer monitoring was established in some classes with teachers having opportunities to coach each other and to share good practice. Outcomes from monitoring learning and teaching had been discussed at staff meetings. Evidence from monitoring was that teachers were more confident in using new technologies and more skilled in questioning techniques.

Teachers more consistently recorded pupils' progress in tracking folders for each class and referred to these at least monthly and in their lesson planning. Teaching staff met regularly with a member of the management team to discuss and agree attainment information and targets for individual pupils. The school had adopted the systematic model of tracking produced by the authority which allowed school managers to monitor individual and overall attainment and progress more effectively. The majority of pupils were aware of their 5-14 Levels of attainment and of the next steps in their learning. Pupils were rewarded with a certificate to acknowledge progress at each new Level achieved and their parents advised in writing.

3.2 Improve procedures for preparing and implementing individualised educational programmes for pupils with additional support needs.

The school had overtaken this main point for action very well.

The principal teacher with responsibilities for support for learning had established more robust procedures required to deliver the support detailed within each plan. Timescales for reviewing individual educational plans had been reviewed to ensure all plans were updated prior to pupils moving to the next stage or class. All plans were formally reviewed at least annually. Key stakeholders were more involved in review meetings which were more regular. Improved transition arrangements with the secondary school had ensured improved information about those pupils with additional support needs was shared as required. Where appropriate, individual educational plans had been developed into consolidated support plans for those pupils with more complex needs.

3. Conclusion

The school had made very good progress in addressing the main points for action. The education authority will continue to support the school with its improvement activities. The education authority, in consultation with HMIE, will make no further report in connection with the 2006 inspection.

Contact Details

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