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REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 11 JUNE 2008

**SUBJECT: HMIE SCHOOL INSPECTIONS - PUBLISHED REPORTS
FEBRUARY – MAY 2008**

BY: DIRECTOR OF EDUCATIONAL SERVICES

1. REASON FOR REPORT

1.1 The purpose of this report is for Committee to scrutinise and note the most recent reports published following inspections by HM Inspectorate of Education (HMIE) of schools in Moray:

i) Inspection of Crossroads Primary School - **Appendix 1**

1.2 This report is submitted to Committee in terms of Section D (1) of the Council's Administrative Scheme relating to exercising the functions of the Council as Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee scrutinises and notes the contents of this report.

3. BACKGROUND

3.1 The performance of schools is measured by HM Inspectors using quality indicators, described in their publication, "*How Good Is Our School*" (HGIOS, 2007). All schools in Moray have copies of HGIOS and are required to use this in their own self-evaluation and improvement planning. From January 2008 HM Inspectors have evaluated schools' performance using this recently revised set of indicators. This has resulted in some changes to the content and structure of reports. A full list of the quality indicators in HGIOS 2007 is attached to this report as **Appendix 2**.

3.2 When HMIE first evaluate a school's performance against the quality indicators in "*How Good Is Our School*" they use 'standardised' language:

Level	Definition	Description
<i>Level 6</i>	<i>Excellent</i>	Provision which is clearly outstanding or sector leading.
<i>Level 5</i>	<i>Very Good</i>	Provision which has major strengths
<i>Level 4</i>	<i>Good</i>	Provision with important strengths that clearly outweigh areas for improvement.

<i>Level 3</i>	<i>Adequate</i>	Provision where strengths just outweigh weaknesses.
<i>Level 2</i>	<i>Weak</i>	Provision with important weaknesses
<i>Level 1</i>	<i>Unsatisfactory</i>	Provision which has major weaknesses and is unsatisfactory.

Words, numbers and proportions are used in a consistent manner throughout HMIE reports:

Almost all=over 90%
Less than half=15-49%

Most=75-90%
Few=up to 15%

Majority=50-74%

- 3.3 Initial inspection reports contain extended commentary by HMIE on the performance of a school at the time of first inspection. Such reports provide a summary of the Key Strengths of the school and HMIE recommendations for improvement listed as “Main Points for Action”. The reports also provide a summary of the school’s performance against a number of the indicators of quality from How Good Is Our School. This information is summarised for each school individually in an appendix to this report.
- 3.4 Follow-through inspection reports contain an evaluation by HMIE of the extent to which the school has continued to improve since the original inspection, and evaluations of progress made by the school and the education authority in responding to the main points for action in the initial report. Follow-through inspection reports are usually published within two years of the initial report. Occasionally interim follow-through reports are published around one year from initial inspection.
- 3.5 When HMIE review the school’s and authority’s performance in a follow-through report they use a range of descriptions to evaluate the progress made in responding to the main points for action in the initial report, e.g.
- *‘the school had made a promising start to meeting this main point for action.’*
 - *‘a range of developments had been taken to address this main point for action.’*
 - *‘a range of appropriate measures had been taken to address this main point for action.’*
 - *‘the school and the education authority had made very good progress in meeting this main point for action.’*
 - *‘the education authority had fully met this main point for action.’*
- 3.6 As part of the school and authority preparation for inspection the Director of Educational Services prepares and submits a pre-inspection report to HMIE. This report contains evaluations by the authority of the same quality indicators likely to be inspected by HMIE. The authority monitors the extent of agreement between these pre-inspection evaluations and the subsequent outcomes within the published HMIE report. This measure of concordance is provided within the relevant appendix.
- 3.7 Copies of all HMIE reports are available in the Members’ Library, from the school and online at www.hmie.gov.uk

4. SUMMARY OF IMPLICATIONS

(a) Corporate Development Plan/Community Plan/Service Improvement Plan

The report provides Committee with information relating to school performance as measured by HMIE in line with the corporate commitment to public performance reporting.

(b) Policy and Legal

HMIE inspect and report on a sample of Scottish schools every year. Their reports are intended to provide parents, local authorities and Scottish Ministers with information about how well schools are performing against the National Priorities in Education.

(c) Resources (Financial, Risks, Staffing and Property)

There are no immediate Financial, Risk, Staffing, or Property implications arising from this report.

(d) Consultations

Senior Officers within Educational Services have been consulted and support the recommendation.

5. CONCLUSION

5.1 That the Committee scrutinises and notes the contents of this report on the HMIE inspection of Crossroads Primary School.

Author of Report: Jim Gibson, Quality Improvement Officer

Background Papers:

Ref: DMD/JR/Reports/Children and Young People's Services/
11 June 2008/HMIE School Inspections - Published Reports
February – May 2008.

APPENDIX 1

HMIE Report on **Crossroads Primary School** – published on 29 April 2008

Key Strengths identified by HMIE:

- Pupils' achievements in physical education and music.
- Staff's successful promotion of health and wellbeing.
- Productive partnerships with parents and the local community.
- Positive relationships between the staff and the strong sense of teamwork.

Main Points for Action identified by HMIE:

The school and education authority should take action to improve. In doing so they should take account of the need to:

- improve the curriculum and learners' experiences, addressing issues of pace and challenge in tasks and activities;
- improve attainment in listening, talking and mathematics;
- improve consistency of teaching approaches; and
- improve the arrangements to monitor and evaluate the work of the school to ensure learners' needs are met more effectively.

What happens next?

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. HM Inspectors will continue to engage with the school and the education authority in monitoring progress, and will undertake a follow-through inspection. This will result in a report to parents, within two years of the publication of this report, on the extent of improvement that has been achieved.

Authority Commentary

This positive report is a credit to the staff of Crossroads Primary School, given that the inspection took place after a lengthy period during which no substantive Head Teacher was in post. Particular mention must go to Sheena Mearns, Acting Head Teacher, for her work during this period.

The report also acknowledges the contribution already made by the new Head Teacher, Elizabeth Beattie, and we have no doubt that Crossroads Primary School will successfully address the recommendations made by HMIE.

APPENDIX 1

THE QUALITY INDICATORS - CROSSROADS PRIMARY SCHOOL		
	HMIE evaluation	Moray Council Pre- inspection
How good are learning, teaching and achievement?		
• The curriculum	adequate	adequate
• Teaching for effective learning	adequate	good
• Learners' experiences	adequate	good
• Improvement in performance: English language	good	good
• Improvement in performance: mathematics	adequate	good
How well are pupils' learning needs met?		
• Meeting learning needs	adequate	adequate
How good is the environment for learning?		
• Care, welfare and development	good	very good
• Management and use of resources and space for learning	good	good
• The engagement of staff in the life and work of the school	very good	very good
• Expectations and promoting achievement	good	good
• Equality and fairness	good	good
• The school's success in involving parents, carers and families	very good	very good
Leading and improving the school		
• Developing people and partnerships	adequate	good
• Leadership of improvement and change (across the school)	adequate	adequate
• Improvement through self-evaluation	adequate	adequate

The following word scale is used to make clear the judgements made by inspectors:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

APPENDIX 2

"HOW GOOD IS OUR SCHOOL?" (HMIE 2007) – THE QUALITY INDICATORS

- 1.1 In published reports HMIE evaluate a school's performance against some of the Quality Indicators published in "How Good Is Our School", (almost) always including those marked *.

Key Area	HGIOS Quality Indicator
Key performance outcomes	1.1* Improvements in performance
	1.2 Fulfillment of statutory duties
Impact on learners	2.1* Learners' experiences
	2.2* The school's success in involving parents, carers and families
Impact on Staff	3.1* The engagement of staff in the life and work of the school
Impact on the community	4.1 The school's success in working with and engaging with the local community
	4.2 The school's success in working with and engaging with the wider community
Delivery of education	5.1* The curriculum
	5.2* Teaching for effective learning
	5.3* Meeting learning needs
	5.4 Assessment for learning
	5.5* Expectations and promoting achievement
	5.6* Equality and fairness
	5.7 Partnerships with learners and parents
	5.8* Care, welfare and development
	5.9* Improvement through self-evaluation
Policy development and planning	6.1 Policy review and development
	6.2 Participation in policy and planning
	6.3 Planning for improvement
Management and support of staff	7.1 Staff sufficiency, recruitment and retention
	7.2 Staff deployment and teamwork
	7.3 Staff development and review
Partnerships and resources	8.1 Partnerships with the community, educational establishments, agencies and employers
	8.2 Management of finance for learning
	8.3* Management and use of resources and space for learning
	8.4 Managing information
Leadership	9.1 Vision, values and aims
	9.2 Leadership and direction
	9.3* Developing people and partnerships
	9.4* Leadership of improvement and change