

ITEM:

PAGE: 1

ITEM: 11

PAGE: 1

**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
20 AUGUST 2008**

**SUBJECT: HMIE SCHOOL INSPECTIONS - PUBLISHED REPORTS
JUNE 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) Interim follow-through Inspection of Kinloss 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

Level 4	Good	Provision with important strengths that clearly outweigh areas for improvement.
Level 3	Adequate	Provision where strengths just outweigh weaknesses.
Level 2	Weak	Provision with important weaknesses
Level 1	Unsatisfactory	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. Such interim follow-through reports provide only limited evaluations of progress to date.
- 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. Such reports contain 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 Kinloss Primary School.

Author of Report: Jim Gibson, Quality Improvement Officer

Background Papers:

Ref: DMD/JR/Reports/Children and Young People's Services/
20 August 2008/HMIE School Inspections - Published Reports
June 2008

APPENDIX 1

HMIE Report on **Kinloss Primary School** – published on 24 June 2008

The original inspection

HMIE published a report on the inspection of Kinloss Primary School in June 2007. This was reported to Educational Services Committee on 22 August 2007. That report indicated that HM Inspectors would engage with the school and the education authority in monitoring progress and would publish an interim report within one year. HM Inspectors revisited the school in May 2008.

Continuous Improvement

- With considerable effective support from the education authority, the headteacher and staff had begun to improve aspects of the school's provision.
- The school had achieved a silver Eco-Schools Scotland award for its work with pupils on environmental issues. Pupils' understanding of their local environment was further enriched by their participation in a forest schools project.
- Staff now provided pupils with better opportunities for creative, expressive and cultural experiences.
- The school had achieved Health Promoting School status.
- In a few classes, teachers had begun to use new interactive whiteboards to increase pupils' engagement in lessons.
- Pupils now had improved access to a wide range of resources to promote reading for pleasure in the well organised library.
- The organisation and range of classroom and learning spaces had been improved.
- Pupils with autism spectrum disorder were now fully integrated within their classes, and almost all were achieving significant success in the mainstream curriculum. The autism base now provided space for groups of pupils, including pupils with autism spectrum disorder, to develop their collaborative and social skills.

Progress towards meeting the Main Points for Action identified by HMIE:

1. Raise attainment in English language and mathematics.

The school had made a promising start to addressing this main point for action.

2. Increase the pace and challenge in pupils' learning.

The school was at the early stages of meeting this main point for action.

3. Develop greater rigour in monitoring pupils' progress and in improving the quality of learning and teaching.

The school had made a useful start to addressing this main point for action

4. Take immediate steps to improve aspects of building security.

The school and the authority had taken important and effective steps in meeting this main point for action.

5. Improve partnerships with parents and the wider community.

The school had made a very effective start to addressing this main point for action.

Conclusion

With the helpful support of the education authority, the headteacher and staff had taken some useful steps to improve aspects of the school's provision. The school's accommodation and the partnerships with parents had been considerably improved and this was already benefiting pupils. Much remained to be done to ensure that changes improved pupils' skills and experiences at all stages in the school. Progress in a few developments had been too slow. Staff had not yet worked together effectively to increase the pace of change, and consistently apply agreed approaches to improve pupils' learning. HMIE will continue to engage with the school and education authority and will provide another report on progress for parents and carers within one year of the publication of this report.

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 Fulfilment 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