

**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
07 OCTOBER 2009**

**SUBJECT: HMIE SCHOOL INSPECTIONS - PUBLISHED REPORTS JULY -
AUGUST 2009**

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 and nursery classes in Moray:

- i) Inspection of Forres Academy - **Appendix 1**
- ii) Inspection of Anderson's Primary School – **Appendix 2**
- iii) Inspection of Knockando Primary School – **Appendix 3**

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 and nursery classes is measured by HM Inspectors using quality indicators, described in their publications, "*How Good Is Our School*" (HGIOS) and "*The Child at The Centre*" (TCATC). All schools in Moray have copies of HGIOS and TCATC and are required to use these in their own self-evaluation and improvement planning. Since August 2008 HM Inspectors have evaluated schools' performance using only 5 key indicators from these sets of quality indicators. A full list of the quality indicators in HGIOS/TCATC is attached to this report as **Appendix 4**.

- 3.2 When HMIE first evaluate a school or nursery class against the quality indicators in HGIOS/TCATC 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>Satisfactory</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 commentary by HMIE on the performance of a school or nursery class at the time of first inspection. Such reports provide a summary of the "Particular Strengths of the School" and agreed areas for improvement. This information is summarised for each school individually in appendices to this report.
- 3.4 Reports may also contain "*Examples of Good Practice*". These are aspects of the work of a school or nursery class which are deemed to be of an extremely high quality and therefore are being highlighted for the benefit of others across the country.
- 3.5 Follow-through inspection reports contain a commentary by HMIE of the extent to which the school and any nursery class have continued to improve since the original inspection. Follow-through inspection reports are usually published between one and two years after the initial report.
- 3.6 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) Single Outcome Agreement/Service Improvement Plan

- (i) The report provides Committee with information relevant to Local Priority 5 within the Single Outcome Agreement – Attainment and Achievement (Children and Young People), and

- (ii) Within the Service Improvement Plan, Action Area 11 – Curriculum for Excellence

(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 and nursery classes are performing against the National Performance Framework.

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

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

(d) Consultations

Senior Officers within Educational Services, Deborah Brands, Principal Accountant and Karen Wiles, Principal Solicitor (Litigation and Licensing) have been consulted and are in agreement with the relevant sections of the report.

5. CONCLUSION

5.1 That the Committee scrutinises and notes the contents of this report on the HMIE inspections of Forres Academy, Anderson's and Knockando Primary Schools.

Author of Report: Jim Gibson, Quality Improvement Officer

Background Papers:

Ref: DMD/JR/Reports/Children and Young People's Services
Committee/07 October 2009/HMIE School Inspections -
Published Reports July - August 2009

APPENDIX 1

HMIE Report on **Forres Academy** – published on 25th August 2009

Particular strengths of the school:

- Enthusiastic, well motivated and articulate young people.
- Positive relationships between young people and teachers.
- Teaching and learning of high quality.
- Strong partnerships with the local community.
- Innovative curriculum initiatives.
- The commitment of the headteacher, senior leadership team and staff to improving the school.

Examples of Good Practice:

- '*Hut 9*': emotional and educational support for young people with additional support needs.
- The reading recovery programme.
- Effective inter-agency working for the benefit of young people.

Areas for Improvement:

HMIE have agreed the following areas for improvement with the school and education authority.

- Continue to develop the curriculum to meet young people's needs, particularly at S5/S6.
- Establish more effective arrangements to support the learning of young people with additional support needs.
- Continue to develop arrangements for evaluating and improving the quality of education.

APPENDIX 1 (cont.)**What happens next?**

HMIE judged that the school's self-evaluation is leading to improvements in young people's learning. As a result, the inspection team was able to change its focus during the inspection to help the school plan to improve even more. HMIE will make no further visits following publication of this report. In about one year Educational Services staff will prepare and present a report on progress to a future meeting of Children and Young People's Services Committee. Within two years the school and the education authority will inform parents about the school's progress in improving the quality of education.

Quality Indicator evaluations for Forres Academy

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How Good is Our School?* and *The Child at the Centre*.

Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing. Three of the five key indicators feed into the Scottish Government's National Performance Framework (NPF). Evaluations of these NPF indicators at satisfactory or better provide for an overall "positive" report.

Improvements in performance	Good	NPF
Learners'/Children's experiences	Very Good	NPF
Meeting learning needs	Good	NPF
The curriculum	Good	
Improvement through self-evaluation	Good	

APPENDIX 2

HMIE Report on **Anderson's Primary School** – published on 25th August 2009

Particular strengths of the school:

- Children's positive attitudes to learning and caring for one another.
- Children's learning experiences and achievements.
- Staff approach to meeting children's learning needs.
- Very strong leadership for learning provided by the headteacher.
- Effective approaches to self-evaluation.

Example of Good Practice:

- The effectiveness of the 'sharing and development group' in engaging staff in innovative learning and teaching approaches.

Areas for Improvement:

HMIE have agreed the following areas for improvement with the school and education authority.

- Continue to raise attainment in writing.
- Increase opportunities for children to develop their literacy and numeracy skills across the curriculum.
- Improve homework tasks to reflect the active approaches used in class.

What happens next?

As a result of the very good quality of education provided by the school HMIE will make no more visits following this inspection. In about one year Educational Services staff will prepare and present a report on progress to a future meeting of Children and Young People's Services Committee. Within two years the school and the education authority will inform parents about the school's progress in improving the quality of education.

APPENDIX 2 (cont.)**Quality Indicator evaluations for Anderson's Primary School**

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How Good is Our School?* and *The Child at the Centre*.

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Improvements in performance	Very Good	NPF
Learners'/Children's experiences	Very Good	NPF
Meeting learning needs	Very Good	NPF
The curriculum	Very Good	
Improvement through self-evaluation	Very Good	

APPENDIX 3

HMIE Report on **Knockando Primary School** – published on 25th August 2009

Particular strengths of the school:

- The happy, welcoming atmosphere.
- Confident, articulate children who are enthusiastic about learning.
- The vision and leadership of the headteacher in promoting children's learning.
- Staff teamwork in improving children's experiences.
- Parental involvement and consultation which has led to improved relationships and home/school partnership.

Example of Good Practice:

- Use of self-evaluation by support staff.

Areas for Improvement:

HMIE have agreed the following areas for improvement with the school and education authority.

- Continue to raise attainment in reading, writing and maths.
- Ensure that classwork is at the right level for all children so they can progress in line with their potential.
- Further develop planning for literacy and numeracy across the curriculum, in line with *Curriculum for Excellence*.
- Review the arrangements for the provision of physical education.

What happens next?

HMIE are confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, they will make no more visits following this inspection. In about one year Educational Services staff will prepare and present a report on progress to a future meeting of Children and Young People's Services Committee. Within two years the school and the education authority will inform parents about the school's progress in improving the quality of education.

APPENDIX 3 (cont.)**Quality Indicator evaluations for Knockando Primary School**

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How Good is Our School?* and *The Child at the Centre*.

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Improvements in performance	Good	NPF
Learners'/Children's experiences	Very Good	NPF
Meeting learning needs	Good	NPF
The curriculum	Good	
Improvement through self-evaluation	Very Good	

APPENDIX 4

"How Good is Our School?"/"The Child at the Centre" (HMIE 2007)

THE QUALITY INDICATORS

In published reports HMIE evaluate a school's performance against some of the Quality Indicators published in *"How Good Is Our School?"/"The Child at The Centre"* **marked in the table below with an asterisk***

Key Area	Quality Indicator
Key performance outcomes	<u>1.1*</u> <u>Improvements in performance</u>
	1.2 Fulfilment of statutory duties
Impact on learners	<u>2.1*</u> <u>Learners'/Children's experiences</u>
	2.2 The school's/centre'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/centre
Impact on the community	4.1 The school's/centre's success in working with and engaging with the local community
	4.2 The school's/centre's success in working with and engaging with the wider community
Delivery of education	<u>5.1*</u> <u>The curriculum</u>
	5.2 Teaching for effective learning
	<u>5.3*</u> <u>Meeting learning needs</u>
	5.4 Assessment for learning
	5.5 Expectations and promoting achievement
	5.6 Equality and fairness
	5.7 Partnerships with learners/children and parents
	5.8 Care, welfare and development
	<u>5.9*</u> <u>Improvement through self-evaluation</u>
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