

**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
2 DECEMBER 2009**

**SUBJECT: HMIE SCHOOL INSPECTIONS – MORAY COUNCIL FOLLOW-
THROUGH REPORT SEPTEMBER 2009**

BY: DIRECTOR OF EDUCATIONAL SERVICES

1. REASON FOR REPORT

- 1.1 The purpose of this report is for Children and Young People's Services Committee to scrutinise and note the most recent report published by Moray Council Educational Services following earlier school inspection by HM Inspectorate of Education (HMIE) of Craigellachie Primary School.
- 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 When a school is inspected by HM Inspectorate of Education (HMIE) a report is published (by HMIE) which gives commentary on the school's performance. These reports are presented regularly to this Committee, where possible at the first available opportunity after publication.
- 3.2 These reports have traditionally provided 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", the self-evaluation toolkit of quality indicators used by all schools.
- 3.3 Each report gives an indication of how and when HMIE intend to follow-through the inspection process. This can include:
- asking the school and the education authority to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents and carers;
 - making arrangements for HM Inspectors to monitor progress in liaison with the education authority;
 - arranging further visits to the school to support and monitor improvement.

- 3.4 Where HMIE decide to revisit and reinspect the school then they themselves will publish a short follow-through report, usually within two years. Occasionally interim follow-through reports are published around one year from initial inspection. These are also reported to this Committee following publication.
- 3.5 Where HMIE indicate in their published report, or subsequently decide, that they will not revisit to reinspect the school then they expect Moray Council to prepare and publish an equivalent follow-through report for parents.
- 3.6 These Council published follow-through reports contain an evaluation 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 also usually published within two years of the initial report.
- 3.7 In September 2009 the Council published a progress report on Craigellachie Primary School (**Appendix 1**).
- 3.8 Copies of all Council reports are available in the Members' Library, from the school and all HMIE reports are available 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 Alistair Stobie, 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 progress made by Craigellachie Primary School since inspection.

Author of Report: Jim Gibson, Quality Improvement Officer

Background Papers:

Ref: DMD/JR/Reports/Children and Young People's Services
Committee/2 December 2009/HMIE School Inspections -
Moray Council Follow-Through Report September 2009

APPENDIX 1

Moray Council progress report on **Craigellachie Primary School** – published September 2009

The original inspection

HMIE published a report on the inspection of Craigellachie Primary School in October 2007. The report can be accessed either from the school or on the HMIE website (www.hmie.gov.uk). This was reported to Educational Services Committee on 28 November 2007. At that time Inspectors required the school and the authority to prepare an action plan indicating how they would address the main points for action identified in the original inspection report. At the same time HMIE invited Moray Council to publish their own report within two years for parents and carers on progress.

Continuous Improvement

Since the initial report the school has taken the following steps to improve the school's provision:

- Staff have attended a number of professional development events with training in critical skills methodology and the implementation of A Curriculum for Excellence being the main focus and priority. These are becoming well embedded in teaching and learning across of the school.
- The school identified that attainment in mathematics, although good, had potential to be raised further. The staff took part in workshops provided by a specialist within the authority and reviewed the way in which maths was taught across the school. Early indications suggest that the changes implemented are raising attainment in problem solving. The school will continue to develop the teaching of maths following the guiding principles developed in the workshops.
- Parents have been kept fully informed through very helpful information leaflets and were offered a presentation at a curricular evening. These explained how the school was helping to develop pupils' confidence, success in learning, responsibility and effectiveness as contributors.
- The school has continued with its successful promotion of healthy, active lifestyles and has recently gained funding for a two year international Comenius project on the theme of 'Healthy for Life'. This will involve working with six European partner schools on a wide range of activities as well as communication using internet technology and direct communication through teacher and pupil exchanges.

Progress with the Main Points for Action identified by HMIE:

- 1. Provide pupils at the early stages with more appropriate opportunities to learn through play.**

The school and the authority have made very good progress with this main point for action.

A programme of structured play has been introduced to the P1-3 classroom. This has three strands: it has involved theme linked play activities (e.g. setting up and running a farm shop during the farm theme, creating a huge rocket for imaginative play during the space theme), the New Zealand Maths 'learning through play' activities scheme, and thirdly increased use of play activities in language activities. This has included creating and using masks to re-tell stories and legends, using felt story boards for creative writing and modelling materials in phonics/letter lessons.

Significant investment was made in resources for learning through play within the classroom setting and the school has identified the next step as being an investment in resources for learning outside the classroom within the school grounds.

2. Set learning targets for pupils and monitor their progress towards them

The school has made very good progress with this main point for action.

A profile for each pupil has been created. This details the targets set between the pupil and class teacher twice yearly and these are shared and discussed with parents at parents' meetings. Targets are reviewed in terms of attainment and achievement and 'next step' targets are set. While formal reviews are scheduled to take place in April and September, they can also be triggered through early attainment, resulting in a new cycle being established, and are very much viewed by staff as an ongoing, continuous process. Data on pupil performance is used to assist in setting the targets and ensuring that the pace and challenge is appropriate.

Achievements are formally recorded and any problems noted on the profiles. At the end of the year the profile is passed on to the next teacher, who adds to it.

3. Improve the arrangements to evaluate learning and teaching.

The school has made very good progress with this main point for action.

Regular formal classroom observation with written feedback has been introduced twice yearly. Informal 'walk-through' observations take place almost on a daily basis with suggestions for change discussed and evaluated as part of the on-going process of self-evaluation.

Seeking the views of the pupils has been widened beyond the Pupil Council (pupils in P3, 5, and 7 now complete a questionnaire every year) and parent views are regularly requested through surveys and the parent council. Action plans and feedback, where appropriate, are offered on the basis of the information received, for example, a parent survey suggesting that parents were unsure of how to assist their children with school work resulted in the production of a booklet of useful home learning activities and information for each age and stage.

As the Head Teacher works with each class, jotters are marked by her on a regular basis. Sampling and a general overview are also taken and form the basis of discussion with individual class teachers.

Expectations and self improvement are discussed with each pupil at every opportunity. All staff are involved in evaluating each other's roles within and across remits to further the aim of continuous self-evaluation and improvement.

Conclusion

The school and education authority had made very good progress in addressing the three main points for action. The education authority will make no further report in connection with the 2007 inspection.