

**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
9 JUNE 2010**

**SUBJECT: HMIE SCHOOL INSPECTIONS – MORAY COUNCIL FOLLOW-  
THROUGH REPORT APRIL 2010**

**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:

i) Glenlivet 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 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 The follow-through approaches after inspections by HMIE changed from August 2009. This follow-through for Glenlivet Primary reflects the position for schools inspected before that time, and this is outlined in paragraphs 3.4 - 3.7.

- 3.4 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.
- 3.5 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.
- 3.6 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.
- 3.7 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.
- 3.8 In April 2010 the Council published a progress report on Glenlivet Primary School (**Appendix 1**).
- 3.9 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](http://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, Alistair Stobie, Principal Solicitor (Litigation and Licensing) and Nancy Fraser, Headteacher, Glenlivet Primary 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 Glenlivet 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/9 June 2010/HMIE School Inspections -  
Moray Council Follow-Through Report April 2010

## APPENDIX 1

Moray Council progress report on **Glenlivet Primary School** – published April 2010

### **The original inspection**

HMIE published a report on the inspection of Glenlivet Primary School in September 2008. The report can be accessed either from the school or on the HMIE website ([www.hmie.gov.uk](http://www.hmie.gov.uk)). This was reported to Educational Services Committee on 26 November 2008. 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 indicated that parents would be informed within two years about the progress made by the school.

### **Continuous Improvement**

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

- The Head Teacher has provided good leadership which has enabled the whole school community to effectively address the improvement agenda in attainment and achievement.
- Significant gains have been made as a result of all staff working to improve the quality of teaching and learning. Overall pupils' attainment in reading, writing and mathematics has improved since the original inspection.
- All staff now contribute to regular planning meetings for individual children. This ensures pupils' needs are met appropriately. Weekly liaison times between teachers and classroom auxiliaries support this process.
- Good progress has been made towards the understanding and implementation of Curriculum for Excellence with the outcomes for science and social subjects being organised to provide progression within a range of stimulating topics.
- Enterprise and learning across subjects through themes or topics continues to be a strength in the school. The school has plans to link outcomes from other curricular areas to themes and topic studies and programmes of study. This will ensure good breadth, balance and progression within the curriculum.
- The school continues to focus very effectively on the inclusion of, and support for, those pupils who have additional support needs. In addition to the consideration and development of how learning is organised the school has made effective progress with appropriate ways of teaching to deliver a Curriculum for Excellence. The Head Teacher and Local Authority have engaged teachers in effective training in areas such as Critical Skills. The provision of time for teachers to meet as a group of learners has enriched learning discussions and influenced practice positively.

**Progress with the Main Points for Action identified by HMIE:****1. Encourage pupils to take more responsibility for their learning.**

Overall the school has made significant progress. All pupils now have clear targets for each unit of mathematics and writing undertaken. These are clearly linked to progressive programmes of study for these curricular areas. The set targets are displayed in the children's workbooks and homework jotters. Staff and children discuss all targets to ensure that they are understood. Pupils also review their own and each others work against these targets.

The school has also offered worthwhile opportunities for all pupils to take more responsibility for their learning through topic work. Discussion and reflection at the outset of all topics allows pupils to establish their prior knowledge/learning and to identify desired new learning. Pupils in P5-7 also work with the teacher to decide how the new learning can best be achieved.

All pupils select a club or committee which they can be involved in. Clubs/committees include the Pupil Council, Eco/Enterprise committees and a Health group. The children in the Pupil Council have recently taken part in consultations about the closure of the school kitchen and speed limits on the local roads and have conducted a playground safety survey to inform the Head Teacher of any Health and Safety issues – The Eco Committee have run a successful "bags for life" campaign. They have now turned their attention to an ambitious garden improvement project which will require them to work with members of the local community and outside agencies. The Health Group have identified objectives for whole school health and have invited guest speakers to the school. They have also initiated an after school health club.

**Impact**

Pupils are motivated and enthusiastic about activities and their involvement in their own learning. They have developed a sense of self-reliance and co-operation with their peers. They are successfully engaged in, not only their own learning, but in the life and work of the school.

**Next Steps**

- To continue to develop teaching which encourages the development of thinking skills and team skills;
- To agree a policy for teaching and learning which reflects the evolving teaching methods and ways learning is planned;
- To continue the implementation of Curriculum for Excellence;
- Teaching staff to complete their two year commitment to the teacher learning group project which is focused on assessment strategies;
- Support staff to undertake training in active learning.

## **2. Provide pupils with more pace and challenge in their learning**

The school has made a great deal of progress. The Head Teacher has continued with her programme for classroom visits and has paid particular attention to the tasks and pace of lessons. The Head Teacher and class teachers have regular meetings to track pupil attainment. They discuss previous learning and estimate realistic assessment dates.

All staff play their part in considering the needs of children and anything which might act as a barrier to their learning. With this in mind "Children Causing Concern" is a standing agenda item for staff meetings. The Support for Learning teacher continues to provide very good support to pupils and staff. She carries out detailed assessments as required, liaises with teaching and support staff, and prepares activities for pupils which are effectively supervised by the education auxiliary.

Recent development work on programmes of study and the structure of the curriculum have gone a long way towards ensuring increased pace in children's learning. The content of homework has improved significantly. This now offers pupils some opportunity to choose from a range of activities and is more directly related to pupils' targets.

### **Impact**

Pupils currently in school are making more appropriate progress from their previous levels of attainment and it is anticipated that this progress will be sustained over time. Classroom visits by the Head Teacher show that more able pupils are being offered more challenging experiences in class.

### **Next Steps**

- To continue to implement Curriculum for Excellence with attention to identifying ways in which teaching/practise of skills can be done efficiently;
- Complete the development and implementation of the Speyside Associated Schools Group's "Writer's Notebooks" which will promote attainment in writing across the curriculum.

## **3. Include pupils and parents more in self-evaluation to ensure continuous improvement.**

Overall the school has made effective progress. The Head Teacher has recently introduced a six year rolling programme to evaluate the quality of the school's provision. The programme is supported by a clearly laid out monitoring calendar.

Last year parents were asked to evaluate the school's success in involving parents, carers and families. As a result of this, the school now has a significant number of parents who are involved in their children's education in a variety of ways. This involves input to homework. It also involves parents taking part in a number of other ways including as volunteers in the classroom. This year parents/carers and pupils will evaluate the school's performance with reference to Care, Welfare and Development.

Homework was identified as an area causing concern to pupils, parents and teachers. Following consultation both classes now use homework grids which offer a variety of more

meaningful tasks and allow an element of choice for pupils. Also teachers are working to ensure that the homework done is appropriate and more efficient in supporting individual pupil's learning.

The school has many informal contacts and opportunities to collect parental views to support improvement but needs to ensure more planned approaches are in place. Pupils in the upper stages have opportunities to discuss and evaluate the quality of their learning experiences. Further work to encourage pupils to comment on the quality of learning experiences will continue to develop throughout the school.

### **Impact**

Pupils and parents are more positive about particular aspects of pupil experiences which have been improved as a result of evaluation e.g. homework. The continued implementation of the self-evaluation calendar will provide the Head Teacher with valuable evidence of pupil, parent and staff views which will be pursued to help drive the school forward. The Head Teacher has a more focused approach and clear understanding of how to ensure pupils and parents views are sought to support school improvement.

### **Next Steps**

- Continue to involve parents/pupils in self-evaluation and review according to the six year rolling programme;
- Develop systems to survey visitors from agencies asking their opinion of how the school is doing;
- Further develop the role of the Parent Council;
- Develop more formal strategies to collect views from parents and pupils especially with regard to learning experiences.

### **Conclusion**

The education authority is satisfied that the school has addressed all of the main points for action from the original report very effectively. The Head Teacher's commitment and desire to improve both the school and her own leadership ensures that the school has the capacity to continue to improve. The education authority will continue to support and challenge the school with its improvement agenda.