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**REPORT TO: EDUCATION AND SOCIAL SERVICES COMMITTEE ON
13 FEBRUARY 2008**

**SUBJECT: SCHOOL INSPECTIONS - MORAY COUNCIL FOLLOW-THROUGH
REPORTS NOVEMBER – DECEMBER 2007**

BY: DIRECTOR OF EDUCATIONAL SERVICES

1. REASON FOR REPORT

- 1.1 The purpose of this report is for Educational Services Committee to scrutinise and note the most recent reports published by Moray Council Educational Services following earlier school inspections by HM Inspectorate of Education (HMIE).
- 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 Education and Social Services 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 extended commentary on the school's performance. These reports are presented regularly to this Committee, usually at the first available opportunity after publication.
- 3.2 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", 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 now 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 the Council to prepare and publish an equivalent follow-through report.
- 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 usually published within two years of the initial report.
- 3.7 In the period November-December 2007 the Council published one follow-through report which was on Mortlach 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 also available 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 follow-through report following inspection of Mortlach Primary School.

Author of Report: Jim Gibson, Quality Improvement Officer

Background Papers:

Ref: DMD/JR/Reports/Education and Social Services Committee/
13 February 2008/School Inspections - Moray Council
Follow-Though Reports November - December 2007

Moray Council follow-through report on **Mortlach Primary School** – published November 2007

The original inspection

HMIE published a report on the inspection of Mortlach Primary School on 14 February 2006. This was reported to Educational Services Committee on 5 April 2006. At that time HM Inspectors required the authority to prepare an action plan indicating how they would address the main points for action identified in the original inspection report. They requested that within two years the education authority, working with the school, provide a progress report to parents and carers. Moray Council published its follow-through report on the progress made by the school in November 2007.

Continuous Improvement

- At the time of the inspection, two new Principal Teachers had been appointed and this had provided very good support for the Headteacher. They have played a role in developing curricular programmes and providing support and advice for colleagues.
- Teaching staff had taken part in a wide range of good quality professional development events. These included training in area such as Assessment is for Learning strategies in writing, enterprising learning and teaching and A Curriculum for Excellence.
- A range of curricular programmes in reading and spelling had been introduced and these were contributing to the ongoing improvement in the quality of pupils' learning experiences.
- Enterprise activities were now firmly embedded in the curriculum at all stages.
- The school was working towards the Eco School bronze award. The school had achieved accreditation as part of the Health Promoting Schools initiative.
- Better use of programmes of study to track progress had been made together with regular attainment meetings between management and all teaching staff.
- The deployment of Support for Learning staff had been reviewed and support to individual pupils allocated according to need. Evidence showed that the lowest performing 20% of pupils had improved in terms of their attainment and/or achievement.
- Regular observation of classroom practice by promoted staff had become an established feature in the school. Outcomes of formal classroom observation were discussed with staff and recorded. A greater consistency in delivery of lessons was noted, resulting in a slow, but steady, improvement in attainment figures, especially in writing.

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

- 1. Improve the system of assessing, planning, tracking and predicting pupils' progress.***

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

- 2. Improve the pace of pupils' work and ensure that tasks set for pupils are sufficiently challenging.***

There had been good progress with this main point for action.

- 3. Review the system of support for pupils.***

There had been good progress in addressing this main point for action.

- 4. Improve communication with parents and involve them more with their children's learning.***

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

- 5. Increase the frequency of visits to classes by the headteacher to support pupils and staff more effectively.***

The headteacher had made good progress towards meeting this main point for action.

Conclusion

The education authority commends the school for the considerable work undertaken by the headteacher, her staff and the pupils themselves towards addressing the main points for action. Overall the school had made good progress in addressing the main points for action identified in the original HMIE report. The education authority is confident the school will continue to provide high quality and improving education and will continue to be involved with the school on an on-going basis.