

APPENDIX 1

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**REPORT TO: EDUCATION AND SOCIAL SERVICES COMMITTEE ON
09 APRIL 2008**

**SUBJECT: SCHOOL INSPECTIONS - MORAY COUNCIL FOLLOW-THROUGH
REPORTS JANUARY – MARCH 2008**

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 report published by Moray Council Educational Services following an earlier school inspection 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 January – March 2008 the Council published one progress report on Portknockie 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 progress report on Portknockie Primary School.

Author of Report: Jim Gibson, Quality Improvement Officer
Background Papers:
Ref: DMD/JR/Reports/Education and Social Services Committee/
09 April 2008/School Inspections - Moray Council
Follow-Though Reports January – March 2008

Moray Council progress report on **Portknockie Primary School** – published January 2008

The original inspection

HMIE published a report on the inspection of Portknockie Primary School in October 2004. This was reported to Educational Services Committee on 24 November 2004. 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. HM Inspectors revisited the school in June 2006 to assess the extent to which the school was continuing to improve the quality of its work, and to evaluate progress made in responding to the main points for action in the initial report. A follow-through report was published (by HMIE) on 3 October 2006.

This is a report on the school's progress, since October 2006, in improving aspects of teaching and arrangements for monitoring and self-evaluation.

Continuous Improvement

- The school had achieved a Silver Eco School award and had applied for a Green Flag award for its work with pupils on environmental issues.
- The school had, with support from the education authority, significantly improved its ICT provision. All classrooms had been fitted with interactive whiteboards with new computers attached. This had led to a more consistent pupil experience in their learning experiences through ICT and had also improved pupil motivation and engagement.
- The school had, with authority support, provided a range of staff development opportunities which were now benefiting provision in the school. These included staff visits to neighbouring schools to observe good practice and training in the use of the interactive whiteboards and in approaches to children working collaboratively.
- Attainment in English language had shown a slight improvement in both reading and writing. Mathematics had improved significantly, with almost all pupils achieving appropriate national levels. More rigorous tracking and discussion of pupil performance had ensured that almost all pupils made appropriate progress from prior levels of attainment.

- The headteacher had been absent from school from January 2007 and only returned to full time work in September 2007. The principal teacher had been acting headteacher during this period. Progress with arrangements for monitoring and self-evaluation had suffered some delay due to these circumstances.
- With the continued support of the education authority and with improved collegiality, the school had the capacity to improve further on its present position.

Progress with the Main Points for Action identified by HMIE:

1. *Improve aspects of teaching.*

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

2. *Establish appropriate arrangements for monitoring and self-evaluation.*

The school had made adequate progress towards meeting this main point for action.

Conclusion

The school and education authority had made good progress in addressing one of the main points for action and adequate progress in meeting the other. The education authority will further engage with the school and produce, in October 2008, a report about the arrangements for monitoring and self-evaluation. Parents will be informed of the progress made by the school.