Appendix 1

HMIE Inspections - Schools

During the period between August 2004 and July 2007, Her Majesty’s Inspectorate of Education (HMIE) published inspection reports in relation to 15 primary schools and 3 secondary schools within Moray. HMIE aims to carry out an inspection in a school within a generational cycle, 7 years for Primary Schools and 6 years for Secondary Schools.

HM Inspectors measure the performance of a school using quality indicators, described in their publication, “How Good is Our School” (HGIOS 2002).

The descriptions within HMIE reports are written using ‘standardised’ language.

In January 2006, HMIE amended their evaluation criteria from 4 levels to 6 levels, making it more complex to interpret trend information.

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>Very Good</td>
<td>Major strengths</td>
</tr>
<tr>
<td>Level 3</td>
<td>Good</td>
<td>More strengths than weaknesses</td>
</tr>
<tr>
<td>Level 2</td>
<td>Fair</td>
<td>Some important weaknesses</td>
</tr>
<tr>
<td>Level 1</td>
<td>Unsatisfactory</td>
<td>Major weaknesses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>Excellent</td>
<td>Provision which is clearly excellent or outstanding and is a model of its type across the range of aspects in the indicator</td>
</tr>
<tr>
<td>Level 5</td>
<td>Very Good</td>
<td>Provision which has major strengths</td>
</tr>
<tr>
<td>Level 4</td>
<td>Good</td>
<td>Provision with important strengths that clearly outweigh areas for improvement</td>
</tr>
<tr>
<td>Level 3</td>
<td>Adequate</td>
<td>Provision where strengths just outweigh weaknesses</td>
</tr>
<tr>
<td>Level 2</td>
<td>Weak</td>
<td>Provision with important weaknesses</td>
</tr>
<tr>
<td>Level 1</td>
<td>Unsatisfactory</td>
<td>Provision which has major weaknesses and is unsatisfactory</td>
</tr>
</tbody>
</table>

Educational Services initiate procedures following receipt of formal notification of an HMIE inspection, which continue through the inspection period to the publication of the report and any future follow up actions and inspections. The procedures provide guideline timescales, although these have to remain flexible in order to satisfy the requirements of the report.

On publication, copies of the HMIE report are issued to staff and parents, Senior Officers, public libraries, members' library and a press release is issued.

Following the publication of the report, the Authority and School meet formally to discuss the outcomes and future actions. An Action Plan is submitted to HMIE following publication and, depending on the report, reviews of progress against Action Plans can be undertaken at 6, 9, 12 and 15-month intervals by
the Lead Officer and the Headteacher. Approximately eighteen months after publication, the Authority submits a final update of the Action Plan. Thereafter, HMIE may arrange a revisit to carry out further inspection processes or to validate the progress against the final Action Plan update. Follow-through reports are either prepared by HMIE following a return visit or prepared by the Authority in consultation with HMIE.

HMIE reports are presented regularly to the Education and Social Services Committee, usually at the first available opportunity following publication.

HMIE provide an evaluation of a school’s performance against some of the Quality Indicators published in “How Good Is Our School”. These indicators are grouped to assess –

- How good are learning, teaching and achievement?
- How well are pupils’ learning needs met?
- How good is the environment for learning?
- Leading and improving the school

Indicators within these groupings are presented in a series of bar charts below, over a rolling 3-year reporting period to provide trend information. The change to a 6-point scale in January 2006 should be noted when scrutinising performance across the authority’s schools.

All schools have action plans, as previously stated, and the sharing of good practice between schools is captured in Quality Improvement Officer meetings and discussions. A summary of the quality indicators referencing the HMIE word scale is provided –

**Combined Quality Indicators Average**

Following the change to the 6-point scale, eight primary school inspections have been undertaken.

To provide an indication of overall performance, fifteen individual quality indicators are averaged to illustrate, Applegrove, Dallas and Cullen Primary Schools exceeded ‘good’, having important strengths with some areas for improvement, falling just below achieving ‘very good’.

Mortlach, Porgordon, Newmill and Kinloss Primary Schools exceeded ‘adequate’, with strengths just outweighing weaknesses. Tomintoul Primary School in all quality indicators has major or important weaknesses identified. Action plans are in place in all schools to address improvement areas.

**How good are learning, teaching and achievement?**

Five quality indicators are included within this grouping assessing the Structure of the Curriculum, the Teaching Process, Pupils’ Learning Experiences, and Pupils’ Attainment in English Language and Pupils’ Attainment in Mathematics.
Appendix 1

Applegrove, Dallas and Cullen Primary Schools achieved ‘very good’, with major strengths having been identified in one or more quality indicators; Mortlach Primary School, in all but one quality indicator achieved ‘good’, having important strengths with some improvements required. At Kinloss Primary School strengths just outweigh weaknesses, in all but one quality indicator where, in terms of the teaching process, ‘good’ was awarded. Newmill Primary School features in the lower ranks, categorised as ‘adequate’ in two quality indicators but ‘weak’ in terms of the structure of the curriculum and pupils’ learning experiences, but somewhat reversed a trend with ‘good’ mathematics attainment. Action plans are in place in all schools to address improvement areas.

How well are pupils’ learning needs met?

Dallas Primary School achieved ‘very good’ with major strengths identified; Applegrove and Cullen Primary Schools have important strengths with some areas for improvement; Mortlach, Portgordon and Kinloss Primary Schools have strengths that just outweigh weaknesses in terms of meeting pupils’ learning needs; Newmill and Tomintoul Primary Schools feature in the lower ranks having important or major weaknesses identified. Action plans are in place in all schools to address improvement areas.

How good is the environment for learning?

Six quality indicators are included within this grouping assessing Pastoral Care, Accommodation and Facilities, Climate and Relationships, Expectations and Promoting Achievement, Equality and Fairness and Partnership with Parents, the School Board, and the Community.

The majority of schools achieved ‘good’ or ‘very good’ in relation to pastoral care.

Six of eight schools have ‘good’ or ‘very good’ accommodation and facilities; Cullen Primary School’s accommodation and facilities are ‘adequate’ with important weakness identified in Kinloss Primary School.

All schools, with the exception of Tomintoul have ‘good’ or ‘very good’ climates and relationships to encourage learning.

Four schools achieved ‘good’ or ‘very good’ in relation to expectations and promoting achievement; Mortlach, Portgordon and Newmill Primary Schools have strengths that just outweigh weaknesses.

In equality and fairness, five of eight schools achieved ‘very good’; Mortlach Primary School achieved ‘good’; and strengths just outweigh weaknesses in Kinloss Primary School.

Partnerships with parents, the school board and the community are ‘very good’ in Applegrove, Dallas, Portgordon and Cullen Primary Schools; ‘good’ in
Newmill Primary School; Kinloss Primary School strengths just outweigh weaknesses; and in Mortlach important weaknesses are evident. Action plans are in place in all schools to address improvement areas.

Leading and improving the school?

Two quality indicators are included within this grouping assessing Leadership and Self Evaluation.

Applegrove, Dallas and Cullen Primary Schools have major strengths in leadership; Kinloss and Mortlach Primary Schools have important strengths with some improvement required. Important weaknesses were identified with leadership at Newmill Primary School.

Self Evaluation at Cullen Primary School was ‘very good’; and in Mortlach, Applegrove and Dallas Primary Schools important strengths with some areas for improvement were identified. Important weaknesses were reported at Portgordon, Newmill and Kinloss Primary Schools. Action plans are in place in all schools to address improvement areas.
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HMIE Inspections of Primary Schools
August 2004 – July 2007

How good are learning, teaching and achievement?
- Structure of the curriculum
- The teaching process
- Pupils’ learning experiences
- Pupils’ attainment in English language
- Pupils’ attainment in mathematics

Structure of the Curriculum

The Teaching Process

Pupils’ Learning Experiences
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HMIE Inspections of Primary Schools
August 2004 – July 2007

How good are learning, teaching and achievement?

Note – HMIE, in January 2006, amended their evaluation criteria from a 4 point scale to a 6 point scale

**Key to 4 Point Scale (before line)**
1 = Unsatisfactory (major weaknesses)
2 = Fair (some important weaknesses)
3 = Good (more strengths than weaknesses)
4 = Very Good (major strengths)

**Key to 6 Point Scale (after line)**
1 = Unsatisfactory (major weaknesses)
2 = Weak (important weaknesses)
3 = Adequate (strengths just outweigh weaknesses)
4 = Good (important strengths with some areas for improvement)
5 = Very Good (major strengths)
6 = Excellent (outstanding, sector leading)
HMIE Inspections of Primary Schools
August 2004 – July 2007

How well are pupils’ learning needs met?
- Meeting pupils’ needs

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5 = Very Good (major strengths)
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HMIE Inspections of Primary Schools
August 2004 – July 2007

How good is the environment for learning?
- Pastoral Care
- Accommodation and facilities
- Climate and relationships
- Expectations and promoting achievement
- Equality and fairness
- Partnership with parents, the School Board, and the community
How good is the environment for learning?

**Climate and Relationships**

- Portknockie PS
- Dyke PS
- Logie PS
- Millbank PS
- New Elgin PS
- St. Thomas PS
- East End PS
- Mortlach PS
- Applegrove PS
- Dallas PS
- Cullen PS
- Tomintoul PS
- Newmill PS

**Expectations and Promoting Achievement**

- Portknockie PS
- Dyke PS
- Logie PS
- Millbank PS
- New Elgin PS
- St. Thomas PS
- East End PS
- Mortlach PS
- Applegrove PS
- Dallas PS
- Cullen PS
- Tomintoul PS
- Newmill PS

**Equality and Fairness**

- Portknockie PS
- Dyke PS
- Logie PS
- Millbank PS
- New Elgin PS
- St. Thomas PS
- East End PS
- Mortlach PS
- Applegrove PS
- Dallas PS
- Cullen PS
- Tomintoul PS
- Newmill PS
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HMIE Inspections of Primary Schools
August 2004 – July 2007

How good is the environment for learning?

Note – HMIE, in January 2006, amended their evaluation criteria from a 4 point scale to a 6 point scale

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**HMIE Inspections of Primary Schools**

**August 2004 – July 2007**

Leading and improving the school?
- Leadership
- Self Evaluation

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**Leadership**

![Bar chart showing Leadership scores for various schools ranging from 0 to 6.]

**Self Evaluation**

![Bar chart showing Self Evaluation scores for various schools ranging from 0 to 6.]

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4 = Good (important strengths with some areas for improvement)
5 = Very Good (major strengths)
6 = Excellent (outstanding, sector leading)
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HMIE Inspections of Secondary Schools
August 2004 – July 2007

Note – HMIE, in January 2006, amended their evaluation criteria from a 4 point scale to a 6 point scale

Key to 4 Point Scale (before line)
1 = Unsatisfactory (major weaknesses)
2 = Fair (some important weaknesses)
3 = Good (more strengths than weaknesses)
4 = Very Good (major strengths)

Key to 6 Point Scale (after line)
1 = Unsatisfactory (major weaknesses)
2 = Weak (important weaknesses)
3 = Adequate (strengths just outweigh weaknesses)
4 = Good (important strengths with some areas for improvement)
5 = Very Good (major strengths)
6 = Excellent (outstanding, sector leading)
Note – HMIE, in January 2006, amended their evaluation criteria from a 4 point scale to a 6 point scale

**Key to 4 Point Scale (before line)**
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4 = Very Good (major strengths)

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4 = Good (important strengths with some areas for improvement)
5 = Very Good (major strengths)
6 = Excellent (outstanding, sector leading)
Note – HMIE, in January 2006, amended their evaluation criteria from a 4 point scale to a 6 point scale.

**Key to 4 Point Scale (before line)**
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3 = Good (more strengths than weaknesses)  
4 = Very Good (major strengths)

**Key to 6 Point Scale (after line)**
1 = Unsatisfactory (major weaknesses)  
2 = Weak (important weaknesses)  
3 = Adequate (strengths just outweigh weaknesses)  
4 = Good (important strengths with some areas for improvement)  
5 = Very Good (major strengths)  
6 = Excellent (outstanding, sector leading)