

## **School Inspections – Her Majesty’s Inspectorate of Education (HMIE) Follow-through Reports**

HMIE published one follow-through report following an earlier school inspection at Keith Grammar School.

When HMIE review the schools and authority’s performance in a follow-through report they use a range of descriptions to evaluate the progress made in responding to the main points for action in the initial report, e.g.

- ‘adequate progress had been made in meeting this main point for action’
- ‘this main point for action had been well met’
- ‘considerable progress had been made with this action point’
- ‘staff had made substantial progress with this main point for action’
- ‘the school had made a promising start to meeting this main point for action’
- ‘a range of developments had been taken to address this main point for action’
- ‘a range of appropriate measures had been taken to address this main point for action’
- ‘the school and the education authority had made very good progress in meeting this main point for action’
- ‘the education authority had fully met this main point for action’

HMIE follow-through report on **Keith Grammar School** – published January 2008

HMIE published a report on the inspection of Keith Grammar School in January 2006. HM Inspectors revisited the school in November 2006 and again in November 2007.

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

***1. Review the curriculum to ensure choices offered to pupils are appropriate and can be successfully delivered by the school and associated outside organisations.***

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

School staff had improved the range of course options available to S4 to S6 pupils. Almost all pupils were now able to opt for their preferred subject choices. The very small number of pupils who did not obtain their first choice were placed on good alternative courses which met their needs. Staff had improved the range of vocational options and pupils choosing these were now required to undertake a rigorous selection process. As part of this useful process, pupils made formal applications and were interviewed by school and college staff. Staff now monitored pupils' course attendance and performance and took prompt and appropriate action when necessary. College and placement staff had provided the school with helpful termly reports on pupils' performance. Pupils taking vocational courses followed a well designed programme on their two days each week in school, and could gain a range of appropriate qualifications. As a result of the improvements made, the work of the school and outside organisations was coordinated more effectively and pupils had better choices.

***2. Involve all staff more effectively in delivering initiatives to improve the school, particularly in relation to attainment and new courses.***

The school and education authority had made very good progress in meeting this main point for action.

Working closely with staff, the headteacher had improved the structure of working parties to more fully address the needs of the school. The senior management team had appropriately consulted and involved principal teachers in making changes to the school timetable. School staff had taken effective steps to reduce the number of classes in which groups of pupils were studying courses at different National Qualification levels. This allowed teachers to focus more closely on meeting pupils' learning needs. School staff had introduced a number of new courses and had made significant changes to the timetable arrangements for pupils following vocational courses. Members of the senior management team had improved their approach to evaluating the quality of the school's provision. They now attended departmental meetings more regularly, and these meetings were being used

to share good practice and discuss learning and teaching. As a result of the improvements made, school staff were now more involved in improving the school, and in ensuring that pupils' needs were met more effectively. Attainment in SQA examinations had improved significantly.

***3. Ensure that all staff use consistent approaches to promoting positive behaviour.***

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

School staff had made a number of helpful improvements to the school's behaviour management policy. They had introduced a successful system of awards which recognised pupils' contribution to the life of the school and acknowledged individual excellence. These awards provided appropriate opportunities for pupils and staff to recognise a wide range of achievements. The number of pupils being sent out of class due to indiscipline had reduced significantly. Behaviour management procedures were being used consistently across the school and senior management and guidance staff monitored their use. Staff and pupils reported significant improvements in behaviour, within classes and around the school. As a result of the improvements made, there was now a more settled learning environment.

***4. Further develop the quality assurance role of principal teachers in order to improve pupils' classroom experiences.***

The school and education authority had made good progress in meeting this main point for action.

Education authority staff had provided helpful training in quality assurance. Principal teachers had worked effectively with a quality improvement officer to develop their awareness of their roles and responsibilities. Members of the senior management team had agreed a common approach to their dealings with link departments. Link meetings were now well focused on departmental quality assurance measures, raising attainment and improving classroom practice. Teachers used departmental meetings consistently well to allow them to evaluate pupils' performance, review assessment information and share good practice. As a result of the improvements made, pupils now had better learning experiences in school.

***5. Ensure senior managers work more closely as a team and with other staff to share best practice and improve further the overall quality of learning and teaching across the school.***

The school and the education authority had made very good progress in addressing this main point for action.

The senior management team now operated as an effective team. The headteacher now shared decision making more effectively and consulted fully with members of his team. All members of the senior management team had clearly agreed remits, which were shared with all staff. Senior management

meetings focused more appropriately on strategic issues. The senior management team now communicated decisions clearly and promptly to teaching staff, and gave staff effective opportunities to respond. Promoted staff visited classrooms to observe learning and teaching. This had resulted in an increased sharing of good practice and had improved pupils' experiences. As a result of the improvements made, the school was now better led, and learning and teaching was more effective.

In conclusion, the headteacher and staff, with the support of the education authority, had made good or very good progress in meeting all of the main points for action. The headteacher and the senior management team had given a clear lead to staff in planning and implementing improvements in the areas identified in the original report. With the continuing support of the education authority, the headteacher and his staff had the capacity to improve the school further. As a result of the overall good progress made, HM Inspectors will make no further visits to the school in connection with the report of January 2006.