



**Kinloss Primary School
The Moray Council
2 June 2009**

We published a report on Kinloss Primary School in June 2007. That report set out key strengths of the school and main points for action. We carried out a follow-through inspection in May 2008 and published a report on that visit in June 2008.

This follow-through report is based on an inspection visit which was carried out in April 2009. It tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents¹. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

A copy of this report has been placed on the HMIE website www.hmie.gov.uk. Where applicable, you will also find descriptions of good practice in the school and analyses of questionnaire returns.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

Contents

1. The school
2. Particular strengths of the school
3. How well do children learn and achieve?
4. How well do staff work with others to support children's learning?
5. Are staff and children actively involved in improving their school community?
6. Does the school have high expectations of all children?
7. Does the school have a clear sense of direction?
8. What happens next?

1. The school

Kinloss Primary School serves the village of Kinloss and the surrounding area. The school roll has fallen significantly since the original inspection in February 2007. The education authority has relocated the reception improving school security.

2. Particular strengths of the school

- Children's awareness of conservation and environmental issues.
- The contribution of staff, children and parents to school improvement.

3. How well do children learn and achieve?

Teachers are making increasing use of the local area to make learning interesting and enjoyable. As a result of their involvement in the garden group, eco activities and the forest schools initiative children show a very good understanding of environmental issues. Teachers now make less use of textbook exercises which has made lessons more interesting and improved the rate of children's learning. Staff now provide more opportunities for children to be actively involved in their learning. At the early stages, children respond well to investigative challenges which encourage them to think and explain their reasoning. Across the stages, children are motivated by their involvement in identifying issues to research and learn more about. Most children tackle unprepared reading texts well and now write at greater length. In the upper stages, they work very well in groups to create and solve practical mathematical problems. Across the school, children undertake a wider range of homework tasks. Children's use of information and communications technology is continuing to develop well. The school now provides two hours of high quality physical education each week. Most children are making good progress and attain appropriate national levels in English language and mathematics. Staff have not yet ensured a consistent rising trend in attainment. They need to make more use of attainment information to ensure that the needs of all children are met fully.

4. How well do staff work with others to support children's learning?

Teachers know children very well and work closely with support staff and outside agencies to support individual children. Staff are now very successful in involving parents in the life of the school. The Parent Council is enthusiastic and well placed to keep parents informed about national developments such as *Curriculum for Excellence*. The introduction of 'chat and chill' events provide a worthwhile opportunity for parents to meet and discuss issues with the headteacher on an informal basis. These events have encouraged some parents to

volunteer to undertake specific tasks to help improve the school. Parents make good use of open afternoons to see the school at work. They make a valuable contribution through their leadership of after-school activities and the organisation of home/school learning packs at P1. The school has growing links with local organisations which are supporting the ongoing development of environmental education.

5. Are staff and children actively involved in improving their school community?

Staff and children make a strong contribution to improving their school. Teachers have worked effectively with staff from other local schools to further develop their skills. They implement new techniques in a well-judged manner to the benefit of children. The headteacher consults staff about priorities for improvement. He provides them with helpful feedback following observation of their work. Staff find this helpful. Children are confident about suggesting areas for improvement. They are proud of their work with staff and parents to achieve in a range of areas. These include gaining an Eco-Schools Scotland Green Flag, the highest award, and a commended award as a Health Promoting School. Children undertake a leading role in the organisation of the school art club, Planet Paint. With very good support from staff, they are working towards an art exhibition and securing an artist in residence.

6. Does the school have high expectations of all children?

Staff continue to have high expectations of children's behaviour to which most respond well. Teachers have raised their expectations of children's attainment, but this is not yet consistent across all stages. Children report that they are clear about who to approach if they have a problem or concern. They feel that staff deal with any issues quickly and fairly.

7. Does the school have a clear sense of direction?

The school shows a clear sense of direction. The headteacher and staff have worked well together to improve the educational experiences of all children. Staff are open to new ideas and further developing their practice. The school is well placed to continue to improve.

8. What happens next?

There is evidence of improvement since the original inspection. The school now performs better overall. Arrangements for evaluating the work of the school are now at a satisfactory level. The school, with support from the education authority, shows a strong capacity for improvement. We will make no further visits in connection with the inspection report of June 2007.

HM Inspector: Anne Park
2 June 2009

To find out more about inspections or get an electronic copy of this report go to www.hmie.gov.uk. Please contact the Business Management and Communications Team (BMCT) if you wish to enquire about our arrangements for translated or other appropriate versions.

If you wish to comment about any of our inspections, contact us at HMIEenquiries@hmie.gsi.gov.uk or alternatively you should write in the first instance to BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Our complaints procedure is available from our website www.hmie.gov.uk or alternatively you can write to our Complaints Manager, at the address above or by telephoning 01506 600259.

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to the SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330, fax 0800 377 7331 or e-mail: ask@spsso.org.uk. More information about the Ombudsman's office can be obtained from the website at www.spsso.org.uk.

Crown Copyright 2009
HM Inspectorate of Education