

**Mosstodloch Primary School
The Moray Council
20 June 2006**

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1. The inspection

HM Inspectorate of Education (HMIE) published a report on the inspection of Mosstodloch Primary School in June 2004. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original HMIE inspection report.

HM Inspectors revisited the school in April 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.

2. Continuous improvement

The school and education authority had improved aspects of the accommodation and facilities. The education authority had put in place an effective secure entry system and improved the heating systems within the school. Pupils had worked with a local artist to produce attractive sculptures to enhance the dining areas. The school had installed an interactive whiteboard in one classroom and staff used this well to promote pupils' learning.

The school had improved the curriculum in a number of areas, including science, writing and reading. School staff had worked effectively to improve pupils' awareness of environmental issues. In recognition of this, the school had been awarded bronze status as an Eco School.

The headteacher, working together with her depute headteacher, had continued to take the school forward. She had successfully involved staff in discussing pupils' progress and had improved the school's arrangements for quality assurance. Education authority staff had provided helpful support and challenge. The headteacher, working together with the education authority, had the capacity to improve the school further.

3. Progress towards meeting the main points for action

The initial inspection report published in June 2004 identified four main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

3.1 Improve attainment in reading and writing.

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

School staff had made effective use of a new reading programme. Teachers now provided more opportunities for pupils to read a wider range of texts and to talk about what they had read. Pupils' attainment in reading had been steady in the last two years and was good overall. The school had revised and improved the programme for writing to give pupils more opportunities to write at length for a greater variety of purposes. These improvements had brought about a small increase in the number of pupils achieving national levels in writing. Teachers had responded well to useful training on the teaching of writing, provided by the

education authority. Staff now shared learning targets in writing more effectively with pupils and used an agreed marking code to offer helpful comments. They encouraged pupils to work in small groups to discuss and improve their written work. As a result of the improvements made, most pupils throughout the school were now achieving or exceeding appropriate national levels in reading and writing.

3.2 Review the timing and use of national assessment issues.

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

The school had devised an effective system to track pupils' progress and monitor their achievements. Teachers used this tracking system well to ensure that their use of national assessments was timed appropriately. Staff systematically recorded their predictions of pupils' progress and made good use of this information to plan pupils' future learning. The headteacher and depute headteacher met frequently with staff to review the progress of individual pupils. As a result of the improvements made, pupils' progress was now monitored and recorded more effectively.

3.3 Ensure that the needs of all pupils are consistently met.

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

The school had extended the range of activities for pupils. These included a well constructed programme of science activities and the development of pupils' citizenship skills through their involvement in the pupil council. Arrangements to identify pupils requiring additional support were now more focused. Class teachers met more frequently with support for learning staff to discuss pupils' progress and plan their future learning. School staff had used information and communications technology more effectively to support pupils. A few pupils now used portable computer devices appropriately to assist them with writing activities. Support for learning staff, working with occupational therapy staff, had promoted effectively pupils' language skills through a programme of daily physical exercise. As a result of the improvements made, pupils' needs were now met more consistently.

3.4 Improve approaches to monitoring learning and teaching to ensure appropriate pace and challenge at all stages.

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

The headteacher now monitored the quality of learning and teaching more effectively. She provided helpful comments on teachers' forward plans and sampled pupils' work as part of a systematic programme. She had visited classes to evaluate the quality of learning and teaching and shared her evaluations effectively with teachers. The headteacher had consulted regularly with pupils to determine their views on aspects of learning and teaching. The headteacher and depute headteacher had provided additional support and challenge to higher attaining pupils to ensure that they progressed at an appropriate pace. As a result of the improvements made, more pupils were achieving national levels of attainment earlier than might be expected.

4. Conclusion

The school, with assistance from the education authority, had made very good progress in addressing the main points for action. As a result, no further visits to the school will be made by HM Inspectors in connection with the inspection report of June 2004.

Robert D Barfoot HMI
District Inspector

20 June 2006

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