Community Services: Education

Follow-through Inspection of Dunoon Primary School Argyll and Bute

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Follow-through Inspection of Dunoon Primary School

1. The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on Standards and Quality in Dunoon Primary School in April 2005. Working with the school, the education authority prepared and made public an action plan in June 2005 indicating how they would address the main points for action identified in the original HMIE inspection report.

Arrangements in consultation with HMIE require that a follow through report is completed within two years of the initial report and, in the case of Dunoon Primary School, this is the responsibility of the education authority.

A member of the education authority’s Quality Improvement Team visited the school prior to the publication of this report to carry out a follow-through inspection. This visit assessed the extent to which the school had continued to improve the quality of its work, and evaluated progress made in responding to the main points for action in the initial report.

2. Continuous Improvement

Under the very effective leadership of the head teacher and the hard work and commitment of all staff, the school had continued to improve in key areas of its work.

Continuing good practice was evident through the school’s very effective approaches in taking forward the development of Our Learning Culture, a key initiative of the education authority. Staff were developing further their own reflective practices and visiting other classes to observe very good practice in specific curricular areas. These activities had supported improvements in teaching methodology and approaches. In addition a number of staff have participated in three-day courses on cooperative learning during their holiday periods.

One teacher participated in an authority led pilot on challenging able pupils through the use of the Thinking Actively in a Social Context (TASC) model. Pupils benefited from working together to solve problems and think creatively.

The school continued to provide opportunities for pupils to work together through a range of enterprise activities. It received an Argyll and Bute Education Award for “Working Together”.

Learning and Teaching Scotland visited the school to record examples of best practice across three areas of the school’s work.
3. **Progress Towards the Main Points for Action**

The initial inspection report published in April 2005 identified three 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 The school and education authority should address the accommodation issues referred to in this report.

The school and education authority had made some progress towards meeting this main point for action.

A personal care suite had been located on the ground floor and building maintenance work relating to health and safety had been carried out.

Work is currently progressing on an alternative main entrance and office suite that will ensure better access for people with disabilities. After the completion of this work the ground floor of the school will be accessible to all users and office staff will be able to welcome visitors at ground floor level.

### 3.2 The school should provide additional opportunities for pupils to work together and learn from each other.

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

Teachers consistently shared learning intentions with pupils. Pupils had opportunities at the end of lessons to discuss what they had learned and the next steps in their learning. They were involved in assessing their own work and the work of their peers. Pupils were more confident and more actively involved in their learning.

### 3.3 The school should continue to develop pupils’ computer skills.

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

Interactive whiteboards had been purchased for all stages and the learning centre. Staff had successfully undertaken training on integrating Information Communication Technology (ICT) across the curriculum. Pupils’ learning was being enhanced by more effective use of ICT.

Every class had a digital camera and pupils recorded the work of their class. Activities and tasks were photographed and displayed on the plasma screen located in the entrance of the school. This development
promoted a positive ethos and effective partnerships with parents and carers.

One class communicated with a group of pupils in another school in the authority through the use of an online diary. This activity enabled pupils to develop further their ICT skills and share their work and experiences with a wider audience.

4. Conclusion

Overall, the school, with the support of the education authority has made very good progress in meeting two of the main points for action and some progress in the remaining point contained in the report of April 2005.

Community Services: Education will continue to monitor the work of the school as part of its procedures for ensuring quality.

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