



Community Services: Education



Follow-through Inspection of Gigha Primary School Argyll and Bute

Published June 2007

Follow-through Inspection of Gigha Primary School

1. The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on Standards and Quality in Gigha Primary School in June 2005. Working with the school, the education authority prepared and made public an action plan in September 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 Gigha 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 was continuing 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 with the hard work and commitment of staff and the island community, the school had continued to improve in key areas of its work.

Continuing good practice was evident through the school's very effective work in education for sustainability. The school had gained a bronze Eco Schools Award and was well placed to achieve the silver award. Through an ongoing biodiversity project in partnership with the island's Achamore Gardens, pupils had been involved in designing and creating a public wildflower garden that could be enjoyed by the whole island community.

The school had also continued to improve in its efforts to encourage pupils to make healthy choices and become more active. Pupils were encouraged to eat healthily at lunch and snack times. Fresh fruit and chilled drinking water were made available for all pupils on a daily basis. In addition, an after school keep fit club had been established and had been well attended by pupils. The school was well placed to attain Health Promoting School status.

3. Progress Towards the Main Points for Action

The initial inspection report published in June 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 should continue to extend the feedback given to pupils on their work, including next steps for learning.

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

Teachers had continued to develop new approaches to assessing pupils' progress. These included giving pupils quality written and verbal feedback on their work that focused on what they had done well and what they could do to improve. Pupils were also involved regularly in setting and reviewing targets for areas of their own work and personal development. Commendably, pupils were also becoming skilled in evaluating the work of their peers.

These approaches had led to improved expectations of both teachers and pupils. Attainment in English language and mathematics had continued to be very good.

3.2 The school should improve arrangements for play in P1 and P2.

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

Children in the pre-school class and pupils in P1 and P2 were benefiting from very effective opportunities to develop their learning and social interaction through play.

Teachers had reviewed the use of space within the school and had created a stimulating and attractive area for active play within the existing general-purpose room. They had also carried out a thorough review of the early stages curriculum in order to identify more opportunities for pupils to learn through play.

3.3 The education authority should address issues relating to accommodation as highlighted in the report.

The education authority had made good progress towards meeting this main point for action.

In order to accommodate the increasing numbers of pupils, the education authority was in the process of adding an extension to the school. On

completion, the overall environment for learning and teaching will be much improved, providing a safe, stimulating and pleasant environment for all.

4. Conclusion

The school, with the support of the education authority had made very good progress in meeting two of the main points for action. The education authority had made good progress in addressing issues relating to accommodation.

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

**Douglas Hendry
Director of Community Services: Education
Argyll and Bute Council
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