



## **Community Services: Education**



# **Follow-through Inspection of Lismore Primary School Argyll and Bute**

Published January 2007



## **Follow-through Inspection of Lismore Primary School**

---

### **1. The Inspection**

Her Majesty's Inspectorate of Education (HMIE) published a report on Standards and Quality in Lismore Primary School in October 2004. Working with the school, the education authority prepared and made public an action plan indicating how they would address the main points for action identified in the original HMIE inspection report.

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

Members 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 in responding to the main points for action in the initial report.

### **2. Continuous Improvement**

Under the effective leadership of the head teacher, and with the strong commitment and teamwork of the staff, the school had continued to improve in key areas of its work.

Continuing good practice was evident in improvements that have been made in the development of facilities for outdoor learning. Through a partnership with Scottish Natural Heritage a pond area had been developed by the pupils for environmental education. A greenhouse and a poly tunnel have been developed as part of the school's enterprise development and produce grown is used for school meals. Playground facilities have been further enhanced by the provision of a variety of play structures such as a playhouse, large apparatus for the use of pre school and playgroup children, and by benches for quiet reflection in the garden area. An additional paved area has been provided for specific outdoor activities, such as New Age Kurling, and a wildlife pond has recently been completed. Parents are assisting in an upgrade of the football pitch.

The head teacher and the island community have worked hard to provide a wide range of after school activities available for the pupils on the small island. These activities, using local expertise, include archaeology, geology, composing music and silversmithing. This development has further enhanced the links that the school has with its community.

The head teacher linked with the Active Schools programme to take forward a playground buddying initiative. This initiative has further enhanced the positive and supportive ethos of the school.

### **3. Progress Towards Addressing the Main Points for Action**

The initial inspection report published in January 2005 identified five 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 Further develop curricular programmes in aspects of English language, mathematics and social subjects to ensure the systematic development of pupils' skills.**

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

The staff had worked together to revise the language programme and associated planners in order to ensure a progressive and cohesive approach to language development. These planners were now also being used successfully in a number of other primary schools.

Pupils' skills in listening and talking had improved as a result of increased opportunities for listening and discussion across a wide range of curricular areas. In particular drama and personal and social development activities had been used to enhance pupils' skills in discussion.

The revised writing programme provided very good opportunities for pupils to write for a wide range of purposes. Pupils at the upper stages demonstrated the ability to write at sufficient length on a number of occasions. The development of a writing folder enabled pupils to be involved along with the teacher in monitoring their progress in writing.

Pupils demonstrated confidence in the use of surveys and questionnaires to collate data across a variety of curricular areas.

Teachers had placed a greater emphasis on the explanation and approaches to problem solving. Pupils now demonstrated increased confidence in addressing problems, which were presented in a variety of curricular areas. Staff successfully used a 'mathematics wall' in the classroom to motivate and interest pupils in problem solving challenges and mathematics topics for group discussions. Tasks set for mathematics were now planned to be matched more appropriately to pupils' learning needs.

In environmental studies, teachers had reviewed the education authority's programmes for social subjects and adapted materials to suit the particular needs of the pupils in the school. Pupils had good opportunities to learn about and investigate a wide range of topics at appropriate levels. As a result pupils' skills in investigation had improved.

### **3.2 Ensure consistently high quality learning and teaching.**

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

Following guidance from the education authority, staff had worked hard to make effective use of approaches which promoted a consistently high quality of learning and teaching. Staff regularly shared learning intentions with pupils and involved them in assessing how successful they had been in their learning. They had introduced a variety of strategies to ensure that pupils were actively involved in the learning process. Constructive feedback ensured that pupils were clear about their next steps in learning.

Staff had improved their approaches to planning to ensure that pupils experienced a balanced curriculum in line with 5-14 guidance. Tasks set were well matched to pupils' needs, and the pace of learning and level of challenge were good.

The addition of purpose built benching for computers had improved pupil access to computer facilities and also freed space for other activities in the classroom.

### **3.3 Give pupils more opportunity to work together on aspects of English language and mathematics and develop more challenging activities for some pupils across the curriculum.**

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

Staff had created more opportunities for challenging activities to motivate groups and individual pupils through the development of revised programmes of work and of cooperative learning opportunities. Whole school discussion and the head teacher's monitoring processes had supported a greater focus on ensuring challenge for all pupils. In language, traditional resources had been used in an innovative way to develop group thinking skills and discussion work. The head teacher had allocated finances to purchase games which involved pupils in working together and supported the development of talking and listening skills through mathematics activities.

The school had reviewed its homework practice and policy to include more challenging and motivating experiences. Parents were now more involved in their children's education by involvement in the Homework Challenges. The Star Writer Scheme motivated pupils to write creatively and enthusiastically as part of their homework programme.

The head teacher provided a focus on ensuring challenge for pupils of all abilities as part of the school's monitoring programme. Regular discussions with staff and effective classroom monitoring ensured that all pupils' learning needs were addressed.

### **3.4 Involve individual pupils more fully in evaluating their work and understanding and planning their next steps in learning**

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

As part of the systematic development of revised approaches to assessment throughout the school, pupils had been given increased opportunities to evaluate their own work and that of their peers. Pupils had begun to develop their own criteria for evaluating the success of their learning. Overall, pupils demonstrated a better awareness of self-evaluation techniques and an increased ability to identify their own targets and next steps in learning. Plenary sessions were a regular part of ongoing review in the classroom. The school had piloted personal learning planning through the use of target diaries and staff were now developing this initiative further through use of a computer based package. Parents were now more directly involved in discussing progress and next steps in their children's learning.

### **3.5 Monitor pupils' progress, attainment, learning and teaching systematically and involve staff, parents and pupils more fully in self-evaluation.**

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

Working closely with the staff, the head teacher had prepared and implemented a policy for monitoring and evaluating the work of the school. Staff were now working effectively together to monitor pupils' progress and the quality of learning and teaching. The positive climate established in the school supported staff in the development of self-evaluation skills. The head teacher and staff worked closely together to predict levels of attainment for individual pupils and in monitoring pupils' progress. Staff made effective use of opportunities provided to discuss pupils' progress, share good practice and identify further experiences to enhance the learning and teaching experiences of the pupils.

Through the effective use of the target diaries, and more recently the computer-based personal learning planning system, pupils were now engaged in evaluating their progress systematically and in identifying their next steps and targets.

The head teacher proposed to continue to involve parents more fully in this process and had taken steps to involve parents in the personal learning planning process.

## **4. Conclusion**

The school, with the support of the education authority, has made good progress in meeting all of the main points for action contained in the report of October 2004.

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**  
**January 2007**