



Community Services: Education



Follow-through Inspection of Luss Primary School Argyll and Bute

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Follow-through Inspection of Luss Primary School

1. The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on Standards and Quality in Luss Primary School in May 2005. Working with the school, the education authority prepared and made public an action plan in October 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 Luss 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. The 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 with the hard work and commitment of staff and the community, the school had continued to improve in key areas of its work. A new head teacher was appointed in May 2007 and she was building on the good work undertaken by the previous head teacher to ensure continuous improvement.

Continuing good practice was evident through the school's very effective work in education for sustainability. The school had gained its second Eco School Green Flag. Pupils had been actively involved through activities related to water conservation, water pollution, planting an orchard and constructing a poly tunnel.

The use of innovative cross-curricular approaches to topic work was enhancing pupils' learning. A "Growing" project was introduced to promote cross curricular learning and in light of a Curriculum for Excellence.

3. Progress Towards the Main Points for Action

The initial report published in May 2005 identified three main points for action. This section evaluates the progress made with each of the action points and resulting improvements for pupils and other stakeholders.

3.1 The school should further improve pupils' attainment in English language and mathematics

The school had made good progress with this point for action.

Pupils' attainment in English language and mathematics had improved. Most pupils were now achieving the appropriate national levels in writing and mathematics and almost all pupils were attaining these levels in reading. Staff had developed the programme of activities in English language to include more opportunities for cross-curricular work. Pupils now performed well in a greater variety of writing and reading tasks. At Primary 1 to Primary 3 stages pupils were developing their writing skills through play contexts. At Primary 4 to Primary 7 stages writing skills were enhanced by use of drama and ICT activities. Teachers' participation in staff development on teaching aspects of English language and mathematics had improved the quality of pupils' learning experiences in these aspects.

3.2 The school should continue to develop a systematic approach to self-evaluation

The school had made very good progress with this point for action.

Teachers had revised their planning and assessment procedures in order to evaluate and record success of their own teaching as well as pupils' progress and next steps for learning. The results of these evaluations were having a positive effect on the quality of learning and teaching.

The head teacher had adopted a systematic and rigorous approach to monitoring and evaluating the quality of learning and teaching. Staff had a clear overview of the progress of individual pupils and used this information to plan appropriate tasks and activities which met pupils' needs. They worked closely together to support the development of self-evaluation skills. Staff made effective use of opportunities to discuss pupils' progress, share good practice and identify further experiences to enhance pupils learning.

Through the development of personal learning planning, pupils and parents were involved in the process of self-evaluation. Their contributions were an integral part of planning to meet pupils' learning needs.

3.3 The school and education authority should improve aspects of the accommodation

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

Access from the school building into the grounds had been improved to make it safer.

Improved opportunities for pupils to develop their physical skills had been provided by implementing a programme of activities, including trampolining, badminton, and athletics at the Meadow Centre in Dumbarton. Pupils now had opportunities to take part in swimming and curling to extend their physical development.

4. Conclusion

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

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

Douglas Hendry
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Argyll and Bute Council
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