

Argyll and Bute Council  
Community Services : Education



Follow Through Report on the Inspection  
of Strone Primary School

Inspection: March 2007

Date of Publication: 12 June 2007



HMIE published a report on Strone Primary School in June 2007. That report set out key strengths of the school and main points for action.

This follow-through report tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action within the inspection report.

First we focus on changes in the core work of the school. We explain how the school has improved the ways in which it helps children to learn and benefit from being at the school. Next we look at the key processes, which enable this to happen, including the involvement of parents<sup>1</sup>.

This report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

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Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

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## **1. The school**

Strone Primary School is situated in an elevated position commanding views of Loch Long, the Holy Loch and the Firth of Clyde. The school serves the villages of Strone, Kilmun, Blairmore and Ardentinny-known as the Shore Community.

The school is well maintained with bright, attractive teaching areas and grounds. Since the publication of the HMIE report the school has been upgraded in accordance with Disability Discrimination Act requirements.

## **2. Particular strengths of the school**

- Friendly, courteous and very well-behaved pupils, mutually respectful relationships between staff and pupils and the quality of staff teamwork.
- Pupils' enthusiasm for learning, their readiness to set and achieve personal targets and their effective use of information and communications technology.
- The quality of pupils' attainment and their wider achievements.
- The commitment of pupils and staff to healthy lifestyles and to sustainable development of their environment.
- The head teacher's leadership.

### **3. How well do children learn and achieve?**

Children are confident and all are making very good progress. They are keen to learn and enjoy their lessons. Children have regular opportunities to work together and share ideas.

Pupils continue to be actively involved in their learning. They frequently use the outdoor environment to provide real life contexts that help to develop their understanding and skills.

Pupils' skills in the use of ICT continue to be very well developed. They use technology to research information, prepare powerpoint presentations, develop slideshows, create animations, display their work and photographs and use email to correspond with others.

Children work very well together, in pairs and in groups.

The school continues to support pupil wider achievements and encourages participation in a wide range of clubs and activities in the local area.

### **4. How well do staff work with others to support children's learning?**

Staff continue to work very effectively as a team and with other agencies to fully support children's learning. They continue to ensure that planned activities are carefully matched to the individual needs of all pupils.

Across the school children know what they need to do to improve and continue to set themselves targets as part of their personal learning plan.

Staff have opportunities to share good practice and to work together to evaluate and improve their teaching and pupils' learning experiences.

Children's learning continues to be enhanced by the input and support of a variety of sources and individuals within the local community. These include: Scottish National Heritage Trust, Loch Lomond and Trossachs National Park Rangers, Active Schools, the Scottish Chamber Orchestra and the local police officer.

A very good example of this effective partnership working is the support offered by staff at Ardentenny Outdoor Centre. Pupils from P4 – P7 attend the centre each year for a half day's activity. The P1-3 pupils benefited from a talk about kayaking from one of the Centre's instructors that included the opportunity to handle and sit in kayaks.

#### **5. Are staff and children actively involved in improving their school community?**

Children have very good opportunities to influence and improve the work of the school and its environment.

All pupils in P6-P7 have been trained as playground buddies and have responsibility to promote the school's approach to fun activities in the playground.

Children from P7 are elected by their peers to act as House Captains. This role gives pupils a range of responsibilities including, managing the Buddy system, organising aspects of the work of the Eco Committee and issuing a termly newsletter to pupils and their families. As part of the whole school topic this term House Captains will be organising the mini Highland Games Day at the end of June.

The Pupils' Committee organise various activities throughout the year e.g. Bring and Buy Sale, No Uniform Day, Pet Day etc.

Pupils on the Eco Committee take responsibility for keeping the playground litter free, recycling paper from classrooms and the office and other aspects of sustainable education.

Parental volunteers help pupils from P4 and P5 to maintain the garden area and tubs.

All pupils are provided with opportunities to develop enterprising skills throughout the year. A good example of this work was a recent activity organised by P4 and P5. Pupils organised and prepared the sale of toast and smoothies to other pupils and staff in order to raise funds for their link school in Malawi and fund the adoption of a snow leopard.

## **6. Does the school have high expectations of all children?**

Staff continue to set high expectations for children's attainment and wider achievement. Pupils are provided with regular feedback on their work and next steps are discussed and agreed with teachers. Most recently, pupils have been developing their understanding of how to become successful learners, confident individuals, responsible citizens and effective contributors.

The school continues to further develop and maintain its strong links and involvement with the local community. A recent project involved pupils in developing an area of waste ground in Strone village and an ongoing project is their work on the restoration of the mausoleum at Kilmun/St Munn's Church. This has supported pupils in developing their skills as effective contributors and responsible citizens.

The school continues to recognise and celebrate children's successes and achievements at assemblies, in newsletters and with medals and

photographs displayed on the Achievement Wall and around the school.

## **7. Does the school have a clear sense of direction?**

Staff continue to provide a high quality education for all pupils through a broad and balanced curriculum and are effectively developing aspects of Curriculum for Excellence.

The very effective leadership of the head teacher and the staff's support and commitment ensure that the work of Strone Primary has clear vision and direction. Plans for improvement are appropriate and identify a clear set of priorities. Staff meet regularly to discuss their work and how they can continue to develop the work of the school.

## **8. What happens next?**

As a result of the continued strong record of improvement and the very effective leadership of the head teacher, the school has demonstrated a strong capacity to continue to improve.

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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