



## Community Services : Education

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## Follow-through Inspection of North Bute Primary School, Argyll and Bute

Published June 2004



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**1. The Inspection**

Her Majesty's Inspectorate of Education (HMIE) published a report on Standards and Quality in North Bute Primary School in August 2002. Working with the school, the education authority prepared and made public an Action Plan in September 2002, indicating how they would address the main points for action identified in the original HMIE inspection report.

New arrangements have been introduced for the follow-through inspection process. Responsibility for preparing the progress report for parents and carers has been passed to 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 has 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 good leadership of the head teacher, and with the strong commitment and teamwork of all staff, the school had improved in key areas of work.

It continues to have a very positive ethos and to feature in local and national achievements and competitions. The head teacher and staff had worked hard to maintain very good relationships with the pupils, parents, the School Board and parent teacher association (PTA).

Staff continued to build on progress in assessment and had undertaken training in Assessment is for Learning procedures. They had implemented new approaches to assessing pupils' progress throughout the school. Further developments in Assessment is for Learning were given a high priority in the school's Improvement Plan.

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

The inspection report published in August 2002 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 stakeholders.

#### **3.1 *The school should continue to develop the programme for writing to improve pupils' attainment.***

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

It had reviewed its policy and practice in writing and an improving writing policy had been implemented. The policy provided detailed information on methodology, content and outcomes specifically for the teaching of writing. It also made reference to punctuation, grammar and handwriting.

The school had adopted a more systematic approach to the teaching of writing and had purchased new resources to support teaching in this curricular area. This had ensured consistency across the school and continuity and progression from stage to stage.

Each class had a 'Writing Wall' where pupils' work was displayed. Teachers praised good work in writing and handwriting both verbally and in written comments. In some cases Certificates of Achievement had been awarded and pupils were proud to have these displayed within the school. Some recent pieces of pupils' work were identified by HMIE as examples of particularly good practice.

The classroom assistant was deployed in some classes to provide very helpful additional support to individual pupils.

#### **3.2 *Staff should carry out the planned review of the environmental studies programme.***

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

It had reviewed the environmental studies programme and had published and implemented a revised programme for science and social subjects. This programme provided a clear framework of topics for both science and social subjects.

Staff had implemented the Argyll and Bute 5-14 revised science programme. The school had purchased new resources to support the teaching of this curricular. Teachers were more confident in teaching science and had found the new resources helpful when planning lessons. It had introduced the new Argyll and Bute social subjects topic outline and support sheets.

Pupils had developed skills in enquiry and investigation and staff had provided opportunities for the development of informed attitudes. Pupils' scientific skills had been greatly improved as a result of increased experiences in science activities.

**3.3 *Staff should implement assessment procedures for each area of the curriculum.***

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

Staff had reviewed their procedures for assessing each area of the curriculum. They had developed and implemented assessment procedures for environmental studies and expressive arts.

Assessment procedures were now in place for all curricular areas.

Following appropriate training, all staff had implemented the Argyll and Bute Profiling and Reporting System.

This system enabled teachers to record each pupil's progress in all curricular areas as well as their attainments in national tests. It also helped to ensure the early identification of pupils who would benefit from additional support for learning. Staff were more confident that assessment procedures were helping them to identify more accurately the next steps in pupils' learning.

**4. Conclusion**

Overall, the school, with the support of the education authority, had made very good progress in meeting all of the main points for action contained in the report of August 2002.

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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