



Community Services: Education



Follow-through Inspection of Ardrishaig Primary School Argyll and Bute

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Follow-through Inspection of Ardrishaig Primary School

1. The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on Standards and Quality in Ardrishaig Primary School in March 2006. Working with the school, the education authority prepared and made public an action plan in May 2006 indicating how they would address the main point 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 Ardrishaig 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 was continuing to improve the quality of its work, and evaluated progress made in responding to the main point for action in the initial report.

2. Continuous Improvement

Under the very effective leadership of the head teacher, and with the strong commitment and support of staff, the school had continued to improve in key areas of its work and promote pupils' wider achievements. The school had gained a second Eco Schools (Scotland) green flag and had been accredited recently with the highest level as a Health Promoting School.

Senior pupils continued to develop valuable relationships with elderly members of the community through organised events in school and at the local residential home. Pupils had developed further skills of enterprise by organising successful fund-raising events to enable a Malawian teacher to visit Mid Argyll for two weeks and visit the school. This link had continued and children were now raising funds that would contribute to the building of a library in a school in Malawi.

A highly effective school website now provided parents and the wider community with information on many aspects of the work of the school. A particularly effective use of the website was an online diary (blog) of a bird box situated in the school grounds. A video camera had been installed in the box, providing live pictures to the school, which in turn offered several opportunities for imaginative lessons. Further improvements had been made in the integration of Information and Communications Technology (ICT) into learning and teaching and an interactive whiteboard had been installed in

most classrooms.

In order to develop further the very good work that had been undertaken in supporting the emotional wellbeing of all pupils, a dedicated library had been resourced with a range of books that were available to both pupils and parents.

3. Progress Towards Meeting the Main Points for Action

The initial inspection report published in March 2004 identified one main point for action. This section evaluates the progress made with that action point and the resulting improvements for pupils and other stakeholders.

3.1 Increase the opportunities for pupils to take more responsibility for organising their own learning experiences.

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

Pupils were now being given increased opportunities to take more responsibility for organising their own learning experiences. Personal Learning Plans (PLPs) were now embedded across the school and provided information on pupils' current level of attainment, next steps and how those steps would be achieved. Parental workshops on PLPs had been organised and pupils now accompanied their parents to the biannual parents' nights, where they contributed to discussions on their learning.

Classes were now taking responsibility for planning and delivering whole school assemblies. The first assembly of each month reflected spiritual development and covered themes such as Remembrance and life cycles. The second assembly of the month focussed on achievement and provided the selected class with the opportunity to describe their learning experiences over the previous month.

A Study Skills Programme had been devised, which supported Primary 7 into secondary transition and offered advice to parents on how best to support their children. The programme, undertaken during the last term of Primary 7, provided advice on managing study time, learning styles and note taking.

Class teachers had attended a three day Cooperative Learning Academy, organised by the authority and cooperative learning techniques were now being incorporated into elements of daily classroom practice.

4. Conclusion

The school, with the support of the education authority, has made very good progress overall in meeting the main point for action contained in the report of March 2006.

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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