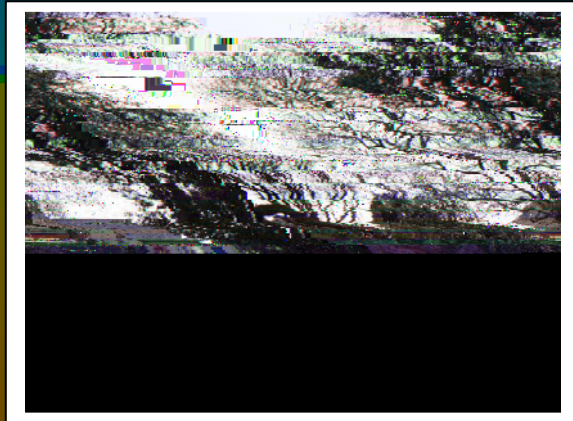


Community Services: Education



Follow-through Inspection of Lismore Primary School Argyll and Bute

Published January 2007

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

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

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