



Community Services: Education



Follow-through Inspection of Arinagour Primary School Argyll and Bute

Published October 2006

Follow-through Inspection of Arinagour Primary School

1. The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on Standards and Quality in Arinagour Primary School in October 2004. Working with the school, the education authority prepared and made public an action plan in November 2004 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 Arinagour 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. 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 points 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 both the school and island communities, the school had continued to improve in key areas of its work.

Continuing good practice was evident in the improvements that had been made to pupils' experiences in music. With the very good support of the music instructor, all senior pupils had learned to play either the fiddle or accordion to a high standard. At the invitation of the Scottish Fiddle Orchestra, the pupils had performed confidently to an audience of over 2500 in the Royal Concert Hall in Glasgow. The head teacher now planned to enhance further the pupils' experiences by establishing a recorder ensemble group and introducing chanter tuition.

To celebrate World Book Day pupils had worked collaboratively with a well-known local author in order to write and publish their own book. Pupils were involved in daily editorial meetings with the author who supported them through each stage of the book's production. Pupils used their skills in Information and Communication Technology (ICT) and art and design to illustrate the book very effectively.

The head teacher and island community, supported by Active Schools staff had worked hard to provide a very good range of physical activities for pupils.

These activities included the establishment of a sailing club and opportunities for pupils to participate in canoeing, climbing and orienteering.

3. Progress Towards the Main Points for Action

The initial inspection report published in October 2004 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 other stakeholders.

3.1 The education authority should take account of the need to improve aspects of the accommodation.

The education authority had made limited progress towards meeting this main point for action.

Major repairs to the school roof had been undertaken and the Council planned to make further improvements to the school accommodation and school kitchen in the near future.

3.2 The school should take account of the need to give pupils experience of gymnastics and dance and more appropriate experiences for P1 and P3 pupils in aspects of social subjects.

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

With the support of a specialist teacher, the school had reviewed and made improvements to the programme for physical education (PE). New resources for gymnastics had been bought and a new storage facility for this equipment had been created. Pupils benefited from participating in more dance activities through the improved PE programme and also in an after school club led by the classroom/clerical assistant.

The school had reviewed its programme for social subjects. Teachers ensured that pupils in the early stages were developing their skills and knowledge in topic work and were engaged in activities that were appropriate to their levels of ability.

3.3 The school should take account of the need to further develop the use of self evaluation with staff, involve pupils more in sharing learning targets and in making improvements to the school.

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

Teachers had revised their planning formats in order to evaluate and record on a regular basis the success of their own teaching as well as of pupils' learning. The results of these evaluations were having a positive effect on learning and teaching.

Through the effective use of target diaries, all pupils were now engaged in setting and reviewing targets for aspects of their learning. Pupils were responding well to the regular opportunities to evaluate and discuss their work with others.

Pupils had a greater voice in making improvements to aspects of the life of the school that affected them directly. Examples of their contributions included ordering and looking after playground equipment, choosing healthy snacks and producing interesting and motivating story packs for senior pupils.

4. Conclusion

The school, with the support of the education authority has made very 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
October 2006

