
**West Dunbartonshire Council
Educational Services
Follow-through Inspection of
Bonhill Primary School**



1. The Inspection

HM Inspectors (HMIE) published a report on standards and quality in Bonhill Primary School in January 2010. In March 2010 West Dunbartonshire Council in collaboration with the school prepared and published an action plan indicating how they would address the point for action in the HMIE report within a two-year period.

West Dunbartonshire Council Quality Improvement Service 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 original report.

2. Continuous Improvement

The report published in January 2010 noted as a particular strength of the school the headteacher's leadership. This quality leadership had enabled the school improve teaching and have a clear sense of direction through focussed self-evaluation. Leadership had been developed at all levels across the school. The staff had high expectations and rigorously tracked attainment; this had resulted in clear targets for improvement for the school and for individual pupils. Children's achievements were celebrated and they were given opportunities to experience a wide range of experiences in sports, arts, citizenship and the world of work. All staff felt developed and supported and in turn they supported colleagues within and outwith the authority through sharing their practice. Parents felt involved and consulted at all stages of school developments and were fully committed to the improvement agenda within the school.

The school is very well placed to sustain and build on the effective developments achieved.

3. Progress towards the main point for action

The initial inspection report published in January 2010 identified three points for action. This section evaluates the progress made in these action points and the resulting improvements for pupils and other stakeholders.

HMIE agreed the following areas for improvement with the school and the education authority.

3.1 Continue to raise attainment in English language and mathematics

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

The school had built on the high standards that were evident at the time of the HMIE inspection. Assessment procedures employed in English and mathematics ensured that pupils knew where they had strengths and what their next steps in learning were, pupils talked clearly about their learning and what achievements they were proud of. Higher order reading skills were being developed and this was enabling pupils to apply their learning in literacy to all areas of the curriculum. Setting in mathematics was enabling all pupils to be challenged appropriately and to be supported in their learning. Children had many opportunities to experience outdoor learning in all curricular areas; this is an area of good practice. ICT was embedded across the curriculum at all stages and was a major strength of the school. Teachers carefully tracked and monitored the academic progress of pupils and attainment across the school was high. The learning needs of individuals and of groups of pupils were met and the curriculum was altered to suit pupils' needs.

3.2 Build on the existing good practice in learning and teaching to ensure that tasks provide all children with a suitable level of challenge.

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

The staff had reviewed and amended aspects of learning and teaching to ensure that prior learning was acknowledged and that children experienced progression, depth and challenge in their learning. Active learning and co-operative learning developments were ensuring that pupils' learning experiences were motivating them and giving them the skills to be independent learners. The headteacher and staff took the opportunity when moving to the new school to review all practice and to ensure that the expectations of teachers and pupils were high. Staff have shared practice, engaged in quality professional developments, reflected on their own practice and challenged and supported each other. This has had an impact on learning and teaching across the school which is at times exciting and sector leading. New planning, tracking and monitoring procedures have ensured that the needs of all pupils are met and that all pupils are challenged and have opportunities to achieve and progress in their learning

3.3 The headteacher should work with children, staff and parents to review the school's vision, values and aims in preparation for moving to their new school in 2010.

The school had met this point for action.

The school vision, values and aims had been reviewed and it is evident in the school that everyone continues to strive for the best for children through reflective practice and offering the children as many learning opportunities as possible. Partnership with parents is strong and the school's partnership with other agencies had enhanced learning within the school.

All staff, including the kitchen staff, supported the children in their learning. Everyone in the school shared the values of the school. Staff see it as their responsibility to ensure that their professional development and professional reflection make Bonhill a continually improving school. There is strong leadership from the headteacher and the depute, supported by the principal teacher and all staff, teaching and non-teaching in the school.

4. Capacity for Improvement.

The school had made very good progress on the points for action as outlined in this report.

The headteacher, depute and all staff in the school had worked together to ensure that developments were evaluated, that self evaluation was embedded and that the findings from evaluations were used to inform next steps. Children were involved in their learning; they understood their learning needs and knew what made them effective learners. Parents were fully informed and involved in all aspects of school life. The collegiate approach of the staff to improvement had ensured a consistency of approach and shared high standards of expectation. All staff played an effective part in meeting the needs of pupils, in celebrating success and in the development and recognition of the wider achievements of pupils.

The leadership of the headteacher and depute combined with the dedicated involvement and commitment of all members of staff had ensured continuous improvement in all aspects of school life. The school is very well placed to continue this work.

5. Conclusion

With effective support from West Dunbartonshire Council Quality Improvement Service, Bonhill Primary School had responded in very well to the recommendations of the HMIE report. The headteacher and staff had improved pupils' attainment and had taken the existing good practice in learning and teaching to a higher level that challenged pupils and engaged them in their learning. All staff had been fully involved in the development of the action plan and had worked very hard to support the headteacher to undertake the recommendations within the agreed timescale. The school was very well placed to continue the improvements achieved to date.

A handwritten signature in black ink, reading 'Terry Lanagan', followed by a vertical line.

Terry Lanagan
Executive Director of Educational Services
August 2011