

1. The Inspection

HM Inspectors (HMIE) published a report on standards and quality in Knoxland Primary School in June 2009. In October 2009 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 June 2009 noted as a particular strength of the school the leadership of the head teacher and promoted staff in securing improvements for children. This strength along with the commitment of teaching staff to improve learning and teaching and the quality team work within the school had ensured good progress in all points for action. The school had continued to improve attainment and to develop strategies to ensure that higher achieving children were challenged to achieve their potential. Staff had undertaken appropriate training in mathematics and in co-operative learning. 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 points for action

The initial inspection report published in June 2009 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 improve attainment in mathematics.

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

The school undertook a very rigorous evaluation of the levels of attainment in mathematics across the school. This resulted in staff development in learning and teaching in mathematics, improved tracking and monitoring of pupils' attainment and

increased expectations of attainment in mathematics at all stages. Teachers identified the characteristics of an excellent maths lessons and shared good practice to support and challenge each other to deliver high quality lessons. As a result the attainment in mathematics has risen at all stages and teachers have a very clear understanding of the experiences and outcomes in mathematics as outlined in Curriculum for Excellence. The assessment and monitoring procedures that are in place will ensure that this improvement in attainment will be maintained and built on. The school should use these procedures for improvement in other curricular areas as it reviews each area

3.2 Ensure that all tasks and activities are at the right level to enable higher-achieving children to achieve to their potential.

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

The school had worked with other agencies within West Dunbartonshire to ensure that all staff understood how to identify higher achieving pupils and how to meet their needs across a wide range of subjects. Staff now have consistent, high expectations of pupils and challenge and support learning through appropriate tasks, activities and resources. Targets are set with pupils in reading, writing and mathematics and these targets are shared with parents. Targets are reviewed to ensure progress in learning. Pupils have been given more responsibility for their learning and this is seen in the work undertaken by individual and groups of pupils in the interesting and challenging Interdisciplinary learning topics delivered across the school. Staff have used co-operative learning and the 'Assessment for Learning' strategies to ensure the development of questioning that allows pupils to engage with their learning at a very high level. As a result of this work the attainment across the school has risen and staff are more aware of the individual needs of all children.

3.3 Strengthen the school's approaches to self-evaluation.

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

There has been a review of self-evaluation across the school and all staff are more aware of the role of self-evaluation to improve all aspects of school particularly learning and teaching. The quality calendar within the school ensures that all important aspects are reviewed and monitored on a regular basis. All staff are involved in review procedures and this has ensured a consistent approach to developments across the school. The headteacher has undertaken training to enhance her skills and has revised the approach to self-evaluation. All teachers engage in professional dialogue and share practice. The school's Standards and Quality report is an accurate reflection of the strengths and areas for development in the school. The staff in Knoxland are in a strong position to continue to improve because of the rigorous self-evaluation. The school will continue with classroom observations by the management team and by peers.

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 and now talk about what they had learned with confidence. Parents were fully informed and involved in all aspects of school life. 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 school had further developed and implemented Curriculum for Excellence outcomes. All members of staff are committed to the continuous improvement of Knoxland School. The school is very well placed to continue this work.

4. Conclusion

With effective support from West Dunbartonshire Council Quality Improvement Service, Knoxland Primary School had responded in very well to the recommendations of the HMIE report. The headteacher and staff had improved pupils' attainment and developed the curriculum in line with the expectations of A Curriculum for Excellence. All staff had been fully involved in the development of the action plan and had worked 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.

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