

## **1. The Inspection**

HM Inspectors (HMIE) published a report on standards and quality in St. Ronan's Primary School in September 2008. In December 2008 West Dunbartonshire Council in collaboration with the school prepared and published an action plan indicating how they would address the main points 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 points for action in the original report.

## **2. Continuous Improvement**

The headteacher and staff had worked very effectively as a team to take forward the recommendations contained in the report. Programmes and planning had been improved resulting in an improvement in breadth and balance of the curriculum and in pupils' experiences. The staff had given careful consideration to national guidance in Curriculum for Excellence as they developed all aspects of the curriculum. Information and Communications Technology (ICT) had been embedded across the curriculum, improving active learning and extending the learning opportunities of all pupils. Monitoring and tracking of attainment by all teachers had improved and developed. The staff worked in a collegiate way to ensure that they supported each other and shared standards. Parents were fully involved at all stages of development and were fully committed to the improvement agenda.

The school was now 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 September 2008 identified two points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

The school and education authority should take action to improve the way they meet pupils' needs. In doing so they should take account of the need to:

- 3.1 *continue to explore and develop the current national thinking about the curriculum, including the development of ICT (information Communication Technology), to further enrich teaching and learning;*

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

The staff had effectively built on their previous good practice and had used the principles of a Curriculum for Excellence to guide their development of the curriculum. Staff had used shared planning time to reflect on their work and had professionally challenged themselves to move forward in all curricular areas. Active learning, co-operative learning and other teaching strategies were embedded in the practice of all staff. Children were involved in self-assessment and peer assessment and were supported by all staff to set high targets for themselves. The staff and pupils had worked together as a whole school, in class groups and in a variety of cross-age and stage groups. This had allowed staff to meet the needs of all pupils and to explore further developments in challenging and creative ways.

All staff had increased their confidence in the use of all aspects of ICT. All children showed a high degree of skill and confidence in the use of ICT and very skilled members of staff had a leadership role in supporting the developments. Pupils effectively used digital animation, PowerPoint presentations and digital cameras as part of their everyday learning experiences in the school. Staff had enhanced the learning experiences for pupils through enterprise education, outdoor learning including Forest School experiences for staff and pupils, and across the development of global citizenship. All staff had shared their practice with other teachers in the authority and with colleagues nationally. As a result of these developments, a high quality curriculum that meets the needs of pupils has been developed in the school fully supported and developed by staff.

### *3.2 consider ways of involving all staff in effective improvement through self-evaluation.*

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

The strongest aspects of the work undertaken in this point for action were the shared vision of the headteacher and staff and the quality of the collegiate working across the school. The headteacher had used national documents to help staff to evaluate their work and to set targets for their pupils and for themselves. Effective self-evaluation procedures had been put in place and had resulted in raising attainment. Feedback to staff on classroom observation focussed on learning and teaching. Teachers were involved in peer observations and the findings from these observations were used for individual and whole school improvements. Parents and other stakeholders had been involved in the evaluation of the work of the school.

Teachers understood the use that they could make of self-evaluation to support further improvements. The school had a joined-up approach to improvement across the work of the school. Staff were committed to acting on the results of self-evaluation. All staff reflected on current practice and evaluated new developments. They had leadership roles and they used appropriate and effective self-evaluation procedures to gather evidence and plan for improvements in their areas of responsibility. Self-evaluation for improvement was embedded in the practice of all staff.

## **Capacity for Improvement.**

The school had made very good progress across the points for action as outlined in this report. In addition they had developed the four capacities of a Curriculum for Excellence;- Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors, for all pupils of St.Ronan's Primary School. Self evaluation was embedded in the practice of all staff and they showed a strong commitment to the school, the pupils and the families. The strong involvement of staff in the curricular developments in the school had ensued continuous improvement in learning and teaching. The school is well placed to continue this work.

## **4. Conclusion**

With effective support from West Dunbartonshire Council Quality Improvement Service, St.Ronan's Primary School had responded well to the recommendations of the HMIE report. Staff had improved pupils' attainment. 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 well placed to continue the improvements achieved to date.

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