

## **1. The Inspection**

HM Inspectors of Education (HMIE) published a report on standards and quality in Carleith Primary School in October 2007. In November 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.

## **2. Continuous Improvement**

The headteacher and staff had worked very effectively to take forward the recommendations contained in the report. Pupils' learning experiences and needs were improved through self-evaluation and the increased sharing of good practice by all staff. This had resulted in all staff and pupils developing higher expectations and had ensured that pupils were achieving national levels of attainment. The school was now placed above the local authority and national comparator schools' average attainment levels. Parents, pupils and all staff worked together to promote shared values to the benefit of all pupils.

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

## **3. Progress towards the main points for action**

The initial report published in October 2007 identified three 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 ensure improvement in:

### **3.1 *pupils' attainment in English language, particularly writing, and mathematics;***

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

Writing resources had been reviewed and more challenging materials had been introduced. Pupils' progress was tracked, discussed and targets set with teachers, parents and pupils. Parents were kept fully informed of their children's progress through informal meetings and discussion at parents' consultation events. These actions had impacted significantly on the attainment of writing.

Pupils' attainment in writing had risen to 94%, placing the school well above both the West Dunbartonshire Council average and that of its national comparator schools. Attainment in mathematics was maintaining improvement overall at 95%.

### *3.2 ensuring that teachers set consistently high expectations for pupils' attainment and achievement*

Very good progress had been made towards meeting this point for action.

Teachers had raised their expectations of pupils' attainment in writing, mathematics and reading. Teaching staff regularly met with the head teacher to confirm expected levels of attainment for every child. Cross-marking and the moderation of pupils' work were now established practice. Staff had regular opportunities for discussion, sharing, observing and modelling of their practice. Appropriate staff development had been delivered to all staff. A good range of support was in place appropriate to the learning needs of each pupil. More able pupils, in particular, were targeted for additional support. The school continued to develop resources and approaches appropriate to pupils' needs. The school had worked very well towards establishing and implementing the good practice of shared values involving pupils, parents and all staff. Success was recognised, celebrated and rewarded weekly through certificates and special activities. Pupils were motivated, polite and confident. They were well supported by a positive behaviour policy, classroom and playground codes of conduct, and strong teacher/ learner relationships.

### *3.3 continuing to establish rigorous approaches to monitoring pupils' progress, evaluating classroom practice and extending best practice, in order to improve the quality of pupils' learning experiences*

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

The head teacher held regular meetings with teachers to discuss and agree programmed target-setting, tracking and the updating of pupils' progress. These meetings also provided very good opportunities for reflection, and professional discussion. The head teacher provided very good, constructive feedback which was agreed with teachers. A programme of teacher peer observation had been established along with collegiate and additional time allocated for discussion and practice sharing. The head teacher also observed learning and teaching, followed up with individual feedback. Staff had been trained in the use of co-operative and active learning methodology which had resulted in enhanced pupils' learning experiences.

The school had maintained a successful focus on attainment in numeracy and literacy and on the pace of learning. The West Dunbartonshire Council literacy materials provided opportunities for pupils to peer and self-assess their work. Impact was evidenced through regular feedback from pupils and parents regarding the effectiveness of pupils' learning activities. Pupils' wider achievement was also reflected in their successful participation in external public speaking, European, musical and sporting competitions. Parental involvement in their children's education continued to develop in importance through their active participation in the work of the school.

### **Capacity for Improvement.**

The school had made very good progress overall towards meeting all of the action points. There had been developments in the curriculum and in learning and teaching strategies that had enabled the staff to develop a Curriculum for Excellence effectively. The opportunities given to staff to share practice and plan together will ensure that Carleith primary is in a good position to take on board further changes including those in assessment and moderation of pupils' work. The school is well placed to continue this good work under the quality leadership of the headteacher

### **4. Conclusion**

With effective support from West Dunbartonshire Council Quality Improvement Service, Carleith School had responded well to the recommendations of the HMIE report. Staff had improved pupils' attainment beyond the expected targets. 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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March 2010