

1. The Inspection

HM Inspectors (HMIE) published a report on standards and quality in Levenvale Primary School in May 2009. In September 2009 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.

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, principal teacher and staff had worked as a team to take forward the recommendations contained in the report. 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 the curriculum in a way that challenged and engaged learners across the school. The profile of the school had been raised in the community as a result of parents and pupils being actively involved in the life of the school and the many positive articles about the school in the local press. Individual teachers had taken responsibility for areas for development and this had resulted in the development of leadership across the school. Parents were fully involved at all stages of development and were fully committed to the improvement agenda.

The school must now sustain and build on the effective developments achieved.

3. Progress towards the main points for action

The initial inspection report published in May 2009 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 following areas for improvement were agreed with the school and education authority:

3.1 *Continue to share good practice in learning and teaching in order to better meet the needs of all learners and ensure a challenging pace of progress;*

The school had made 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 developments. The school used the assessment information to track progress and plan effectively to meet the needs of all pupils. Staff had worked together and had reviewed and developed areas such as active learning, co-operative learning and outdoor learning. This had resulted in a shared understanding across the school and quality learning experiences for pupils. Pupils could talk about their learning and what they need to do to improve. They talked enthusiastically about some of the experiences and opportunities that they were being given. Some children spoke about their involvement in self-assessment, in assessing their peers and in the targets that they were setting in their learning. The staff had training in Interdisciplinary Learning and were planning across the curriculum in an effective way. These lessons were making connections across learning for the children and challenging them in new ways.

The principal teacher managed support for learning and she had involved staff, parents, children and other agencies in setting appropriate challenging targets for children on staged intervention plans.

Effective shared planning by staff was ensuring that there was progression, depth and challenge across the curriculum. This is an area that the staff will continue to develop and evaluate.

3.2 Continue to involve staff, parents and children more actively in the life and work of the school.

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

The school established a learning committee of staff, parents and pupils and this had a direct influence on many areas of the school including an evaluation of the teaching styles that pupils enjoyed and found effective. The pupil council is strong and has a meaningful role in the school in taking forward the views of pupils and influencing change. The members of the pupil council and the members of the Eco committee take their responsibilities seriously and have a positive effect on the development of pupil voice across the school. Pupils are able to discuss their learning as well as their role in the broader life of the school. Pupils were the main influence on the use and development of the playground, and parents funded play equipment for the activities. They feel they are listened to and that appropriate actions take place. The display areas in the school are used effectively to show learning across the school and to ensure that pupils and parents get the information they need on the life of the school.

The pupil newsletter and the suggestion box are welcomed and appreciated by both staff and parents.

A parental survey carried out by the school indicated a high level of satisfaction on the structure of the school. Parent information activities include the showcasing of the curriculum in classes. Parents attend class assemblies and a variety of school activities including 'bring your parents to school night' and 'grandparents tea party'. This enables parents to be involved in the life of the school and to see the curricular developments in action in their children's learning. Parents were also involved in the review of homework.

There are good links with a number of local business and the local community. The schools 'No Limits' conference enables senior pupils to hear about some of the career choices available to them. This enables the children to raise their aspirations, to consider careers for themselves and to make the link between curricular areas and the world of work.

3.3 Build on the good practice within the school to develop leadership at all levels.

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

All the staff are involved in curricular developments, in collaborative planning and in professional dialogue and reflection. Staff within the school have led working parties on a number of curricular areas. Two members of staff are the schools Moderation Champions and have undertaken all the Local Authority training on assessment and moderation. They have led all the development in this area. Staff led the numeracy and literacy developments in line with West Dunbartonshire's guidelines. Staff have taken part in cluster developments in planning the curriculum, working with other teachers from local schools. The staff share good practice across the school. Most staff have visited other schools to look at good practice and help them reflect on their strengths and areas for development.

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. The work undertaken in developing Skills for life, learning and work were engaging young people and making them think about their learning and the skills they needed for the future. The learning and teaching was challenging and was at an appropriate pace. The assessment and moderation work that had started in the school was a good foundation for the development of this area in the future. Staff recognised their roles as leaders of learning and were contributing effectively to all plans and developments across the school. They were sharing practice and engaging in professional dialogue; this was ensuring consistency across the school. The school is well placed to continue this work.

4. Conclusion

With effective support from West Dunbartonshire Council Quality Improvement Service, Levenvale Primary School had responded well to the recommendations of the HMIE report. Pupils' attainment had improved. 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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