

---

—

## **HM Inspectors of Schools Follow-up to the Inspection of Lochgilphead Primary School Argyll and Bute Council**

---

### **Main Points for Action**

1. *The headteacher should continue to work with parents and the School Board to improve communications further.*

The school had met the recommendation.

The headteacher, in partnership with the School Board and the Parent Teacher Association, had built upon the school's existing procedures for communicating with parents. Parents had been consulted on areas where they would welcome further advice and information about the school's work. The school now informed parents when their children achieved appropriate national levels of attainment and provided parents with details of work to be covered at the next level. It was introducing arrangements to send parents information about environmental studies topics. The revised school handbook had been issued to parents of pupils at P1 and re-issued to parents of pupils at P3 and P6, to ensure that they knew about current developments in the school.

2. *The school should aim to improve the overall quality of learning and teaching by: developing assessment procedures, including fuller use of national tests in English language and mathematics; implementing the homework policy more consistently; and sharing good practice.*

The school had met the recommendation.

The revised policy for assessment, and also recently revised policy statements for areas of the curriculum, provided clear and helpful advice for teachers on assessment procedures. The school's new format for forward plans included planning for assessment. It was being used consistently throughout the school. Teachers had fully implemented national testing in reading, writing and mathematics. The headteacher had introduced an effective system of monitoring the frequency and range of homework in each class. The school had made progress in sharing good practice among staff, mostly on an informal basis. There were clear plans in place to make fuller use of particular staff expertise through, for example, class exchanges.

3. *The school should develop further its system for identifying and responding to pupils' needs for learning support.*

The school had met the recommendation.

The headteacher had reviewed the school's policy for learning support. The new policy was about to be implemented throughout the school. The headteacher had made good use of national advice to provide staff with clear guidance on identifying and responding to pupils experiencing learning difficulties. The school had allocated extra staffing to help implement this guidance. It had benefited from additional staffing at P1 and P2 to support early intervention.

4. *The headteacher should provide a strong lead in working with staff to update and improve policies and guidance on some aspects of the curriculum, develop the school's arrangements for quality assurance, and complete the implementation of the 5-14 curriculum in line with national advice.*

The school had met the recommendation.

The headteacher had taken forward a number of key developments related to the curriculum and to quality assurance. He had encouraged staff involvement in updating and redrafting existing policies. The school now had an extensive range of good policies and guidance covering the 5-14 curriculum. The headteacher had introduced an effective system of monitoring and evaluating important aspects of the work of the school. This included timetabled monitoring of classroom practice.

**No further visits will be choold8eThe schooby HM f2onaspecorst inconnfection with the**