



**Linnvale Primary School
Clydebank
West Dunbartonshire
Council
15 December 2009**

We published a report on Linnvale Primary School in February 2008. That report set out key strengths of the school and main points for action.

This follow-through report is based on an inspection visit which was carried out in October 2009. It tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents¹. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

A copy of this report has been placed on the HMIE website www.hmie.gov.uk. Where applicable, you will also find descriptions of good practice in the school and analyses of questionnaire returns.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

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1. The school

Linnvale Primary School serves the Linnvale area to the north of the Forth and Clyde canal in Clydebank.

2. Particular strengths of the school

- Positive and supportive relationships between children and staff.
- The positive start made to actively engaging children more effectively in their learning.
- Teamwork of staff to improve the school.
- Leadership of the headteacher.

3. How well do children learn and achieve?

Children now interact more positively with their teachers and are benefiting from better learning experiences. They are becoming more actively involved in their learning and work more often together. Children are developing the skills to interact and cooperate more effectively with each other. At the early stages, children have greater opportunities to learn through play. Children are increasingly aware of their strengths, progress and next steps in learning through better feedback and target setting. Teachers have improved the pace of learning. They should now develop further their range of questioning to support and extend children's thinking. The school offers a broader range of experiences for children to achieve. This includes participation in sporting events, competitions and music festivals. School staff now provide more out-of-class activities for children.

Overall, most children are making good progress in reading and mathematics and a majority are doing so in writing. In these areas, more children are now attaining appropriate national levels earlier than would normally be expected.

School staff have improved the arrangements for identifying and supporting children with additional support needs. The school

recognises the need to provide more varied and challenging homework activities.

4. How well do staff work with others to support children's learning?

Staff are now working effectively as a team to support children's learning. The school continues to have good links with parents and is developing these further. Parents are kept well informed about their children's progress. The school regularly asks for the views of parents. Early years staff visit P1 children and their families at home to discuss children's initial progress. The school now has better links with the associated nursery and secondary schools. These links help children to move more effectively from nursery to P1 and from P7 to secondary school. School staff work well with a range of support agencies. The school could improve links with the local community to enhance children's learning opportunities.

5. Are staff and children actively involved in improving their school community?

School staff now evaluate the quality of their work and identify areas for improvement. The headteacher and depute headteacher regularly visit classes to evaluate learning. Teachers show a commitment to improving their practice. The school is responsive to the views of staff and children gathered through regular questionnaires. Staff help to improve the school by taking part in school improvement working parties. The pupil council works to improve the school environment, for example, with the help of the depute headteacher they have successfully improved the condition of the toilets. School staff are providing more opportunities for purposeful play at break-times.

6. Does the school have high expectations of all children?

Staff have raised their expectations of children's behaviour and achievement. They have agreed consistent approaches to classroom organisation and management and are contributing positively to a climate for effective learning. Children are achieving more and they have greater confidence and belief in their own abilities. Staff now give greater recognition to children's successes and celebrate these in high quality displays, at assemblies and in an achievement book. The headteacher and depute headteacher track the progress made by individual children closely against set targets and this is helping to improve their attainment. The school has taken a number of successful steps to improve overall behaviour. A few children continue to show challenging behaviour but this is now managed more effectively by staff, using agreed procedures.

7. Does the school have a clear sense of direction?

The headteacher provides the school with very effective leadership, strongly supported by the depute headteacher. Together they have created a strong climate of teamwork among staff. This is having a positive effect on improving the school. Teachers work well together to provide children with better learning experiences. Staff are taking appropriate action to ensure that almost all children feel happy, included, safe and respected at school.

8. What happens next?

There is clear evidence of significant improvements in the school's work since the original inspection. The school now performs well overall. The arrangements for evaluating the quality of the school's work are now at a satisfactory or better level. With continued effective leadership and ongoing staff commitment, the school is well placed to continue to improve. We will make no further visits in connection with the inspection report of February 2008.

Managing Inspector: Nigel Lawrie

15 December 2009

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