

Report

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Report to:	Cambuslang and Rutherglen Area Committee
Date of Meeting:	18 November 2008
Report by:	Executive Director (Education Resources)

Subject:	HMle Report - Cathkin Primary School and Nursery Class
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise the Cambuslang and Rutherglen Area Committee of the outcome of the inspection of Cathkin Primary School and Nursery Class by HMI Inspectors.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the HMle report on Cathkin Primary School and Nursery Class be noted.

3. Background

- 3.1. Cathkin Primary School and Nursery Class was inspected in June 2008 as part of a national sample of primary and nursery education.
- 3.2. HM Inspectors evaluated nursery children's and pupils' achievements, the effectiveness of the school, the environment for learning, the school's processes for self evaluation and innovation, and its capacity for improvement. There was a particular focus on attainment in English language and mathematics
- 3.3. The inspectors examined pupils' work and interviewed groups of pupils, including the pupil council and staff. Members of the inspection team also met a group of parents. They analysed questionnaires issued to a sample of parents, pupils and to all staff.

4. Findings of HM Inspectors

4.1. The inspectors made comment under the following headings:

- Key Strengths
- Views of parents, pupils and staff
- How good are learning, teaching and achievement?
- How well are pupils learning needs met?
- How good is the environment for learning?
- Leading and improving the school

4.2. The inspectors identified the following as being key strengths of the school:

- The caring ethos and effective pastoral care of children and pupils.
- The range of opportunities for pupils in the additional support needs department and in primary classes to learn together.

- Promotion of healthy lifestyles across the nursery and primary classes.
- Effective partnerships with parents of the nursery children.

- 4.3. Parents were positive about the work of the nursery and primary classes and stated that their children enjoyed being at school. The strong care and concern shown by staff was recognised. Parents of children in the ASN department appreciated the meeting of the individual needs of their children. A few felt that poor behaviour was not dealt with effectively.
- 4.4. Most pupils enjoyed being at school and felt their teachers knew them well. They enjoyed the after school clubs. Some expressed concerns that the school did not deal effectively with bullies and that behaviour was not good.
- 4.5. Staff enjoyed working in the school. A small number felt poor behaviour was not dealt with effectively.
- 4.6. Inspectors found the overall quality of the curriculum to be weak. There were important strengths in the nursery. Teachers provided a broad curriculum. At the early stages a more active approach in curriculum delivery had been introduced. In the ASN department pupils had opportunities to learn within mainstream classes. Pupils were not making sufficient progress in many important areas.
- 4.7. The quality of teaching was satisfactory. Staff in the nursery interacted well with the children and encouraged them to develop more independence. Teachers promoted a positive ethos across the classes. Overall, lessons were too teacher directed with little opportunity for pupils to be active and take responsibility for their learning.
- 4.8. The quality of learners' experiences across all stages was satisfactory. Most children in the nursery responded well to the play experiences. They made independent choices and were motivated in their learning. Most concentrated well on their task, a few needed more support to help them. The majority in the primary stages were motivated and wanted to learn. Across the school, however, pupils were often too passive in their learning. Most pupils in the ASN department were confident learners. They needed more opportunities to develop and use their skills in active meaningful learning situations.
- 4.9. Overall improvements in performance were satisfactory in the nursery class and weak in the primary classes. Children in the nursery were making satisfactory progress in communication and language, most listened well. At the primary stages levels of attainment in English language had fluctuated in recent years, with a slightly improving picture in the current session
- 4.10. Children in the nursery class were making satisfactory progress in their understanding of early mathematics. The overall quality of pupils' attainment in mathematics was weak
- 4.11. The school had taken appropriate measures to promote pupils' wider achievements. Children in the nursery were developing independence in play activities. Pupils from P4-7 had good opportunities to be involved in out-of-school activities. Pupils worked well together in regular school shows. The pupil council met regularly. Pupils in the upper stages and ASN department took on leadership roles, including play leaders, dinner hall helpers and buddies to younger pupils. The eco committee had raised pupils' awareness of global issues through a successful "Fair Trade" coffee morning and an "Eco Mania" week. P6 and P7 pupils developed their social and physical skills through a residential trip to an outdoor centre.

- 4.12. The inspectors found that the arrangements for meeting pupils' needs were satisfactory. Individual plans were in place for those children who required them. The area support for learning teachers provided effective advice and support for pupils requiring additional help in their learning. The school worked in close partnership with a range of specialists within the learning community to provide additional support as required.
- 4.13. Arrangements within the school for care, welfare and development were very good. Staff showed a high level of concern and care for pupils' well being, health and safety. Staff were alert and sensitive to the social and emotional needs of children. The school was well supported by the Home/School Partnership Officer. Staff worked hard to create a caring ethos for children and pupils.
- 4.14. The newly-built accommodation provided a safe and pleasant environment. Pupils' learning was supported in bright classrooms, and ICT suite, library and well equipped gymnasium.
- 4.15. The inspectors reported that Cathkin Primary School and Nursery class provided a caring environment for learners in the new purpose built accommodation. Staff worked hard to provide an inclusive ethos. Pupils within the ASN department, the nursery and P1 - 3 were making satisfactory progress, but this was not sustained as they moved through the school. Overall there were important areas requiring improvement.
- 4.16. The Head Teacher was committed to the school and had a genuine care and concern for pupils and staff. She had formed good relationships with parents and useful links with external partners to support the school. The inspectors found the Head Teachers leadership of improvement and change weak.
- 4.17. HMI identified the following as main points for action:

The school and education authority, in liaison with HM Inspectors should take action to ensure improvement in:

- Pupils' attainment in English language and mathematics, taking particular account of the underachievement of boys;
- Approaches to self evaluation to enable all staff to identify and address priorities for action in the curriculum, learning and teaching;
- Strategic leadership and teamwork in identifying priorities and involving all staff in taking them forward; and
- Meeting pupils needs more effectively including taking more account of pupil's prior learning

- 4.18. An action plan to take forward these points has been prepared to address the main findings of the report and this will be shared with parents

5. Employee Implications

- 5.1. None

6. Financial Implications

- 6.1. None

7. Other Implications

- 7.1. none

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. There is no requirement to carryout an impact assessment in terms of the proposals contained within this report.

Larry Forde
Executive Director (Education Resources)

28 October 2008

Link(s) to Council Objectives

- Supporting Communities
- Learning in the Community

Previous References

None

List of Background Papers

- HMle Report of 21 October 2008

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Patricia Rossi, Head of Education (Cambuslang and Rutherglen)

Ext: 5692 (Tel: 01698 455692)

E-mail: patricia.rossi@southlanarkshire.gov.uk