

St Cadoc's Primary School

Cambuslang

South Lanarkshire Council

27 January 2009

This report tells you about the quality of education at the school¹. We describe how children benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents² and services which support children. We also comment on how well staff and children work together and how they go about improving the school.

Our report describes the 'ethos' of the school. By 'ethos' we mean the relationships in the school, how well children are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school's aims. In particular, we focus on how well the aims help staff to deliver high quality learning, and the impact of leadership on the school's success in achieving these aims.

If you would like to learn more about our inspection of the school, please visit <http://www.hmie.gov.uk/>. Here you can find analyses of questionnaire returns. Where applicable, you will also be able to find descriptions of good practice in the school.

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1. The school

St Cadoc's Primary School is a denominational school. It serves the Halfway, Cambuslang, area. The roll was 131 when the inspection was carried out in November 2008. Children's attendance was in line with the national average in 2006/2007.

2. Particular strengths of the school

- ◆ High levels of attainment in reading, writing and mathematics.
- ◆ Success in developing children's awareness of the importance of healthy living.
- ◆ The caring, purposeful ethos.
- ◆ Positive links with parents and the local community.
- ◆ Strong sense of teamwork among all staff.
- ◆ Effective leadership of the acting headteacher.

3. Examples of good practice

- ◆ The use of 'literature circles' to promote reading for pleasure.
- ◆ The school's approach to promoting health and wellbeing.

4. How well do children learn and achieve?

Learning and achievement

Children are making good progress in learning. They show interest and take part well in lessons, especially when these involve practical activities. The school consistently performs better than similar schools in national assessments in reading, writing and mathematics. A substantial number of children achieve levels earlier than might usually be expected. The school has succeeded in significantly raising standards in reading, most notably among boys. Most children can read confidently and can use these skills to find information for topics they are studying. Children at P1 and P2 could talk about their families and their likes and dislikes. Across the school children enjoy listening and talking with each other and discussing their ideas in small groups as part of topic work. Older children can say how they feel about issues raised in books and relate these to their own lives. They benefit from taking part in 'literature circles' which encourage reading for pleasure and discussion of books. At different stages of the school children use word processing and e-mail to help communicate in writing. Children in P6 have written descriptive poems inspired by a book they read as a class. In mathematics, children work well with numbers and have a good understanding of shape. Those in P4 can subtract from 1000 with confidence. At P6, children have used digital cameras to photograph examples of parallel and diagonal lines within the school building. Children at different stages have good opportunities to apply their numeracy skills across other curriculum areas. Throughout the school, children are learning about the world and developing a useful range of skills through the topics they are studying. At P3, for example, children are beginning to understand similarities and differences in the lifecycles of plants and animals. Children at different stages are developing good climbing and balancing skills in physical education. At P6 and P7, they are making good progress learning Spanish. Their developing

skills in art and design are seen in the high-quality pieces of artwork attractively displayed throughout the school. Children understand how the school helps them adopt a healthy lifestyle. They now eat more fruit and take healthier packed lunches. They have improved their awareness of the importance of good hygiene and of road safety.

Curriculum and meeting learning needs

Across the school, staff are improving the already broad curriculum in line with the national initiative, *Curriculum for Excellence*. They are introducing more opportunities for children to learn through integrated topics and practical activities. Literacy and numeracy skills are being well developed across different areas of the curriculum. Staff should continue to extend the opportunities for children at P1 to P3 to learn through play. Children take part in a wide range of out-of-school-hours activities. A recent Job Fair had enabled children to learn about a range of occupations. Such opportunities help them develop as confident individuals and successful learners. The school has a very effective approach to the promotion of healthy lifestyles. This is well planned and organised through the health committee following consultation with children, parents and staff, including catering staff.

Children learn in a caring, positive and supportive atmosphere. Teachers help children to know the purposes of lessons. They are beginning to encourage them to think about what they need to do to improve. They should now develop this useful approach further. Increasingly, children have good opportunities to work independently and with others. In a number of lessons teachers needed to involve children more in discussion, encourage them to express their views and give longer, more developed, answers. Teachers mostly provide children with learning activities that are suitably challenging. A few children needed a faster pace of learning and a greater degree of challenge. Staff give very good attention to children who need additional support for learning. Classroom assistants are skilled and effective members of the school team. They provide valuable support to individuals and groups of children. A visiting learning support teacher works directly with children and gives useful advice to staff to help all children achieve in line with their potential.

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

Staff keep parents well informed about their children's progress and, where appropriate, involve them in agreeing learning targets. Parents are highly supportive of the school. They raise funds and help arrange a variety of social events for children and adults. The Parent Council works positively with staff to share and take action on parents' views. There are good links with the church, the adjacent non-denominational school, the local library and local businesses. The school has effective partnerships with other organisations and agencies. In particular, staff work well with psychological services, the school nurse and other bodies such as the Cambuslang Health Initiative to support children and their families. Children have benefited greatly from the

contributions of staff from the council's Artsnet team and the active schools coordinator. They have also enjoyed working with Scottish Opera on a number of productions. The school has very effective arrangements to help children transfer from nursery to primary school and from P7 to Trinity High School.

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

Children at all stages are developing positive and responsible attitudes towards others. They have helped raise funds for a range of charities at home and abroad. They enjoy the opportunities they have to discuss and influence developments in the school through the Pupil Council. Children are involved in decision-making and are taking responsibility for a number of aspects of the life of the school including promoting healthy lifestyles to their classmates. As yet they have not had regular opportunities to give their views on the quality of their learning experiences. Older children help younger children to feel safe around the school. They appreciate the opportunities they have to take responsibilities and take their duties seriously. There is a very strong sense of teamwork among all staff and they are highly committed to improving the quality of learning and teaching. Staff feel valued and consulted. They greatly appreciate the support and encouragement given by the acting headteacher. They take part in helpful training and development activities. As a team, they discuss and evaluate the work of the school and contribute to the school's improvement plan. They have identified appropriate areas for improvement.

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

Staff have established a caring and supportive learning environment. They know children well and are effective in meeting their emotional, physical and social needs. Improvements in national assessments reflect the higher expectations the school now has for children's attainment. Staff have received appropriate training on child protection issues. They give very good attention to promoting healthy living. Children make healthy choices at snack and lunch times and understand the importance of taking part regularly in physical activities. The school successfully encourages children to take part in a range of out-of-school-hours clubs. Relationships among children and staff are positive. Staff treat children fairly and the children feel valued and respected. Children behave well and show consideration for others. They take pride in having their achievements recognised in class and at school assemblies. Across the school, children are learning to respect and value other cultures and traditions. Children at P7, for example, had learned about the Hindu festival Diwali. All children have regular opportunities to take part in religious observance.

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

The acting headteacher has a clear understanding of what is important for the school, its community and the children. She has fostered a strong sense of

purpose and has successfully focused staff efforts on improving the curriculum and learning and teaching. Staff share their classroom practice and support each other. They feel that they are able to try out new ideas and willingly take responsibility for leading improvement activities. The acting principal teacher gives effective support to staff and helps lead important initiatives. The school has set clear priorities for improvement. It knows its strengths and the areas it now wants to develop further. The school plan sets out realistic targets for improvement in key areas. Staff are regularly developing their expertise and confidence. The school is well placed to improve.

9. What happens next?

As a result of the very good quality of education provided by the school, we will make no further visits following this inspection. The education authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

We have agreed the following areas for improvement with the school and education authority.

- ◆ Extend the opportunities for children from P1 to P3 to learn through play.
- ◆ Continue to develop the school's approaches to self-evaluation to meet children's learning needs more effectively.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for St Cadoc's Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	very good
Improvement through self-evaluation	good

HM Inspector: Nick Pepin
27 January 2009

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This report uses the following word scale to make clear judgements made by inspectors.

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

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Footnotes

- 1 .The term 'school' is used to include the work of the nursery class, where relevant.
 - 2 .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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