

Report

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Report to:	Hamilton Area Committee
Date of Meeting:	17 December 2008
Report by:	Executive Director (Education Resources)

Subject:	HMle Report - Woodhead Primary School
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise of the outcome of the inspection of Woodhead Primary School by HM Inspectors.

2. Recommendation(s)

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

- (1) to note the HMle Inspection Report of Woodhead Primary School.

3. Background

- 3.1. Woodhead Primary School was inspected in May 2008 as part of a national sample of primary education. The inspection covered key aspects of the work of the school, the environment for learning, the school's processes for self evaluation and innovation, and its capacity for improvement.
- 3.2. There was a particular focus on attainment in English Language and mathematics.
- 3.3. HM Inspectors examined pupils' work and interviewed groups of pupils including the pupil council, and staff. Members of the inspection team also met the chairperson of the Parent Council, a group of parents and representatives of the parent teacher association (PTA).
- 3.4. The school serves the Woodhead area to the south of Hamilton and is part of the Calderside Learning Community. At the time of inspection the roll was 309. The acting head teacher had been in post eight months covering the current head teacher's secondment to Learning and Teaching Scotland.
- 3.5. The report by HM Inspectorate was published on 7 October 2008.

4. Findings of HM Inspectors

4.1. HM Inspectors identified the following key strengths:

- The quality of pastoral care provided for all pupils.
- Polite, well-mannered and very well-behaved children.
- The effective leadership of the acting head teacher.
- The quality of teamwork among staff and their support to the acting head teacher.

- 4.2. Parents were positive about almost all aspects of the school, that staff made them feel welcome and that the school had a good reputation in the community.

Almost all pupils enjoyed being at school and felt that teachers expected them to work hard, explained things clearly and were good at letting them know how to improve their work.

Staff thought that the school was well led and that the school celebrated pupils' achievements regularly.

- 4.3. The overall structure of the curriculum was good. Pupils at all stages benefited from the wide range of educational excursions, the input of visitors and from taking part in enterprise activities. Good programmes were in place to support pupils' personal and social development. The overall quality of teaching was good, although inconsistent, and in a few lessons it was very good.

The quality of pupils' learning experiences was good. Almost all pupils were enthusiastic and hardworking. In most classes pupils were highly motivated by the use of interactive boards to explore number and discuss answers with their partners. This good practice requires to be further developed. Pupils were at an early stage in learning to reflect on their own progress and identify how they might improve. The school had achieved a bronze award as a health promoting school.

- 4.4. The overall quality of attainment in English Language was good. Most pupils achieved appropriate national levels in reading and writing.

The overall quality of attainment in mathematics was very good, with levels remaining consistently high in recent years.

- 4.5. Across the school, the effectiveness of the school's approaches to meeting pupils' learning needs was satisfactory. The school worked well with a range of partner agencies to support pupils' needs, although arrangements still needed to be coordinated more effectively to improve learning opportunities.

- 4.6. The school's arrangements for ensuring pupils' care and welfare were very good. Staff promoted a strong culture of care across the school to help ensure pupils' emotional, social and physical well-being. All were caring and committed and knew pupils and their families well. Pupils said they felt safe and well cared for in the school.

- 4.7. There were important weaknesses in the quality of accommodation and facilities. Storage space was limited and as a result equipment intruded into the space for learning. Staff had improved the appearance of the school and used attractive displays to create a stimulating environment for learning. Pupil toilets were in need of upgrading.

- 4.8. Staff, parents and pupils, identified very strongly with the school. Pupils were proud of their school and felt that they were valued and took seriously their roles in helping others. Staff expectations of pupils' attendance and achievements were high, but were not always high enough.

- 4.9. The school's links with parents and the wider community were good. The Parent Council was supportive of the school. The acting head teacher communicated with parents through school and class newsletters, which included details of pupils' achievements.
- 4.10. The acting head teacher provided good leadership. She was highly committed to the school and its pupils. In her short time in post, she had made a positive impact on the school.

The depute head teacher was taking important steps to reorganise and develop support for pupils. The principal teacher had improved the use of ICT and pupils' knowledge of healthy living across the school.

The acting head teacher used a range of useful procedures to evaluate the work of the school and secure improvement.

- 4.11. HM Inspectors identified the following as the main points for action to ensure improvement:
- further develop the school's approach to meeting pupils' needs by ensuring that tasks and the pace of learning match individual pupil needs more effectively;
 - continue to improve pupils' attainment in English language, in particular from P1 to P3;
 - use the outcomes from self-evaluation to engage all staff in improving further the quality of learning and teaching;
 - improve issues of accommodation as outlined in the report.

An action plan to take forward these main points for action has been drawn up by the head teacher and Education resources. The plan will also address other areas for development and the school has a good capacity for further improvement. 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 carry out an impact assessment in terms of the proposals contained within this report.

Larry Forde
Executive Director (Education Resources)

3 November 2008

Link(s) to Council Objectives

- Raise educational attainment for all
- Improve lives of vulnerable children, young people and families
- Increase involvement in lifelong learning

Previous References

None

List of Background Papers

- HMle Report of 7 October 2008

Contact for Further Information

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

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