

**Burgh Primary School
Rutherglen
South Lanarkshire Council**

7 October 2008

Contents

1. [Background](#)
 2. [Key strengths](#)
 3. [What are the views of parents, pupils and staff?](#)
 4. [How good are learning, teaching and achievement?](#)
 5. [How well are pupils' learning needs met?](#)
 6. [How good is the environment for learning?](#)
 7. [Leading and improving the school](#)
- [Appendix 1 Indicators of quality](#)
[Appendix 2 Summary of questionnaire responses](#)
[Appendix 3 Good Practice](#)
[How can you contact us?](#)

1. Background

Burgh 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 at all stages. It evaluated 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.

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 and a group of parents¹.

The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision.

The school serves an area of Rutherglen. At the time of the inspection the roll was 131. The proportion of pupils who were entitled to free school meals was well above the national average. Pupils' attendance was in line with the national average. Burgh Primary School is part of modernisation programme and a new building is scheduled to open in 2009.

2. Key strengths

HM Inspectors identified the following key strengths.

- The school's commitment to the care and welfare of its pupils and its promotion of healthy living.
- Staff's involvement and approaches to continuous improvement.
- Effective partnerships with parents and the wider community, including the work of the home school partnership worker.
- The leadership of the headteacher including her support for vulnerable pupils

and their families.

- The promotion and celebration of pupils' wider achievements.

3. What are the views of parents, pupils and staff?

Parents, pupils and staff were positive about the work of the school. Almost all parents thought their child found work stimulating and challenging and they had very good opportunities to be involved in their child's learning. They felt that the school had a good and improving reputation in the community. Pupils thought at least one teacher knew them well and that teachers told them how they were getting on with their work. They thought their school was a good place to learn and they knew what to do if they were upset. A few wanted more opportunities to say how to make the school even better. Teachers and support staff were very positive about all aspects of the work of the school.

4. How good are learning, teaching and achievement?

Learners' experiences

The quality of the curriculum was good. Teachers provided a broad range of learning experiences designed to promote progression in pupils' learning. At the early stages, pupils had recently experienced innovative and enjoyable activities within their topic work. Staff had made a very good start to developing active learning within numeracy, linked to the outcomes and purposes of *Curriculum for Excellence*. Across the school, pupils benefitted from relevant links made between different areas of the curriculum. They had developed a sound knowledge and understanding of the importance of a healthy lifestyle through the very well designed personal and social development (PSD) programme. Pupils benefitted from two hours of well-planned physical education per week. Programmes of study in music, religious and moral education and information and communications technology (ICT) would benefit from further development. The quality of teaching was good with some examples of very effective teaching. Teachers were very well organised and created stimulating classrooms. They interacted very positively with pupils and most used a wide range of teaching approaches to engage pupils in their learning. Staff at P1, were developing an imaginative range of active learning approaches, which involved pupils in self-directed tasks and activities. Across the school, teachers did not always use a sufficiently varied range of teaching approaches with groups and individuals outwith English language and mathematics. Homework was regularly set and at times very well planned with varied tasks.

The quality of learners' experiences across all stages was good. Most pupils were motivated and participated purposefully in learning tasks and activities. They applied themselves well to opportunities to work independently. Pupils engaged enthusiastically when given the opportunity to work together and learn from each other. Those at P3 made valuable contributions within their enterprise tasks to identify the qualities of an effective team member. This effective approach was less well developed across all areas of the curriculum.

Improvements in performance

The school had successfully improved its performance in a number of important areas. Overall, this amounted to a good performance.

The overall quality of pupils' attainment in English language was good. Overall, attainment in recent years had remained stable. Most pupils were achieving appropriate national levels of attainment in listening and reading and the majority were achieving these levels in talking and writing. Pupils who required additional support in aspects of reading and writing were making good progress. At all stages, pupils who were learning English as an additional language were making good progress in developing their language skills and were well supported by staff. Across the school, most pupils contributed well to class discussions. They spoke eagerly about their interests and experiences. In a few classes their listening skills were less well developed. Pupils enjoyed reading and talked positively about books they enjoyed, including those from their class libraries. They wrote for a variety of purposes across the curriculum. They were developing an understanding of different writing styles and were encouraged to plan and redraft their work. Pupils were aware of what they had to do to further improve the quality of their writing. Across the school, they had satisfactory opportunities to write at length. The quality of pupils' handwriting and presentation was good.

The overall quality of attainment in mathematics was good. Overall, attainment in recent years remained stable. At P2, most pupils were achieving appropriate national levels earlier than might normally be expected. These early gains were not yet sustained as pupils progressed through the school. By P7, a majority had achieved appropriate national levels of attainment. Pupils with additional support needs were progressing well towards their learning targets. Across the school, pupils interpreted graphs accurately but had only limited experience of gathering and presenting information. From P4 to P7, they were learning to create simple databases and spreadsheets using computers. At all stages, pupils were making good progress in coursework. They were accurate in their written calculations involving number, money and measurement. Most pupils performed well in mental calculations but at times lacked speed and agility. By P7, a significant number of pupils lacked confidence in calculations involving decimals, fractions and percentages. Pupils throughout the school could recognise two- and three-dimensional shapes and describe their properties. At all stages, they were developing confidence and skills in their use of problem solving strategies.

Pupils were developing their skills across other areas of the curriculum. Their skills in art and design were systematically developed. Pupils were knowledgeable about a range of artists and produced a high standard of work. Across the school, they demonstrated a good range of skills in physical education. They benefitted from an extensive range of sports such as golf, athletics and curling and had a good understanding of healthy lifestyles.

The school took very good steps to develop pupils' wider achievements. Staff met regularly to review the progress of individual pupils and direct them to activities which could extend their achievement. Pupils were beginning to develop a more focused awareness of environmental issues through their Eco-Schools Scotland project. Staff planned an extensive range of after-school activities. Some of these were highly imaginative and involved parents working alongside their children. A professional wrestler delivered a series of very well attended workshops for pupils linked to sport, healthy eating, fitness, art and writing. Pupils were enthusiastic about their enterprise activities and had developed a useful understanding of the world of work. In partnership with an advertising company they effectively organised an art exhibition. This had involved every child in the school and promoted positive links with the local community.

The school had made good progress in overtaking the priorities in its improvement plan. Several of these had measureable impact on primary pupils' experiences. For example, pupils had increased responsibility for their own learning through self-evaluation and setting their own targets. Staff knew the school well and were committed to bring about improvements for pupils.

5. How well are pupils' learning needs met?

The school's approaches to meeting pupils' learning needs were good. Pupils responded well to learning activities which mostly took good account of their abilities and prior learning. Some tasks were insufficiently challenging for a small number of pupils. Staff had put in place effective procedures for identifying pupils experiencing difficulties with their learning. In the limited time available, the additional support for learning teacher gave very good support to these pupils. Teachers involved parents and pupils well in discussions about the targets outlined in their individual education programmes. Pupils made good progress towards meeting these targets. Support staff provided valuable additional help to pupils and worked well alongside teachers in classes. The headteacher had established well-organised approaches to monitor pupils' progress. She was very successful in securing additional professional support from a wide range of council services and partner agencies. This support was well targeted on pupils with a range of learning needs, including those who were most vulnerable.

6. How good is the environment for learning?

Aspect	Comment
Care, welfare and development	The school provided a very good level of pastoral support. Pupils felt safe and well looked after. Most thought that staff listened to any concerns they had. All staff placed a high priority on pupils' care and welfare and were fully aware of child protection procedures. Staff were very aware of pupils' individual needs, and provided very high levels of care and support where necessary. Staff worked very well together to support pupils' attendance and monitor absence. They created a positive climate of mutual trust and confidence. Approaches to promoting positive behaviour and anti-bullying were appropriate. The school successfully promoted healthy lifestyles and, overall, pupils had positive attitudes to themselves and to others. The school ensured that pupils were well informed about personal safety, relationships and the dangers of substance misuse. There were effective arrangements in place to support transition from nursery to P1 and from P7 to Stonelaw High School.
Management and use of resources and space for learning	The quality of accommodation and facilities was satisfactory. Classrooms were spacious. Pupils' work was attractively displayed in classes and throughout corridors to provide a stimulating learning environment. Overall, the school was well looked after. Some areas of the external building were in need of repair. Staff had made very good use of available space to support pupils' learning across the curriculum. Pupils benefited from an ICT suite, separate library, active playroom, music and PSD rooms. Security arrangements were appropriate. Most of

		the school was not accessible to those with restricted mobility.
Climate and relationships, expectations and promoting achievement and equality and fairness		The school had established a very good climate for learning. Pupils, parents and staff showed pride in their school. Relationships amongst staff and pupils were of a very high standard. Most pupils behaved very well and were a credit to the school community. They responded positively to the award schemes which were in place. Staff had high expectations of pupils' behaviour, attendance and achievements. They did not always have consistently high expectations of pupils' attainment. A few pupils did not have sufficiently high expectations of themselves. Assemblies provided regular opportunities for religious observance and for celebrating achievement. Staff were committed to promoting equality and fairness in their dealings with pupils and their families. Pupils spoke confidently about issues relating to racial equality and disability. The school had established productive partnerships with pupils from a denominational school to develop a shared understanding of anti-sectarianism. This partnership had led to a shared celebration of St Andrew's day. Staff were aware that a significant minority of pupils felt that they were not always treated fairly and were working to address this.
The school's success in involving parents, carers and families		The school had achieved a very high level of success in developing partnerships with parents and the local community. Staff provided parents with a wide range of useful briefings about the school. The quality of parental involvement by the Home School Partnership worker and the headteacher was outstanding. They regularly reviewed and maximised opportunities to involve parents effectively in the work of the school. They had developed a wide range of innovative approaches which promoted and encouraged parents as effective partners in their child's learning. These linked very well to classwork and additional activities which took place outwith school hours. Parents' views were regularly sought and acted upon. The school provided appropriate information to parents about sensitive aspects of health and responsible relationships. The Parent Council was very supportive of the school. The school had very productive links with the Stonelaw learning community. These provided staff with opportunities to work together and share good practice across the learning community.

7. Leading and improving the school

Appendix 1 provides HM Inspectors' overall evaluation of the work of the school.

Burgh Primary School provided pupils with a positive and supportive learning environment. All staff were highly committed to the school and to the care and welfare of pupils. Commendably, staff had engaged positively with *Curriculum for Excellence* and overall the approaches to learning and teaching were good. The curriculum offered pupils a broad range of learning experiences which was developing their personal and social skills. The school successfully promoted and celebrated pupils' wider achievements and had successfully engaged parents in

pupils' learning. Attainment in English language and mathematics was good and improving. Active learning at the early stages was impacting very positively on pupils' progress. Across the school, there was scope to challenge further higher-attaining pupils.

The leadership of the headteacher was very good and some aspects were outstanding. She was highly committed and very well respected by staff, pupils, parents and the wider community. Through her leadership, the school had continuously reviewed and improved its practice. This was impacting positively on the quality of pupils' learning experiences and achievements. Her vision to provide the most appropriate support for individual pupils was outstanding. She had created highly-effective links with an extensive range of external agencies. These had resulted in improved attainment and achievement for the most vulnerable pupils. The headteacher set very high expectations for staff and provided support and challenge to help them continue to improve. She empowered all staff to take forward initiatives and had forged a strong sense of teamwork. The headteacher used a range of procedures to evaluate the work of the school. She provided helpful feedback on teacher's plans and made regular formal classroom visits to observe learning and teaching. Very effective termly meetings were held with staff to focus on raising attainment, achievement and PSD for all pupils. These were helping to establish a culture of self-evaluation across the school. Overall, Burgh Primary School was very well placed to improve further.

Main points for action

The school and education authority should take action to improve pupils' learning and meeting the needs of all pupils. In doing so they should take account of the need to:

- build on the good practice in the school in order to encourage pupils to work collaboratively and take more responsibility for their learning;
- improve the deployment of staff, pace of learning and level of challenge to ensure tasks better meet the needs of all pupils; and
- address the accommodation issues identified in the report.

What happens next?

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. Within two years of the publication of this report parents will be informed about the progress made by the school.

Elizabeth C Cole
HM Inspector

7 October 2008

Appendix 1 Indicators of quality

The sections in the table below follow the order in this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and may also be mentioned in those other sections.

How good are learning, teaching and achievement?	
The curriculum	good
Teaching for effective learning	good
Learners' experiences	good
Improvements in performance	good
How well are pupils' learning needs met?	
Meeting learning needs	good
How good is the environment for learning?	
Care, welfare and development	very good
Management and use of resources and space for learning	satisfactory
The engagement of staff in the life and work of the school	very good
Expectations and promoting achievement	good
Equality and fairness	good
The school's success in involving parents, carers and families	excellent
Leading and improving the school	
Developing people and partnerships	excellent
Leadership of improvement and change (of the headteacher)	very good
Improvement through self-evaluation	very good

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

Appendix 2 Summary of questionnaire responses

Important features of responses from the various groups which received questionnaires are listed below.

What parents thought the school did well	What parents think the school could do better
<ul style="list-style-type: none"> • Their child enjoyed being at school. • Their child found work stimulating and challenging. • Parents' evenings were helpful and informative. • The school explained how parents can help with their child's homework. 	<ul style="list-style-type: none"> • Improve aspects of the accommodation.
What pupils thought the school did well	What pupils think the school could do better
<ul style="list-style-type: none"> • At least one teacher knew them well. • Teachers told them how they were getting on with their work. • Pupils knew what to do if they were upset. • Teachers expected them to work as hard as they could. 	<ul style="list-style-type: none"> • Pupils felt that the behaviour of some pupils was not good. • Pupils could have a say in how to make the school better. • Pupils were not all treated fairly at the school.
What staff thought the school did well	What staff think the school could do better
<ul style="list-style-type: none"> • There was effective communication between senior managers and staff. • There were regular staff discussions about how to achieve school priorities. • Indiscipline was dealt with effectively. • The school was well led. 	<ul style="list-style-type: none"> • There were no significant issues.

Appendix 3 Good practice

In the course of the inspection, the following aspects of innovative and effective practice were evaluated as being worthy of wider dissemination.

Engaging Pupils in their learning

Target:

Improve pupils' learning experiences to develop successful learners, effective contributors, responsible citizens and confident individuals who will realise their full

potential and become engaged in their own learning.

Implementation:

The school took account of advice in *Curriculum for Excellence* and, through discussion with associated primaries, changed their approach to teaching and learning in P1. The principal aim was to provide learners with a wide range of learning experiences to suit individual needs and styles of learning. Parents/carers were fully involved. High quality materials to support literacy and numeracy were developed in conjunction with associated primaries.

Impact and Benefit:

This approach provided an improved transition from nursery to primary for almost all learners. Children were more settled and engaged in all learning activities. Strong links were evident between *Child at the Centre* and *How Good is Our School 3?*. Almost all parents expressed, either verbally or through questionnaire, very positive views on the benefits of the new approach.

Partnership with Parents

Implementation:

The Home School Partnership worker met regularly with the headteacher to plan strategically. These meetings resulted in a comprehensive and varied programme of activities for parents/carers and their children.

For example, Parenting classes for P1 to P7.

Attractive flyers were issued and the Home School Partnership worker personally contacted individuals who often did not engage with the school. She successfully developed positive relationships with parents whom the school identified required targeted support to be involved in their child's learning. Liaison meetings were held with the Home School Partnership worker, the headteacher and staff from external agencies. Events were organised during the day and in evenings. A particularly successful '*Murder Mystery and Family Fun Night*', was held and very well supported by almost 80 participants.

Impact and Benefit:

Almost all parents identified as requiring support and guidance had benefited from this practice with an increased knowledge on how their children learned. Learners profited through interactions and more positive relationships with their parents.

Conflict Resolution, Communication and Social Skills

Target:

Provide learners with strategies which can be employed appropriately and effectively to minimise conflict with peers and improve social and emotional well-being.

Implementation:

The behavioural support teacher met regularly with the headteacher to discuss pupils identified by the school as experiencing difficulties when interacting with peers. This resulted in a comprehensive programme of activities and experiences for P6 and P7 pupils. Class teachers were fully involved in planning the programme and received information about proposed activities and feedback thereafter.

Impact and Benefit:

Almost all pupils had benefited from the programme. They demonstrated greater consideration for others and increased self-control. This included improved levels of appropriate behaviour and increased focus on completing assigned tasks and activities within the classroom.

How can you contact us?**If you would like an additional copy of this report**

Copies of this report have been sent to the headteacher and school staff, the Executive Director (Education Resources), local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, Europa Building 450 Argyle Street, Glasgow G2 8LG or by telephoning 0141 242 0100. Copies are also available on our website <http://www.hmie.gov.uk/>.

HMIE Feedback and Complaints Procedure

Should you wish to comment on any aspect of primary inspections, provision for pupils with additional support needs, you should write in the first instance to Chris McIlroy, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you have a concern about this report, you should write in the first instance to our Complaints Manager, HMIE Business Management and Communications Team, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. You can also e-mail HMIEComplaints@hmie.gsi.gov.uk. A copy of our complaints procedure is available from this office, by telephoning 01506 600200 or from our website at <http://www.hmie.gov.uk/>.

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to the SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 fax 0800 377 7331 or e-mail: ask@spsso.org.uk. More information about the Ombudsman's office can be obtained from the website: <http://www.spsso.org.uk/>.

Crown Copyright 2008

HM Inspectorate of Education

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Footnotes

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