

Report

Report to:	Clydesdale Area Committee
Date of Meeting:	26 February 2019
Report by:	Executive Director (Education Resources)

Subject:	Education Scotland Report - Carmichael Primary School, Thankerton
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ Advise on the outcome of the inspection of Carmichael Primary School, Thankerton by Education Scotland inspectors

2. Recommendation(s)

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

- (1) that the Education Scotland Report on Carmichael Primary School, Thankerton, be noted.

3. Background

- 3.1. Education Scotland undertook an inspection of the quality of educational provision within Carmichael Primary School in November 2018.
- 3.2. As part of the revised approach to inspection, the Education Scotland inspectors evaluated over two days learning, teaching and assessment and raising attainment and achievement.
- 3.3. The inspection team analysed questionnaires issued to a sample of parents, pupils and to all staff. Inspectors observed class lessons and interviewed groups of pupils, including the pupil council and staff. Members of the inspection team also met parents and members of the local community.
- 3.4. The report by Education Scotland was published on 22 January 2019.

4. Findings of HM Inspectors

- 4.1. The particular strengths of the school were identified as follows:-
 - ◆ the highly effective headteacher who is successfully leading positive change in the school. By developing more robust approaches to self-evaluation, children, staff and parents all have a valuable role in shaping school improvement
 - ◆ the whole staff team who have created a caring, supportive and nurturing ethos which enables all children to 'shine brightly' and enjoy success in their learning
 - ◆ the robust tracking and monitoring of children's progress which is helping to raise attainment for all learners
 - ◆ the high-quality provision for outdoor learning which allows children to apply their knowledge and skills across their learning in a stimulating and exciting way

- 4.2. Staff link learning contexts well to the school's motto of 'shine brightly', as well as the vision and values. Staff increasingly capitalise on the school's motto, vision and values as key drivers for successful learning, change and improvement.
- 4.3. Tasks and activities across the multi-composite classes are carefully planned and differentiated effectively with Support staff effectively deployed by class teachers. They play a central role to allow effective flexibility in learning across the stages in the classes.
- 4.4. Teaching staff plan effectively to differentiate activities, ensuring learning is well-matched to the needs of all children. Teachers plan together across the stages and levels which allows for flexible groupings within both classes to provide additional challenge to some children, and meet the needs of those who require additional support to be successful in their learning.
- 4.5. Planning for the context of outdoor learning is a particular strength of the school. Staff make use of a local woodland area to provide children with an exciting context to learn across the curriculum. Inspectors observed very well-planned, relevant and highly engaging activities in this context across all stages. As a result all children were fully engaged in tasks and were all supported to 'shine brightly'.
- 4.6. Across the school, the majority of children are making good progress in reading and writing with most making good progress in listening and talking and numeracy. The school is able to demonstrate how children who require additional help with learning, are making progress from prior levels. Across the school, children write for a variety of purposes across the curriculum.
- 4.7. Staff across the school are committed to ensuring that all children have opportunities to 'shine brightly'. To this end, children's achievements within and outwith the school are recorded and celebrated through school assemblies, wall displays and an achievement folder.
- 4.8. Increasingly, children can make links to and between their achievements to skills for life, learning and work. Older children gain valuable skills from their leadership of the 'creative choices' groups. Helpfully, children set targets for achievements outwith school, recognising the importance of these to their progress. As recognised, the school should now track children's achievements more robustly.
- 4.9. There is a clear commitment of all staff to ensuring children at Carmichael Primary School have equitable experiences. Due to the rural context where almost all children have to travel to school by transport, teachers have put in place a number of lunch time clubs. This allows all children to have the opportunity to access a wide range of extra-curricular learning opportunities. The weekly 'creative choices' groups led by older pupils also enable all children to benefit from learning in different contexts.
- 4.10. Staff engage regularly in planned opportunities to engage in moderation activity within the school, their partner school and across the cluster. This helps to ensure their judgement of Curriculum for Excellence (CfE) levels is robust. The school will now take forward plans to continue to seek opportunities to engage in moderation more widely with colleagues beyond the cluster.

- 4.11. Key areas for development were also noted within the report:-
- ♦ continue to develop the curriculum as planned to ensure children benefit from progressive learning across their learning.
 - ♦ develop further children's involvement in their own learning. In doing so, support children to have a clearer understanding of their next steps in learning
- 4.12. The school had already identified these areas for development and have incorporated them into the school's improvement plan. There will be no further visits in relation to this inspection.
- 4.13. Additional inspection evidence can be accessed by clicking the following web link <https://education.gov.scot/inspection-reports/south-lanarkshire/8546126>

5. Employee Implications

- 5.1. None.

6. Financial Implications

- 6.1. None.

7. Other Implications

- 7.1. There are no direct risks associated with this report which is provided for information only.
- 7.2. There are no significant sustainability issues in connection with the recommendations contained within this report.

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. There is no requirement to carry out an assessment in terms of the proposals contained within this report.
- 8.2. The content of Education Scotland reports are shared with parents and discussed at Parent Council meetings.

Tony McDaid
Executive Director (Education Resources)

13 February 2019

Link(s) to Council Values/Ambitions/Objectives

- ♦ Improve achievement, raise educational attainment and support lifelong learning
- ♦ Ensure schools and other places of learning are inspirational

Previous References

- ♦ None

List of Background Papers

- ♦ Education Scotland Report of 22 January 2019

Contact for Further Information

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

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