

# Report

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Report to:	<b>Clydesdale Area Committee</b>
Date of Meeting:	<b>16 December 2008</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>HMle Report - Coulter Primary School</b>
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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 Coulter 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 Report on Coulter Primary School.

## 3. Background

- 3.1. Coulter Primary School was inspected in May 2008 as part of a national sample of primary education. At the time of inspection the roll was 19. The Head Teacher was head of both Coulter and Lamington Primary Schools.
- 3.2. 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 the innovation and capacity for improvement. There was a particular focus on attainment in English language and mathematics and the inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meal provision.
- 3.3. HM Inspectors examined pupils' work and interviewed groups of pupils, including the pupil council, and staff. They also met the chairperson of the Parent Council and a group of parents.
- 3.4. The report by HM Inspectorate was published on 7 October 2008.

## 4. Findings of the 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 reported that the following were key strengths:

- Pupils' knowledge about the environment and healthy lifestyles
- Very good relationships between staff and pupils and the care taken by all staff to promote pupils' welfare
- Pupils' very good behaviour and their enthusiasm for learning
- Strong, productive partnerships with parents, local schools and the wider community
- The impact of self evaluation on improving the school
- Leadership at all levels

4.3. Parents, pupils and staff were very positive about the school. Comment was made on the high level of teamwork, the mutual respect between adults and pupils and the school's very positive ethos. All staff felt the school was well led.

4.4. The school provided pupils with a broad and balanced curriculum. Personal and social development permeated the curriculum very well.

The quality of teaching for effective learning was good as was the quality of learners' experiences. Most teachers shared the purpose of lessons with pupils and provided well planned opportunities for pupils to work together and learn from each other. Almost all pupils were eager, enthusiastic learners who responded positively to many examples of very good, inspiring teaching.

4.5. The overall quality of pupils' attainment in English Language was good. Across the school, most pupils were attaining appropriate levels in reading and writing. Pupils with additional support needs were well supported in class and making very good progress.

4.6. The overall quality of pupils' attainment in mathematics was very good. It had improved in recent years as staff at the early stages built effectively on children's prior learning. Throughout the school, pupils carried out mental and written calculations accurately.

4.7. Very good progress was also being made across other areas of the curriculum. Pupils were developing confidence in many aspects of physical education. Several senior pupils showcased their talents at school and authority events. Pupils at all stages learned important citizenship skills and were developing skills in the area of enterprise in education.

4.8. Wider achievements were recognised. As members of the pupil council and eco committee they also acted as buddies to younger pupils. The school had just gained its Gold Health Promotion Award and pupil involvement in school clubs and out of hours activities helped them develop confidence. Pupils had developed a clear knowledge relating to environmental protection and had achieved a silver Eco Schools Scotland Award for its work in this area.

4.9. The school had made very good progress in involving parents in aspects of their children's learning. Partnerships with community bodies had also improved significantly. Senior managers led staff in reflecting on ways to improve pupils' experiences further and had made an accurate assessment of the school's strengths and development priorities. This represented a very good improvement in performance.

- 4.10. The school's approaches to meeting pupils' learning needs were good overall. Teachers offered a high level of focused support to pupils experiencing difficulties in their learning. Support staff made very effective contributions to individual pupils' learning.
- 4.11. The school's arrangements for pupils' care and welfare were very good. Staff knew pupils well and worked together effectively to create a climate of mutual trust, respect and confidence. They were very clear about their responsibilities in relation to child protection. Pupils felt safe and happy in school.
- 4.12. The quality of accommodation was very good. Staff, with the help of parents, had used available space very effectively to create additional teaching space, a play area and a well resourced library. Resources were very well organised to enable ready access by pupils when appropriate.
- 4.13. The Head Teacher and staff had created a very welcoming, caring and supportive environment for pupils, staff, parents and visitors. Staff and pupils identified strongly with the school and were proud to be associated with it. Teachers promoted achievement and had high expectations of pupils' attendance, behaviour and attainment. Mutual respect and fairness was promoted.
- 4.14. The school had developed many successful ways of involving parents and the wider community in its work. Parents and friends of the school worked alongside teachers in a range of activities. The Parent Council were very supportive working with the school to improve experiences for pupils. Parents were very satisfied with the work of the school.
- 4.15. The Head Teacher provided excellent leadership, demonstrating outstanding skill in developing the leadership and teaching skills of staff and improving learning experiences for pupils. She had set clear, appropriate priorities for improving all aspects of pupils' experiences and greatly improved the quality of partnerships throughout the school and community. Both she and the principal teacher demonstrated very good teaching. Pupils also responded enthusiastically to many opportunities to develop their leadership skills.

A range of rigorous self-evaluation procedures introduced by the Head Teacher had resulted in significant improvement.

- 4.16. HM Inspectors identified one main point for action:
- Continue to deliver the curriculum and provide consistently, high quality learning and teaching in order to better meet the learning needs of all pupils.
- 4.17. An action plan to take forward the recommendation has been prepared and shared with parents.
- 4.18. As a result of the strong leadership of the Head Teacher and principal teacher, the positive staff teamwork and the enthusiastic support of parents and the local community, the school was very well placed to improve its work.

## **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 in 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 adults
- 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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