

# Report

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Report to:	<b>Clydesdale Area Committee</b>
Date of Meeting:	<b>18 November 2008</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>HMle Report - Crawford 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 Crawford 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 Crawford Primary School.

## 3. Background

- 3.1. Crawford Primary School was inspected in February 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 chair person and representatives of the Parent Council, a group of parents and representatives of the local community.
- 3.4. The school serves the village of Crawford and the surrounding area and is part of the Biggar Learning Community. At the time of inspection the roll was 35. The Head Teacher was also responsible for Abington Primary School.
- 3.5. The report by HM Inspectorate was published in May 2008.

## 4. Key Strengths

4.1. HM Inspectors identified the following key strengths:

- Confident, motivated and enthusiastic pupils and their achievements.
- The inclusive ethos and commitment of staff to provide high quality pastoral care.
- Productive partnership with parents and the wider community.
- Successful engagement of the school community in promoting healthy lifestyles.

- 4.2. Overall, parents were positive about most aspects of the school, that staff made them feel welcome and that any concerns raised were dealt with appropriately.

Pupils were very positive about the school and felt they had a say in improving the school.

Staff were very positive about all aspects of the school. They liked working there and felt there were very good links with parents and the community. They thought that pupils were enthusiastic about their learning and that the school celebrated pupils' achievements well.

- 4.3. The overall structure of the curriculum was good. The school provided pupils with broad and relevant learning experiences which helped them to develop successfully a wide range of skills. The overall quality of teaching was good with some examples of very effective interactive teaching.

The overall quality of learners' experiences was good. Pupils were motivated, attentive and worked conscientiously on tasks set by their teachers. They responded confidently to opportunities to work together and also benefited from working with visitors from community backgrounds. The school had very effective approaches to promoting pupils' personal and social development and to helping pupils develop their wider achievements.

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

The overall quality of attainment in mathematics was good, again with most pupils achieving appropriate national levels of attainment.

- 4.5. Across the school, the effectiveness of the school's approaches to meeting pupils' learning needs was variable. This needed to be more consistent and teachers need to make more use of assessment information to build effectively on pupils' earlier learning.

- 4.6. The school's arrangements for ensuring pupils' care and welfare had major strengths. 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 in the school and were very knowledgeable about the importance of healthy lifestyles.

- 4.7. The quality of accommodation was good. The building was maintained to a very high standard which contributed to the very positive ethos of the school. Throughout the school, staff had worked hard to create a well organised and stimulating environment for learning.

- 4.8. The school had a very inclusive ethos. Staff, parents and pupils, identified very strongly with their school. Morale amongst staff and pupils was positive and shared high expectations of pupils' behaviour and effort. Pupils felt valued and believed they were treated fairly.

- 4.9. Parents were committed to, and actively involved in the life and work of the school and in their children's learning. They served on the Parent Council and attended a range of events including parent meetings and curriculum workshops and fundraising. Parents were consulted on a range of issues and kept well informed about pupils' achievements and their children's progress.
- 4.10. Although only in her second year in post, the Head Teacher had developed strong partnerships with parents and the community to improve the life and work of the school.

She had built on the school's strengths and introduced a number of initiatives which had begun to improve pupils' attainment. The recently appointed principal teacher provided effective support for colleagues and her teaching was a model of very good practice.

- 4.11. HM Inspectors identified the following points for action:

- Meet the needs of all learners more effectively by improving the school's approaches to providing support and challenge.
- Improve the pace of learning and the consistency of pupils' learning experiences and
- Continue to develop team working and ensure that all staff are fully involved in using self-evaluation to improve the school.

With continued support from the education authority, the school has a good capacity for further improvement.

## **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)**

27 October 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 13 May 2008

**Contact for Further Information**

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

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