

St Charles' Primary School Cambuslang South Lanarkshire Council

19 May 2009

We published a report on St Charles' Primary School in June 2007. That report set out key strengths of the school and main points for action. We carried out a follow-through inspection in March 2008 and published a report on that visit in May 2008.

This follow-through report is based on an inspection visit which was carried out in February 2009. It tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents¹. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

A copy of this report has been placed on the HMIE website <http://www.hmie.gov.uk/>. Where applicable, you will also find descriptions of good practice in the school and analyses of questionnaire returns.

Contents

1. [The school](#)
2. [Particular strengths of the school](#)
3. [Example of good practice](#)
4. [How well do children learn and achieve?](#)
5. [How well do staff work with others to support children's learning?](#)
6. [Are staff and children actively involved in improving their school community?](#)
7. [Does the school have high expectations of all children?](#)
8. [Does the school have a clear sense of direction?](#)
9. [What happens next?](#)

1. The school

St Charles' Primary School serves the village of Newton and surrounding areas of Cambuslang in South Lanarkshire. At the time of the follow-through inspection the roll was 139. The headteacher at the time of the original inspection retired and an acting headteacher was appointed in August 2007. She was confirmed in the post of headteacher in June 2008.

2. Particular strengths of the school

- Polite, courteous, well-behaved children who are eager to learn.
- The welcoming ethos and very positive relationships within the school.
- Improvements in children's progress in mathematics.

- Constructive partnerships with parents, the local parishes and the wider community.
- Staff teamwork and their commitment to improving the work of the school.
- The impact of the leadership of the headteacher on improving children's experiences.

3. Example of good practice

- Improving links with the wider community.

4. How well do children learn and achieve?

Children are now making good, and in some cases, very good progress in their learning. They find lessons much more interesting and are taking an active part in their learning. They work very well together in groups and confidently take lead roles within the classroom. Teachers are providing a much broader range of activities and cover all aspects of the curriculum. They have introduced a number of cross curricular activities and are beginning to take account of the national initiative *Curriculum for Excellence*. They are taking very positive steps to develop children's skills as independent learners. Children's attainment in reading, writing and mathematics has improved. In reading and writing, most children are now achieving national standards. Almost all children are now achieving national standards in mathematics.

Across the school, teachers are providing a much more consistent approach to learning. They share learning outcomes with children and involve them more in planning aspects of their learning. Children are much more confident and eager to learn. They are very well behaved and carry out their tasks well. Children are also achieving well through a range of positive wider experiences. All children are developing confidence through their involvement in the wider community. They are making a very positive contribution to school life and developing citizenship skills through a range of activities. These include participating in enterprise activities, organising a 'daffodil tea' and encouraging parents to join in the school's health week.

5. How well do staff work with others to support children's learning?

Teamwork and communication among staff have greatly improved. A Parent Council is in place and they are very supportive of the school. They are pleased with the improvements which have taken place. The school regularly seeks parents' views and parents have contributed to the new homework policy. There are a number of parent helpers who assist on a daily basis within the school. Parents receive clearer information about what their children are learning. Newsletters are sent out weekly. The school has held a number of open days, meet the teacher sessions and a family learning week. Across the school, the management of support for children's learning is much better. There are clear procedures in place to identify and support children with additional support needs. Staff consult parents and children effectively about targets in support plans and about the progress being made. There are much improved links between the school and the local parishes. Both parish priests attend assemblies and take part in monthly masses. There is a clear, joint approach

between the school, parents and the parishes to help children prepare for the sacraments. The headteacher and staff are clearly promoting the school as a community of faith.

6. Are staff and children actively involved in improving their school community?

Children are very confident and enthusiastic about taking responsibility and helping in the school. They serve on the pupil council, eco committee and the health group. They have achieved success by gaining a health promotion award and a bronze award from Eco-Schools Scotland. Children are confident that their views are listened to and valued. They believe that they are treated equally and fairly and know who to approach if they have any concerns. Children are developing their citizenship skills through a range of community partnerships. These include taking part in the Camglen radio project, inviting the local women's group to tea and performing a Holocaust assembly to a wide audience. Children are becoming more aware of how to tackle issues of equality and discrimination. A number of children gained knowledge and insight through participating in 'Show Racism the Red Card' competitions. Staff are much more committed to making the school a happy and welcoming place of learning. They work together well and now share a much more positive ethos.

7. Does the school have high expectations of all children?

Staff and children have increased their expectations in relation to behaviour, attendance and achievement. Staff now recognise and regularly celebrate children's achievements. There is now a consistent whole-school approach to promoting and rewarding positive behaviour. Staff and children have very positive relationships. The climate for learning has much improved. Appropriate procedures are now in place to address the care and wellbeing of children. Staff are aware of their roles and responsibilities in relation to safeguarding and tackling racist incidents. Children are polite and courteous to one another and they are well behaved. They are now more involved in community activities and in partnerships with their cluster primary schools. This has helped raise their confidence and further develop their team working skills.

8. Does the school have a clear sense of direction?

With a very strong lead from the headteacher, the school now has a very clear sense of direction. The school's plans for improvement have been shared effectively with staff, parents and children. The school has made good progress and significant improvements have taken place. The headteacher has taken very effective steps to improve key aspects of the school's work. Staff, parents and children have responded very well to her leadership. Class teachers feel more supported and are enthusiastic about leading curricular developments. They enjoy working together as a team and contributing to school improvements. There are now more effective procedures in place to monitor and evaluate the work of the school. Children's progress is more closely monitored by the headteacher.

9. What happens next?

There is clear evidence of significant improvement since the original inspection. The school is performing much better overall. Aspects which previously had been unsatisfactory or weak are now at a satisfactory or better level. With the continued

effective leadership of the headteacher and the commitment of staff, the school is well placed to continue to improve. We will make no further visits in connection with the inspection report of June 2007.

HM Inspector: Isabel Robb
19 May 2009

To find out more about inspections or get an electronic copy of this report go to <http://www.hmie.gov.uk/>. Please contact the Business Management and Communications Team (BMCT) if you wish to enquire about our arrangements for translated or other appropriate versions.

If you wish to comment about any of our inspections, contact us at HMIEnquiries@hmie.gsi.gov.uk or alternatively you should write in the first instance to BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Our complaints procedure is available from our website <http://www.hmie.gov.uk/> or alternatively you can write to our Complaints Manager, at the address above or by telephoning 01506 600259.

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 at <http://www.spsso.org.uk/>.

Crown Copyright 2009

HM Inspectorate of Education

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.
-