

Report

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Report to:	Cambuslang and Rutherglen Area Committee
Date of Meeting:	18 November 2008
Report by:	Executive Director (Education Resources)

Subject:	HMle Report - Burgh Primary School
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise the Cambuslang and Rutherglen Area Committee of the outcome of the inspection of Burgh Primary School by HMI Inspectors.

2. Recommendation(s)

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

- (1) that the HMle report on Burgh Primary School be noted.

3. Background

- 3.1. Burgh Primary School was inspected in May 2008 as part of a national sample of primary education.
- 3.2. HM Inspectors 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.
- 3.3. The 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 parents. They analysed questionnaires issued to a sample of parents, pupils and to all staff.
- 3.4. The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision.

4. Finding of 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 identified the following as being key strengths of the school:

- 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 partnership with parents and the wider community, including the work of the home school partnership worker.
- The leadership of the Head Teacher including her support for vulnerable pupils and their families.
- The promotion and celebration of pupils' wider achievements.

- 4.3. Overall, parents, 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.
- 4.4. Pupils thought their school was a good place to learn and they knew what to do if they were upset. They thought at least one teacher knew them well and that teachers told them how they were getting on with their work. A few wanted more opportunities to say how to make the school even better.
- 4.5. Teachers and support staff were very positive about all aspects of the work of the school. Staff knew the school well and were committed to bring about improvement for pupils.
- 4.6. The inspectors found the overall quality of the curriculum to be good. Teachers provided a broad range of learning experiences designed to promote progression in pupils' learning. Staff had made a very good start to developing active learning within numeracy linked to the outcomes and purposes of Curriculum for Excellence. Programmes of study in music, religious and moral education and information and communication technology (ICT) would benefit from further development.
- 4.7. The quality of teaching was good with some examples of very effective teaching. Teachers were very well organised and created stimulating classroom. They interacted very positively with pupils and most used a wide range of teaching approaches to engage pupils in their learning. Homework was regularly set and at times very well planned with varied tasks. Across the school, teachers did not always use a sufficiently varied range of teaching approaches with groups and individuals outwith English language and mathematics.
- 4.8. The quality of learners' experiences across all stages was good. Most pupils were motivated and participated purposefully in learning tasks and activities. Pupils engaged enthusiastically when given the opportunity to work together and learn from each other.
- 4.9. The school had successfully improved its performance in a number of important areas. The overall quality of pupils' attainment in English Language was good. 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 their language skills and were well supported by staff. The quality of pupils' handwriting and presentation was good.
- 4.10. The overall attainment in mathematics was good. Pupils with additional support needs were progressing well towards their learning targets. The pupils were also developing their skills in Art and Design and PE.

- 4.11. The school took very good steps to develop pupils' wider achievements. Pupils were beginning to develop a more focused awareness of environmental issues through their Eco-Schools Scotland project. Staff planned an extensive range of extra-curricular activities. Some of these were highly imaginative and involved parents working alongside their children. 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.
- 4.12. The inspectors found that the school's approaches to meeting pupils' learning needs were very good. The Head Teacher 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.
- 4.13. The inspectors found that the school provided a very good level of pastoral support. Staff worked very well together to support pupils' attendance and monitor absence. They created a positive climate of mutual trust and confidence.
- 4.14. The quality of accommodation and facilities was found to be satisfactory. Pupils' work was attractively displayed to provide a stimulating learning environment. Pupils', parents and staff showed pride in their school. Relationships among staff and pupils were of a very high standard. The school had achieved a very high level of success in developing partnerships with parents and the local community. The quality of parental involvement by the Home School Partnership worker and Head Teacher was outstanding. 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.
- 4.15. The inspectors reported that the leadership of the head Teacher was very good and some aspects were outstanding. She was highly committed and very well respected by staff, parents, pupils and the wider community. Her vision to provide the most appropriate support for individual pupils was outstanding. The Head Teacher empowered all staff to take forward initiatives and had forged a strong sense of teamwork.
- 4.16. HMI identified the following as the main points for action:
- 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.
 - address the accommodation issues identified in the report.
- 4.17. An action plan to take forward these points has been prepared to address the main findings of the report and this will be shared with parents.

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 carryout an impact assessment in terms of the proposals contained within this report.

Larry Forde
Executive Director (Education Resources)

21 October 2008

Link(s) to Council Objectives

- Learning in the Community
- Supporting Communities

Previous References

None

List of Background Papers

- HMI 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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