

Report

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Report to:	Clydesdale Area Committee
Date of Meeting:	20 September 2011
Report by:	Executive Director (Education Resources)

Subject:	HMIe Report - Crawforddyke Primary School and Nursery Class
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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 Crawforddyke Primary School and Nursery Class by HM Inspectors.

2. Recommendation(s)

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

- (1) to note the HMIe Report on Crawforddyke Primary School and Nursery Class.

3. Background

3.1. HMIe undertook an inspection of the quality of educational provision within Crawforddyke Primary School and Nursery Class in March 2011.

3.2. The inspection team observed lessons; spoke with pupils, parents and staff. The report that was published tells you about the quality of education at the school and how children benefit from learning there.

4. Findings of HM Inspectors

4.1. Particular strengths of the school

- Children's stimulating and exciting learning experiences
- Parent helpers who support and enhance children's learning and development
- Teamwork of all staff to improve children's learning experiences
- Confident and motivated children who are eager to learn
- The headteacher's leadership in supporting staff to improve their school

4.2. Almost all children in the nursery are very enthusiastic, engage actively in their learning and are becoming independent. They are involved in planning for their learning and staff take good account of their interests enhancing experiences, making them more relevant and enjoyable. At the primary stages most children contribute to lessons well and are increasing their independent learning skills. They work confidently, are well motivated and enjoy their learning. Children are taking more responsibility for their own learning.

4.3. In the nursery and primary classes, children work well together to care for their environment through regular eco school activities. They have three green flags to date.

- 4.4 Children are developing knowledge of global issues through their links with a nursery in Poland and a school in Norway. They take on leadership roles enthusiastically and are learning enterprise and citizenship skills through a number of activities such as Fairtrade. The range of sporting activities offered also help develop children's confidence.
- 4.5 In the nursery, most children listen well and follow instructions. Display materials and resources ensure children feel their work is celebrated and valued by staff. Almost all children can sort, sequence and match and use a variety of resources effectively.
- 4.6 Across the primary stages, children are making good progress in English language and mathematics and most attain national standards. Those requiring additional support in their learning are also making suitable progress. Most children listen and respond well to questioning. They talk confidently about their writing and write for a variety of purposes.
- 4.7 In mathematics, most children carry out mental and written calculations confidently. They consolidate number skills regularly through interactive activities. They can relate what they are learning to real life contexts. Most teachers and children are using information and communication technology(ICT) and interactive whiteboards effectively.
- 4.8 Staff in the nursery and primary classes are making good progress implementing *Curriculum for Excellence*. They have worked well together to develop parts of the Curriculum and are using the experiences and outcomes more confidently. They need to increase the pace of developments for other curricular areas. At present all children do not experience two hours of quality physical education. Transition arrangements are very well organised across sectors.
- 4.9 In the nursery, tasks, activities and resources meet the learning needs of most children. Staff track children's learning across all areas of the curriculum to ensure they are being appropriately challenged. In the primary, staff identify needs and prioritise support. They use active learning approaches and provide a range of tasks which meet the needs of most children. They now need to differentiate tasks and activities further to provide children with appropriate challenge. Teachers are developing ways of providing feedback to children on their learning using shared success criteria.
- 4.10 The support for learning teacher works well with class teachers to provide advice and support for children with additional support needs. In the nursery and school, staff also work effectively with other agencies to support children.
- 4.11 In the nursery, parents are actively encouraged to participate in the learning and work alongside staff in the playrooms. Nursery/home diaries have been introduced to support parents who are unable to visit on a daily basis promoting effective communication. Staff have also organised informative curricular workshops to help parents understand what their child is learning.
- 4.12 The Parent Council is very supportive and with community support have helped the school gain Gold Health Promotion status. A large group of parents help in the infant stages and the home/school partnership worker has developed strong links with parents and carers. Staff work with a variety of partners and external agencies to enhance children's learning experiences.

- 4.13 In the nursery, staff take responsibility for leading developments such as ICT, GLOW and global citizenship. In the primary, teachers are sharing ideas through the Teacher Learning Community, leading initiatives and developing new curricular materials to improve their teaching. Self evaluation is used with staff, parents and pupils to gather views about learning and teaching. The management team needs to continue to develop an ethos of self evaluation which is formalised, rigorous and embedded in all aspects of learning and teaching. Children need to be more involved in evaluating and reviewing their progress and identifying their next learning goals.
- 4.14 The nursery and school have a very welcoming and inclusive ethos. Staff have high expectations of children's attendance, behaviour and attainment. Children feel confident, secure and valued. The school addresses any complaints and concerns very well and has appropriate procedures in place for the care and welfare of children. Equality and diversity is promoted throughout the curriculum.
- 4.15 The school has a clear sense of direction and the headteacher shows strong leadership for learning. The deputy headteachers and principal teacher carry out their remits very well and provide very effective support for all staff. Staff and children are taking on lead roles and are improving many aspects around the school.
- 4.16 Areas for improvement
- Continue to increase the pace of developments linked to *Curriculum for Excellence*.
 - Continue to ensure that tasks and activities meet the learning needs for all learners in order to raise attainment
 - Continue to embed self evaluation approaches that lead to improvements across the school
- 4.10 These areas for improvement have been incorporated into the school's improvement. Parents will be informed of the progress achieved in overtaking these points for action.

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.

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. There is no requirement to carry out an impact assessment or consultation in terms of the proposals contained within this report.

Larry Forde
Executive Director (Education Resources)

1 September 2011

Link(s) to Council Objectives/Improvement Themes/Values

- Raise educational attainment for all
- Increase involvement in lifelong learning
- Improve the lives of vulnerable children, young people and adults
- Improve health and increase physical activity

Previous References

None

List of Background Papers

None

Contact for Further Information

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

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