



**Rigside Primary School  
South Lanarkshire Council  
24 August 2010**

We published a report on Rigside Primary School in March 2009. That report set out key strengths of the school and main points for action.

This follow-through report is based on an inspection visit which was carried out in March 2010. 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 parents<sup>1</sup>. 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 [www.hmie.gov.uk](http://www.hmie.gov.uk). Where applicable, you will also find analyses of questionnaire returns.

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<sup>1</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

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### **1. The school**

Rigside Primary School serves the village of Rigside and the surrounding rural area. There have been significant changes to staffing since the original inspection. A new headteacher, who also leads Stablestone Primary School, has taken up post and there are three new class teachers. The school building has undergone a full refurbishment. During this time the children were accommodated for six months in temporary classrooms in Tinto Primary School.

## **2. Particular strengths of the school**

- Polite, hard working and happy children.
- Strong teamwork among the staff, with a clear focus on improving learning and teaching.
- Leadership of the headteacher in securing school improvement.

## **3. How well do children learn and achieve?**

At all stages, children are more actively involved and engaged in their learning. They now make regular use of information and communications technology to support their learning. Children have more opportunities to learn from each other and to work together in groups. They cooperate well and their skills in listening to others and working as part of a team are improving. Teachers now share the purpose of lessons more clearly with children. They use questioning well to develop children's thinking. Teachers are now giving helpful feedback to children about how they can make their work better. As a result, children are more aware of their strengths, progress and next steps in learning. Children's attainment in reading, writing and mathematics has improved in P1 to P4. Improvements in attainment are not yet sustained through to P7.

Staff now provide a broader and better balanced curriculum which helps children develop their skills in a wide range of areas. Teachers are taking effective account of *Curriculum for Excellence* to plan learning experiences. The school's approaches to health and wellbeing are strong. The school is working towards a gold Health Promoting Schools award. In English language and mathematics, teachers rely less on textbooks. They are finding ways for children to learn through topics which link to a range of curricular areas.

Staff now plan more effectively to meet individual children's needs. The level of difficulty of tasks and activities is now better matched to the needs of most children. Children with additional support needs are making good progress in their learning. The school is working more closely with parents to help set and review learning targets.

#### **4. How well do staff work with others to support children's learning?**

Staff are working very well together as a team to improve children's learning. Support staff and specialist teachers provide very helpful assistance for children with additional support needs. All staff work effectively with other organisations to support children's learning. The school is building strong links with other cluster schools to share good practice and improve learning and teaching. Parents are more actively involved in the school and in their children's learning. For example, the eco and health committees now includes parents. The school has introduced a range of clubs which are supported by parents, including the 'Breakfast Readers Club' where children and their parents read together.

#### **5. Are staff and children actively involved in improving their school community?**

Staff now work more effectively together to review the quality of their work and to help improve the school. The headteacher provides helpful advice and guidance to staff. She has started to make formal classroom visits to monitor the quality of children's learning experiences. These visits are recent and have not yet had time to have significant impact. Children are now involved in bringing about positive changes to school life in a number of important ways. They participate effectively in the pupil council, eco and health committees and now lead assemblies. The school has recently sought and acted on the views of parents and children on approaches to improving behaviour in school.

## **6. Does the school have high expectations of all children?**

Staff now have higher expectations of children. Children are encouraged to behave well and to work hard. Children are responding very well to these increased expectations and are polite, respectful and well motivated. They now take pride in their work and standards of presentation have improved. Children are proud of their recently refurbished school. School staff regularly celebrate children's successes and achievements. They now share these successes with parents and the local community through regular newsletters and open events.

## **7. Does the school have a clear sense of direction?**

The headteacher is establishing a shared vision and giving clear direction for the school. She is very well supported by staff, parents, children and the education authority. Staff are working well to take forward identified areas for improvement. They meet regularly to talk about their work and how they can make the school better. Overall, the school shows a strong capacity to continue to improve.

## **8. What happens next?**

The school has improved aspects of its performance since the original inspection. Under the leadership of the new headteacher, staff have shown considerable commitment to improving the quality of children's experiences. There is a strong commitment by staff and the education authority to continue to improve. The new headteacher has made a very promising start. Her work has not yet had sufficient time to ensure that improvements in attainment and self-evaluation are fully embedded.

We will continue to engage with the school and the education authority in monitoring progress. We will carry out a further follow-through visit to the school and will report to parents, within one year of the publication of this report, on the extent of the improvement that has been achieved.

**HM Inspector:** Peter Gollogly  
24 August 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

|                |       |   |
|----------------|-------|---|
| excellent      | means | outstanding, sector leading                         |
| very good      | means | major strengths                                     |
| good           | means | important strengths with some areas for improvement |
| satisfactory   | means | strengths just outweigh weaknesses                  |
| weak           | means | important weaknesses                                |
| unsatisfactory | means | major weaknesses                                    |

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