

Rigside Primary School, Lanark South Lanarkshire Council

4 October 2011

We published a report on Rigside Primary School in March 2009. That report set out key strengths of the school and areas for improvement. We carried out a follow-through inspection in March 2010 and published a report on that visit in August 2010.

This follow-through report is based on an inspection visit which was carried out in May and June 2011. It tells you about improvements since the original inspection in the quality of education which the school [\[1\]](#) 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 [\[2\]](#). 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. Where applicable, you will also find analyses of questionnaire returns.

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1. The school

Rigside Primary School serves the village of Rigside and the surrounding rural area.

2. Particular strengths of the school

- Children who are keen to learn and who are proud of their achievements.
- The progress made in raising children's attainment in English language and mathematics.
- The improved quality of the curriculum and children's learning experiences.
- The leadership of the headteacher and the success of all staff in improving the school.

3. How well do children learn and achieve?

Children's learning experiences and achievements have significantly improved since the original inspection. Across the school there is a calm, purposeful atmosphere. Children behave well. They are now more focused on their work and actively engage in their learning. Children learn well as individuals and through paired and group activities. They now have a better understanding about the purpose of their learning. Children are reviewing their own progress and set personal targets through their *My Target* booklets and *Learning Ladders*. Overall, children are taking greater responsibility for learning. Staff have improved their approaches to the teaching of English language and mathematics. Levels of attainment in reading, writing and mathematics have improved across the school.

Staff, with the support of the headteacher, have made significant improvements to the curriculum in line with Curriculum for Excellence. They are successfully taking forward improved learning activities for children. Staff plan well, and link learning in topics to provide meaningful activities for children. Staff are successfully developing literacy and numeracy across the curriculum. Children now experience a broader and more balanced range of activities. The school's approaches to health and wellbeing are strong. *Workout Wednesdays* encourage children to be active. The school continues to work well with parents, whose children require additional support in their learning, to help set and review learning targets.

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

The school is increasingly working well with parents to support children's learning. An active group of parent helpers support the work of the school, including helping to run the school's Credit Union with children. Staff teamwork is very strong. Staff have established a *Teacher Learning Community* which is helping to improve children's learning experiences. All staff engage effectively with a wide range of agencies to support children's learning. Staff continue to work closely with Rigside Nursery to help build on prior learning when children come to primary school.

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

Staff are now fully involved in evaluating their work. They review the work of the school and agree priorities for improvement. All staff take on responsibility for aspects of school

improvement. The headteacher continues to make formal classroom visits to monitor the quality of children's learning experiences. These visits are now leading to improvements in classroom practice. Almost all children are now involved in improving the school. There is now an extensive range of opportunities for children to take responsibility. Children respond very well to recent activities, such as designing school uniform options, running a fashion show and choosing the final uniform. They are now proud to wear the school uniform.

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

Staff's high expectations of children are now embedded in school life. Children have responded well to these high standards and say that they now enjoy school more. Staff support individuals and groups very well and are developing strategies to provide appropriate challenge for most children. They are very committed to children's care and welfare. They acknowledge and celebrate children's achievements effectively.

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

The school now has a clear sense of direction. The headteacher has led staff effectively. The headteacher and staff have focused appropriately on the areas for development and made significant improvements to the work of the school. This has improved the learning experiences of children. The whole-school community is now committed to the school's shared vision and to achieving the best for all children. The school is very well placed to continue to improve.

8. What happens next?

The school has improved significantly since the original inspection. Children are motivated by higher quality learning and are achieving more. Improvements in performance, the quality of learners' experiences, approaches to meeting learning needs, the curriculum, and the arrangements for self-evaluation are now at a satisfactory or better level. As a result we will make no further visits in connection with the inspection report of March 2009.

HM Inspector: Peter Gollogly
4 October 2011

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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Footnotes

[1] The term 'school' is used to include the work of the nursery class, where relevant.

[2] Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.