



**Tinto Primary School and
Nursery Class
Symington
South Lanarkshire Council
18 May 2010**

We published a report on Tinto Primary School and Nursery Class in April 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 February 2010. It tells you about improvements since the original inspection in the quality of education which the school¹ 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 parents². 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.

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.

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1. The school

Tinto Primary School and Nursery Class serves the village of Symington and the surrounding area. Since the original inspection the school roll has fallen slightly and there have been significant changes in staffing.

2. Particular strengths of the school

- Courteous, well-behaved children who are keen to learn.
- The positive steps taken by staff to improve children's learning experiences.
- Productive teamwork across the school to bring about important changes.
- The leadership and direction of the headteacher in managing school improvements.

3. How well do children learn and achieve?

Across the school and nursery class, teachers now plan more effectively for children's learning. Staff are providing a more consistent approach to learning. They share learning outcomes and agree targets with children to help them be clear about their next steps. Children are more involved in planning and reviewing their learning. They have a clearer understanding of what they need to do to improve. Children are more actively involved in learning and carry out fewer tasks involving text books and worksheets. As a result, children are now finding lessons more enjoyable and interesting. They are developing skills in assessing their own work and the work of other children.

Children in the nursery are making good progress in developing early literacy and numeracy skills. Across the school, children's attainment in reading and mathematics has improved. Children are becoming increasingly aware of environmental issues. The school has now achieved its first Eco-Schools Scotland green flag.

The school is continuing to develop its curriculum, taking account of *Curriculum for Excellence*. Teachers now build more effectively on previous learning and take children's interests into account when planning topic work. Across the school, teachers are increasingly planning learning in meaningful contexts. Staff now give children more varied and challenging homework tasks. Children are now developing their information and communications technology skills across a range of curricular areas.

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

The school is continuing to improve its partnership with parents. Communication with parents is now more regular and varied. Parents are regularly invited to communicate with the school. The Parent Council is highly supportive of the school and works well together with the pupil council. Parents now join school improvement working groups. For example, there is parent representation on the homework working group. The school has appropriate procedures in place for dealing with complaints.

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

Children have appropriate opportunities to take responsibility for aspects of school life. These include participation in the pupil council or working as part of the eco group. Staff have improved the school and all are members of school improvement working groups. They increasingly reflect on their own work and are now much better at evaluating the work of the school. They are keen to support out-of-class activities and increasingly take on leadership roles. The headteacher visits classes to monitor the quality of learning and teaching. She provides helpful feedback on these visits and now involves staff in discussions as to how to improve learning further.

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

Staff now have higher expectations of what children can achieve. They have improved arrangements for tracking children's progress and this has increased the pace of learning across the school. The school acknowledges and celebrates children's achievements effectively. For example, children enjoy being served lunch by staff at the 'Top Table' in recognition of their efforts.

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

With strong support from the education authority, the headteacher and staff have worked well together to improve the school. They have taken very positive steps to improve learners' experiences. All staff have a shared understanding of the way forward and are enthusiastic about continuing with their improvement agenda. With continued effective leadership and support from the education authority the school is now well placed to improve further.

8. What happens next?

There is clear evidence of improvement since the original inspection. The school is now performing well overall. Children's learning experiences in the nursery class and across primary stages, the curriculum and the school's arrangements for self evaluation are now at a satisfactory level or better. We will make no further visits in connection with the inspection report of April 2009. As part of ongoing liaison between HMIE and the education authority, our District Inspector will continue to monitor the school's progress.

HM Inspector: Marie McAdam
18 May 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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