

Hallside Primary School Cambuslang South Lanarkshire Council

7 December 2010

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, children and the local community know whether their school² provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which children are involved. We also gather the views of children, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well children are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support children. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from children, parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

Contents

- [1. The school](#)
- [2. Particular strengths of the school](#)
- [3. How well do children learn and achieve?](#)
- [4. How well do staff work with others to support children's learning?](#)
- [5. Are staff and children actively involved in improving their school community?](#)
- [6. Does the school have high expectations of all children?](#)
- [7. Does the school have a clear sense of direction?](#)
- [8. What happens next?](#)

1. The school

Hallside is a non-denominational primary school. It serves the areas of Halfway, Newton, Westburn, and Drumsagard in South Lanarkshire. The roll was 545 when the inspection was carried out in October 2010. Children's attendance was in line with the national average in 2008/2009.

2. Particular strengths of the school

- Children who are polite, well behaved and enthusiastic about their learning.
- Positive relationships between children and staff resulting in a welcoming and inclusive ethos.
- Staff's commitment to providing stimulating and enjoyable learning experiences for children's personal and wider achievement.
- Partnerships with parents and the wider community.
- Leadership of the headteacher and the management team in bringing about school improvement.

3. How well do children learn and achieve?

Learning and achievement

Almost all children are well behaved, attentive and engaged in their learning. Through the setting of personal targets, children are identifying what they are good at and what they need to do to improve. They are planning their own learning and this promotes a sense of achievement. Children work well together in pairs and in groups. They are developing very well their skills in using information and communications technology to assist in their learning. Children feel safe, secure and valued in their school community.

Children across the school know about healthy lifestyles. The school has achieved a gold award in the Health Promoting Schools initiative. The school provides a very wide range of after-school clubs in which almost all children take part. Children attend events and competitions in the local community to support this. The school's football team won the local area '*Fair Play*' award. Children in P7, working with Camglen Radio, broadcast an annual radio show. The pupil council recently hosted a 'Right Blether' for local schools, as part of an engagement campaign by Scotland's Commissioner for Children and Young People. The school was awarded the Determined to Succeed award for their 'Smart Park' campaign.

Most children are making good progress in reading and writing, with almost all making very good progress in mathematics. Those who require additional support in their learning are making good progress. Most children listen attentively to each other and the teacher. They take turns in group discussions and talk with confidence. Across the school, most children enjoy

reading and can read fluently. They show good understanding of what they have read. Most children are developing writing skills well. They would benefit from more opportunities to write at length. In mathematics, almost all children are competent in mental and written calculations. Almost all are confident in their use of problem solving strategies but would benefit from developing these strategies further in other areas of the curriculum.

Curriculum and meeting learning needs

Staff are making good progress in implementing *Curriculum for Excellence*. They have planned productive links across learning in other areas. They are at an early stage of planning literacy and numeracy across the curriculum. The curriculum is supported well by a range of partners. For example, the cultural coordinator has helped support learning on global citizenship through the 'Grassroots' production. All children learn from a wide range of enterprise projects. All children benefit from a minimum of two hours of good-quality physical education each week. Children learn about Christianity and other world religions through the curriculum and special projects.

Across the school, staff know children very well, are caring and respond to their emotional needs. They plan tasks and activities to meet the learning needs of most children. At times the pace of learning is too slow. The school has in place effective ways to identify and support children who need additional help in their learning. Teachers work well with support staff to help children make good progress. Through written and verbal comments they help children to understand how to improve. As the school continues to develop new approaches for assessment, children will benefit from teachers making better use of assessment information to plan children's next steps in learning. The school provides homework that is varied and interesting.

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

The school has established strong partnerships with parents and the wider community. Parents work with staff and children to develop the school garden. They help run a range of clubs, including a football club. They are consulted about sensitive health issues. The recent '*Meet the teacher*' event was very effective in helping parents understand the work of the school. The Parent Council is very supportive of the school and helps in different ways. The school deals effectively with any parental concerns or complaints. The school engages a range of parents and other partners very effectively to support children's learning experiences. This includes the Rutherglen and Cambuslang Health Initiative and the Home-School Partnership. Children learn about broadcasting and media through interesting work with Camglen Radio. The local minister works closely with the school to prepare religious assemblies and celebrations. The school provides very effective support for children entering P1 and for those at P7 transferring to Cathkin High School.

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

Children take responsibility for improving different aspects of school life through membership of a range of school groups. A recent development is the reorganisation of a number of smaller groups to form a *Global Citizenship Group*. This group is developing systems to ensure all children have a voice in improving the school. Almost all children feel they are listened to and can identify areas where their views have resulted in change. For example, they helped staff to decide which after-school clubs should be available. Staff show a strong willingness to work together to improve learning and teaching. Through the *Teachers' Learning Community* they share good practice and develop new skills. They visit readily each other's classes to learn from each other. The management team monitor children's learning experiences closely with staff to evaluate the work of the school and plan further improvements. They visit classes and give teachers helpful feedback on how to improve learning and teaching.

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

The school has a very inclusive, welcoming ethos. It is held in high regard by the local community. Children and staff share positive relationships. Children are well behaved and happy in their learning. They feel they are treated fairly and with respect. They tell us that staff know them very well and they can get support if they have a problem or need help. The school works hard to promote equality and fairness. Staff are knowledgeable about their role in keeping children safe. Children's achievements are celebrated regularly and well, at assemblies, with awards and certificates. Through the curriculum and special events the school promotes a healthy lifestyle. Children have regular opportunities for religious observance.

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

The headteacher knows the school very well. Through her open, consultative leadership style she has developed a strong management team and is supported very effectively by the depute headteachers and the principal teacher. All staff demonstrate high levels of commitment to improving the school and willingly take on leadership roles. The headteacher has established very productive partnerships with parents and the local community and this has a positive impact on learning within the school. Staff are developing a good, shared understanding of *Curriculum for Excellence* and the school is well placed to continue to improve.

8. What happens next?

As a result of the very good quality of education provided by the school, we will make no further visits in connection with this inspection. The education authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

We have agreed the following areas for improvement with the school and education authority.

- Ensure tasks, activities and the pace of learning meet the needs of all children.
- Continue to develop the curriculum, taking account of *Curriculum for Excellence*.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Hallside Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	very good

HM Inspector: Jacqueline Coulter
7 December 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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Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website www.hmie.gov.uk or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

Where the school has a nursery class, you can contact the Complaints Coordinator, Headquarters, Care Commission, Compass House, Riverside Drive, Dundee DD1 4NY, telephone 0845 603 0890.

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Footnotes

1. Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.
 2. The term 'school' includes the nursery class or classes where appropriate.
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