

**Long Calderwood Primary School
East Kilbride
South Lanarkshire Council**

21 June 2011

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.

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1. The school

Long Calderwood Primary School is a non-denominational school. It serves the Calderwood and Allers areas of East Kilbride. The roll was 154 when the inspection was carried out in May 2011. Children's attendance was in line with the national average in 2009/2010.

2. Particular strengths of the school

- Positive relationships with children, parents and the community.
- Well-judged use of external support agencies to help any children with additional support needs.
- Approaches to self-evaluation which are helping to improve children's learning experiences.
- The leadership of the headteacher in taking forward school improvement.

3. How well do children learn and achieve?

Learning and achievement

Children enjoy school, and most settle well into their learning. Most are motivated and concentrate well. Younger children enjoy practical experiences where they are more fully engaged in their learning, for example, in lessons in active mathematics. They would benefit more from similar active learning experiences in different areas of their learning. From P3 to P7 children work well together in small groups and when presenting their topic work to each other and their parents. Older children enjoy helping as 'Friendship Counsellors' at intervals and lunch time and as buddies for younger children. This is helping to increase their self-esteem and confidence. In the majority of classes, staff give children helpful feedback about their work. This needs to be made consistent in each class. Children would benefit from more opportunities to share their views to influence their learning. Throughout the school, children and young people need more freedom to take responsibility for their learning. They are not always clear about what they are learning or what they need to do to improve.

Children are successful in a range of activities both in and out of school. They have helped to design and care for the school garden and are enthusiastic about their work undertaken for their Eco-Schools Scotland Green Flag. There is scope to develop further the use of the outdoor environment for learning. Children have achieved success in several sports events supported by the Active Schools coordinator. Through their charity fundraising, both locally and nationally, children are developing a sense of responsibility for others. They are developing an understanding of global issues through their contact with a primary school in Malawi. Older children appreciate the residential visit to Dalguise which they feel helps them with their teambuilding skills and in developing respect for each other.

Across the stages, there is evidence that standards of attainment in English language and mathematics are improving. Almost all children are making very good progress in reading, writing and mathematics. Children are confident and skilled in presenting in groups and in putting forward their point of view. Most children listen well to each other and to adults, but on a few occasions listening skills were variable in some classes. Staff's recent work on developing reading is helping children to read well with appropriate fluency and understanding. They make good attempts to read new and unfamiliar words. Older children offer well thought out opinions on books and authors. They are encouraged to read extensively. The recent whole-school focus on

helping children develop their writing is resulting in children's skills improving. Writing is used increasingly well across the curriculum, for example, in note taking, summarising and writing book reviews. Children are confident in number, money and measurement. Younger children have a good understanding of handling money. Across the school, children are developing their skills in problem solving and are able to link these to real-life contexts for learning. Children can discuss graphs and charts related to their topic work but need more access to information and communications technology in mathematics to practise their skills.

Curriculum and meeting learning needs

Across the school, staff are increasing the use of the experiences and outcomes of Curriculum for Excellence in most areas of the curriculum. Planning is becoming more responsive to children's progress, interests and needs, particularly in health and wellbeing, literacy and numeracy. Staff are at an early stage of developing their arrangements for assessing children's learning. They now need to plan and manage other areas of the curriculum more carefully to ensure children are making good progress in all areas of learning. Children are benefiting from opportunities to link aspects of literacy and numeracy in their topic work, such as, creating interesting hieroglyphics for the Egyptians topic at P3/4. Children access weekly art lessons and develop skills using a range of media. Their work is displayed attractively throughout the school. The school does not yet provide children with two hours of high-quality physical activity each week.

In most classes, staff provide tasks and activities which meet the learning needs of most children. At times, lessons do not meet children's individual learning needs well enough, particularly for those children who are capable of more demanding work. The rate at which children learn can be too slow in some classes. The school's response to the social and emotional needs of children and families is very strong. As a result, children are settled in school and making good progress in their learning and personal achievements. Children with different needs are very well supported. Individual plans are well thought through and created with children and parents, which helps to make them meaningful and relevant. Support staff work sensitively with children. As a result of these approaches, children are making good progress in their learning. Homework has been recently reviewed, is adapted to suit each class and helps support class and topic work in school.

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

Staff work very well with other professionals to help children learn. Partnerships with external agencies are strong and help staff support a range of needs, as well as supporting individual children. Parents are positive about almost all aspects of the work of the school. They enjoy the presentations made by children at the end of their topic work, such as the VE day celebrations at P7. The school deals effectively with any parental concerns or complaints. The Parent Council is involved in aspects of school life, particularly in successful fundraising ventures. There is scope for the Parent Council to help the school involve parents more in discussing aspects of the curriculum in order to keep improving the school. The pupil council meets frequently and has been successful in improving aspects of the playground environment, and

have introduced a fairer system at lunchtime for children. Transitions into P1 and for P7 children moving to Calderglen High School are effective.

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

Staff are highly committed to working together to improve learning in the school. As a result, they are helping to address aspects of the improvement plan, such as developments in reading and in planning numeracy experiences for children. Staff readily share and discuss how to improve their practice. They are aware of the need to quicken the pace of development of Curriculum for Excellence and their approaches to assessment. Children enjoy having additional responsibilities and respond well to challenges set by staff. There is scope to give children more responsibility to develop further the school website. They serve on the pupil council, health and eco schools committees and have achieved their Health Promoting Schools gold award.

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

Staff are highly supportive of children and their families. The school promotes an ethos of respect and tolerance. The school has been working to improve some aspects of children's behaviour. Children and young people have a good understanding of fairness and equality through lessons and the recently revised house system. Children's school and personal achievements are celebrated at assemblies. Children use a confidential system to record their concerns or worries and are confident that issues will be dealt with appropriately. Staff training in the protection of children is given regularly. Almost all staff know what to do to keep children safe and protected from harm. Procedures are in place to respond promptly if children are absent from school without reason. Children are learning about different faiths and cultures in their class and have regular opportunities for religious observance.

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

The headteacher has a clear vision of how to improve the school and has identified key areas for improvement with staff. Continuing professional development for all staff is actively encouraged. This is linked to the priorities in the school improvement plan. There is an understanding that the pace of change of Curriculum for Excellence has been cautious. This needs to be addressed at all levels to ensure that children continue to access high quality learning experiences.

8. What happens next?

We are confident that, with support from the education authority, the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education.

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

- Continue to develop Curriculum for Excellence across all curricular areas, including the tracking and assessment of children's progress.
- Ensure that all tasks and activities to promote learning are set at the correct level for children.

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 Long Calderwood Primary School.

Improvements in performance	very good
Learners' experiences	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: Elizabeth Paterson
21 June 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. 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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