

**25 May 2010**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents<sup>1</sup>, children and the local community know whether their school<sup>2</sup> 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 <http://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**

St Anthony's Primary School is a denominational school. It serves Springhall, Whitlawburn and the Cathkin areas of Rutherglen. The roll was 157 when the inspection was carried out in March 2010. Children's attendance was in line with the national average in 2008/2009. At the time of the inspection the school was housed in temporary facilities pending a move into a new building in August 2010. Shared arrangements with Loch Primary School are in place for dining, gymnasium and playground facilities.

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

- Children's performance and broader achievements across the curriculum, particularly in mathematics, information and communications technology and expressive arts.
- The contribution of the whole school community to ensuring that all children learn and achieve.
- Staff's enthusiasm for working together to improve children's learning experiences.
- The leadership of the headteacher and active engagement of other staff in taking lead roles

in improving children's learning experiences.

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

#### **Learning and achievement**

They are enthusiastic, particularly when actively involved in directing their own learning. In all classes, children work well together in pairs and groups. They like to show that they can work independently to complete an activity successfully. Children use information and communications technology confidently to extend their own learning. Children know that they are safe and well cared for in school. They feel respected by adults and each other. Older children are very good at showing responsibility for younger children. They care for them around the school and share in their learning in class.

Children achieve considerable success through a wide range of learning experiences. They take responsibility for environmental issues and have achieved an Eco-Schools Scotland green flag award. Children understand the importance of healthy lifestyles and have been awarded a gold award for health promotion. They have achieved success in a range of sports. Throughout the school, children involve members of the local community effectively through a range of enterprise activities. They raise money for charity and show an understanding of global citizenship through interactive presentations about other countries. In all classes, children celebrate regularly their work within the community. Younger children dramatised the work of a local hospital and presented it well on a DVD. Older children collaborated very effectively to present *The Cosmic Crayons European Tour*, a musical drama celebrating skills developed in the classroom.

Overall, standards in attainment have increased over the last three years. Almost all children achieve appropriate national levels of attainment in reading and mathematics, and most do so in writing. Significant numbers of children achieve these levels earlier than would normally be expected. In English language, most children listen well to each other and speak confidently to different audiences. Children at the very early stages have acquired good skills in reading independently. Across the school, children read confidently and talk about favourite authors. They write well for a variety of purposes. They present their work well and take pride in displaying their stories, poems and factual writing around the school. In mathematics, almost all children are confident in oral and written calculations. By the upper stages, children use mathematical language appropriately when describing shapes and angles. Throughout the school, children handle mathematical information very well. They organise it into charts and graphs which help them explore their topic work further. Children know the strategies to use when solving problems and how to apply them outside the classroom and in other areas of their learning.

#### **Curriculum and meeting learning needs**

Staff provide a broad curriculum which is enriched by regular outings and visitors. They are developing the curriculum very well, taking account of *Curriculum for Excellence*. Teachers provide well-planned opportunities for children to extend their literacy and numeracy skills across all areas of their learning. The school has improved its programme in science which builds on children's prior learning well. Staff encourage children to extend their knowledge about space and current issues such as climate change and endangered species. Stimulating programmes in art and music enable children to experience success and build on their skills. Due to current accommodation constraints, staff are unable to offer two hours of high-quality physical education each week to all children. However, they have been innovative in providing alternative physical activities such as brisk walking in the local environment to help maintain children's fitness.

Staff know children very well as learners. They pay particular attention to their social and emotional needs and support them very well. Staff provide almost all children with activities which extend their learning. They are beginning to take greater account of children's interests to ensure activities are motivating and relevant. Overall, staff use questioning skills thoughtfully to encourage children to think for themselves. They recognise that children will benefit from more consistent, focused

feedback to help them improve. Across the school, staff plan activities which meet the needs of almost all learners. Where appropriate, children have individualised educational programmes to help them make progress. These are prepared in consultation with children, parents and visiting specialists and are reviewed regularly. Homework is regular and varied.

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

Staff work well with parents to improve children's learning. Parents are very positive about the help and support staff provide for their children. For example, a guide called 'Tea with the Teacher' helps parents support their children with early reading skills. The school communicates clearly with parents and provides them with important information about the progress of their own children. The headteacher welcomes parents and deals very effectively with any concerns or complaints. She consults with them widely, including on aspects of sensitive health and relationships. The headteacher involves the church community and parent council well in school life. The school has successful partnerships with outside agencies to support children's learning and wellbeing. Staff support children well in their moves from nursery into P1 and from P7 to Trinity High School. The school recognises there is scope to develop further the positive transitions from nursery to build on children's prior learning more effectively.

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

Children take responsibility for important roles which help to improve their school. Junior Road Safety Officers spoke to local builders and received high visibility vests for children to wear on their walks. Pupil council members would like more of a say in learning across the school. Children respond enthusiastically to opportunities to care for younger children through being monitors and buddies and by helping them improve their reading skills. Teamwork amongst all staff is highly effective and all have a leadership role in sharing good practice to improve an area of learning. As a result, they have been successful in developing active approaches to learning in mathematics and science. The school has a number of approaches in place to monitor and evaluate its work in depth. The headteacher is skilled and supports staff very well in tracking the progress of individual children. The next step is for staff to become more effective in evaluating their own work.

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

The school has a very caring and welcoming ethos which comes from its aims and values. Staff have very high expectations of children's learning and behaviour. They celebrate children's achievements well through awards and recognition at assemblies. Importantly, children understand how they can achieve awards. They are proud of their school and take pride in their uniform. They appreciate the very attractive displays which celebrate learning in their school. Children are learning well about equality and diversity. They work closely with the neighbouring school, for example, to learn about anti-sectarianism together. Children have regular opportunities for religious observance within their supportive church community. Staff know children as individuals and nurture them well. They have a very clear understanding of their roles in keeping children safe.

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

The headteacher is a highly-effective leader who knows the school very well. She has a clear vision for the school which is shared by all staff. The headteacher is highly regarded within the community. She has been praised by parents for her work in continuous improvement to children's learning and achievement. The headteacher is supported ably by an enthusiastic principal teacher who carries out her remit well. The staff, led by the headteacher, have worked effectively together through a period of considerable change and challenge in the life of the school. Together, they have the capacity to continue to provide high-quality care and education for all children in their school community.

#### **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.

- Continue with plans to take forward *Curriculum for Excellence*.
- Increase the impact of self-evaluation on improving teaching and learning.

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 St Anthony's Primary School.

<b>Improvements in performance</b>	<b>very good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>very good</b>

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

<b>The curriculum</b>	<b>very good</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

**HM Inspector:** Shona E S Taylor  
25 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

If you would like to find out more about our inspections or get an electronic copy of this report, please go to <http://www.hmie.gov.uk/>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation, or if you wish to comment about any aspect of our inspections. You can contact us at [HMIEenquiries@hmie.gsi.gov.uk](mailto:HMIEenquiries@hmie.gsi.gov.uk) or write to us at BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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 <http://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.

Crown Copyright 2010

HM Inspectorate of Education

### **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.