



**Hunter Primary School  
East Kilbride  
South Lanarkshire Council  
24 August 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 [www.hmie.gov.uk](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.

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<sup>1</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

<sup>2</sup> The term 'school' includes the nursery class or classes where appropriate.

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### **1. The school**

Hunter Primary School is a non-denominational school. It serves the Calderwood, Stewartfield and Kittinghglan areas of East Kilbride. The roll was 228 when the inspection was carried out in May 2010. Children's attendance was in line with the national average in 2008/2009. In recent months, there have been several staffing changes.

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

- Welcoming ethos.
- Confident children who are well behaved and keen to learn.
- Partnerships with parents and the community to enhance children's learning.
- Staff teamwork in providing learning opportunities that enable children to achieve widely.

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

### **Learning and achievement**

Children feel safe and well cared for in school. They are enthusiastic about their learning. Children are becoming more confident when talking about what they are learning in class. They work well on activities without close supervision from an adult. Teachers are increasing ways for children to be involved actively in their learning. This is helping children become more aware of what they are good at and what they need to do to make their learning better. Children collaborate well with each other when completing activities in pairs and groups. They are beginning to take more responsibility for their learning. Children respond well to assessing their own and each other's work.

Children experience a broad range of activities which help them achieve widely. They have a sound understanding of sustainability and, as a result, have achieved a green flag from Eco-Schools Scotland. Children achieve success in a number of after-school activities, including dance, chess and sports. They have responsibilities through their involvement in the pupil council,

eco-school group and as junior road safety officers. Children are developing secure citizenship skills by taking part in several charity and community events. In art and design, children create interesting work using a range of different media. For example, at the upper stages, children are developing their skills in using tone and pattern to create different effects.

Children are making good progress in English language and very good progress in mathematics. Almost all children achieve appropriate national levels of attainment in reading and mathematics and most do so in writing. In recent years, standards of attainment have remained steady in English language. Children listen carefully to each other during class discussions and talk readily about their own personal experiences. They enjoy reading and can talk about their favourite author. Children are developing their understanding of vocabulary and how to use this in their writing to describe different characters, settings and storylines. They do not yet create a wide range of functional writing. In mathematics, standards of attainment have remained high. Children are developing their skills effectively in number, money and measurement. A recent 'money week' event helped children develop their understanding of financial education. For example, children at P6 took responsibility for budgeting a school outing. Across the school, children are developing their skills very well in interpreting information from a range of graphs and charts.

## **Curriculum and meeting learning needs**

Staff plan a broad curriculum which helps children develop their skills in a range of areas. They are reviewing the curriculum, taking account of *Curriculum for Excellence*. Staff are becoming familiar with the experiences and outcomes of *Curriculum for Excellence*. They are planning ways for children to develop their literacy and numeracy skills in other areas of their learning. Staff provide well-planned opportunities for children to develop their skills in enterprise education and the world of work. Children do not yet take part in two hours of high-quality physical education each week. Restricted access results

in a lack of opportunities for children to use information and communications technology to support their learning.

Staff know children well. They provide tasks and activities at an appropriate level of difficulty for most children. Teachers do not always ensure activities are difficult enough for higher-achieving children. Specialist staff and classroom assistants provide sensitive support for children requiring help with their learning. Vulnerable children have appropriate educational planning in place to support their learning. Other children with additional support needs do not always have clear learning targets to help focus their learning. Teachers give clear explanations and use questioning well to encourage children to recall information. They are improving how they use questioning to extend children's thinking. Homework activities are set regularly.

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

The Parent Council is supportive of the work of the school. It regularly raises funds to purchase learning resources and is involved in the design of the planned new school building. The school communicates effectively with parents through, for example, monthly school newsletters and class newsletters each term. Parents receive informative reports about their child's progress. They feel information provided by the school about *Curriculum for Excellence* is helpful. The school has appropriate arrangements in place for dealing with any concerns or complaints from parents and the community. The school has highly-effective links with members of the local community which enhances children's learning. Children benefit from working with schools in the local area, including working with their peers in St Leonard's Primary School. Arrangements for children moving from nursery to P1 and those moving from P7 to Calderglen High School are well planned.

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

Children take an active part in improving the school community through their responsibilities and roles on committees. In class, children have increasing opportunities to set criteria to let them know if they have completed a task successfully. Staff are committed to evaluating and improving the work of the school, including identifying priorities for improvement. They reflect on learning within their own class. Staff use information gained at professional development activities to help improve learning and teaching. The senior management team use a range of ways to gather information to improve the work of the school. They review teaching plans, carry out classroom visits and look at children's work. They provide teachers with helpful feedback on learning and teaching. This information is not used well enough to ensure learning is of a consistently high quality across the school.

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

The school is welcoming and has a positive ethos. Children are polite and very well behaved. The school places a high importance on celebrating success. Children feel school assemblies and the 'magical memories' display are used well to recognise their achievements. There are appropriate opportunities for religious observance. Children are developing their understanding of equality and diversity through a range of activities, including participating in the 'Glasgow the Caring City' citizenship project. Staff are knowledgeable about child protection procedures. They monitor children's attendance carefully. Teachers do not always have realistic expectations of what children can achieve. Children are developing a secure understanding of fitness and a healthy diet. As a result, the school has achieved gold status as a Health Promoting School. The school building suffers from damage to floor coverings which create a potential health and safety risk for staff and children.

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

The headteacher has a strong commitment to the school and community. He is held in high regard by parents, children, staff and the wider community. The headteacher is supported well by the acting depute headteacher and acting principal teacher. He encourages staff to take on leadership responsibilities. Staff are committed to taking the school forward. They work very well as a team. Staff are involved in developing the school's vision and values. They take responsibility for developing aspects of the work of the school. The management team should now focus on improving approaches to monitoring and evaluating the work of the school to ensure sustained improvements.

## **8. What happens next?**

We are confident that 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 involve children more actively in their learning.
- Improve self-evaluation to ensure it leads to consistently high-quality learning which meets the needs of all children.
- Address health and safety issues.



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 Hunter Primary School.

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

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

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

**HM Inspector:** Janie McManus  
24 August 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](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.

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