

# St Bride's Primary School and Nursery Class

## Cambuslang

### South Lanarkshire Council

9 March 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.

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### 1. The school

St Bride's Primary School is a denominational school with a nursery class. It serves the north and western areas of Cambuslang. The roll was 378, including 72 in the

nursery, when the inspection was carried out in January 2010. Children's attendance was in line with the national average in 2007/2008. Around 12 per cent of children have English as an additional language.

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

- Children who are confident, responsible and motivated learners.
- Very effective support given by staff to support children's learning and welfare.
- Involvement of children in a wide range of out-of-hours activities which enriches their learning.
- The headteacher's commitment to enhancing children's wider achievements and the positive impact on children's learning experiences.

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

### **Learning and achievement**

Children are happy and settled in the nursery. They are forming friendships with one another and most interact well during play. Children are learning about different roles through imaginative play in the shop and home role play areas. They choose from activities set within each playroom. They need more opportunities to access a wider range of play experiences each day. Children are not given enough choice in selecting resources. Across the school, almost all children are motivated and interested in their learning. They are confident and conscientious in approaching tasks. Children have a very positive attitude to learning. They work together very well in pairs and in groups. Most children demonstrate a purposeful approach to learning and are confident in sharing their views about what they are learning. Children achieve success both within and beyond the classroom. They are developing a very good range of healthy living and physical skills by taking part in the significant number of out-of-hours clubs. Children take part in a number of 'taster sessions' including judo and shinty. Enterprise and citizenship activities are important parts of school life. For example, at P7, children work with a local radio project to produce and deliver four live broadcasts each year. The school choir regularly performs in the local community and takes part in an annual ecumenical carol service alongside other local schools.

In the nursery class, almost all children are experimenting with writing and drawing during play activities. The majority are making attempts at writing their name. Most children enjoy looking at books. They are developing confidence in talking to one another and adults. Almost all children can match and sort by colour and shape. They can talk appropriately about bigger and smaller during play activities. Almost all children are developing skills in using scissors and enjoy playing outdoors on the climbing frame and using wheeled toys. Almost all enjoy painting and craft activities. They need more opportunities to be creative and to investigate and solve problems. Across the school, children are making very good progress in talking, listening, reading and writing. Almost all children attain appropriate national levels in reading and in mathematics. Most children attain appropriate national levels in writing. A significant number of children achieve national levels earlier than expected. The

school has maintained these high levels consistently in recent years. In English language, children talk confidently to one another and adults. Group discussion skills are developing well. They listen well to instructions and for information. At all stages, children are developing as fluent readers. Most children read well with expression. They enjoy reading and are able to talk about why they like particular authors. Children are making good progress in developing their skills in writing. In most classes, there is an appropriate range of writing. Children are learning well about the writers' craft. They have a good understanding of Scots' language. Most children present their work well with appropriate attention to handwriting and spelling. In mathematics, children are very confident in using number, money and measurement in both written and mental calculations. In some classes at the early stages, children are learning well through active mathematics. At P3, children are confident in addition and subtraction. At P6 and P7, children are able to use information gathered to construct various types of graphs about the population of cities. This is linked to their topic on Brazil. At the senior stages, children work well together to tackle and solve problems. Information and communications technology (ICT) is not used well enough to support all children's learning in mathematics.

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

In the nursery class, staff provide a broad range of play activities. They have made a start to using *Curriculum for Excellence* to plan and deliver learning for their key group of children. Staff now need to plan together to ensure all children make appropriate progress in their learning. Staff make appropriate use of the outdoor area to support children's physical play. Across the school, staff provide children with an appropriately broad curriculum. Most aspects are covered effectively. Staff are beginning to plan for some aspects of *Curriculum for Excellence*, particularly in relation to cross-curricular topic work. They are at the very early stages of looking at planning for literacy and numeracy across the curriculum. Across the school, all children take part in learning about enterprise and healthy living. They work well with others in the local community to promote these opportunities. The school does not yet provide all children with two hours of good quality physical education each week. Children are confident when using ICT to research and support topic work and in composing PowerPoint presentations. The development of children's skills and practice in ICT is limited as there are no networked computers in the classrooms.

Staff in the nursery know children well. They provide a range of play activities that are appropriate for them. The rigid structure and routine of the nursery session limits opportunities for children to learn creatively through their play. Staff are beginning to work at identifying next steps in learning to ensure that appropriate challenges are in place for all children. Staff work well with a range of agencies to support children with additional support needs. Across the primary stages, almost all tasks and activities are set at an appropriate level for all children. In many lessons, staff ensure that activities are appropriately paced and that children learn at a rate which motivates and challenges them. Children with English as an additional language and those with additional support needs are making very good progress. Classroom assistants provide very effective support to children. Appropriate support plans are in place and parents and children agree the learning targets in these plans. Staff know their children and families very well. Pastoral care of children is of a high quality. Almost all teachers explain the purpose of their lessons very well. They share with children what they

expect them to learn and set clear targets for them. In most classes, children are given useful feedback on how well they are learning. Staff encourage children to take responsibility for their learning and to work well with one another. Homework activities are regular and varied. These activities have been recently reviewed to engage parents more in their children's homework.

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

Parents of nursery children are happy with the nursery class. Staff have positive relationships with parents. Children and parents are well supported when starting in the nursery class. Across the school, staff work very well with a range of professionals to support children effectively. Informative parents' evenings, progress reports, regular newsletters and a number of class 'showcase' events keep parents well informed about their children's progress. The Parent Council and the parent-teacher association are very supportive and make valuable contributions to the life of the school. The school has an appropriate complaints procedure in place. Parents are consulted about sensitive health issues. Children are well supported when they move from nursery to P1 and from P7 to Trinity High School.

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

Children are very confident and take responsibility for a range of activities. They serve on the enterprise committee, the health group and the pupil council. They are very proud to represent their school and are very capable of taking forward ideas and suggestions. All groups should now be given the opportunity to lead developments. Members of the pupil council do not feel that they have been given the chance to contribute effectively to school improvement. Meetings have not taken place often enough and they don't have a set programme of activities. Nursery staff take part in an annual review of nursery practice. Across the school, a significant number of teaching staff are participating in the chartered teacher programme. The headteacher has put in place a number of approaches to monitor the work of the school and nursery class. These include monitoring teachers' planning, observing learning, tracking children's progress and talking to children about their learning. Teachers are aware of the priorities in the school improvement plan and are taking an active part in delivering these priorities. Teachers have begun to observe one another's practice. They are reflective about their work. The use of evaluative processes by staff now needs to become more rigorous and focus on the impact on learning. The headteacher should use the information gathered more effectively, to report to staff about improvements made.

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

There is a positive ethos in the nursery class. Staff in the nursery recognise and praise children's efforts. Children respond well to positive behaviour strategies and praise. Across the school and nursery class, there are good relationships amongst parents, children and staff. Children are very polite and courteous and respect one another. Staff have high expectations of children's attendance, achievement and behaviour. All staff are trained in child protection procedures. Assemblies take place on a regular

basis and children's achievements are recognised and celebrated. Children have a sound understanding of their own faith and learn about other religions and cultures as part of their religious education programme. They regularly attend and contribute to services in their local parish church.

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

The headteacher has a clear view about how staff should work together to ensure continuous improvement. Staff feel supported by the headteacher and are willing to lead curricular developments. The headteacher has recognised the need to review the roles and responsibilities of the school management team. The depute headteachers carry out their present remits appropriately but these are not focused enough on leading improvement. In order to achieve the full potential of the school management team, these roles need to be more focused on supporting teachers and leading learning. Children should also be given more chances to contribute to future improvements.

## **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.

- In the nursery class, improve the planning of children's experiences to ensure that all children make effective progress in their learning and development.
- Improve aspects of the curriculum, taking account of *Curriculum for Excellence*.
- Make more effective use of the information gathered in evaluative processes to further improve the school.
- Ensure that all in the school management team focus more on leading learning and overall improvement.

At the last Care Commission inspection of the nursery class there were no requirements. Two recommendations were made. One has been addressed. One recommendation regarding the privacy and dignity of children has still to be addressed.

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 Bride's Primary School and Nursery Class.

Primary school

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

Nursery class

<b>Improvements in performance</b>	<b>satisfactory</b>
<b>Children's experiences</b>	<b>satisfactory</b>
<b>Meeting learning needs</b>	<b>satisfactory</b>

We also evaluated the following aspects of the work of the school and nursery class.

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

**HM Inspector:** Isabel Robb  
9 March 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 <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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### **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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