

# **Crawforddyke Primary School and Nursery Class Carlisle South Lanarkshire Council**

**31 May 2011**

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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## **1. The school**

Crawforddyke Primary School is a non-denominational school with a nursery class. It serves the Crawforddyke area of Carlisle and the two neighbouring villages of Yieldshields and Kilncadzow. The roll was 263, including 98 children in the nursery, when the inspection was carried out in March 2011. Children's attendance was in line with the national average in 2009/2010.

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

- Children's stimulating and exciting learning experiences.
- Parent helpers who support and enhance children's learning and development.
- Teamwork of all staff to improve children's learning experiences.
- Confident and motivated children who are eager to learn.
- The headteacher's leadership in supporting staff to improve their school.

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

### **Learning and achievement**

Almost all nursery children are very enthusiastic and engage actively in their learning. They share and take turns well during play. Almost all are becoming independent when preparing to go outside, serving themselves at snack time, and when carrying out personal hygiene routines, for example, washing hands. Children are involved in planning their learning through discussions with staff and the use of floor books and mind maps. Staff take good account of children's interests and this is enhancing learning experiences, making them more relevant and enjoyable. At the primary stages, most children contribute to lessons well by providing good ideas and answering questions correctly. They are increasing their independent learning skills as a result of a variety of relevant activities within lessons. Children work confidently in groups and pairs as well as individually. They are well motivated and enjoy their learning. Children are taking responsibility for their learning when given the opportunity and when completing their class activities. Staff praise children frequently for their work and ideas. They use questioning successfully to find out what children know and to consolidate main points of the lesson. Most teachers and children are using information and communications technology (ICT) and interactive whiteboards effectively.

In the nursery and primary classes, children work well together to care for their environment through regular involvement in Eco-Schools Scotland activities. Commendably, the nursery and school have received three green flags. Children are developing their knowledge of global issues as a result of an e-twinning project with a nursery in Poland and links with a school in Norway. They take on leadership roles enthusiastically in the school, for example, as members of committees and the pupil council, junior road safety officers, house captains and buddying roles. In the nursery and school, children are learning enterprise and citizenship skills through a number of activities. For example, children are learning about the work of Fairtrade. They are becoming more confident by participating successfully in a range of sporting activities organised by staff, parents and the Active Schools coordinator. These include boys and girls football teams, athletics, badminton, netball, gymnastics and active dance.

In the nursery, most children listen well in group situations and follow simple instructions. Older children speak with increasing confidence and make their needs known. Helpful displays across the nursery and in floor books ensure children feel their attempts at early writing and mark making are celebrated and valued by staff. Almost all children can sort, sequence and match according to size, shape and colour using a variety of attractive resources effectively. Overall, across the primary classes, children are making good progress in English language and mathematics. Most children attain national standards in reading, writing and mathematics. Those requiring additional support are supported well in their learning and are making suitable progress. Most children listen carefully to each other and to staff and respond well to questioning. They talk confidently about the features in their writing and use agreed success criteria to do this. Children are confident in reading a range of texts and are developing further their reading skills through interdisciplinary projects. Children write well for a variety of purposes and share their writing regularly with a range of audiences. In mathematics, most children carry out mental and written calculations confidently. They are consolidating their number skills regularly through interactive activities. Most children know a variety of strategies to use to solve mathematical problems and do so effectively. They can relate what they are learning to real-life contexts well, for example, when calculating the time taken to travel to another city.

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

Staff in the nursery and the school are making good progress with implementing Curriculum for Excellence. The curriculum is broad and balanced and supports children's development of knowledge and skills well across a range of areas. It provides children with meaningful contexts for learning. Staff have worked well together to develop parts of the curriculum, such as English language, mathematics, social studies and health and wellbeing. They are using the experiences and outcomes more confidently. They need to increase the pace of developments for the other areas of the curriculum. They have developed many interdisciplinary topics which enable children to plan and choose activities within their learning. Currently, all children do not experience two hours of good quality physical education each week. Transition arrangements for nursery to P1 and from P7 to Carluke High School are very well organised.

In the nursery classes, tasks, activities and resources meet the learning needs of most children. Staff track children's learning very well across all areas of the curriculum, to ensure that children are being appropriately challenged. In the primary, staff identify children's learning needs effectively and prioritise support appropriately. They use active learning approaches successfully in a variety of contexts. Teachers provide a range of stimulating tasks which meet the learning needs of the majority of children. They now need to differentiate tasks and activities further to provide children with appropriate challenges. Teachers are developing ways of providing feedback to children on their learning using shared success criteria. The support for learning teacher provides staff with helpful strategies on how they can support children in their learning. Children with additional support needs have individualised educational plans detailing long- and short-term targets, strategies for support and evaluations of progress. This is helping them to make good progress in their learning. In the nursery and school, staff work effectively with other agencies to support children with additional support needs. Homework is regular and links well with the work of the class.

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

In the nursery, parents are actively encouraged to participate in the learning and work alongside staff in the playrooms. Commendably, staff have introduced nursery/home diaries to support parents who are not able to visit the nursery on a daily basis. This allows

information about children's learning and care routines to be passed between home and nursery on a daily basis. Staff have organised informative curricular workshops to help parents understand what their child is learning in the nursery and primary classes. The Parent Council are very supportive of the work of the school. Parental and community involvement have supported the school in achieving Gold Health Promotion status. A large group of parent helpers are successful in helping children at the infant stages in their learning. Staff work closely with a variety of partners and external agencies, for example, the Active Schools coordinator and local businesses to enhance children's learning experiences. The home-school partnership worker has developed strong links with parents and carers.

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

In the nursery, staff take responsibility for leading developments, such as ICT, GLOW, and global citizenship. In the primary classes, teachers are sharing ideas through the Teacher Learning Community, leading initiatives and developing new curricular materials to improve their teaching. The headteacher uses self-evaluation approaches well to gather evidence on various aspects to improve the school. She has asked parents for their views about parent's evenings and staff and children about learning and teaching. The management team have reviewed teacher's forward plans and provided them with helpful comments. They work closely with teachers to track and monitor children's progress. All staff are beginning to use self-evaluation approaches to improve learning and teaching. The management team need to continue to develop an ethos of self-evaluation which is formalised, rigorous and embedded in all aspects of learning and teaching. Children need to be more involved in evaluating and reviewing their progress and identifying their next learning goals.

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

The nursery and school have a very welcoming and inclusive ethos. Staff have high expectations of children's attendance, behaviour and attainment. Children feel confident, secure and valued. The school promotes good behaviour through individual and whole-class rewards. It has clear procedures to monitor lateness and absences. The school addresses any complaints and concerns very well. It has appropriate procedures in place for the care and welfare of children, including child protection, safe Internet use and anti-bullying. Equality and diversity is promoted through the curriculum and festival activities. Appropriate arrangements for religious observance are planned across the school year and are promoted at assemblies. Children are learning successfully about different cultures, religions and disability through classwork and projects.

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

The school has a clear sense of direction and makes children's learning experiences exciting and relevant. The headteacher shows strong leadership for learning. She strives constantly to improve the quality of children's learning experiences and places children and families at the centre of the work of the school. The depute headteachers and principal teacher carry out their remits very well and support all staff effectively. Staff and children are taking on lead roles and are improving many aspects around the school.

## **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 to increase the pace of developments linked to Curriculum for Excellence.
- Continue to ensure that tasks and activities meet the learning needs for all learners in order to raise attainment.
- Continue to embed self-evaluation approaches that lead to improvements across the school.

At the last Care Commission inspection of the nursery class no requirements and no recommendations were made.

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 Crawforddyke 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>good</b>

Nursery class

<b>Improvements in performance</b>	<b>very good</b>
<b>Children's 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 and nursery class.

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

**HM Inspector:** Hakim Din  
31 May 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.