

Report

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Report to:	Clydesdale Area Committee
Date of Meeting:	29 November 2016
Report by:	Executive Director (Education Resources)

Subject:	Education Scotland Report - Underbank Primary School, Crossford, Carluke
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise of the outcome of the inspection of Underbank Primary School by Education Scotland

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the Education Scotland report on Underbank Primary School be noted.

3. Background

3.1. HMle undertook an inspection of the quality of educational provision within Underbank Primary School in April 2016. The report was published on 14 June 2016.

3.2. The inspection team observed lessons, spoke with pupils, parents and staff. The report that was published tells you about the quality of education at the school and how children benefit from learning there.

4. Findings of HM Inspectors

4.1. Particular strengths of the school:-

- ◆ exceptionally polite, motivated children who are very proud of their school
- ◆ a highly effective Headteacher and strongly motivated staff team, including the principal teacher, who work very well together to improve the school
- ◆ the stimulating learning environment for children including the forest school work
- ◆ the strong commitment from parents, families and partners to support the work of the school

4.2. Across the school, children are polite, well-behaved and proud of their school. Children are motivated in their learning as a result of the stimulating and supportive environment. Children, staff and parents contribute very actively to the life of the school and the wider community.

- 4.3. Children are making very good progress in literacy and numeracy. Raising attainment is and has been a very clear focus for the school. Writing across the school is of a high standard. Children write well for a wide variety of purposes, often linked to other areas of their class work. French language skills are developing well across the school and children are achieving success in developing their vocabulary through their work completing a French learning walk around the village.
- 4.4. Children are making good progress in health and wellbeing. They recognise the need for regular physical activity such as participating in the 'kilometre club' to support different aspects of their health. Children are achieving success through participation in sports including netball, football and athletics. Children's Rights are becoming increasingly embedded in the life and work of the school.
- 4.5. There is a strong sense of inclusion across the school. Positive strategies are in place to reduce potential barriers to learning and progress, including the early identification of emerging difficulties and responsive strategies to address these. Staff differentiate learning experiences well in classes. Support staff are well deployed to support children's learning and their timetables are revised to best meet learners' needs. Across the school staff work very hard to ensure all children feel valued, supported and included.
- 4.6. The Headteacher, who has been in post for 2 years, the principal teacher and staff show a very clear commitment to the use and further development of self-evaluation. The staff are a very close team with secure working relationships and self-evaluation is embedded into everything the school is taking forward. The school's work leading to improvement using self-evaluation is very good. A wide range of self-evaluation practices are in place and these ensure the school has the information it needs to plan for improvement.
- 4.7. High quality learning and teaching are all a major focus in self-evaluation. Self-evaluation has a strong focus on improving attainment for all learners. The Headteacher's vision is to support everyone's learning in the school including parents, staff and learners. Parents, including the Parent and Friends Association (PFA), and the Parent Council are a very positive influence for improvement. Teachers work together very well to improve learning through developing and sharing new ideas together.
- 4.8. Education Scotland has stated that they are confident that the school's self-evaluation processes are leading to improvements. As a result, they will make no further visits in connection with the report. The local 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.

5. Employee Implications

- 5.1. None.

6. Financial Implications

- 6.1. None.

7. Other Implications

- 7.1. There are no direct risks associated with this report which is provided for information only.

7.2 There are no significant sustainability issues in connection with the recommendations contained within this report.

8. Equality Impact Assessment and Consultation Arrangements

8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.

8.2 The content of Education Scotland reports are shared with parents and discussed at Parent Council meetings.

Jim Gilhooly
Executive Director (Education Resources)

15 November 2016

Link(s) to Council Values/Objectives

- ◆ Raise educational achievement and attainment
- ◆ Increase involvement in lifelong learning
- ◆ Protect vulnerable children, young people and adults
- ◆ Improve and maintain health and increase physical activity

Previous References

- ◆ None

List of Background Papers

- ◆ Education Scotland report of Underbank Primary School dated 14 June 2016

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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