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| Report to: | Clydesdale Area Committee |
| Date of Meeting: | 20 September 2011 |
| Report by: | Executive Director (Education Resources) |

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| Subject: | HMIe Report - Carstairs Primary School |
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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 Carstairs Primary School by HM Inspectors.

2. Recommendation(s)

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

- (1) to note the HMIe Report on Carstairs Primary School

3. Background

3.1. HMIe undertook an inspection of the quality of educational provision within Carstairs Primary School in April 2011.

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

- Happy, well behaved children who are confident and successful in their learning
- Highly motivated staff who are fully engaged in the life of the school
- The strong sense of community where children, staff and parents value each other and work together well
- Partnership with the local and wider community and other agencies to support and broaden children's learning experiences
- The commitment and successful approaches to improving the work of the school
- The outstanding leadership of the headteacher

4.2. Children are highly motivated, show confidence and enjoyment in learning and take responsibility for aspects of their own learning. They work very well independently and show well developed skills in listening to and learning from each other. They work collaboratively, sharing responsibilities and apply problem solving approaches to finding ways of tackling tasks. From the early stages, children are using information and communications skills (ICT) effectively across the curriculum.

4.3. All children are developing excellent citizenship and enterprise skills across a variety of activities, within and outwith the school. Children's very good work in

sustainability has led to the school achieving a green flag as an eco school. Across the school, children are developing a very good understanding of how to keep fit and eat healthily. They can express themselves very well through art and design and music. They perform confidently in school shows and at assemblies. They take on various other responsibilities and are very successful fundraisers.

- 4.4 Almost all children are making good progress in reading, writing and mathematics and the school has maintained high standards of achievement over recent years. Children listen very well to each other, can talk confidently during discussions. They produce well structured writing of high quality. At all stages children link their learning very well to different areas and write at length across a wide range of relevant topics.
- 4.5 In mathematics, children use their mathematical skills very effectively to solve problems. They apply these skills across the curriculum. Almost all carry out written and mental calculations accurately. They use websites and real life experiences to gather information.
- 4.6 The curriculum reflects well the principles and entitlements of *Curriculum for Excellence*. Staff take very good account of the experiences and outcomes and children's own interests to plan relevant and well structured programmes of learning across the curriculum. This gives children the opportunity to develop and use their skills in literacy, numeracy and health and well being in different and challenging situations across their learning. All children benefit from a minimum of two hours good quality physical education. There are very good transition arrangements in place.
- 4.7 The school is meeting children's learning needs very well. Well planned tasks and activities provide the right support and level of difficulty for almost all learners. Teachers give clear explanations and use questioning very well to check children's understanding and challenge their thinking. Careful tracking helps staff identify children who need additional support. Teachers, support and specialist staff work very effectively together to support children. Children and parents are involved in reviewing and updating learning targets within individualised educational programmes.
- 4.8 The school works very effectively with the supportive Parent Council. Parents make valuable contributions to the life and work of the school. Staff seek and respond to parent views and organise workshops, along with pupils, to inform and engage parents in their children's learning. Parents contribute well to a working group on assessment and feel communications between school and families are highly effective. The school has very good links with other professionals and community groups.
- 4.9 Staff demonstrate a strong commitment to continually improving the work of the school. Children, staff, parents and the community feel they are involved and play an active role in improving the school. Staff are skilled in reflecting in their own practice and evaluating the success of new initiatives, an integral part of daily practice. All teachers share good practice and learn from each other. The headteacher monitors the quality of the school's work, involving staff and pupils, helping them bring improvements through support and challenge.
- 4.10 The school has a strong culture of achievement and improvement. Children are very proud of their school. Staff have high expectations and children respond positively to

these. Staff are highly committed to the care and welfare of all children and knowledgeable about child protection procedures.

4.11 The school places a strong focus on recognising and celebrating children's achievements in and out of school. Children are encouraged to appreciate the importance of a healthy lifestyle and promote equality and diversity.

4.12 The head teacher provides outstanding leadership and a very clear sense of direction for the school which she has shared with all staff, parents and children. Staff have demonstrated a strong sense of mutual responsibility and take on leadership roles to bring about improvements to learning and teaching. Staff also encourage children to lead initiatives.

4.13 Areas for improvement

- Continue to build on the high quality education already provided

4.14 This area for improvement have been incorporated into the school's improvement plan. Parents will be informed of the progress achieved in overtaking this point for action.

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 or consultation in terms of the proposals contained within this report.

Larry Forde

Executive Director (Education Resources)

1 September 2011

Link(s) to Council Objectives/Improvement Themes/Values

- Raise educational attainment for all
- Increase involvement in lifelong learning
- Improve the lives of vulnerable children, young people and adults
- Improve health and increase physical activity

Previous References

None

List of Background Papers

None

Contact for Further Information

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

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