



**Calderwood Primary School  
Rutherglen  
South Lanarkshire Council  
27 April 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**

Calderwood Primary School is a non-denominational school. It serves an area of the town of Rutherglen. The roll was 303 when the inspection was carried out in March 2010. Children's attendance was in line with the national average in 2008/2009.

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

- Friendly, confident and well-behaved children who are enthusiastic learners.
- Children's wider achievements.
- Staff commitment to continuous improvement and their engagement in the life and work of the school.
- Partnerships with parents and the wider community.
- The headteacher's highly-effective leadership in bringing about improvement and change.

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

### **Learning and achievement**

Children are highly motivated and enthusiastic about learning. Teachers engage children well in tasks that challenge them to think for themselves and to work with others to discuss ideas and reach solutions. In most lessons, children are clear about what they are expected to learn. Staff give them helpful feedback and involve children in evaluating their own progress and identifying what they need to do to improve further. Children are developing a sound awareness of themselves as learners and are enjoying their successes in learning. They feel valued and respected in school and make a significant contribution to school life. They use enterprising skills to organise and run events such as school concerts, charity fundraisers and the development of the school garden.

Children are confident. They are developing a wide range of personal and physical skills through a broad programme of sporting and cultural

activities. They know about the importance of healthy lifestyles and how to keep themselves safe. At all stages, children demonstrate skills in using a variety of art techniques. They apply their well-developed skills in information and communications technology to carry out research and present their work. They have a sound awareness of life in the past and how it links to life today. Through their work in achieving an Eco-Schools Scotland bronze award, and in developing the school grounds, children have formed responsible attitudes towards the environment.

Standards of children's attainment in English language and mathematics are improving. Almost all children are achieving appropriate national levels of attainment in reading. Most achieve these levels in writing and mathematics. Many achieve them earlier than would normally be expected. In English language, children at all stages demonstrate, and apply effectively, skills in listening and talking. They discuss and share their ideas and experiences confidently. Almost all are making very good progress in reading with increasing fluency, understanding and expression. They enjoy reading and can talk about why they like certain types of books and authors. At the early stages, children are making very good progress in writing independently. At P4 to P7, almost all children can select ideas and relevant information to create various types of writing. Children who are attaining highly are capable of writing more extended pieces. At the early stages, children are making very good progress in counting and telling the time. They can identify and discuss the features of simple three-dimensional objects and two-dimensional shapes. By P7, most are confident and competent in carrying out calculations involving number, money and measure. They have a sound knowledge of shapes, graphs, symmetry and information handling.

## **Curriculum and meeting learning needs**

The curriculum provides children with a broad and well-structured range of learning experiences. Staff are making very good progress in developing the curriculum, taking account of *Curriculum for Excellence*. They are giving good attention to promoting children's

literacy and numeracy skills throughout the curriculum. Staff and children have worked together to plan a series of lessons to promote children's skills and understanding across a range of curricular areas and to help them link areas of learning. All children are receiving two hours of good quality physical education each week. The curriculum provides them with very good opportunities to promote their wider achievements. It has a commendable focus on learning outdoors.

Staff take very good account of children's differing abilities to provide tasks that are suited to their needs. Increasingly, teachers are making effective use of children's interests and real-life contexts to make learning more enjoyable and relevant. There is scope to increase the pace of learning for children who are attaining highly. The school has very good arrangements for supporting children with additional support needs. Staff work very well with children, parents and partner services to identify children's specific needs and provide them with appropriate support and challenge. Classroom and pupil support assistants give valuable support to children. Children with individualised educational programmes are making very good progress towards the learning targets set for them. Staff are aware of the range of factors that may affect children's learning and are proactive in addressing these needs promptly and effectively. Homework activities are regular and varied.

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

Staff work very effectively with parents to help them support their children's learning in meaningful ways. The school communicates regularly with parents to inform them about key events and consult them about developments. It provides parents with information on the sensitive parts of the school's health and relationships programme. Parents feel welcome in school. Almost all are happy with the school's provision. A few work alongside teachers in classrooms as parent helpers. The school has effective arrangements for dealing with any parental concerns. The Parent Council gives very strong support to the school in all aspects of its work. Staff work effectively with other

schools to support curricular developments and to ensure positive transfers for children into the school and on to secondary education. They foster positive partnerships with visiting staff and colleagues from psychological services, social work and health services. The school and its chaplains work very well together to support children's learning and pastoral care. The school has established strong links with local businesses and members of the community that enrich and extend children's learning experiences.

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

Overall, children and staff feel that they have a say in making improvements to school life. The pupil council is very effective in gathering and presenting children's views and sharing ideas. Staff show a strong commitment to further improving children's learning experiences. They reflect regularly on the success of learning and teaching in their own class and share good practice with each other. Senior managers visit classrooms to monitor the quality of children's experiences. They track children's achievements closely to ensure that they are progressing well. The school has effective approaches to collecting parents' and children's views. Staff use the information productively to evaluate the quality of the school's work and identify appropriate areas for improvement. Recent improvements to the curriculum and learning approaches are leading to rising standards of attainment.

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

The school has a warm, friendly and purposeful atmosphere. There are positive relationships among staff and children. The school community shares a strong sense of pride in the school. Staff have suitably high expectations of children's achievements. Children have high expectations of themselves and this is contributing to their positive attitudes to learning. Children's achievements are recognised

and celebrated. Staff promote children's personal and social development effectively across all aspects of the school's work. They help children to have a clear understanding of the ways they should behave in and out of school. They deal sensitively with children's emotional, physical and social needs and are confident in child protection issues. The school gives very good attention to promoting children's health and wellbeing. Children have suitable opportunities for religious observance. Staff help children to recognise and value diversity through specific lessons and a planned programme of assemblies.

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

The headteacher provides highly-effective leadership. She has set out a clear set of challenging expectations for the school which she has shared successfully with the school community. With very good assistance from the acting depute headteacher, she has established a supportive working environment. They work together very effectively to motivate and support staff. Staff are fully involved in developments. They have responded positively to opportunities to take on responsibility for leading developments. There is a strong sense of teamwork and staff are using their skills and interests well to bring about further improvements to children's learning experiences.

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

The inspection team was able to rely on the school's robust self-evaluation. As a result, it was able to change its focus during the inspection to support further improvements within the school.

The school provides a very good quality of education. Therefore, 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 area for improvement with the school and education authority.

- Build on existing good practice to provide children with consistently high-quality learning experiences and continue to raise standards of attainment.

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 Calderwood Primary School.

<b>Improvements in performance</b>	<b>very good</b>
<b>Learners' 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.

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

**HM Inspector:** Norma Wright  
27 April 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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