



**Calderwood Lodge Primary
School and Nursery Class
East Renfrewshire Council
22 March 2011**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, children and the local community know whether their school² 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. 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.

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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1. The school

Calderwood Lodge Primary School is a non-denominational school with a Jewish ethos. The school has a nursery class. All pupils attend as a result of placing requests within and outwith the council area. The roll was 202, including 54 in the nursery, when the inspection was carried out in February 2011. Children's attendance was above the national average in 2009/2010. The teaching of Hebrew and Jewish Religious Studies is supported by Calderwood Jewish Education. The headteacher has been in post since April 2010.

2. Particular strengths of the school

- Very well behaved, courteous and motivated children and their involvement in improving aspects of the school and learning.
- High standards of attainment and achievement.
- The strong sense of community and ethos of respect and high expectations.
- Teamwork among staff and their commitment to improvement through self-evaluation.
- The vision and leadership of the headteacher in managing change and improvement.

3. How well do children learn and achieve?

Learning and achievement

In the nursery class children are relaxed and content. They choose activities confidently and are developing independence in tasks, such as tidying up and serving themselves at snack time. They are helping staff to plan their learning by contributing ideas which are recorded on the 'learning wall'. At the primary stages, children engage very well in lessons and activities. They work well independently and cooperate effectively with one another in pairs and groups. They think things through and explain how they find solutions to problems. They assess their own and other children's work conscientiously. Most children are developing a good understanding of their strengths and next steps in aspects of their learning, such as writing.

Children in the nursery class are developing their physical skills and coordination through regular exercise in the hall and outdoors. They are learning well about rhythm during music and sing enthusiastically. Across the nursery and primary stages, children are increasingly self-assured in using a range of information and communications technology. At the primary stages, children willingly take on responsibilities and leadership roles in class and across the school. They contribute their views confidently and represent the school at authority-wide events, including pupil council debates. They participate in a range of extra-curricular clubs which include developing enthusiasm and understanding of the work of Shakespeare.

In the nursery class, children's progress in early language is very good. Almost all children listen well and most express themselves confidently. Children enjoy signing their names on arrival at nursery. Most children make marks and form letters. Most are making very good progress in developing early skills in numeracy and mathematics. They count beyond ten and the majority are beginning to understand the value of numbers. At the primary stages, attainment in reading, writing and mathematics has been consistently high. Almost all children achieve appropriate national levels in reading and mathematics. Most achieve these levels in writing. Children with additional support needs, including those with English as an additional language, are making good progress. Across the school, children are developing their skills in listening and talking very well. Most children listen attentively for information. They put forward their ideas in discussion and present talks with increasing confidence. Children enjoy reading and are keen to discuss books they have read. Across the school they read with increasing fluency and expression. By P7, children are skilled in discussing and analysing texts. At all stages, children write well and with confidence and enthusiasm for a range of purposes. Overall, children present their work carefully. In mathematics, children have carried out surveys and are skilful in displaying and interpreting information. They are developing a very good understanding of number, shape and measurement. They offer solutions when solving mathematical problems and are learning well to

estimate and check their answers. Across the nursery and primary stages, children are learning French and Ivrit, the Hebrew language. As they develop their skills, they are beginning to write stories in these languages.

Curriculum and meeting learning needs

In the nursery class, staff are progressing well in taking forward *Curriculum for Excellence*. They pay good attention to the needs and interests of children and involve them in planning. At the primary stages, teachers are working with increasing confidence with the experiences and outcomes of *Curriculum for Excellence*. They have worked together well to take forward consistent approaches in learning, teaching and assessment. In order to ensure a broad general education for all children, the school should ensure that sufficient time is allocated to expressive arts. Staff assist children to make connections in their learning. Teachers make very good use of the outdoor environment to enhance children's learning across the curriculum. In most instances, children have the opportunity to develop their fitness and physical skills through high quality indoor and outdoor education activities for two hours each week. Children have very good opportunities to develop understanding and skills in enterprise education. There are very effective transition arrangements to support children's learning from nursery to P1 and from P7 to Mearns Castle High School.

In the nursery class, staff know children very well. They work with parents to provide appropriate settling in arrangements for individual children. They plan social play groups to support children to develop their social and communication skills. Teachers at the primary stages use assessment well to help children to make progress. They meet regularly with the headteacher to track and monitor all children's progress and identify those children who require additional support. Children with additional support needs receive good assistance with their learning. In order to maximise the benefits for these children, the coordination and timing of support should be improved.

Teachers provide children with a range of appropriate homework tasks which include practical activities to involve parents.

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

Across the nursery and school, staff work effectively with other agencies to support and extend children's learning. In the nursery, parents are invited to comment on the children's 'learning wall'. Almost all parents are happy with the school and feel that their children's learning is progressing well. A few parents would like more information about their children's progress. The Parent Council is very supportive of the school and works closely with the headteacher. Calderwood Jewish Education plays a key role in supporting provision for Hebrew and Jewish Studies. The school communicates with parents in a range of appropriate ways, including a monthly newsletter to parents, bag drops and through the school website. Parents' evenings are well attended and have included information on *Curriculum for Excellence*, cyber-bullying and sexual health education. The school has a system to record and deal effectively with concerns and complaints of parents. Parents and business partners contribute productively to children's understanding of the world of work.

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

Children have a key role in improving the school, for example, through the pupil council, eco school committee and learning council. They have contributed well to aspects of school improvement such as getting more equipment in the playground, keeping the playground tidy and developing the school garden. They have also contributed to improvements in learning which have led to the development of a school library and more active approaches across the curriculum. The eco school group has conducted environmental reviews and is assisting the school in preparing for an Eco-Schools Scotland green

flag. Staff work together productively in evaluating and improving learning, teaching and the curriculum. Some staff are on working groups with the associated nursery, primary and secondary schools. They assist in developing children's wider achievement through extra-curricular activities. Across the nursery and school, staff demonstrate commitment to self-evaluation. The headteacher has involved children effectively in evaluating learning through the introduction of the learning council and through surveying their views. The results of these surveys and visits to classes have been used well to contribute to improving aspects of the school.

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

There is a very positive, supportive ethos in the school which is characterised by mutual respect among children and staff. Children are rightly proud of their school and are polite and well behaved. They feel safe, fairly treated and cared for in school. Staff know children well individually and what to do to keep them safe. Children have considered the Children's Charter as part of the Rights Respecting School Initiative. They understand and share staff's high expectations of them and can talk about what that means for them in terms of their behaviour, attitude and effort. A key value for the school is care of others and this is demonstrated, for example, through support to a range of charities. Children have a good understanding of the Jewish religion. Religious observance is an integral part of the daily school routine. A weekly assembly takes place in the form of Kabbalat Shabbat where certificates are presented to pupils and individual achievements celebrated. Within the context of an inclusive ethos, children should have planned opportunities also to develop awareness and understanding of other religions and faiths.

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

In her short time in post, the headteacher has demonstrated outstanding leadership in providing the school with clear direction and

managing change. She has shared her vision for the school with staff, children and parents and has secured their confidence. The headteacher has encouraged involvement of staff and children in identifying the school's strengths and areas for improvement. She has plans to support staff in developing their leadership skills. Within this context, there is need to develop further the roles and responsibilities of the depute headteacher and principal teachers in order to maximise their role in leading and evaluating key aspects of the school, including learning and the curriculum.

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 develop the curriculum in order to ensure a broad general education for all children.
- Ensure that staff are deployed effectively to maximise support for children's learning.
- Review the roles and responsibilities of promoted staff to ensure effective leadership for learning.

At the last Care Commission inspection of the nursery class there was one requirement and one recommendation which have both been 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 Calderwood Lodge Primary School and nursery class.

Primary school

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	good

Nursery class

Improvements in performance	very good
Children's experiences	very good
Meeting learning needs	very good

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

The curriculum	good
Improvement through self-evaluation	very good

HM Inspector: Noreen Connaughton
22 March 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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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 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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