

23 September 2014

Dear Parent/Carer

**Cambusnethan Primary School and Nursery Class
North Lanarkshire Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the different ways children are learning mathematics and the novel study approach at P4-P7. We also looked at how well the school builds on children's learning through projects from nursery to P7. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Across the nursery and primary stages, children are very confident, very well behaved and enjoy their learning. The learning climate in the nursery and around the school is stimulating and the ethos for learning is very positive. In the nursery, children participate very well in a broad range of learning experiences. The commendable outdoor area provides very good opportunities for children to engage in learning across the curriculum, including literacy, numeracy and investigative play. In the primary classes, children are actively engaged and enjoy what they are learning. They take responsibility for their own learning and are very well-focused when working independently. Children are supported very well to understand what they are learning, how well they are progressing and what they need to do to improve. Children have developed relevant learning logs and participate successfully in learning conversations with their teachers to help them understand how to improve their work. Children set targets that help them to stay focused on their learning and improve their work. In all lessons, children are informed of the learning intentions and success criteria and at the end of most lessons they are asked to comment on their learning through plenaries or in groups. This good practice helps children understand their own strengths and next steps in learning. Across the stages, staff use a variety of creative teaching styles to make learning more exciting and demanding, for example in mathematics.

Across the nursery and primary stages, children are achieving very well. In the nursery, children are developing very well as they explore, investigate and participate confidently in all activities and experiences. They are making very good progress in developing early language skills. They enjoy reading books with their friends, with adults and by themselves. Most children are developing very good skills in numeracy. For example, they use tally marks confidently to collate information. Children are

developing good skills in throwing and catching balls and many are skilled in riding a two-wheeled bike. At the primary stages, children are developing their leadership skills very well by taking on individual class responsibilities, for example children in P1-P3 acting as playroom monitors. Children understand the needs of others and show this through fundraising for local and national charities. Children participated enthusiastically in workshops to design messages for the Commonwealth athletes which were delivered at the opening ceremony. At the primary stages, children are attaining very well in English and mathematics. For example, by P4, many children produce quite extended and well-structured pieces of writing and evaluate their writing against success criteria. P2 children are learning the difference between analogue and digital clocks and how to tell the time. Children use their literacy and numeracy skills effectively in other areas of the curriculum. For example, P7 children are using equations to crack secret codes. Children use their information and communications technology skills very well to enhance their learning in all areas of the curriculum.

How well does the school support children to develop and learn?

Staff and teachers work very well together to support children to develop and learn. In the nursery, staff plan learning to take account of children's different targets very well. They talk to children about their learning and involve parents when setting and reviewing targets. At the primary stages, the tasks and activities match children's abilities and provide children with appropriate levels of challenge in their learning. Children requiring additional support in their learning are making good progress as a result of varied and relevant tasks and effective support from staff. The school engages actively with parents and carers and support agencies to ensure children's learning needs are being met successfully. Across the nursery and primary stages, the curriculum is broad, balanced and flexible to enable the school to meet the interests of children. Staff and teachers are continually updating the curriculum and involve children in planning their areas of interest. As a result, the curriculum is very well planned and is helping to improve children's achievements. In the nursery, the curriculum is firmly based on active learning and play, both indoors and outside, encouraging children to learn and develop their skills. At the primary stages, teachers have developed new resources and assessment materials for most areas of the curriculum. For example, at P4-7, teachers use the novel study approach very well to develop children's literacy skills. Across the school, children's learning is enhanced by educational visits and residential experiences and visitors, such as 'Generation Science'. Nursery staff and teachers are very reflective about the curriculum. For example, when planning projects, they ensure that they build on children's prior knowledge and skills from nursery to P7. The school works very well with neighbouring primary schools and Coltness High School to develop areas of the curriculum. Children are very well supported as they move from nursery to P1 and from P7 to Coltness High School.

How well does the school improve the quality of its work?

The school has very effective systems in place to monitor and evaluate the quality of its work. This includes frequent discussions, both formal and informal, about learning, tracking children's progress and seeking feedback from children and parents. The headteacher has a very clear vision for improving the school. She provides strong leadership and has developed a team approach to school improvement. The depute

headteacher and principal teachers support the headteacher and staff very well. Together, as a senior management team, they visit the nursery and primary classes regularly to monitor teaching and learning and provide staff with helpful feedback on how to improve. Nursery staff and teachers are highly reflective about their practice. They share good practice and take on leadership roles, for example, in working groups to develop the curriculum. Staff participate successfully in a range of professional learning activities which are contributing to continuous improvements to the quality of children's learning experiences.

This inspection found the following key strengths.

- Confident, courteous, enthusiastic children who are highly engaged in discussing and evaluating their learning and who enjoy their learning.
- Staff and children contributing to the very positive ethos for learning.
- The high-quality outdoor learning experiences in the nursery.
- Strong team work of all staff to support and make children's learning stimulating.
- The strong leadership of the headteacher in creating a culture of continuous improvement in all aspects of the school life.

We discussed with staff and North Lanarkshire Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- The school should continue to develop the curriculum as planned.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the school and North Lanarkshire Council in order to record and share more widely the innovative practice.

Hakim Din
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CambusnethanPrimarySchoolNorthLanarkshire.asp>

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