



**Chapelgreen Primary  
School and Nursery Class  
Kilsyth  
North Lanarkshire Council  
24 August 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**

Chapelgreen Primary School is a non-denominational school with a nursery class. It serves the village of Queenzieburn, an outlying area of Kilsyth. The roll was 65, including 20 in the nursery when the inspection was carried out in May 2010. Children's attendance was in line with the national average in 2008/2009.

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

- Well-behaved children across the nursery class and primary school who are keen and motivated to learn.
- Broad range of learning activities which are developing children's achievements, particularly in health promotion and eco awareness.
- Close working relationships with the community which help develop children's citizenship skills.
- The impact of staff's commitment, led by the headteacher, to continuous improvement.

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

### **Learning and achievement**

Children in the nursery play enthusiastically and enjoy learning. Almost all are developing friendships with other children and play well together. Most children concentrate well and are learning to share. They are able to follow their own ideas and take responsibility for some aspects of their learning. In the primary classes almost all children feel successful and they are confident learners. Children are kind and respectful of each other and enjoy the responsibility of being Playground Pals and buddies. At the early stages in particular, children are becoming more active and have more choice in their learning. These approaches need to be developed throughout the school to help children understand what they need to do to improve their work. In all classes, children work well together and are beginning to make helpful comments about their own and each other's work.

Children speak proudly of their achievements. Nursery and primary children together have worked successfully towards their second Eco-Schools Scotland green flag and Gold Health Promoting Schools' award. The successful health week led to an increased understanding of the need to keep fit and healthy. Children attend a wide range of after-school clubs and activities. Through successful fundraising events for local and national charities, children are aware of their responsibilities towards others. Older children, along with children from other cluster schools, benefit from teambuilding skills while enjoying their residential week at Kilbowie Outdoor Centre.

In the nursery, most children are progressing well and making good progress in early language and mathematics. They listen well in groups, enjoy conversations and follow instructions. Most children can recognise letter sounds, their name in print and some other written words. In mathematics, they are able to sort and match and most children can count to ten. In the primary classes, standards of attainment in English language and mathematics have improved over recent years. Most children are now achieving appropriate national levels in reading, writing and in mathematics. Children listen well in classes, discuss in small groups and regularly present at school assemblies. In all classes children read with fluency and understanding. Older children particularly like reading novels and feel this helps them to enjoy reading more. Children's writing skills have improved due to the increased focus by class teachers on individual children's progress. Children write interesting stories and facts. For example, older children created interesting brochures to show their knowledge of banks and how to save money. In mathematics, children are developing speed and accuracy in mental calculations but some children still need to improve these skills. Children are using problem solving skills across the curriculum. This helps them to apply their learning in mathematics more actively. For example, children use information and communications technology (ICT) using a programmable toy to estimate and to plan the direction of travel.

## **Curriculum and meeting learning needs**

Across the school, staff are developing their planning for connecting learning across the curriculum and for active approaches, taking account of *Curriculum for Excellence*. In the nursery, staff make daily use of the outdoor area to develop children's skills and understanding of their environment and for energetic play. In a few lessons in primary classes, teachers need to rely less on textbook activities and be more adventurous in planning active-learning activities for children. Across the nursery and P1, staff need to plan better together to improve continuity in children's progress. Staff make good use of visits and visitors to extend children's learning. Children take part in two hours good-quality physical education each week.

In the nursery, staff are caring and they ensure children's emotional needs are met well. The planned activities meet the needs of most children. Staff realise they need to develop children's learning folios further and gather information about how well children learn. In the primary classes most tasks and activities are at the right level of difficulty for most children. However, classwork for a few is too easy which slows down their progress in learning. Children who need extra help with their learning are supported well in class by learning assistants and the support for learning teacher. Information in additional support plans needs to be reviewed with staff, parents and children on a more regular basis.

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

External agencies provide good support and readily work with the school to support children and families. These include speech and language therapists, educational psychologist, health and social work services. The school has been very successful in developing relationships with parents and the local community. Parents receive regular information about their child's progress through newsletters and open evenings. Fundraising events are very well supported and some

parents give of their time to help in class or, for example, to improve the playground area. The Parents' Council has been involved in improving road safety issues. The school was successful in securing funding for initiatives such as the school trim trail. The work of the Parent's Council should be further developed to involve all parents in improving aspects of the school. The school deals effectively with complaints and consults parents on sensitive health matters. The school has well-planned arrangements for children moving from nursery to P1, between classes and for children transferring to Kilsyth Academy.

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

Children are beginning to be consulted on what is being taught and how they can improve their work. This approach needs to be developed further. Through their eco work, children understand the importance of recycling and energy conservation. They feel the system of election to committees is fair and enjoy the responsibility it brings. The pupil council has a busy agenda and recently involved all classes in adopting an endangered species of animal. Parents are asked for their views at open evenings and as a result the format of events has changed. The school plays an important part in community life through sporting, musical and social events. It helps the local senior citizens group by designing and providing newsletters. The school improvement plan has had a positive impact on most aspects of the work of the school, for example in gathering the views of parents and children improvements have been made to the outside area. A recent priority linked to *Curriculum for Excellence* is helping staff develop approaches to learning. All staff take responsibility for developing and leading new initiatives. They are reflective about their own practice, and are keen to share and discuss their practice with other small schools in the area. Forward plans are reviewed with staff to ensure children are progressing well.

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

Children in the nursery class and school feel safe and well cared for. They are kind and considerate towards each other. Relationships between staff and children are strong and they respect and trust each other. All staff have a good understanding of child protection procedures. The school takes appropriate action if children are absent from school without explanation. Staff have worked well to promote children's positive behaviour and as a result children are courteous and show respect to each other. Staff need to increase their expectations for children's attainment and involve children more in understanding what they need to do to improve their work. Children's achievements are celebrated at assemblies and through awards and displays and in the local newspaper. Children have good opportunities to learn about equalities, beliefs and cultures. Children have regular opportunities for religious observance.

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

The headteacher provides the school with a clear sense of direction. She is respected by staff and parents. Nursery staff are keen to be more involved in developing aspects of the school improvement plan. The headteacher should review how staffing is organised so that all staff can contribute to school improvement. For example, staff need to be able to share with each other approaches to active learning across the early stages of primary. The school has a good understanding of its strengths and areas for improvement and is well placed to improve further the quality of education.



## 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.

- Improve aspects of learning and teaching and extend opportunities for children to take more responsibility for their learning.
- Continue to develop the curriculum to ensure children experience continuity and progression in their learning.
- Improve opportunities for nursery staff to contribute to school improvement with their colleagues in the primary classes.

At the last Care Commission inspection of the nursery class four recommendations were made. Two had been addressed satisfactorily and two were partially addressed. Outstanding issues are carried forward in this report.

- North Lanarkshire Council should take into account the number of children, staff and carers/parents attending the very small nursery building. (National Care Standards Early Education and Childcare up to the age of 16, standard 2: A safe environment.)
- North Lanarkshire Council should take account of fire safety advice and install a system that would give early warning of any fire. (National Care Standards Early Education and Childcare up to the age of 16, standard 2: A safe environment.)

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 Chapelgreen Primary School and Nursery Class.

#### 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>good</b>

#### Nursery class

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>good</b>

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

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

**HM Inspector:** Elizabeth Paterson  
24 August 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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