



**Cleland Primary School
North Lanarkshire Council
25 August 2009**

This report tells you about the quality of education at the school¹. We describe how children benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents² and services which support children. We also comment on how well staff and children work together and how they go about improving the school.

Our report describes the ‘ethos’ of the school. By ‘ethos’ we mean the relationships in the school, how well children are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school’s aims. In particular, we focus on how well the aims help staff to deliver high quality learning, and the impact of leadership on the school’s success in achieving these 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. Where applicable, you will also be able to find descriptions of good practice in the school.

¹ The term ‘school’ is used to include the work of the nursery class, where relevant.

² Throughout this report, the term ‘parents’ should be taken to include foster carers, residential care staff and carers who are relatives or friends.

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1. The school

Cleland Primary School is a non-denominational school. It serves the village of Cleland. The roll was 109 when the inspection was carried out in May 2009. Children's attendance was in line with the national average in 2007/2008.

2. Particular strengths of the school

- Confident and well-behaved children.
- The welcoming ethos and the commitment of staff to the care and welfare of children.
- Effective partnership with agencies to help children with additional support needs.

3. How well do children learn and achieve?

Learning and achievement

At the early stages, teachers are developing more active approaches to learning. As a result, children's learning experiences are beginning to improve in the classroom. The school should now develop these across all stages. Children respond well to the many opportunities to accept responsibility. Older children support younger ones well and contribute successfully to assemblies. Children at all stages are actively involved in the school council, enterprise, junior road safety and eco groups. Their involvement in these groups is having a positive effect on the school. For example, the school council successfully lobbied to have the school toilets and playground refurbished. Children know how to care for the environment and are knowledgeable about recycling and saving energy. As a result, the school achieved an Eco-Schools Scotland silver award. The school provides a range of sporting and cultural activities outwith school hours. These have included badminton, cross country running, choral singing and playing the chanter. Many children who attend are developing confidence and skills in these areas. They speak enthusiastically about their progress and the pleasure which their participation brings them. Across the school, children have good knowledge about eating healthily and take regular exercise. Their

work has contributed to the school's Health Promoting Schools silver award. Children are developing a wide knowledge and range of skills in environmental studies. For example, children at the middle stages have a good understanding of different life styles through researching for their topic on the Titanic. Standards of attainment in English language and mathematics have varied over recent years. Last session, standards in writing and mathematics dropped considerably. Staff took appropriate steps and most children now attain national standards in reading and mathematics and the majority attain these levels in writing. In English language, most children listen well to their teacher and to one another. They talk with confidence. By P7, most children read well for understanding. Children would benefit from more opportunities to write extended pieces for a range of purposes. In mathematics, children are confident in making written and mental calculations. They work well with numbers, including decimals, fractions and percentages. Most are confident in discussing strategies they use to solve problems. They do not have enough opportunities to develop their numeracy skills in real life situations.

Curriculum and meeting learning needs

Staff provide a broad curriculum but it does not offer sufficient challenge or choice to promote children's learning and achievement. Too many activities are focused on books and worksheets. Staff are at the early stages of taking account of the national initiative, *Curriculum for Excellence*. They are beginning to make links across the curriculum. For example, at the middle stages, children are developing their art and design skills as part of their topic about Japan. Information and communications technology is not used well enough to support children's learning. Staff promote an ethos of respect and effectively develop children's personal, social and citizenship skills. They are increasing children's understanding of diversity. Children receive two hours of good quality physical education each week.

Classroom tasks and activities do not yet meet children's learning needs and are not always challenging enough for all children. Staff assess children regularly but do not make best use of this information

to monitor children's progress and provide feedback to them. Sharing information more regularly with children would help them be more aware of their learning and what they need to do to improve further. Staff identify children requiring additional support well. Children with support plans are making satisfactory progress in their learning. The school recognises the need to involve parents and children more in setting targets. Teachers give clear instructions and work well with children. They do not always use questioning effectively to check understanding and challenge children's thinking. Staff set regular and appropriate homework tasks across the school.

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

The school works well with parents who value the help and support provided for their children. Parents appreciate regular communication from the school and advice on how to extend learning at home. The Parent Council is very supportive of the school. Support staff work well with individuals and small groups of children to help with their learning. Staff have formed very effective partnerships with a range of organisations, including psychological services, network support, behaviour support, health and social work. These partnerships successfully help to improve children's learning. Staff prepare children very well for their move from local pre-school centres to P1 and from P7 to Coltness High School. The school is good at sorting out complaints from children and parents.

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

Children are proud to attend Cleland Primary School. They speak confidently about their roles and responsibilities. Teamwork is strong and all staff are keen to improve the school further. They willingly give of their time to run a variety of after-school clubs. The school has some self-evaluation processes in place which have led to

improvements in aspects of children's attainment. However, there are important weaknesses in the school's overall arrangements. Staff are beginning to reflect more deeply on how to improve learning and teaching further. They are at the early stages of taking account of the views of parents and children when planning to improve children's experiences and learning. Staff now need to track children's progress more effectively in order to improve standards of attainment and achievement further. They should make better use of information from assessments to plan children's next steps in learning. Improvement planning has achieved very little impact on improving the quality of learning and teaching.

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

Staff set high standards for children's behaviour and take care to treat all children equally and fairly. Children are courteous, respectful and confident. They help each other out in the classroom and the playground. Children's achievements are recognised in attractive wall displays and at assemblies. The school works well in partnership with the school chaplain. Children have good opportunities to participate in religious observance and worship through regular assemblies and visits to the local church. Staff do not always have high enough expectations of children's attainment and achievement. They now need to increase the pace of learning and provide more demanding tasks for some children. Across the school, staff have very good relationships with children. They are highly committed to children's care and welfare and are sensitive to their needs. They are trained in child protection procedures which they follow consistently. Children feel safe, well cared for and enjoy school.

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

The school has identified the need to establish a shared vision, values and aims with staff, parents and children. With the support of the local authority, the headteacher has identified priorities to improve children's

learning. She now needs to ensure these developments are implemented consistently across the school. The headteacher and principal teacher should further develop their roles in supporting staff to improve the school. Steps should include involving staff in setting priorities for the improvement plans. With the continuing support of the education authority, the school is capable of improving further.

8. What happens next?

We are confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits following this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education.

We have agreed the following areas for improvement with the school and education authority.

- Develop opportunities for children to be more actively involved in their learning.
- Use information and communications technology more effectively to support children's learning.
- Make more effective use of assessment information to meet the needs of all children and raise attainment.
- Improve the school's approaches to self-evaluation, involving all staff in planning for improvement.

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 Cleland Primary School

Improvements in performance	satisfactory
Learners' experiences	satisfactory
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school.

The curriculum	satisfactory
Improvement through self-evaluation	weak

HM Inspector: Peter Gollogly
25 August 2009

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This report uses the following word scale to make clear judgements made by inspectors.

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses