



**Kildrum Primary School
Cumbernauld
North Lanarkshire Council
23 August 2011**

HM Inspectorate of Education (HMI) 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

Kildrum Primary School is a non-denominational school. It serves the area of Kildrum, in the town of Cumbernauld. The roll was 274 when the inspection was carried out in May 2011. Children's attendance was in line with the national average in 2009/2010.

2. Particular strengths of the school

- The very effective ways in which children support each other and actively engage in learning.
- Children's development of language and literacy skills.
- The well embedded inclusive ethos within the school.
- Sense of community, teamwork and shared leadership within the school.
- Strong leadership of the headteacher and her senior management team.

3. How well do children learn and achieve?

Learning and achievement

The engagement of children in their learning is of an exceptional standard. Children are eager to learn and keen to talk about their learning. Children are provided with very effective and regular written and verbal comments about their work to help them reflect on and improve their learning. The quality of children's assessment of their own and others' learning is impressive. At all stages children are taking responsibility for their learning. Children plan expertly aspects of their work to improve their learning. For example, by choosing what aspects of a topic they need to explore to achieve their learning targets. Across the school, children are very good at working together cooperatively. Children contribute enthusiastically to the pupil council, eco group and health committee, helping the school to achieve its third Green Flag, and a Gold health promoting award. Children participate actively and to a high standard in a wide range of out-of-school

activities such as netball, choir, athletics, school shows and concerts and art exhibitions.

Most children are achieving appropriate levels of performance in reading, writing and mathematics. A significant number are attaining these levels earlier than expected. In English language, almost all children listen well both to the teacher and to one another. They speak clearly and express their views very effectively and with confidence. At all stages, children read fluently with expression and with very good understanding. Many read widely for enjoyment and by P7 they talk confidently about the types of book they enjoy and why they prefer certain authors. Across the school, children write for a variety of purposes and are making very good progress as they move through the school. A significant number of children at the early and upper stages are highly skilled in writing extended pieces of prose for a variety of purposes. In mathematics, almost all children are competent in written and mental calculations. By P7, children are skilled in the use of multi-media presentations, databases and spreadsheets. Across the school, children are confident in using problem solving strategies in a range of contexts. Financial education has been introduced in the upper stages. As a result, children are beginning to use their mathematical skills to understand real life situations such as interest on loans and value for money.

Curriculum and meeting learning needs

Teachers provide children with a broad curriculum which supports their learning across an increasing range of subject areas. Staff are gaining confidence in using the full range of experiences and outcomes from the Curriculum for Excellence to plan learning. Children are being taught appropriate skills in literacy, numeracy and health and wellbeing. They have very good opportunities to use their literacy skills across a range of curricular areas. This strong practice in literacy should be extended to other areas, particularly numeracy. Staff are providing very good opportunities for children to develop skills for learning, life and work. For example, during some assemblies children work collaboratively to consider and solve real life problems.

All children have two hours of taught physical education each week.

Children's learning needs are very well met. Almost all children are given an effective range of tasks and activities to help support and challenge their learning. Very good targeted programmes are offered to children who need additional support. For example, younger children who have social and emotional needs are nurtured and supported in the Kids Zone with impressive results. Similarly, children identified as needing a small amount of help to help them achieve a higher level of attainment are provided with a specialised range of activities in a 'Catch-Up maths' group. The identification of children's needs, together with the tracking and monitoring of their progress is robust and is resulting in better outcomes for children. The support assistants and early year's worker provide invaluable support to children and staff in meeting the wide range of needs across the school.

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

The school communicates very well with parents and has a strong Parent Council which provides very good support. The headteacher regularly updates the Parent Council on school priorities, budgets and progress in implementing Curriculum for Excellence. The school has provided parents with homework prompts and parents appreciate opportunities to be involved in shared learning tasks. The school has developed very effective partnerships within the local community. For example, a member from the 'Cumbernauld Allotment Society' works very well with the children to create and maintain the school garden. The school also receives sponsorship from a few local firms. Other professionals such as the teacher of English as an additional language, the inclusion support base manager, speech and language therapist, school nurse, and educational psychologist all value the extremely positive working relationships which they have with the school.

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

There is a very strong culture of improvement in the school. All children are able to make suggestions for school improvement through the use of questionnaires and more recently a graffiti board where they can write their suggestions for consideration by the pupil council. Children are involved actively in buddying younger ones and those in the eco and health committees are helping to lead improvements across the school. All staff contribute positively to school developments through regular focus groups, questionnaires, champions for specific areas of the curriculum and regular evaluations of classroom practice led by the senior team. Opportunities for teachers and other staff to visit each others' classrooms have helped the school to share good practice and improve consistency in learning and teaching. The senior team has a very comprehensive approach to monitoring the work of the school which is making a difference. Effective and comprehensive assessment, tracking and monitoring of the progress of individual children provide robust evidence to inform future improvements.

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

The ethos and quality of relationships within the school are outstanding. Children are friendly, polite and supportive of each other. Along with parents and staff, they are very proud of their school. High quality teamwork within the school contributes significantly to the inclusive and welcoming environment. Staff expect children to behave well and work hard. Teachers work supportively with children to use targets to help them focus on what they need to do to improve aspects of their learning. There are appropriate arrangements in place for religious observance. Children's achievements are celebrated widely in displays, at assemblies and through special events.

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

The headteacher, with the support of her senior staff, provides very effective leadership. She has shared with all staff a clear vision for the school and inspires confidence in staff, children and parents. All staff are committed to improving outcomes and ensuring that all children reach their full potential. They have a clear sense of purpose and are enthusiastic in leading developments across the school. There is a strong sense of community within the school which is also supported by other agencies and members of the local area. The school is very well placed to continue to improve.

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.

- Continue to take forward plans to develop the curriculum in line with national advice.

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 Kildrum Primary School.

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

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

The curriculum	good
Improvement through self-evaluation	very good

HM Inspector: Laura-Ann Currie
23 August 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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