

25 August 2015

Dear Parent/Carer

**Wallace Primary School and Nursery Class
Renfrewshire 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 and others 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 range of topics that children were studying. 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 well behaved, polite and are keen to learn. They are consulted about their learning and can choose aspects and activities to study. They enjoy what they are learning and are very motivated. In the nursery, children participate confidently in discussions with their key worker during small group times. Staff should continue to make the discussions more explicit to help children identify what they need to do to improve further. Across the primary classes, children are actively engaged in a range of activities which increase their knowledge and understanding. They contribute very confidently to lessons and debates, helping each other as well as learning from each other. They enjoy having opportunities to extend their learning and respond positively to challenges. These successful approaches could be developed further across the curriculum. Children work very well with a range of external partners, which is developing their skills for life-long learning and work. Teachers are creative in planning exciting topic work which provides opportunities for children to become independent learners. They use questioning successfully to find out what children know and to challenge them in their thinking. Children play an active part in the school as house captains, buddies, monitors and as members of the Pupil Council. Learning showcases in the nursery and school enable children to share and explain what they have learnt with their families and carers. Feedback from families, carers and children is very positive about this approach.

Across the nursery and the primary stages, children are developing a range of skills which make them more confident and successful. The school celebrates children's achievements very well. In the nursery, children are awarded 'Star of the Week' for being kind, thoughtful and having good manners. At the primary stages, children are awarded rosettes at the monthly 'Red Carpet Assemblies' for achievements both in and out of school. Children participate successfully in a range of musical, artistic and sporting activities, for example, karate, football and electronics. As a result, children's

self-esteem and team working skills are developing very well. The school has gained its third Eco Schools Scotland green flag award, Fairtrade awards and recognition of Rights Respecting School. In the nursery, most children can talk confidently and are developing a range of vocabulary. In numeracy, most children use numbers in play contexts well, with a few using large numbers. There is scope for nursery children to be making better progress in both literacy and numeracy. Across the primary stages, children read well and are reading a variety of books. They write well for a range of purposes. Children use their reading and writing skills successfully during personal research and topic work. In numeracy, children develop their skills effectively through regular mental mathematic and problem-solving exercises. Children's mathematical skills and knowledge are further reinforced in other areas of the curriculum. For both literacy and numeracy, the school should to continue to raise attainment.

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

There is a nurturing ethos in the nursery and primary classes with staff providing a high level of pastoral care, support and encouragement. At times, tasks and activities in the nursery can be too adult-led. Children need to be more independent in and lead their own learning. They should also be challenged more in their learning. At the primary stages, some tasks and activities could be matched more closely to children's learning needs. At times, children could be given more demanding tasks that challenge them further. Children with additional learning needs are supported very well and have detailed written plans in place. Parents are involved in the formation of these plans which are regularly reviewed and updated to ensure children make suitable progress. The school has strong links with partner agencies and services that provide a wide range of support for children and their parents. For example, the school uses funding from partners very well to support the most vulnerable children.

Across the nursery and primary stages, staff have worked hard to develop the curriculum. In the nursery, the management recognise the need to support staff to provide a curriculum which ensures children can achieve as highly as possible. At the primary stages, teachers use the Curriculum for Excellence advice effectively to plan lessons and activities. They work very well together to provide a variety of exciting topics which challenge children in their thinking. As a result, children are receiving a broad and balanced curriculum. The school has plans to develop areas of the curriculum such as art and music. Teachers at the upper primary stages have developed many curricular links with Castlehead High School to ensure children can build on their learning when they enter S1.

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

The headteacher promotes a caring environment for children to achieve and succeed. The deputy headteachers support the headteacher very effectively. As a management team, they are strongly committed to improving the quality of children's learning experiences. The headteacher carries out lesson observations and provides staff with helpful comments. Staff are leading on different areas of school improvements, such as taking responsibility for developing aspects of the curriculum. Staff should share good practice more formally to ensure that they continue to provide high-quality learning for all children. They are making suitable progress in developing more rigorous approaches to monitoring and tracking children's progress to ensure they

attain as highly as possible. The headteacher asks parents for their views on how the school can be improved and their suggestions contribute to the school improvement plans. The headteacher responds to other identified aspects and acts upon them accordingly.

During the previous Care Inspectorate inspection, the nursery had no requirements and three recommendations. As a result of this inspection, there are no requirements and five recommendations.

This inspection found the following key strengths.

- Caring staff and a nurturing ethos led by the headteacher and management team.
- Well behaved, confident and motivated children who are keen to learn.
- The school's engagement with parents.
- Strong links with a range of partners and the local community which enhance children's learning.

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

- Continue to develop the curriculum and ensure it meets the learning needs of all children.
- Continue to develop rigorous self-evaluation approaches to ensure continuous improvements in children's experiences and achievements.
- Improve approaches to meeting children's needs in the nursery, to ensure they make suitable progress.

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 visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Renfrewshire Council will inform parents about the school's progress.

Hakim Din
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at;

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/WallacePrimarySchoolRenfrewshire.asp>

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