



**Inch View Primary School
and Nursery Class
Perth and Kinross Council
27 April 2010**

HM Inspectorate of Education (HMIE) 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.

Contents

1. The school
2. Particular strengths of the school
3. How well do children learn and achieve?
4. How well do staff work with others to support children's learning?
5. Are staff and children actively involved in improving their school community?
6. Does the school have high expectations of all children?
7. Does the school have a clear sense of direction?
8. What happens next?

1. The school

Inch View Primary School is a non-denominational school with a nursery class. It serves a significant area of the city centre and the South Perth district, including Friarton. The roll was 264, including 72 in the nursery, when the inspection was carried out in March 2010. Friarton Nursery School merged with Caledonian Road Primary School to form the new school at Glenearn Community Campus in October 2009. At the time of the inspection, the acting headteacher had only been in post for six weeks. There were also a number of supply staff.

2. Particular strengths of the school

- Children's learning experiences in the nursery.
- Staff's and children's pride in their new school campus and the potential it offers to learning across the community.
- Children's learning experiences and achievements in expressive arts.

3. How well do children learn and achieve?

Learning and achievement

Children enjoy nursery. They have settled well and are developing independence. They now need more involvement in planning their learning. At the primary stages, children like their new school. They treat each other with respect. Most are motivated when actively involved in learning. At the middle stages, children need to continue to develop their social skills. From P5 to P7, children work well together through effective cooperative learning experiences. They apply their teamworking skills well when designing posters about Earth Hour and when designing travel brochures. They also worked very well with others to design and make an attractive 'Bogey Maths Marathon' numeracy board game. Children engage well in physical education, art and design and music. By P7, they use information and communications technology (ICT) well to extend their learning. Older children take on lead roles well and help run lunch time clubs for younger ones. House Captains are beginning to have a positive impact on ensuring that children's views are being taken more account of. Children's views are not yet influencing their learning. Throughout the school, children need more freedom to make choices and take responsibility for their learning. They are not always clear about what they are learning or what they need to do to improve.

Children have been successful both in and out of school through taking part in various activities. Nursery children are making effective progress with music and ICT. Younger school-aged children are improving their skills in dance through attending cheerleading clubs. The school ran a successful mini-Olympics with nearby schools which helped develop children's skills in different sporting activities. Those who take part in local competitions are positive about their achievements, for example in Scottish country dance, curling, cricket, rugby and football. Primary-aged children do well at local rotary club general knowledge competitions. Children achieve well in social subjects and ICT. They apply creative skills well to coursework in drama, music and art and design. Children from Caledonian Road School used their skills well to design items of clothing for their new school uniform, including using Caledonian tartan for the school tie.

Most nursery-aged children listen well. They follow simple instructions and share ideas and personal experiences with others. They enjoy accessing books independently and recognise their names when written. Older children write their name and recognise individual letters. Nursery-aged children need to continue to develop their early reading and writing skills. Almost all recognise colours and numbers up to ten. A few use appropriate mathematical language during play. At the primary stages in recent years, children's attainment has not improved. Their performance in English language has been weak. The school does not have reliable data on children's progress in listening and talking. Last session, children's attainment declined significantly in writing and the majority achieved expected levels in reading. The school's performance in mathematics has been better with most achieving expected levels of attainment. Particularly in English language but also in mathematics, there is considerable room for improvement. There are early signs of children's attainment beginning to improve.

Curriculum and meeting learning needs

Nursery staff are developing a curriculum which takes account of *Curriculum for Excellence*. They provide children with varied

experiences which help develop their skills. Staff now need to continue to provide more experiences for children to develop literacy and numeracy skills. At the primary stages, a few individual staff are beginning to take more account of *Curriculum for Excellence*. Their planning is more responsive to children's progress, interests and needs. However, this practice is not consistent across the school. Staff's use of the local and wider community and visitors helps to improve and give variety to children's learning. The school provides two hours of good-quality physical education in line with national expectations. From nursery to P7, visiting specialists help staff to provide strong programmes in expressive arts. The school's programmes and courses for reading, writing, mathematics and other curricular areas do not challenge children enough. The school recognises the need to ensure a brisker pace for taking forward *Curriculum for Excellence*, including involving children more in planning their own curricular experiences. Staff also need to provide children with more meaningful literacy and numeracy experiences.

Across the school, staff provide children with a calm and purposeful learning environment. In the nursery, key workers work well to support a group of children. Overall, nursery children's needs are met through a wide range of activities. Staff are reviewing appropriately the provision for full-time children in order to meet their needs better. At the primary stages, only the majority of staff provide children with a range of activities which help to meet their needs. Whole-class lessons do not meet children's individual learning needs well enough, particularly for those children who are capable of more demanding work. The pace of learning needs to be brisker. The school's arrangements for supporting children's learning require to be improved. Children with additional support needs and those who have social and emotional needs are well supported. Children's homework needs to be reviewed to make it more relevant, interesting and to ensure it supports children's needs. Staff, including those who are part of the extended school team, work well with various groups providing care to help meet the needs of families.

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

The school needs to take the opportunity the new campus presents to involve parents more in their children's learning. The Parent Council is involved appropriately in aspects of school life. Parents receive useful information, including reports on their children's progress. They are consulted about the health education programme. The school has appropriate approaches to support children moving from nursery to P1 and from P7 to secondary school. The school is effective at dealing with any complaints. School staff welcome various experiences provided by community learning staff within the school campus. Family support workers, youth workers and English as an additional language staff have a positive impact on supporting children's learning. The school's partnerships with others, including educational psychologists, social workers, health staff, those delivering wraparound care and staff from Almondbank Centre support effectively children's learning.

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

Staff are reviewing ways to support school improvements, including taking on additional responsibilities. The Active Schools coordinator, a few staff and some older children help run clubs which add to the quality of children's learning. Children enjoy having additional responsibilities and respond well to challenges set by staff. They serve on the pupil council and have a positive impact. Staff need to take decisive steps to improve the school's arrangements for evaluating and improving learning and teaching. With support from senior managers, staff need to make effective use of assessment and learning targets and tracking systems to ensure all children make appropriate progress in their learning and achievement. The school needs to encourage children across the school to share views in class on how their learning experiences could be improved. Parents and the Parent Council need to be encouraged to become more involved in

identifying and planning improvements. The local authority is aware of genuine concerns about road safety expressed by the Parent Council, parents and staff. The local authority now needs to respond quickly and take forward plans to make improvements within the campus.

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

Almost all staff have high expectations of children's behaviour and attendance. They now recognise the need to raise their expectations for children's attainment. Support staff need clearer guidance from teaching staff about expectations for children's attainment and behaviour. Staff celebrate children's achievements through various award systems, including the new house system, and children respond very positively. There is scope for sharing more of these with the school and its community. The school has very recently reviewed and improved arrangements for young children moving from classes into the out-of-school care facilities to help ensure their safety. School staff know their role in child protection. Catering staff need to be trained in child protection. Children feel very well cared for in school. Staff work effectively with children to help them develop healthy life styles. Children are proud of their new school. Staff encourage and promote equality and fairness through lessons and assemblies. Children have regular opportunities for religious observance. They develop their understanding of different cultures within religious education.

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

In a very short time, the acting headteacher has gained staff's respect. Together with both depute headteachers, she is establishing a clear lead for the school, including increased expectations for its future performance. All senior managers have a positive attitude to improving the school and the achievement of children. Senior managers now need to lead improvements to learning and teaching and ensure greater consistency in children's experiences. In so doing,

they should involve all staff from nursery to P7 and with the continued involvement of the education authority, in working together as one team.

8. What happens next?

We will carry out a follow-through inspection visit within one year of publication of this report and will report to parents on the extent to which the school has improved. Following that visit, we may continue to check the improvements the school has made. We may also carry out a second follow-through inspection within two years of the original inspection report. If a second follow-through inspection visit is necessary then it will result in another report to parents on the extent of improvement that the school has made.

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

- Improve the consistency of children's curricular and learning experiences to better meet their needs.
- Take full account of *Curriculum for Excellence* in improving the quality of education, particularly at the primary stages.
- To raise achievement, improve and increase the impact of self-evaluation, including by sharing effective practice.
- Improve children's safety through making improvements to aspects of road safety within the campus.

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 Inch View Primary School and Nursery Class.

Primary school

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

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

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

The curriculum	satisfactory
Improvement through self-evaluation	weak

HM Inspector: Moira Cummings
27 April 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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Please contact us if you want to know how to get the report in a different format, for example, in a translation, or if you wish to comment about any aspect of our inspections. You can contact us at HMIEenquiries@hmie.gsi.gov.uk or write to us at BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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 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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