

Department of Education,
Culture and Lifelong Learning

Standards and Quality Review

Crosshill Primary School

Crosshill

June 2008

How good is Crosshill Primary School?

The purpose of this report is to provide an answer to the question – how good is our school?

The report highlights the main findings from the Standards and Quality review of Crosshill Primary School that was carried out by South Ayrshire Council's Department of Education, Culture and Lifelong Learning in June 2008.

The programme of Standards and Quality reviews is used by the Department to:

- Support, validate or challenge the school's own self-evaluation of the quality of education provided;
- Provide support and challenge to schools in their journey to excellence;
- Highlight and acknowledge good practice in learning and teaching and management and leadership;
- Identify areas for improvement;
- Inform stakeholders of the quality of education in schools; and,
- Assure the quality of education within schools.

The review was carried out by two independent educational consultants and a South Ayrshire Council quality improvement manager. The team assessed the school's processes for self-evaluation, observed learning and teaching, evaluated pupils' attainment and interviewed groups of pupils and staff.

The review was structured to follow the national self-evaluation document for schools, How good is our school? 3, published by HM Inspectorate of Education.

The report highlights where the school is doing well and points to actions which will bring about improvement. The school, working with the Council's Department of Education, Culture and Lifelong Learning, will now prepare a plan which outlines the actions that will be taken to bring about the improvements highlighted in this report.

Information about the school

Crosshill Primary School is situated in the village of Crosshill and takes pupils from the local area. The school is an attractive building with three classrooms, an ICT area, an assembly/dining hall and office accommodation. In addition there is a building about half a mile away, adjacent to the community centre, which houses the nursery.

Three classes operate from Primary 1 through to Primary 7, P1/2, P3/4 and P5/6/7. Staffing in the primary comprises a head teacher, five class teachers, two of whom job-share, one who is 0.5 full time equivalent (FTE) and one who is a probationer teacher. The school benefits from having a 0.2 FTE teacher from the cluster pupil support allocation, one classroom assistant, one part time pupil support assistant and a music specialist who visits the school each week. The nursery operates in the morning and has one teacher and two nursery nurses. In addition the school has clerical, catering and janitorial/cleaning staff.

At the time of the review there were 47 pupils on the roll of the school with an additional 21 children in the nursery.

What outcomes has the school achieved?

- ✔ Through the good work of children and staff relating to the environment, the school is working towards its green 'ECO' flag.
- ✔ The school has recently been recognised by HMIE as an enterprising school.
- ✔ The school makes very good use of an excellent outdoor learning environment to develop children as effective contributors.
- ✔ Responsible citizenship has been developed through pupil participation in the establishment of the school library and identification and purchase of books.
- ✔ Children in the nursery and P1/2 class are making very good progress from prior levels of attainment.
- ✔ Children's wider achievements are very good and are recognised and celebrated both at school assemblies and in displays around the school.
- ✔ Attendance is good throughout the school.

- ▶ The school should develop learning and teaching strategies to impact on pupil attainment in reading and writing.
- ▶ Staff in the middle and upper stages of the school should raise their expectations of pupil attainment and achievement.
- ▶ The improvement plan should focus on learning and teaching in order to improve outcomes for children.
- ▶ The school should ensure that the very good progress made from nursery to P2 is maintained throughout the school.
- ▶ The school should ensure that the performance levels of girls in reading, writing and mathematics improve as a matter of urgency.

How well does the school meet the needs of the school community?

- ✔ Very good relationships exist at all levels in the school and contribute to the positive and welcoming ethos.
- ✔ The children are mannerly, friendly and have a sense of pride in their school.
- ✔ There are many opportunities for children to undertake responsibilities within the school e.g. 'ECO' committee and pupil council.
- ✔ Crosshill is an inclusive school and children experience very good care and welfare.
- ✔ Teachers use praise very effectively in the nursery and in P1/2 to motivate children to learn.
- ✔ The contribution of a visiting specialist teacher extends the music curriculum for the pupils.
- ✔ A wide range of after-school clubs extends learning for the pupils.
- ✔ Parents have given very good support to the school in developing and maintaining the school garden.
- ✔ Relationships with parents are very good and they in turn are very supportive of the work of the school.
- ✔ Children are very happy in school and work and play well together.
- ✔ Relationships between staff and children are very good and are based on respect, fairness and equality.
- ✔ Using external funding, the school has established a creative willow feature in the school garden.
- ✔ There is a very high level of community involvement in the life of the school.
- ✔ The HeadStart programme is impacting positively on pupils with additional support needs.
- ✔ The pupil support teacher and the pupil support assistant provide valuable support to children with additional support needs.

- ▶ The school should continue to work on the development of A Curriculum for Excellence.
- ▶ The school should closely monitor pupils' learning experiences in order to increase the pace of learning, work ethic and attainment.
- ▶ Staff in P3/4 and P5/6/7 should give pupils more opportunities to take responsibility and become more actively engaged in their own learning.

How good is the education the school provides?

- ✔ The school offers a wide curriculum.
- ✔ Effective use is made of ICT including good use of the interactive white board in order to expand learning.
- ✔ In the nursery and P1/2, explanations and instructions of staff are clear and build very well on prior learning.
- ✔ Phonological awareness is well developed in the nursery and infant class.
- ✔ Imaginative play in the nursery is very good.
- ✔ Forward planning is consistent across the stages.
- ✔ A start has been made to active learning in P1/2.
- ✔ The sharing of learning outcomes is evident in classrooms.
- ✔ In nursery, infant and senior classrooms staff involve children fully in their learning and encourage them to express their views through appropriate questioning.
- ✔ The nursery and all classes in the school make very good use of the outdoor environment to provide a wide range of learning experiences.
- ✔ Very good work is ongoing in P5/6/7 in developing awareness of conservation issues.
- ✔ The recently appointed teacher in P3/4 is attempting to create a more rigorous work ethic and learning environment.
- ✔ Pastoral care for pupils and staff is very good and underpinned by dignity and respect.
- ✔ Transition arrangements for children transferring from nursery to P1 and from primary to secondary school are very good.
- ✔ Children's learning in classrooms is supported by a number of additional adults.

- ▶ Classroom organisation and management should be developed across all stages.
- ▶ The school should develop strategies for the teaching of handwriting and for the presentation of children's work.
- ▶ Staff should ensure that tasks, activities, organisation and management of resources support and challenge pupils to achieve their next steps in learning.
- ▶ The school should review the management of pupil support in order to:
 - deploy staff more appropriately;
 - identify, review and evaluate the needs of learners; and,
 - provide consultation time for the pupil support teacher and class teachers.
- ▶ The school should adopt a skills approach in all areas of the curriculum in order to ensure continuity and progression.
- ▶ The school should ensure that children experience a balanced curriculum.
- ▶ The school should develop a progressive programme for the teaching of imaginative and functional writing.

How good is the management of the school?

- ✔ The school accommodation provides an appropriate environment for learning.
 - ✔ The outdoor environment provides a pleasant and stimulating environment for learning, social and leisure activities.
 - ✔ The school has a wide range of resources.
 - ✔ The school has a full range of policy statements.
 - ✔ The school is very well staffed.
 - ✔ The majority of teaching staff are very hardworking and work well as a team.
 - ✔ The support, clerical and catering staff make a very positive contribution to the work of the school.
 - ✔ Communication is very good throughout the school and staff feel consulted on developments.
 - ✔ Children value particularly the very good contribution made by the janitor towards their care and well-being.
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- ▶ The head teacher should give more support and guidance to the probationer teacher in order to develop his professional skills to meet the needs of pupils.
 - ▶ Staff meetings should be organised on a regular basis for support staff in order to improve provision for pupils.

How good is the leadership of the school?

- ✓ The head teacher is approachable, committed to the school and promotes a positive ethos.
 - ✓ Staff are open to change and development.
 - ✓ The written feedback to staff on forward planning is good.
 - ✓ Self-evaluation and improvement planning is in place.
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- ▶ The head teacher should take a stronger leadership role in developing learning and teaching strategies throughout the school.
 - ▶ In order to meet children's needs, the head teacher should provide guidance for all staff on pace, expectations and delivery of the curriculum.
 - ▶ The head teacher should implement assiduously her procedures for the monitoring of learning and teaching.
 - ▶ The school should develop self-evaluation in line with How good is our school? 3.
 - ▶ The head teacher should take a stronger lead in driving forward continuous improvement in learning and teaching and attainment for all pupils.

What is the school's capacity for improvement?

The head teacher requires to lead and guide staff to achieve significant improvements to the quality of pupils' learning experiences. The Authority requires to support the school to achieve the recommendations of this report. The Authority should conduct an interim follow through visit within six months of the date of publication of this report.

Attainment data and statistical information about the school

1. National assessment levels - percentages of pupils attaining or exceeding appropriate levels by the end of P3, P4, P6 and P7

5-14 Reading	2004/05	2005/06	2006/07
Crosshill Primary	59	88	79
South Ayrshire (Primary Schools)	84	85	84

5-14 Writing	2004/05	2005/06	2006/07
Crosshill Primary	55	64	62
South Ayrshire (Primary Schools)	77	78	78

5-14 Mathematics	2004/05	2005/06	2006/07
Crosshill Primary	82	84	79
South Ayrshire (Primary Schools)	88	88	87

2. Attendance and exclusion levels

Pupil attendance (percentage)	2004/05	2005/06	2006/07
Crosshill Primary	96.6	96.7	97.6
South Ayrshire (Primary Schools)	95.2	95.2	95.5

Pupil exclusions (number of incidents)	2004/05	2005/06	2006/07
Crosshill Primary	0	0	0
South Ayrshire (Primary Schools)	38	46	–

Pupil exclusions (days lost)	2004/05	2005/06	2006/07
Crosshill Primary	0	0	0
South Ayrshire (Primary Schools)	91	108	209

3. Free meals entitlement

	2004/05	2005/06	2006/07
Percentage of school roll entitled to free school meals	0%	7%	5%
South Ayrshire (Primary Schools)	18%	18%	18%

