



**Cramond Primary School  
and Nursery Class  
The City of Edinburgh  
Council  
12 January 2010**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents<sup>1</sup>, children and the local community know whether their school<sup>2</sup> 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](http://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. Where applicable, you will also be able to find descriptions of good practice in the school.

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<sup>1</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

<sup>2</sup> The term 'school' includes the nursery class or classes where appropriate.

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### **1. The school**

Cramond Primary School is a non-denominational school with a nursery class. It serves the Cramond area of Edinburgh City. The roll was 373, including 66 in the nursery class, when the inspection was carried out in November 2009. Children's attendance was well above the national average in 2007/2008.

## **2. Particular strengths of the school**

- The sense of identity and pride in the nursery class and school, shared by children, parents and staff.
- High standards of behaviour, courtesy and positive relationships across the nursery and primary stages.
- Attainment in mathematics.
- Action to improve practice led by the headteacher and depute headteacher.

## **3. Example of good practice**

- Transitions, with a focus on literacy.

## **4. How well do children learn and achieve?**

### **Learning and achievement**

All children enjoy being in the nursery class and are actively involved in learning through play. The majority make choices confidently and cooperate well in their learning. At the primary stages, children are well motivated and keen to learn. They enjoy acting as buddies and members of the school council. Children sometimes take responsibility for aspects of learning in classwork. In a small number of lessons, children did not know what steps to take to improve their learning and achievements.

Children in the nursery class have gained an understanding of diet, exercise and hygiene. They like outdoor activities, and develop their coordination in physical education. At the primary stages, children have grown in confidence through taking part in clubs, school shows and residential stays. Children achieve well across an extensive range of sports. They show patience in developing technique in physical education. In science, children predicted the outcomes of an experiment and recorded the outcomes accurately. At the upper stages, most children can speak confidently in either French or German. Children have appropriate knowledge and skills in citizenship and enterprise.

Children in the nursery class achieve well and are making good progress in early language. They listen carefully to staff and other children and describe their work confidently to visitors. In early mathematics, children can count to ten and use appropriate mathematical language during play. At the primary stages, standards of attainment have improved in English and mathematics in the last two years. Overall, children are making good progress in English and very good progress in mathematics, particularly at P1-P4. However, high attaining children do not make enough progress by the end of P7. Across the stages, almost all children attain appropriate national levels and many achieve these minimum levels early. In English, almost all children listen attentively and speak confidently. Most read fluently and show good understanding of texts. In most classes, children write well for an appropriate range of purposes. In mathematics, children do written and mental calculations well. They are confident in organising and presenting data in different ways. They show effective skills in problem-solving.

### **Curriculum and meeting learning needs**

The curriculum in the nursery class provides a balance of free play and structured activities. Staff develop children's understanding of literacy, numeracy, health and wellbeing. They do not yet give children enough experience of making personal choices in their play. At the primary stages, the curriculum includes well-planned experiences which

develop children's confidence well. Visiting teachers for drama, music and physical education enhance children's learning. The wider curriculum includes valuable activities such as residential stays, concerts and fundraising initiatives. The school is making progress towards providing all children with two hours of high quality physical education each week. The school has begun to take forward *Curriculum for Excellence*, for example through its work on literacy.

Staff in the nursery class choose tasks and activities which meet children's needs well overall. At the primary stages, the majority of teachers explain work well. Approaches to involving children in assessing their own progress are not consistent enough. The pace of learning is sometimes too slow. Action to meet the needs of high attaining children is at an early stage. Children for whom English is an additional language receive helpful support and make appropriate progress. Learning support staff provide skilful tutorials for individuals and small groups. There is scope for more of this support to be provided in class. Plans for additional support for children contain learning targets but these do not provide enough detail to guide short term improvements in children's achievements. Learning assistants make valuable contributions, assisting children in class. Teachers provide children with regular homework to consolidate their learning.

## **5. How well do staff work with others to support children's learning?**

The school shares information about its work and children's progress through regular reports, newsletters, displays and very effective parents' information evenings. Parents of children with additional support needs are consulted about their child's support plan. The school sensitively involves parents from different cultures, to increase children's awareness of cultural diversity. The Parent Council takes a keen interest in the school's work. Successful initiatives have included its collaboration with children to promote safe parking near the school. The parent-staff association support the school's work through an extensive programme of social and fundraising events. The school

responds conscientiously to any enquiries, comments and complaints from parents. Parents help regularly in primary classes, and with clubs and trips. Staff work well with partners such as educational psychologists and health agencies. The school supports children well as they move from the nursery class to P1 and P7 to S1. Children have gained from the school's partnerships with local early years centres and schools, which have contributed to improvements in literacy and language programmes. Strong partnerships with parents and business sponsors support the school's environmental work.

## **6. Are staff and children actively involved in improving their school community?**

Children in the nursery class enjoy the opportunity to discuss what they would like to learn. Children at the primary stages are conscientious in fulfilling duties in class and around the school. Staff take part in improving the school. Senior managers judge the quality of the school's performance by seeking the views of children, parents and staff. They observe the quality of children's learning and analyse attainment. Teachers reflect on their work and share practice to help improve learning and teaching. However, these approaches do not yet achieve enough impact on the priorities in the school improvement plan. The school does not make enough use of the skills of the learning support teacher to support class teachers in meeting children's needs. Staff have started to involve parents in improving the work of the nursery class.

## **7. Does the school have high expectations of all children?**

Almost all staff have had training in child protection procedures. Nursery staff have high expectations of children's behaviour and use praise and encouragement effectively. Nursery and primary staff encourage children to achieve well through celebrations at assemblies, and rewards of points and stickers. Staff demonstrate high expectations of children's attendance, behaviour and participation in

the life of the school. Staff's expectations of children's attainment and ability to take responsibility for their learning are not consistently high. The school's anti-bullying approaches are very effective. Weekly assemblies provide a helpful focus for issues of diversity. The school provides opportunities for religious observance, but should ensure that these meet national requirements in full.

## **8. Does the school have a clear sense of direction?**

The headteacher and depute headteacher demonstrate effective teamwork. The headteacher has ensured a positive attitude among staff towards continuing improvement. The depute headteacher provides a very strong contribution to leading the school. Staff contribute willingly to improving the curriculum. The school improvement plan sets a clear overall sense of direction with a focus on *Curriculum for Excellence*. It does not yet provide staff with clear enough advice on how to improve children's learning and achievements.

## **9. 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 in connection with 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.

- Provide learning and teaching of consistently high quality.
- Use self-evaluation to improve children's learning more effectively.
- Increase the rate of progress in improving the curriculum, in line with *Curriculum for Excellence*.

At the previous Care Commission inspection there were two recommendations. One recommendation has been met. The other recommendation involves parents and carers giving feedback on the quality of staffing, management and leadership. This recommendation has been partially addressed and outstanding issues are carried forward in this report.

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 Cramond Primary School and Nursery Class.

Primary school

<b>Improvements in performance</b>	<b>good</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

Nursery class

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

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

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

**HM Inspector:** Bill Geddes  
12 January 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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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](http://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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