

13 January 2015

Dear Parent/Carer

**Killermont Primary School and Nursery Class
East Dunbartonshire 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 shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work including tracking children's progress, *Getting it Right for Every Child (GIRFEC)*; and partnership working. 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?

In the nursery, children are happy and settled in the playroom. They are improving their skills at playing together, learning to share toys and taking turns. They are enthusiastic learners and confidently approach adults for help when playing. The children work well with staff to plan a few of the nursery topics, for example, finding out about fire engines and the role of fire fighters. They enjoy playing in the outdoor area in groups. We have asked the nursery to improve the outdoor experience to provide a more challenging and stimulating learning environment. At all stages in the primary school, children are eager and energised in their learning. They understand the importance of learning and display a strong work ethos. At all stages in the school, children are actively involved in learning in pairs, groups and as a whole class. They use examples of work and 'learning journey' files to talk with teachers about what they do well and how they can continue to improve. Children feel valued and are confident their views are sought and acted on by staff. They take on leadership roles in a range of school groups including eco, pupil council and global citizenship. The pupil council is responsible for many successful improvements.

Children in the nursery are making good progress in their early literacy and numeracy skills. They listen well to instructions and confidently take part in conversations with other children and staff. Most children are developing their knowledge of letter sounds. They enjoy books and most use story books independently. Their interest in books is promoted by regular visits to the library. Most children can count and recognise numbers to ten and name simple shapes. Children are developing an awareness of counting and measuring ingredients by making porridge. At the primary stage, almost all children are making very good progress in literacy and numeracy. Staff can demonstrate the added value the school makes to children's progress in

reading, writing, numeracy and mathematics as they move through the stages. Children can confidently talk for a range of purposes including presenting in class. By P7, children's writing skills are well developed and they are able to write reports for a variety of purposes including science investigations. Recently, the school has focused successfully on improving standards in numeracy and mathematics. Children are very confident in written calculations and solving mathematical problems including using an interactive mathematic software programme at school and home. Children are developing a very good awareness of a healthy lifestyle. We observed teachers' and children's innovative use of GIRFEC. Children are very confident in using the wellbeing indicators of GIRFEC to self-assess their progress. They enjoy taking part in opportunities for a wide range of physical, cultural and musical activities at lunch time and after school including choir, street dance and tennis. Children have received national recognition for a wide range of achievements including road safety, food hygiene and sporting competitions. Across the nursery and school, children are learning to be caring citizens by fundraising for a range of voluntary organisations including guide dogs for the blind and Multiple Sclerosis Trust.

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

Across the nursery and school, staff work very well together to create a welcoming and caring environment for children. Staff have positive, nurturing relationships with children. All staff are aware of the unique profiles of individual children and how to support them very well with their learning. Children requiring additional support are identified from nursery and supported very effectively to progress in their learning. Staff work very well with other professionals to ensure children benefit from specialist support for their learning. In the nursery, staff provide an appropriate range of activities to meet the differing profiles of the children. We have asked staff in the nursery to consider how they can further enhance these learning opportunities. At the primary stages, in almost all lessons observed, teachers provided carefully planned and engaging activities which met the varying needs of the children. Homework is used well to reinforce learning using the GLOW digital network.

Across the nursery and school, staff are developing a curriculum which aims to build children's self-confidence and skills and prepare them well for life in the 21st century. Teachers are increasingly confident in using the guidance from Curriculum for Excellence to plan learning. Staff work very effectively with partners to enhance the quality of the curriculum, for example, introducing new physical education and science programmes. Staff have introduced new streamlined course planners which help to monitor children's progress in learning. They have developed interesting themes across different learning areas such as the natural disasters topic which help children to make connections in their learning. We have asked the school to further enhance the depth and progression across learning. In partnership with the Parent Council, staff provide opportunities for parents to learn about the curriculum. Children are very well supported as they start P1 and at P7 transfer to secondary school. The parents of new P1 children find the DVD of a "day in the life of a P1" helpful.

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

The experienced headteacher knows the school, parents and community very well and provides strong leadership. She is highly knowledgeable and leads the school

extremely well. She is ably supported by her team of senior managers. The staff are reflective and are fully committed to improving the school. They work well together to plan the curriculum and develop a shared understanding of standards of children's work. Senior managers observe lessons, sample jotters, and provide helpful feedback to teachers on how to improve. Children's progress in learning is tracked very effectively by senior staff. The headteacher meets staff regularly to discuss children's progress. She and her staff have very strong relationships with parents. This was reflected in parents' responses to inspection questionnaires. Parents are regularly asked for their views through the use of surveys, tear off slips on reports, or through the parent council. Parents find the informative newsletters very helpful. The parent council is consulted meaningfully on school improvements and is regularly provided with updates on progress.

This inspection found the following key strengths.

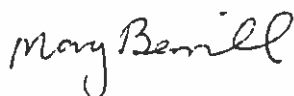
- Children's attainment in reading, writing, numeracy and mathematics.
- Enthusiastic and motivated children who are eager to learn.
- The teamwork of staff and their commitment to continuing school improvement.
- The engagement of parents and partners to improve children's learning.
- The strong and very effective leadership of the headteacher ably supported by her senior management team.
- Innovative practice in the use of the wellbeing indicators of GIRFEC.

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

- To continue to develop the curriculum to ensure progression and depth across all learning.
- To improve the outdoor learning experience to provide more challenge in learning within the nursery.

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 evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further. We shall work with the school and East Dunbartonshire Council to record the innovative practice and share it more widely.



Mary Berrill
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at

[http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/Killer montPrimarySchoolEastDunbartonshire.asp](http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/Killer%20montPrimarySchoolEastDunbartonshire.asp)

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². 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 are doing.

Here are the evaluations for Killermont Primary School.

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

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	very good
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KillermontPrimarySchoolEastDunbartonshire.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf.

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf.

Please note that the term "adequate" in these documents has been replaced with "satisfactory".