

4 June 2024

Dear Parent/Carer

In March 2024, a team of inspectors from Education Scotland visited Canberra Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school and nursery's work.

- The strong, authentic leadership of the headteacher and her highly inclusive approach which has created a culture of respect and belonging for all. She is passionate about developing leadership capacities in others which is evident in all aspects of school life.
- The nurturing, caring and respectful relationships which support children's sense of belonging very well. This leads to a calm, purposeful learning environment in the school, in which children are eager to learn. In the nursery, children are motivated and engage very well with the range of natural and open-ended resources which supports their creativity and curiosity very well.
- The wellbeing of children sits at the centre of the work of the school and nursery. The effective whole school approach to supporting and developing wellbeing is leading to improved outcomes for children across the school and nursery.
- The headteacher empowers staff and children to lead change. Staff engage in highly relevant professional learning and undertake a wide range of leadership roles effectively. Children relish the opportunities given to them to influence changes in their school. As a result, there is a strong sense of wanting to improve together.
- Children's attainment in literacy and numeracy is very good. Children, supported by the reading buddies initiative, make very good progress in reading.

The following areas for improvement were identified and discussed with the headteacher and a representative from South Lanarkshire Council.

- In the school, develop further staff's understanding of high-quality learning, teaching and assessment. This should lead to more effective and stimulating approaches to learning, set at the right level of difficulty, for all children.
- Across the school and nursery, refine approaches to checking children's progress, including in curriculum areas other than literacy and numeracy. This would enable staff to use data more effectively to demonstrate progress, and the impact of additional supports, across all learning.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Canberra Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	very good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Ensuring wellbeing, equality and inclusion	very good
Securing children's progress	very good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details/?id=1903>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. South Lanarkshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Frances E. Graham
HM Inspector