

ITEM No ...2.....

REPORT TO: SCRUTINY COMMITTEE – 25 SEPTEMBER 2019

REPORT ON: EDUCATION SCOTLAND (HMI) INSPECTION OF SIDLAW VIEW PRIMARY SCHOOL

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 341-2019

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to report on the findings of the Education Scotland (HMI) inspection of Sidlaw View Primary School.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Chief Education Officer to monitor progress towards meeting the areas for improvement outlined in the report.

3.0 FINANCIAL IMPLICATIONS

3.1 None.

4.0 MAIN TEXT

4.1 Sidlaw View Primary School was inspected by Education Scotland (HMI) in March 2019. They published a report of their findings on 4 June 2019. At the time of the inspection 187 children were on the primary school roll.

4.2 The school's current Acting Head Teacher has been in post since June 2019. Around 88% of the pupils (165 pupils) attending the school reside within SIMD deciles 1 and 2 with around 12% of the school's pupil roll residing within SIMD deciles 3 and 5. 25% of the school's pupil roll registered for free school meals.

4.3 The inspection team identified the following key strengths of the school:

- Staff are committed to professional learning in order to improve how they meet children's needs. This includes learning about nurturing approaches.
- The learning experiences of the youngest children have been enhanced through good quality play-based learning.
- The school has developed structured approaches to improve the teaching of reading and numeracy. These are beginning to have a positive effect on children's experiences.

4.4 The following areas for improvement were agreed with the school and Dundee City Council:

- Senior leaders need to demonstrate stronger leadership which prioritises areas of school improvement in a well-judged and focused way. They also need to raise expectations and aspirations amongst staff and children throughout the school.

- All staff need to work together more effectively to ensure that learning, teaching and assessment is of a consistently high quality to raise attainment.
- Develop the curriculum to ensure that children can build on their learning as they move through the school and have relevant motivating experiences.
- As a matter of priority, ensure that all children's needs are met. Staff should now develop approaches to improving wellbeing, inclusion and equality

4.5 Education Scotland (HMI) reports using a six-point scale for reporting performance:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

4.6 The following quality evaluations were given at this inspection:

Quality Indicator	Sidlaw View Primary School
1.3 Leadership of change	weak
2.3 Learning, teaching and assessment	weak
3.1 Ensuring wellbeing, equality and inclusion	weak
3.2 Raising attainment and achievement	satisfactory

4.7 Progress towards meeting the action points from HMI report is as follows:

- The Chief Education Officer has appointed an experienced head teacher to temporarily lead the school in the period immediately following the inspection.
- An additional depute head teacher was also appointed to temporarily support the work of the school in addressing the action points from the HMI findings.
- A detailed action plan has been created and progress has already been made towards identified key areas.

4.8 Education Scotland have intimated that they will liaise with Dundee City Council regarding the school's capacity to improve and will return for a follow up inspection within six months of the report being published.

4.9 The Education Manager and the school's link Education Officer will continue to monitor the school's progress and improvement in relation to the identified areas for improvement.

4.10 Sidlaw View Primary School's School Improvement Plans (2019/20 and beyond) will include a focus on the identified areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and the local authority's quality improvement procedures. The attached appendix provides a synopsis of the Summary of Inspection Findings and outlines improvements made in the time to date.

- 4.11 Planned school improvement activity building on the school's identified strengths and addressing the areas for development include:
- Increase in range of internal self-evaluation processes to include all stakeholders
 - School Improvement Partnership meetings and reciprocal visits
 - Termly visits from link Education Officer with updates on progress of action plan
 - Professional Support Visits
 - Moderation activities
- 4.12 As part of the Children and Families Service School Improvement Framework, visits are made to the school by the school's link Education Officer to monitor the school's progress towards the action points raised by the inspection. In support of such activity, a team of officers from the Children and Families Service will undertake regular visits to the school to evaluate the school's progress in addressing identified weaknesses. These visits will have a particular focus on: evaluating the consistency or otherwise of high quality learning and teaching across all stages within the school; the introduction and impact of robust self-evaluation procedures; and, the implementation of improved procedures to track and monitor children's progress in key learning areas including literacy and numeracy.
- 4.13 There had been a number of quality assurance visits as part of the School Improvement Framework to Sidlaw View in the recent years prior to the inspection due to concerns over capacity to improve and leadership. A number of offers of additional support were made to support the head teacher on the improvement journey.
- 4.14 Education Officers engaged with the school on 3 occasions within the School Improvement Framework: September 2015 – Extended Review; November 2016 – Continuing Support Visit; November 2017 – Targeted Support Visit. These resulted in the link Education Officer spending a considerable amount of time in the school as well as ongoing engagement activity. There was some evidence of improvement but this was not being sustained.
- 4.15 Notwithstanding this level of support and engagement, there continued to be concerns regarding the leadership capacity within the school and steps were being taken to address this at the time of the notification of the inspection.

5.0 POLICY IMPLICATIONS

- 5.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness, poverty, environment and corporate risk. There are no major issues.

6.0 CONSULTATION

- 6.1 The Council Management Team have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

- 7.1 None.

PAUL CLANCY
Executive Director of Children and Families Service

Michelle Lewis
Education Officer

Dundee City Council
Children and Families Service
Scrutiny Committee Report Summary Notes
Inspection and Reporting

Inspection Agency	HMI
Report Publication Date	June 2019
Name of Establishment	Sidlaw View Primary School
Sector	Primary
Name of Head Teacher	Mrs Kim Flynn (Acting)
Roll	187 primary children

Inspection Outcomes 2019

Quality Indicator	Primary Rating
1.3 Leadership of change	weak
2.3 Learning, teaching and assessment	weak
3.1 Ensuring wellbeing, equality and inclusion	weak
3.2 Raising attainment and achievement	satisfactory

The report uses the following word scale:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Inspection Outcomes January 2009

Improvements in Performance	Good
Learners' experiences	Good
Meeting learning needs	Good
Pupils' learning experiences	Good
The curriculum	Good
Improvement through self-evaluation	Good

The report uses the following word scale:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Please note that a revised set of national quality indicators were launched in 2015 with the introduction of How Good is Our School? (4th edition). Caution should be used in making direct comparisons between new quality indicators and 'similar' previous indicators where the focus and weighting of factors has significantly changed e.g. the shift in teaching and learning towards learner autonomy away from teacher behaviours.

During the intervening period between the 2009 and 2019 HMI inspections, the local authority has continued to evaluate the quality of educational provision within the school using the version of How Good Is Our School? in use at the time.

Inspection Outcomes 2019

Key Strengths

Staff are committed to professional learning in order to improve how they meet children's needs. This includes learning about nurturing approaches.

The learning experiences of the youngest children have been enhanced through good quality play-based learning.

The school has developed structured approaches to improve the teaching of reading and numeracy. These are beginning to have a positive effect on children's experiences

Areas for Improvement and Action

Senior leaders need to demonstrate stronger leadership which prioritises areas of school improvement in a well-judged and focussed way. They also need to raise expectations and aspirations amongst staff and children throughout the school.

All staff need to work together more effectively to ensure that learning, teaching and assessment is of a consistently high quality to raise attainment.

Develop the curriculum to ensure that children can build on their learning as they move through the school and have relevant motivating experiences.

As a matter of priority, ensure that all children's needs are met. Staff should now develop approaches to improving wellbeing, inclusion and equality

Synopsis – Summary of Inspection Findings

Following publication of the inspection report and Summarised Inspection Findings, the School's Improvement Plan 2019 was amended to reflect the areas for improvement identified by HMI and provide a clear strategic focus for related school improvement.

The Summarised Inspection Findings highlighted the following strengths and areas for improvement within each of the quality indicators.

Leadership of change – strengths

All staff participate in the planning process, contributing to reviewing and setting the school's improvement priorities. Senior leaders use a few self-evaluation activities to inform school improvement. They work with individual teachers regularly to review and analyse information on children's progress, putting in place interventions as appropriate. Senior leaders have used Pupil Equity Funds appropriately to target interventions in relation to improving attendance and late coming and improving the pace of learning across P1 and P2. These interventions are beginning to have a positive effect on young people's learning and attainment.

Leadership of change – areas for improvement

A number of plans, reviews and frameworks are in place to support school improvement. The school should provide increased clarity as to how its priorities for improvement will be taken forward in a planned and progressive way. An important part of evaluating the work of the school should also be an increased focus on observation of learning and teaching by senior leaders to provide clear feedback to staff to improve the quality of learning and teaching. Children experience very few leadership opportunities in the school. Children at P7 value the opportunities but the Pupil Council is in the early stages of development.

Learning, teaching and assessment – strengths

Children enjoy using digital tools in their learning. In the best examples, children use digital skills to access the internet for research purposes. They are being supported to learn to use reliable sources. The school uses a range of programmes to support learning in literacy and numeracy. Teachers make use of a range of assessments tools, including standardised assessments to measure children's progress and identify next steps.

Learning, teaching and assessment – areas for improvement

The quality of teaching across the school is too variable. The school does not yet have shared values to underpin its work. Staff need to work together to develop a shared understanding of standards and expectations. There remains considerable work to do to ensure the learning needs of all children at Sidlaw View are met well.

Ensuring wellbeing, equality and inclusion – strengths

Across the school, staff are committed to including every child in the life of the school. The school can demonstrate that there are particular groups of children, such as those who are young carers, who benefit from inclusive approaches which have been developed. The school is working to support children in improving their attendance and late-coming. Commendably, the school has developed approaches to support the wellbeing of staff and the wider school community.

Ensuring wellbeing, equality and inclusion – areas for improvement

The school does not yet have agreed strategies to promote positive behaviour consistently. This is evident in the ways that a few children disengage often from their learning and display inappropriate behaviour in classes and in the playground. Well-considered strategies would support all teachers to manage challenging behaviour more effectively and help all children to better engage in their learning.

A significant number of children in the school face barriers to learning and require additional support with their learning. These children need to have their progress monitored, tracked and recorded more effectively to ensure that they make appropriate progress in their learning.

Senior leaders need to ensure that all plans written by the school are robust, have clear targets and comply with best practice.

Raising attainment and achievement – strengths

The overall attainment in literacy and numeracy is satisfactory, with the majority of children achieving appropriate Curriculum for Excellence levels. The school is beginning to use tracking and monitoring data more effectively to identify and plan interventions for children. As well as providing support for individual children, senior leaders are providing additional support for a few targeted groups of children, such as those who are care experienced and young carers. This is beginning to lead to improved experiences for a few children, which takes better account of their needs

Raising attainment and achievement – areas for improvement

Overall, attainment in writing is weak. There are a significant number of children across the school who could achieve more. The school has identified writing as an area for improvement. Attainment data was provided by the school for literacy and numeracy for the past three years.

This illustrates variable trends. Senior leaders and teachers should now use all of the information which they gather on children's progress in a more focused and rigorous way. This will help to ensure that they optimise opportunities for children to achieve.

Following publication of the inspection findings, the school's Acting Head Teacher has taken prompt action in leading related school improvements.

Key activity to date has included the following:

A short-term action plan was developed by the acting head teacher with support from the education authority, and this identified appropriate immediate actions for improvement immediately prior to inspection. Following the inspection the local authority appointed an experienced head teacher and an additional deputy head teacher to support the school's improvement journey.

Work is already underway in improving the culture and ethos across the school, celebrating success, changes to the school playground and positive partnership with parents. This work will continue with the new leadership team leading the development of the school's vision, values and aims during session 2019-2020.

The staff team are demonstrating a collegiate approach to supporting creating a positive learning environment including taking forward aspects of leadership and this work will continue with classroom teachers leading key aspects of school improvement in session 2019-2020.

The school is at the early stages of developing a whole school approach which will underpin all staff's understanding of their roles and responsibilities in supporting children's health and wellbeing and this remains a key priority for the school to develop this session.

Senior leaders, with support from the local authority, have taken the first steps towards developing a whole school raising attainment strategy, beginning with a focus on creating a more positive learning climate. There are early positive signs that this is starting to support children to engage more readily in learning. The school and the local authority recognise that much remains to be improved in order to ensure all children make the best possible progress as they move through the school.

Full details of the Summarised inspection findings are available at:
<https://education.gov.scot/assets/inspectionreports/sidlawviewpssif040619.pdf>



Paul Clancy, Executive Director of Children and Families Service



Audrey May, Head of Service (Chief Education Officer)

Kim Flynn, Acting Head Teacher, Sidlaw View Primary School

4 June 2019

Dear Parent/Carer

In March 2019, a team of inspectors from Education Scotland visited Sidlaw View Primary School. 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's work.

- Staff are committed to professional learning in order to improve how they meet children's needs. This includes learning about nurturing approaches.
- The learning experiences of the youngest children have been enhanced through good quality play-based learning.
- The school has developed structured approaches to improve the teaching of reading and numeracy. These are beginning to have a positive effect on children's experiences.

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

- Senior leaders need to demonstrate stronger leadership which prioritises areas of school improvement in a well-judged and focussed way. They also need to raise expectations and aspirations amongst staff and children throughout the school.
- All staff need to work together more effectively to ensure that learning, teaching and assessment is of a consistently high quality to raise attainment.
- Develop the curriculum to ensure that children can build on their learning as they move through the school and have relevant motivating experiences.
- As a matter of priority, ensure that all children's needs are met. Staff should now develop approaches to improving wellbeing, inclusion and equality.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#). 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 Sidlaw View Primary School

Quality indicators	Evaluation
Leadership of change	weak
Learning, teaching and assessment	weak
Raising attainment and achievement	satisfactory
Ensuring wellbeing, equality and inclusion	weak
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: 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-reports/dundee-city/5329221>

What happens next?

As a result of our inspection findings we believe that the school needs additional support and more time to make necessary improvements. We will liaise with Dundee City Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within six months of the publication of this letter. We will discuss with Dundee City Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

Celia McArthur
HM Inspector