

REPORT TO: SCRUTINY COMMITTEE – 6 DECEMBER 2023
REPORT ON: EDUCATION SCOTLAND (HMI) INSPECTION OF CRAIGOWL PRIMARY SCHOOL
REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE
REPORT NO: 365-2023

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 Craigowl 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 Craigowl Primary School was inspected by His Majesty's Inspectors (HMI), Education Scotland in June 2023. Education Scotland published a report of the findings on 31 October 2023.

4.2 Craigowl is situated in the Strathmartine ward of Dundee. The school roll is 341 children, across 14 classes. There is a nursery situated within the school building, delivering 1140 hours, with a roll of 34 children. The school includes the Enhanced Support Area (ESA) comprising of two classes with 19 children accessing all or part of their time within mainstream classes with a significant number of children who have ESA status.

4.3 The Head Teacher has been permanently in post since April 2023, following his temporary appointment in August 2022. He is supported by a Depute Head Teacher, two Principal Teachers and a Senior Early Years Practitioner. The Depute Head Teacher was made permanent following competitive interview in Oct 2023.

4.4 A majority of children attending the school live in Scottish Index of Multiple Deprivation (SIMD) areas 1 to 3. The school received £129,600 Pupil Equity Funding (PEF) this session.

4.5 The inspection team found the following strengths in the school's work:

- Enthusiastic children who are keen to learn and proud of their nursery and school.
- The nursery and school staff team who create a positive atmosphere for learning and have caring relationships with children. This is helping to develop confident children who are ready to learn.
- Children in P1 develop their learning through play well. They are developing skills of creativity, problem solving and independence. This helps them be more confident as they move from nursery to school.
- The leadership team and educators in the nursery provide children with a very good range of learning experiences. They are nurturing towards children and provide them with a high standard of support. As a result, children are happy, enjoy nursery and are making very good progress in their learning.

4.6 The inspectors recognised the significant progress the school was making as they recovered from the pandemic and recognised that sound planning was in place to continue to improve the school. Most of the inspector's recommendations reflected the school's own improvement plan for 2022-23.

4.7 The following areas for improvement were identified and discussed with the Head Teacher and a representative from Dundee City Council:

- Senior leaders and staff across the school and education support area should develop further how they plan for and assess children's learning. As part of this work, they should review how they check and monitor children's progress.
- Senior leaders should improve how they measure the impact of support for children in the school. This will help them check that they help children overcome difficulties in learning.
- Senior leaders and staff should continue to develop consistent high-quality approaches to teaching and learning across the school. This should include further opportunities for children to be actively involved in leading their learning.

4.8 Education Scotland (HMI) uses a six-point scale for grading the quality indicators:

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

4.9 Here are Education Scotland's (HMI) evaluations for Craigowl Primary School for this inspection:

Quality indicators	Evaluation
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory

Nursery Class:

Quality indicators	Evaluation
Learning, teaching and assessment	Very Good
Raising attainment and achievement	Very Good

- 4.10 As a result of the inspection findings, Education Scotland is confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection. Dundee City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.
- 4.11 The Education Manager and the school's link Education Officers, reporting to the Chief Education Officer, will continue to monitor the school's progress and improvement in relation to the identified areas for improvement.
- 4.12 Craigowl Primary School had written their improvement plan prior to HMI visit which reflected their findings and incorporates the recommendations from the Summarised Inspection Findings into a plan to June 2024. This 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.
- 4.13 Planned school improvement activity building on the school's identified strengths and addressing the areas for development include:
- Raising attainment in numeracy
 - Pupil voice
 - Supporting Learners
 - Attendance
- 4.14 As part of the Children and Families Service School Improvement Framework, visits are made to the school and nursery class by the link Education Officers to monitor progress towards the action points raised by the inspection. The school's reviewed School Improvement Plan clearly articulates the areas for development highlighted by HM Inspectors.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services or funding and so has not been subject to an Integrated Impact Assessment. An appropriate senior manager has reviewed and agreed with this assessment.

6.0 CONSULTATION

- 6.1 The Council Leadership Team, and the school's head teacher, have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

- 7.1 None.

Audrey May
Executive Director of Children and Families

Paul Fleming
Head of Service
Chief Education Officer

December 2023

APPENDIX 1

Children and Families Service

Scrutiny Committee Report Summary Notes

Inspection and Reporting

Inspection Agency	HMI
Report Publication Date	June 2023
Name of Establishment	Craigowl Primary School
Sector	Primary
Name of Head Teacher	Mr. Gerry Munro
Roll	341 Primary 34 Nursery

Inspection Outcomes 2023

Primary School:

Quality indicators	Evaluation
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory

Nurse
ry
Class
:

Quality indicators	Evaluation
Learning, teaching and assessment	Very Good
Raising attainment and achievement	Very Good

The
report
uses
the
follow

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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

Key Strengths
Enthusiastic children who are keen to learn and proud of their nursery and school.
The nursery and school staff team who create a positive atmosphere for learning and have caring relationships with children. This is helping to develop confident children who are ready to learn.
Children in P1 develop their learning through play well. They are developing skills of creativity, problem solving and independence. This helps them be more confident as they move from nursery to school.
The leadership team and educators in the nursery provide children with a very good range of learning experiences. They are nurturing towards children and provide them with a high standard of support. As a result, children are happy, enjoy nursery and are making very good progress in their learning.

Areas for Improvement

Senior leaders and staff across the school and education support area should develop further how they plan for and assess children's learning. As part of this work, they should review how they check and monitor children's progress.

Senior leaders should improve how they measure the impact of support for children in the school. This will help them check that they help children overcome difficulties in learning.

Senior leaders and staff should continue to develop consistent high-quality approaches to teaching and learning across the school. This should include further opportunities for children to be actively involved in leading their learning.

Synopsis – Summary of Inspection Findings

Following publication of the inspection report and Summarised Inspection Findings, the School's Improvement Plan 2023-24 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.

2.3 Learning, teaching and assessment

Strengths - Primary

- Senior leaders and staff create a welcoming ethos across the school where children 'are loved, loving and feel loveable'.
- Children are well mannered and proud of their school. They are respectful towards each other and keen to learn in class.
- All staff know children and families very well.
- Staff support and nurture positive relationships with children.
- The majority of teachers use a variety of interesting tasks and activities to engage almost all children effectively and in these classes, teachers deliver learning using relevant and engaging contexts.
- In the majority of classes, teachers provide clear instructions and share the purpose of learning effectively to help children understand why the activities they engage with are relevant and meaningful.
- The majority of teachers use questioning effectively to enhance learning and support children to extend their thinking.
- Teachers at early level have developed play pedagogy effectively in recent years.
- Teachers at early level involve children in the planning of their learning very well.
- In most classes, staff use technology effectively to support their teaching.
- Most teachers use a range of assessments well to gather evidence of children's progress in learning.
- Teachers use experiences and outcomes from Curriculum for Excellence (CfE) to plan coverage of areas of the curriculum termly, across four planning blocks.
- Teachers engage in moderation activities together and with cluster school colleagues, as part of planned events.
- Senior leaders collate information and data on the attainment and progress of children across the school.

Strengths - Nursery

- Nursery educators are very nurturing, caring, and supportive.

- Children are confident in moving around the indoor and outdoor spaces independently.
- Educators ensure that they capture children's needs and interests well across the playroom and outdoors.
- Educators have made very good efforts to obtain children's views and opinions.
- Educators across the nursery have very strong relationships with parents.
- Educators share children's learning regularly with parents allowing them to make comments about their child's learning.
- Educators make highly effective use of open-ended questions and explanations to extend and challenge children's thinking.
- Staff work together very effectively to ensure the best possible outcomes for children.
- Staff plan in a very child centred way. They develop children's ideas and document their learning successfully in floor books, learning journals and on an online platform.
- The senior early years practitioner, educators and the nursery teacher work well together to meet children's needs very effectively.
- Educators track children's progress resulting from the interventions they put in place to improve attainment.
- Educators are well supported with planning by the full-time nursery teacher and senior early years practitioner.

Areas for Improvement - Primary

- Senior leaders should work with teachers to ensure lessons are differentiated and use high-quality, relevant and engaging contexts consistently across the school. They should ensure that learning is matched better to the needs of all learners.
- Senior leaders should now work with all teachers to develop a consistent approach to developing higher-order thinking skills across the school.
- Senior leaders and staff should now consider how these positive experiences can be extended across the school for all learners.
- Senior leaders should continue with their plans to increase the availability of digital devices across the school. This will help teachers to increase the pace that children develop a range of digital skills.
- Teachers should use assessment information more effectively to identify children who would benefit from targeted interventions. This will ensure all children receive the right support at the right time.
- Teachers are not yet fully planning for assessment as an integral part of teaching and learning. As senior leaders have identified, there is a need to support teachers to develop shared, consistent approaches to planning.
- Senior leaders should continue to provide regular opportunities for teachers to moderate a range of curricular areas.
- Senior leaders should continue with plans to work with teachers across the school to ensure teachers have clear information on children's attainment across all curriculum areas.
- As planned, senior leaders and staff should continue to develop ways to record and check children's progress across all curricular areas.

Areas for Improvement- Nursery

- The leadership team and staff should now work together to streamline the way they track children's progress.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

Strengths - Primary

- At each level, there are a few children who are working beyond expected CfE levels.
- Most children reach expected CfE national standards at key milestones in reading and listening and talking.
- The majority of children reach appropriate national standards in writing.
- The majority of children working towards early level are developing early reading skills well.
- The majority of children working towards early level are developing confidence in early writing skills.
- Overall, there are now signs of improvement in most areas of literacy and numeracy attainment at first and second level.
- Senior leaders and staff are developing a school-wide approach to raise attainment in numeracy.
- Senior leaders and staff celebrate and value children's achievements in and out of school.
- Staff and partners provide a range of valuable clubs and experiences for children, such as dance, football and library lunch club.
- Senior leaders monitor the progress and attainment of individuals and cohorts and share school attainment data with teachers to increase their understanding of strengths and gaps in learning across the school.
- Senior leaders have appropriate arrangements that ensure financial constraints do not prevent any children from the school or ESA from taking part in educational opportunities.

Strengths – Nursery

- Most children make very good progress in communication, early language, mathematics and health and wellbeing.
- Children are confident in listening and talking across all areas of their play.
- Children are confident in expressing their opinions and ideas. Educators value and act upon children's opinions.
- Almost all children are keen to hear stories and are confident in retelling stories and rhymes.
- Children regularly access the local library and the book bug sessions offered by early years educators.
- Children benefit from a weekly nursery lending library which is supporting them develop further their love of books.
- Children show an understanding of the need to write in a range of play activities.
- Educators have a specific focus on developing numeracy through play and in their group time.
- Educators have very warm, positive and nurturing relationships with children.
- Most children are very sociable and engage willingly with trusted adults in the nursery about their learning.
- Educators have regular meetings with the nursery teacher and the senior early years practitioner to review progress and plan learning.
- Parents share information on children's achievements at home through an online platform and in discussion with staff.
- Educators celebrate these achievements and those from the nursery through children's individual folders and displays.
- Educators know children and their families well and provide equity for all children.
- The nursery is a very inclusive learning environment which ensures all children have a rich nursery experience regardless of their barriers to learning.

Areas for improvement - Primary

- Senior leaders should continue with plans to meet more frequently with teachers to discuss children's progress in learning, including how they evaluate targeted support.
- Senior leaders should continue with their plans to support a greater number of children across all stages to lead aspects of school life.
- Senior leaders should continue with plans to meet more frequently with teachers to discuss children's progress in learning, including how they evaluate targeted support.
- Senior leaders should now monitor and evaluate better the impact that all interventions have on children's wellbeing and learning.

Quality of provision of Special Unit

Context

The Enhanced Support Area (ESA) was inspected alongside the full school inspection. The improvement plan for this area has been incorporated into the revised whole school improvement plan.

The report is available as part of the Summary of Inspection Findings at:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details/?id=2193>

Key activity to date has included the following:

Following the publication of the report in October 2023, the school has:

- Updated its school improvement plan for this session, to reflect the actions required by the report. In the main, this also reflects the plan that was in place since the start of session 2022-23.
- Appointed a permanent Depute Head Teacher
- Appointed a Senior Learning Care Assistant (SLCA)
- Established a wider program of extra-curricular activities e.g football for variety of stages, dance and boardgames
- Monitoring / tracking progress – Termly attainment meetings held for all staff which results in an action plan for whole class, groups and individual pupils where appropriate
- Raising attainment is part of staff meetings, SLT meetings and in-service days
- We are currently reviewing and updating all of our policies
- We are following cluster wide approaches to moderation
- Wider achievement – celebrated at assembly, over and above cards shared on social media platform, we are exploring digital portfolios for a more consistent approach
- Pupil voice sought in a range of ways – class teachers focusing on this within classroom, question and answer at assembly, SLT question and answer session twice per term, you said/we did
- RRS – steering group now established with weekly meetings moving to our bronze award by Christmas
- UNCRC is covered discretely during RCT for every class
- Introduction of new SLCA has helped to improve the ESA environment in line with good practice checklist
- Working alongside DEPS and other partner agencies to deliver a suite of training to support staff e.g scripting
- We are beginning to build on Social Communication Emotional Regulation and Transactional Supports (SCERTS) for individual children with complex ASN
- Change of ESA space/rooms to accommodate the emerging need of children in the upper school to ensure the environment is fit for purpose

Full details of the Summary of Inspection Findings are available at:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details/?id=2193>

APPENDIX 2

31 October 2023

Dear Parent/Carer

In June 2023, a team of inspectors from Education Scotland visited Craigowl 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's work.

- Enthusiastic children who are keen to learn and proud of their nursery and school.
- The nursery and school staff team who create a positive atmosphere for learning and have caring relationships with children. This is helping to develop confident children who are ready to learn.
- Children in P1 develop their learning through play well. They are developing skills of creativity, problem solving and independence. This helps them be more confident as they move from nursery to school.
- The leadership team and practitioners in the nursery provide children with a very good range of learning experiences. They are nurturing towards children and provide them with a high standard of support. As a result, children are happy, enjoy nursery and are making very good progress in their learning.

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

- Senior leaders and staff across the school and education support area should develop further how they plan for and assess children's learning. As part of this work, they should review how they check and monitor children's progress.
- Senior leaders should improve how they measure the impact of support for children in the school. This will help them check that they help children overcome difficulties in learning.
- Senior leaders and staff should continue to develop consistent high-quality approaches to teaching and learning across the school. This should include further opportunities for children to be actively involved in leading their learning.

We gathered evidence to enable us to evaluate the school's work using 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 Craigowl Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory
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
Learning, teaching and assessment	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:

[Details](#) | [Find an inspection report](#) | [Find an inspection report | Inspection and Review](#) | [Education Scotland](#)

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. Dundee City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

David McKellar
HM Inspector