

**REPORT TO: SCRUTINY COMMITTEE – WEDNESDAY 12 DECEMBER 2018**

**REPORT ON: EDUCATION SCOTLAND (HMI) INSPECTION OF CLEPINGTON  
PRIMARY SCHOOL**

**REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE**

**REPORT NO: 399-2018**

## **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 Clepington 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 Clepington Primary School was inspected by Education Scotland (HMI) in June 2018. They published a report of their findings on 18 September 2018. At the time of the inspection 494 children were on the primary school roll.

4.2 The school's current Head Teacher has been in post since August 2011. Around half of the pupils attending the school reside within SIMD deciles 1 and 2 with around 30% of the school's pupil roll registered for free school meals. The school's provision is enhanced to support a range of pupils requiring additional support for their learning with many children accessing aspects of their education within the school's Discovery Support Base.

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

- Staff who work closely as a team, led by the Head Teacher, to provide children with a wide range of opportunities for wider achievement.
- Children who welcome challenge in their learning and are enthusiastic in their tasks.
- The range of partnerships. Links with partners in the local community enhance learning experiences for children and enable them to make a positive contribution to their school community.

4.4 Importantly, the inspection team highlighted the well-respected Head Teacher and the school's positive learning environment supported by strong partnerships with a range of community groups. It was noted that the school is particularly adept at

supporting pupils with a range of additional support needs predominantly through their inclusion in mainstream classes and the Discovery enhanced support base. A focus on health and physical activities is a particular strength of the school.

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

- Develop strong and consistent strategic leadership of change, underpinned by effective self-evaluation procedures, to monitor more closely the impact of the school's work on outcomes for children and to plan for future improvements.
- Improve the quality and consistency of learning and teaching and assessment. Ensure pace and challenge across learning is set at the right level to meet the needs of all learners, enabling children to attain as highly as possible.
- Further develop the school's approaches to ensuring wellbeing, equality and inclusion. In doing so, ensure a focus on promoting positive behaviour, respect and aspiration.
- The Head Teacher and staff should develop further the ways in which they track, and monitor children's progress to support robust and rigorous approaches to raising attainment in literacy and numeracy.

4.6 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

4.7 The following quality evaluations were given at this inspection:

<b>Quality Indicator</b>	<b>Cleington Primary School</b>
1.3 Leadership of change	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
3.2 Raising attainment and achievement	Satisfactory

4.8 Whilst sustained raised attainment over time is a key feature of quality indicator 3.2 (outlined above), it is important to note that information extracted from the national Broad General Education Benchmarking Tool, introduced in session 2017/18 to support local authority benchmarking, indicates that pupils' most recent attainment in literacy and numeracy at stages P1, P4 and P7 is better on average than pupils in Scotland with the same characteristics.

- 4.9 Education Scotland will ask for a report from Dundee City Council on the school's progress within one year of the inspection (June 2019). This report will inform any decision regarding further engagement by HMI with the school, which may include another 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.
- 4.10 The Education Manager(s) and the school's link Education Officer(s) will continue to monitor the school's progress and improvement in relation to the identified areas for improvement.
- 4.11 Clepington Primary School's School Improvement Plans (2018-2019 and 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.
- 4.12 Planned school improvement activity building on the school's identified strengths and addressing the areas for development include:
- Develop pedagogy to ensure all learning can be articulated by the children
  - Partnership working to enhance learning experiences and engage families in learning
  - Develop a learning community focused on sharing of practice to ensure a shared approach to learning and teaching and use of benchmarks
  - Develop knowledge of moderation cycle to ensure there is a shared understanding of standards and expectations to raise attainment in literacy and numeracy
  - Quality assurance measures focus on tracking of pupil progress in learning and include children in quality assurance processes and decision making
  - Develop shared understanding of wellbeing and positive relationships with all stakeholders
  - Embed our vision and values consistently in our practice across the school
- 4.13 As part of the Children and Families Service School Improvement Framework, visits are made to the school by the school's link Education Officer(s) 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 a Continuing Support Visit (CSV) to the school in February 2019 to evaluate the school's progress in addressing identified weaknesses. The CSV 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.

## **5.0 POLICY IMPLICATIONS**

- 5.1 This report has been screened for any implications in respect of Sustainability, Strategic Environment Assessment, Anti-Poverty and Equality Impact Assessment and Risk Management. There are no major issues.

## **6.0 CONSULTATION**

6.1 This report has been subject to consultation with the Council Management Team.

## **7.0 BACKGROUND PAPERS**

7.1 None.

PAUL CLANCY  
Executive Director of Children and Families Service

December 2018

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

Inspection Agency	HMI
Report Publication Date	11 June 2018
Name of Establishment	Clepington Primary School
Sector	Primary
Name of Head Teacher	Mrs Paula Cheghall
Roll	494 primary children

**Inspection Outcomes 2018**

<b>Quality Indicator</b>	<b>Primary Rating</b>
<b>1.3 Leadership of change</b>	Satisfactory
<b>2.3 Learning, teaching and assessment</b>	Satisfactory
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	Satisfactory
<b>3.2 Raising attainment and achievement</b>	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 2007**

<b>How good are learning, teaching and achievement</b>	<b>Primary Class Rating</b>
Structure of the curriculum	Adequate
The teaching process	Adequate
Pupils' learning experiences	Adequate
Pupils' attainment in English language	Weak
Pupils' attainment in mathematics	Weak
Personal and social development	Very Good

<b>How well are pupils learning needs met?</b>	<b>Primary Rating</b>
Meeting pupils' needs	Adequate

<b>How good is the environment for learning?</b>	<b>Primary Rating</b>
Pastoral care	Very Good
Accommodation and facilities	Weak
Climate and relationships	Very Good
Expectations and promoting achievement	Good
Equality and fairness	Good
Partnerships with parents, the School Board and the community	Good

<b>Leading and improving the school</b>	<b>Primary Rating</b>
Leadership of the headteacher	Weak
Leadership across the school	Adequate
Self-evaluation	Weak

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? (4<sup>th</sup> 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 2006 and 2018 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 2018

<b>Key Strengths</b>
Staff who work closely as a team, led by the Head Teacher, to provide children with a wide range of opportunities for wider achievement.
Children who welcome challenge in their learning and are enthusiastic in their tasks.
The range of partnerships. Links with partners in the local community enhance learning experiences for children and enable them to make a positive contribution to their school community.

<b>Areas for Improvement and Action</b>
Develop strong and consistent strategic leadership of change, underpinned by effective self-evaluation procedures, to monitor more closely the impact of the school's work on outcomes for children and to plan for future improvements.
Improve the quality and consistency of learning and teaching and assessment. Ensure pace and challenge across learning is set at the right level to meet the needs of all learners, enabling children to attain as highly as possible.
Further develop the school's approaches to ensuring wellbeing, equality and inclusion. In doing so, ensure a focus on promoting positive behaviour, respect and aspiration.
The Head Teacher and staff should develop further the ways in which they track, and monitor children's progress to support robust and rigorous approaches to raising attainment in literacy and numeracy.

### **Synopsis – Summary of Inspection Findings**

Following publication of the inspection report and Summarised Inspection Findings, the School's Improvement Plan 2018-19 was amended to reflect the areas for improvement identified by HMIE 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**

The well-respected Head Teacher works closely with senior colleagues, parents and a range of partners to provide a welcoming and supportive learning environment. Staff willingly participate in, and lead, working groups. The school places a high priority on nurturing children many of whom experience challenging life circumstances. Recent approaches to the use of Pupil Equity Funding are beginning to provide a more evidenced-based approach to towards planning for improvement.

#### **Leadership of change – areas for improvement**

All staff need to be aware of the social, cultural and economic context of the area the school serves. The school's revised vision – "believe you can achieve' coupled with the revised values and aims, and a robust school improvement plan, should provide a platform for improvements in the curriculum and pupils' attainment. Overall, there is a need for more systematic and robust approaches to school self-evaluation in relation to the provision of education with a need to reinstate the planned programme of classroom observations and sharing of good practice in learning and teaching. Senior leaders now require to strengthen their strategic overview of school working groups linked to improvement priorities. Further scope exists to enhance pupils' role in supporting school improvements.

#### Learning, teaching and assessment – strengths

There is a welcoming atmosphere in the school with most learners reporting that they enjoy school, are treated fairly and supported by teachers with their learning. Relationships between staff and children are generally positive. Learners benefit from a range of learning experiences and almost all children present as keen and enthusiastic to learn. In a few classes learning is presented in a highly motivating and engaging manner with effective use of verbal feedback evident. Whilst aspects of literacy and numeracy, in some classes, are enhanced by the use of on-line games significant scope exists to use ICT more effectively to develop digital literacy skills and for digital technology to be better used to meet the needs of learners. The contribution of learners on a number of community groups is perceived as a strength.

#### Learning, teaching and assessment – areas for improvement

Overall the quality of learning and teaching across the school, whilst satisfactory, is too varied with the majority of lessons overly led by teachers. Pupils are too passive in their learning with some children becoming disengaged resulting in low-level disruption. Senior leaders now require to ensure the consistent provision of high quality learning experiences at all stages with greater opportunities for children to be independent in their learning. There exists considerable scope for teachers to better use assessment information to better plan the next steps in pupils' learning. Importantly, the school should now share the sound practice in a few classes to support all staff to develop a shared understanding of effective approaches to learning, teaching and assessment.

#### Ensuring wellbeing, equality and inclusion – strengths

Staff know children, their families and the community well and treat them with care and respect. The school has evolved into an inclusive learning environment with almost all children with additional support needs learning alongside their mainstream peers. The number of school exclusions has been successfully reduced. A few children are supported well in the Discovery Enhanced Provision rooms. A social skills programme is beginning to help children recognize how their actions affect the feelings of others. Promotion of physical activities is a strength of the school with significant contributions made by partners including Showcase the Street and Dundee United. Such work is also having a positive impact on improving children's literacy and numeracy. The school meets the needs of children with English as an additional language. Significantly, the school takes account of the cost of the school day, seeking grants for school visits, providing free second-hand uniforms. The school is at the early stages of developing a food bank

#### Ensuring wellbeing, equality and inclusion – areas for improvement

In recent years the school has had a focus on meeting the needs of children who face barriers to their learning. School leaders now require to realign this focus to ensure that there are the highest expectations of attainment and achievement for all learners. In moving forwards the school requires to ensure that children are better informed about factors that affect their own wellbeing. In addition the school should continue efforts to: address pupil lateness; better support care experienced young people and young carers, and better aligning nurturing and positive behavior approaches. Curriculum planning guidance for staff in the area of health and wellbeing should be revised in relation to national expectations.

#### Raising attainment and achievement – strengths

Overall, progress in children's literacy and numeracy at all stages is satisfactory, with children making sufficient progress from prior levels of attainment. Children for whom English is an additional language are adjudged to be making good progress. The school's recently introduced numeracy and mathematics progression framework is having a positive impact on pupils' learning and attainment. New conceptual numeracy resources and use of an on-line platform are also having a positive impact.



Significantly, the majority of children are making good progress across a range of competencies. Children are proud of their school and appreciate the many and varied opportunities in sports and other activities during and after school afforded to them. Many children are developing leadership skills through their involvement in such activities. Working in partnership with Active Schools, the sports leaders have played a key role in securing the school's Sport Scotland Gold Award.

#### Raising attainment and achievement – areas for improvement

It is the view of inspectors that children have the capacity to be challenged further and attainment levels improved. Whilst the overall quality of children's attainment in literacy and English Language is satisfactory, the quality of children's writing across the school is too variable. There needs to be consistent expectation of presentation standards across the school and opportunities for children to write more frequently. Staff require additional support in their planning and assessment of writing across the curriculum. The school now requires as a matter of priority to introduce more robust, evidenced based approaches to ascertaining pupils' attainment over time through the systematic use of good quality data.

Given the rich array of activities available to children, the school requires to review its approaches to celebrating and tracking pupils' wider achievements with a focus on skills development.

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Following publication of the inspection findings, the school's Head Teacher has taken prompt action in leading related school improvements. Key activity to date has included the following:

***Develop strong and consistent strategic leadership of change, underpinned by effective self-evaluation procedures, to monitor more closely the impact of the school's work on outcomes for children and to plan for future improvements.***

The school have reviewed their measures to ensure that all improvements link to their self-evaluation. The focus of evaluation for session 2018/19 is on Learning and Teaching and Wellbeing, Equality and Inclusion. There are clear improvements planned linked to H&WB, Learning and Teaching and Leadership of Change. Throughout the year there are processes in place to evaluate the impact of change making use of HGIOS4, How Good IS OUR School, Leuven Scale of Engagement and Attainment tracking data.

Quality Assurance is focused on improvements and measures relating to attainment. There is a clear 5 year plan for improvements related to the stretch aims of the school in order to improve attainment in reading, writing, numeracy, increase parental engagement, play based learning in the early years and a focus on wellbeing.

Making A Difference groups comprised of children in Primary 5 to Primary 7 to impact change. The groups are led by P7 pupils and staff to ensure a focus on evaluations of literacy, numeracy, H&WB, Successes and Achievements and Relationships. The children are making use of the document, 'How Good Is OUR School' to evaluate progress and drive positive change.

***Improve the quality and consistency of learning and teaching and assessment. Ensure pace and challenge across learning is set at the right level to meet the needs of all learners, enabling children to attain as highly as possible.***

The school have agreed a framework of improvement relating to Learning and Teaching which focuses on Learning Intentions and Success Criteria. All staff have worked together with cluster staff to moderate Learning and Teaching, focusing on children articulating the learning and feedback to the learners. The School Improvement Partnership have moderated writing to allow for staff sharing of practice and confidence in benchmarking of levels. Further CLPL is planned this session in relation to Challenge in Learning with Osiris Education and Big Write input in

order to continue to develop and improve the quality and consistency of learning and teaching. Consistency of approach is the main driver throughout all staff discussions in relation to learning and teaching.

***Further develop the school's approaches to ensuring wellbeing, equality and inclusion. In doing so, ensure a focus on promoting positive behaviour, respect and aspiration.***

The school have developed Teacher Learning Communities focusing on professional reading, 'When The Adult Changes Everything Changes'. 2 teachers are leading groups to facilitate discussion and change in relation to relationship building and positive behavior. Assemblies focus on wellbeing weekly and H&WB activities have focused on the indicators, Safe and Included.

The school have reviewed their school rules, vision and values with stakeholders. Their vision allows for aspiration of all children and families – 'Believe You Can Achieve'. The school rules are clear – Be Ready, Be Safe, Be Respectful and the new values encompass all that they believe and do. We CARE (Challenge, Ambition, Respect, Equality) at Clepington are the new values created by parents, staff and children. Presently we are discussing one value at a time to ensure that we embed them and the school is in the process of sharing these with the community and all stakeholders.

The children at Clepington are involved in partnership working to develop aspiration and to ensure inclusion. Primary 4 children are involved in developing a staged orchestra, working together and developing key skills of resilience and teamwork. Primary 5 children are taking part in the John Muir Award with an emphasis on expressive arts and the environment. Primary 5, 6 and 7 children are also working with Tree Of Knowledge to develop skills of resilience, teamwork, self awareness and aspiration.

All staff at the school have undertaken Mindfulness training to ensure that wellbeing of staff and children is key to all they do. From Term 3 onwards, all children will have daily Mindfulness input to allow them to develop life skills that will benefit their mental health, emotional wellbeing and academic performance.

Primary 7 Sports Ambassadors plan H&WB and wider learning opportunities to promote healthy lifestyles and are involved in meetings with Active Schools staff to plan relevant activities.

***The Head Teacher and staff should develop further the ways in which they track, and monitor children's progress to support robust and rigorous approaches to raising attainment in literacy and numeracy.***

School measures have been gathered to ensure that the school has a clear sense of where they are and next steps in their improvement journey. The school tracks attainment twice per year and holds Raising Attainment meetings with staff as part of the quality assurance process. The school have reviewed the focus of their Raising Attainment meetings to ensure further emphasis on pupil engagement, discussions to support improvement and challenge where appropriate.

Strategic Leadership meetings allow for discussion and rigorous analysis of data in relation to the quality assurance of learning and teaching. Data gathering has focused on children's views of their articulation of learning in order to ascertain next steps in learning and teaching to raise attainment.

Full details of the Summarised inspection findings are available at:

**Signed**



**Paul Clancy, Executive Director of Children and Families Service**



**Audrey May, Head of Service (Chief Education Officer)**

**Paula Cheghall, Head Teacher, Cleington Primary School**



18 September 2018

Dear Parent/Carer,

In June 2018, a team of Inspectors from Education Scotland visited Clepington 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 who work closely as a team, led by the headteacher, to provide children with a wide range of opportunities for wider achievement.
- Children who welcome challenge in their learning and are enthusiastic in their tasks.
- The range of partnerships. Links with partners in the local community enhance learning experiences for children and enable them to make a positive contribution to their school community.

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

- Develop strong and consistent strategic leadership of change, underpinned by effective self-evaluation procedures, to monitor more closely the impact of the school's work on outcomes for children and to plan for future improvements.
- Improve the quality and consistency of learning and teaching and assessment. Ensure pace and challenge across learning is set at the right level to meet the needs of all learners, enabling children to attain as highly as possible.
- Further develop the school's approaches to ensuring wellbeing, equality and inclusion. In doing so, ensure a focus on promoting positive behaviour, respect and aspiration.
- The headteacher and staff should develop further the ways in which they track, and monitor children's progress to support robust and rigorous approaches to raising attainment in literacy and numeracy.

We gathered evidence to enable us to evaluate the schools work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). 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 Clepington Primary School

Quality Indicators	Evaluation
Leadership of change	satisfactory
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory
Ensuring wellbeing, equality and inclusion	satisfactory
Descriptions of the evaluations are available from <a href="#">How good is our school? (4<sup>th</sup> edition)</a> , Appendix 3: The six-point scale.	

A more detailed document called Summarised Inspection Findings will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/dundee-city/5324327>

#### What happens next?

We will ask for a report on progress within one year of the inspection. This report will inform any decision made by Education Scotland regarding further engagement. This may include another inspection visit. Education Scotland's Area Lead Officer will continue to monitor progress. When such a decision is made we will write to you again detailing the improvements the school has made and outlining any further action, agreed with Dundee City Council, that we intend to take.

Jacqueline Gallagher  
HM Inspector