

**REPORT TO: SCRUTINY COMMITTEE – 11 FEBRUARY 2015**

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

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 57-2015**

## **1.0 PURPOSE OF REPORT**

1.1 The purpose of this paper is to report on the findings of Education Scotland (HMI) following an inspection at Rosebank 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 Director of Education to monitor progress towards meeting the areas for improvement contained in the report.

## **3.0 FINANCIAL IMPLICATIONS**

3.1 None.

## **4.0 MAIN TEXT**

4.1 Rosebank Primary School was inspected by Education Scotland (HMI) in September 2014. They published a report on their findings on 2 December 2014. At the time of the inspection 136 children were on the primary school roll.

4.2 The inspectors identified the following strengths of the school:

- Happy, enthusiastic children who are very proud of their school.
- The commitment of all staff to professional learning and improving learning and teaching.
- The role of the school in the community in getting it right for children and families, including identifying and targeting support for children.
- Consistent approaches to developing children's literacy and English at the early stages.

4.3 The following areas for improvement were agreed with the school and education authority:

- Continue to improve the curriculum to ensure children make suitable progress in all aspects of their learning.
- Continue to improve approaches to evaluating and improving the school's work to include a clear focus on progress across the curriculum.
- Take steps to streamline the volume of documentation required of staff in their work to reduce workload for teachers and provide a coherent overview of children's learning and progress.

4.4 Quality Indicators

4.4.1 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 |

|                       |                                    |
|-----------------------|------------------------------------|
| adequate/satisfactory | strengths just outweigh weaknesses |
| weak                  | important weaknesses               |
| unsatisfactory        | major weaknesses                   |

4.4.2 The following quality evaluations were given at this inspection:

| Quality Indicator                          | Primary School                                 | Nursery Class |
|--|--|---------------|
| <b>Improvements in performance</b>         | Good   | N/A           |
| <b>Learners' experiences</b>               | Good   | N/A           |
| <b>Meeting learning needs</b>              | Good   | N/A           |
|  | <b>For both the school (and nursery class)</b> |               |
| <b>The curriculum</b>                      | Satisfactory                                   |               |
| <b>Improvement through self-evaluation</b> | Satisfactory                                   |               |

- 4.5 Rosebank Primary School's *School Improvement Plan (2012-2015)* already includes a focus on the identified areas for improvement and these will also be part of the new *School Improvement Plan (2015-2018)*. These will be regularly reviewed, monitored and evaluated in line with both the school and the local authority's quality improvement calendars. The attached appendix gives an analysis of the report and outlines improvements made to date.
- 4.6 HMI indicated that they are satisfied with the overall quality of provision at Rosebank Primary School and are confident that the school's self-evaluation processes are leading to improvements. As a result, they will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Dundee City Council will inform parents about the school's progress.

## 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 Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services.

## 7.0 BACKGROUND PAPERS

- 7.1 None.

**Dundee City Council**  
**Education Department**  
**Scrutiny Committee Report Summary Notes**  
**Inspection and Reporting**

|                         |                 |
|-------------------------|-----------------|
| Inspection Agency       | HMI             |
| Report Publication Date | 2 December 2014 |

|                       |                         |
|-----------------------|-------------------------|
| Name of Establishment | Rosebank Primary School |
| Sector                | Primary                 |
| Name of Head Teacher  | Dawn Stanfield          |
| Roll                  | 136                     |

**Inspection Outcomes**

| Quality Indicator                              | Primary      | Nursery |
|--|--------------|---------|
| <b>1.1 Improvements in Performance</b>         | Good         |         |
| <b>2.1 Learners' Experiences</b>               | Good         |         |
| <b>5.1 Meeting Learning Needs</b>              | Good         |         |
| <b>5.1 The Curriculum</b>                      | Satisfactory |         |
| <b>5.9 Improvement Through Self-Evaluation</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                                    |

**Key Strengths**

|  |
|--|
| Happy, enthusiastic children who are very proud of their school.   |
| The commitment of all staff to professional learning and improving learning and teaching.  |
| The role of the school in the community in getting it right for children and families, including identifying and targeting support for children. |
| Consistent approaches to developing children's literacy and English at the early stages.   |

**Areas for Improvement and Action**

|   |
|---|
| Continue to improve the curriculum to ensure children make suitable progress in all aspects of their learning.  |
| Continue to improve approaches to evaluating and improving the school's work to include a clear focus on progress across the curriculum.  |
| Take steps to streamline the volume of documentation required of staff in their work to reduce workload for teachers and provide a coherent overview of children's learning and progress. |

### Analysis of Report

The School Improvement Plan 2014/15 reflects ongoing areas for improvement and action and provides a clear strategic focus for school improvement. The findings of the HMI Inspection will be taken into account in the final year of the three year plan and will inform the new School Improvement Plan. The report reflects the evidence gathered to inform our priorities and our identified areas for improvement for the 2015 / 2018 plan.

It was recognised that children are learning and achieving well. Most children are making good progress in literacy and English. Our focus on literacy remains a priority for the school and staff are implementing literacy and language across the school and engaging in a range of related professional learning opportunities. Children are making good progress in mathematics and numeracy. Following a whole school review, children at all stages have regular opportunities to focus on mental calculations. There is a continual focus on analysis of assessment data with staff and as a result appropriate and effective steps are taken to ensure the quality of learning and teaching continues to raise attainment.

Our approach to care and welfare ensures children are happy and it was identified that children, 'love coming to school'. The school's approach to health and wellbeing supports all children to feel valued and listened to with all staff working together to enhance children's understanding of positive health and wellbeing. All children feel they make a positive contribution to the life of the school and they talk with pride about their success in a range of activities.

Across the school, support staff and teachers work well together to help children develop and learn well. Staff work effectively in partnership with a range of specialists to ensure children with additional support needs get the support they require. Children for whom English is an additional language are very well supported by staff and the centrally-based Bilingual Pupil Support Service.

The school supports transition for children from nursery to P1 and then from P7 to Harris well. The recent 'welcome back week' was very successful in ensuring a positive return to school for children, staff and parents.

The report confirmed that the Head Teacher is an effective leader who knows the school and community well. The Head Teacher is highly respected by children, parents and staff and is effectively supported by the Principal Teacher and all staff who show high levels of care in a nurturing environment.

All staff are committed to school improvement and they work very well as a team. Class teachers are reflective and have worked hard to improve approaches to learning and teaching. We are developing our planning for a broad general education which takes cognisance of the seven principles for curriculum design. Staff professional learning will continue to focus on developing a curriculum which responds to the interests of the children when planning learning experiences to continue to motivate and engage all learners. The staff are engaged in reducing documentation to give clear and concise information of pupil attainment and achievement and the planned learning and teaching.

**Signed**



**Director of Education**

**Signed**



**Head of Education**

**Signed**

**Head Teacher**



2 December 2014

Dear Parent/Carer

**Rosebank Primary School  
Dundee City 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 support for children at times of transition, improvements to learning and teaching approaches and how children are involved in planning learning. 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?**

Overall, we found that your children are learning and achieving well. As a result of the school's approach to care and welfare, children are happy and love coming to school. They are well behaved and attentive during most lessons. Children are regularly involved in planning aspects of their own learning including choosing topics to explore. They have opportunities to be active in their learning and work well in pairs and in groups. In most lessons, teachers make sure that children understand what they are learning and how they will know how successful they have been. However, too many lessons are overly teacher directed, and as a result, children have too few opportunities to take responsibility and think for themselves. Almost all children feel they make a positive contribution to the life of the school. Across all stages, children are involved in the pupil council, and older children enjoy being responsible as buddies to younger children and as house captains and prefects. Children talk with pride about their success in a range of activities. They were all eager to share memories of the whole school concert last term to celebrate learning through the Commonwealth Games.

Most children are making good progress in literacy and English. In most classes, children listen well to adults and each other during lessons. They contribute appropriately to discussions in class. At the early stages, children are developing confidence in early reading skills through a lively structured approach. Children enjoy looking at and reading books which interest them. For example, at P4/3, children worked well in pairs to read an extract from a novel and identify adjectives. At P6, children enjoyed using movie clips to look more closely at text. However, all children could be reading more often to extend their reading skills. Children could not talk with

Education Scotland  
The Optima  
58 Robertson Street  
Glasgow  
G2 8DU

T 0141 282 5000  
F 0141 282 5040  
E [glasgow@educationscotland.gsi.gov.uk](mailto:glasgow@educationscotland.gsi.gov.uk)

**Textphone** 01508 600238

This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

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confidence about authors or books they had read. There is a need to offer children access to a wider range of texts including poetry and scripts. Across the school, children have opportunities to write for a range of purposes, often linked to a topic of interest to the children. Staff have recognised the need to plan writing activities to encourage higher standards and pieces of greater length across the curriculum. Children are making good progress in mathematics and numeracy. Most are confident in tackling activities involving number and measurement. At P3/2, children are learning to count in tens using songs and numbers pegged on a washing line. At P7, they can select appropriate tools for their measurement tasks and understand the purpose of learning about area for real life situations. Following a whole school review, children at all stages have regular opportunities to focus on mental calculations. We discussed with the staff the importance of ensuring all aspects of mathematics are experienced regularly by children to ensure they develop appropriate knowledge and skills. As a key feature of the school's approach to health and wellbeing, all staff are working to enhance children's understanding of what it is to feel safe, happy, achieving, nurtured, active, respected, responsive, and included. For example, at P5, children can describe different ways in which to respect classmates and others in the school community. All children feel valued and listened to. Classes supported by the Dundee ASPIRE arts education initiative are making good progress in singing and learning instruments. At P3/2, children perform well in active singing lessons and at P5 all children and their teacher are gaining confidence in playing the tenor horn. Children's progress in other areas of learning, including science, social studies, art and design, and religious and moral education is not of a consistently high standard. Their achievements in and beyond school are valued and celebrated at assemblies and recorded in special golden books. They enjoy attending a range of after-school clubs including football, gymnastics and computer coding. Staff are now exploring approaches to recognising children's wider achievements more formally, for example through The Children's University.

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

Across the school, support staff and teachers work well together to help your children develop and learn well. Tasks and activities are set at an appropriate level of difficulty for children in most classes and in most lessons. However, this is not consistent across the school. The time allocated to tasks is often too long and we have asked staff to increase the pace of learning to create more challenge for all children. Staff work effectively in partnership with a range of specialists to ensure children with additional needs get the support they require. Children for whom English is an additional language are very well supported by staff and the centrally-based Bilingual Service. Groups of children enjoy spending time in 'The Snug' nurture space throughout the week, gaining confidence in their social skills. We recognise that staff respond to the interests of the children when planning learning experiences. For example, a group working weekly at Maxwelltown Garden were very proud to enter the carrots they had grown in the Dundee Flower Show. At P6, children were using information and communication technology well to investigate Scottish Inventors. However, while various topics and events interest and motivate children, they do not develop their skills and knowledge across all curriculum areas in sufficient depth. To improve progress and offer children access to a broad, balanced and relevant curriculum, staff now need to work together to ensure that all areas of the curriculum are delivered in a planned and systematic manner. The school supports transition for

children from nursery to P1 and then from P7 to Harris Academy well. The recent 'welcome back' week was very successful in ensuring a positive return to school for children, staff and parents.

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

The headteacher is an effective leader who knows the school and the community well. She is well respected by children, parents and staff. She is supported by the principal teacher and all staff who show high levels of care in a nurturing environment. All staff are committed to school improvement and they work very well as a team. Together they have made improvements to the ways that the school evaluates its work. Views of parents and children are sought through questionnaires and at school events. The management team observe lessons and give staff helpful feedback on their work. They track children's progress in literacy and mathematics and use information gathered to take steps to improve children's experiences. Class teachers are reflective and have worked hard to improve approaches to learning and teaching. They now recognise the need to reduce and review the range of plans and checklists in use to ensure a coherent overview of the curriculum and children's progress. They work well with cluster colleagues in moderating writing. There now needs to be a closer focus on the curriculum to bring about further improvements.

This inspection found the following key strengths.

- Happy, enthusiastic children who are very proud of their school.
- The commitment of all staff to professional learning and improving learning and teaching.
- The role of the school in the community in getting it right for children and families, including identifying and targeting support for children.
- Consistent approaches to developing children's literacy and English at the early stages.

We discussed with staff and Dundee City Council how they might continue to improve the school. This is what we agreed with them.

- Continue to improve the curriculum to ensure children make suitable progress in all aspects of their learning.
- Continue to improve approaches to evaluating and improving the school's work to include a clear focus on progress across the curriculum.
- Take steps to streamline the volume of documentation required of staff in their work to reduce workload for teachers and provide a coherent overview of children's learning and progress.

**What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that most of the school's self-evaluation processes are leading to improvements. Our Area Lead Officer will work with Dundee City Council to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved.

Susan Duff  
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/RosebarkPrimarySchoolDundeeCity.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.

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