

REPORT TO: SCRUTINY COMMITTEE – WEDNESDAY 27 JUNE 2018

REPORT ON: EDUCATION SCOTLAND (HMI) INSPECTION OF EASTERN PRIMARY SCHOOL AND NURSERY CLASS

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 224-2018

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 Eastern Primary School and Nursery Class.

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 Eastern Primary School and Nursery Class was inspected by Education Scotland (HMI) in February 2018. They published a report of their findings on 17 April 2018. At the time of the inspection 432 children were on the primary school roll and 68 children in the nursery class.

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

- The leadership of the Head Teacher who has successfully established a child-centred culture of care and support across the school.
- The reflective nursery team who have taken forward improvements which have resulted in rich stimulating experiences for children.
- The focus on children's wellbeing and rights in the school and nursery resulting in children feeling cared for and respected.
- The range of targeted interventions leading to inclusion of children requiring additional support in their learning.

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

- Improve approaches to learning and teaching to ensure all children enjoy consistently high quality well-paced and challenging experiences, which better engages and motivates them in their learning.
- Develop further opportunities for children to have a greater say in what they learn and to be involved in improving the work of the school.

- Continue to refresh the curriculum to offer children enhanced relevance in their learning, and support them to develop skills for learning, life and work.
- Continue to improve children's attainment across the curriculum, with a particular focus on raising standards in writing.

4.4 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

4.5 The following quality evaluations were given at this inspection:

Quality Indicator	Eastern Nursery Class
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

Quality Indicator	Eastern Primary School
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

4.6 HMI were confident that the school has the capacity to continue to improve and are confident that the school's self-evaluation processes will lead to improvements, 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.

4.7 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.

4.8 Eastern Primary School's School Improvement Plan (2018-2019) 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 gives an analysis of the report and outlines improvements made to date.

- 4.9 Planned school improvement activity building on the school's identified strengths and addressing the areas for development include:
- Whole school curriculum development to include greater opportunities for challenge, pace, progression, creativity, citizenship, equalities and creativity
 - Increasing the consistency of effective pedagogical approaches across the school including increased responsibility for and leadership of learning by pupils
 - The adoption of whole school approach to higher order questioning embedded in planning and practice
 - A focus on children's extended writing and improving children's listening skills
 - Increased use of digital technology to enhance digital literacy alongside ongoing professional development
 - Planned improvements to communication and collaboration with key stakeholders including increased focus on pupil voice
 - A review of the school's approaches to quality assuring learning and teaching
 - A strengthened focus within the school in the use of data, performance measures and related targets in supporting improved pupil attainment and tackling the poverty-related attainment gap.
- 4.10 The Children and Families Service regularly analyse the results of inspections and internal School Improvement Framework activity to identify areas for support and work closely with Education Scotland to deliver appropriate professional learning for staff at all levels to ensure continuous improvement.
- 4.11 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 to the school in March 2019 to evaluate 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 Council Management Team.

7.0 BACKGROUND PAPERS

- 7.1 None.

PAUL CLANCY
Executive Director of Children and Families Service

May 2018

Dundee City Council

Children and Families Service

Scrutiny Committee Report Summary Notes

Inspection and Reporting

Inspection Agency	HMI
Report Publication Date	17 April 2018
Name of Establishment	Eastern Primary School and Nursery Class
Sector	Primary
Name of Head Teacher	Mrs Gillian Knox
Roll	432 primary children and 68 nursery children

Inspection Outcomes 2018

Quality Indicator	Nursery Class Rating
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

Quality Indicator	Primary Rating
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
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 2007

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

How well are pupils learning needs met?	Primary Rating
Meeting pupils' needs	Good

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

Leading and improving the school	Primary Rating
Leadership of the headteacher	Good
Leadership across the school	Good
Self-evaluation	Good

The report uses the following word scale:

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Inspection Outcomes 2018

Key Strengths
The leadership of the Head Teacher who has successfully established a child-centred culture of care and support across the school.
The reflective nursery team who have taken forward improvements which have resulted in rich stimulating experiences for children.
The focus on children's wellbeing and rights in the school and nursery resulting in children feeling cared for and respected.
The range of targeted interventions leading to inclusion of children requiring additional support in their learning.

Areas for Improvement and Action
Improve approaches to learning and teaching to ensure all children enjoy consistently high quality well-paced and challenging experiences, which better engages and motivates them in their learning.
Develop further opportunities for children to have a greater say in what they learn and to be involved in improving the work of the school.
Continue to refresh the curriculum to offer children enhanced relevance in their learning, and support them to develop skills for learning, life and work.
Continue to improve children's attainment across the curriculum, with a particular focus on raising standards in writing.

<u>Analysis of Report</u>
<p>Following publication of the inspection report and Summarised inspection findings, the School's Improvement Plan 2017-2018 was amended to reflect the areas for improvement identified by HMIE and provide a clear strategic focus for related school improvement. This strategic focus will continue in the 2018/19 School Improvement Plan.</p> <p>The Summarised Inspection Findings highlighted the following strengths and areas for improvement within each of the quality indicators.</p> <p>Nursey Class</p> <p><u>Leadership of change – strengths</u> The school's vision, values and aims which focus on respect, kindness, motivation and learning are embedded within the setting's practice. Senior leaders provide support to nursery staff through regular meetings and there is an ethos of reflective practice and a willingness to change and improve. By taking leadership roles, staff have created a warm, stimulating environment.</p> <p><u>Leadership of change – areas for improvement</u> There is scope for senior leaders to provide more focused, strategic support and rigorous monitoring to help staff to identify good practice. Record keeping will be reviewed to ensure positive outcomes for children and further opportunities provided for staff to engage in professional learning to support the on-going improvement to pedagogy.</p>

Learning, teaching and assessment – strengths

Children enjoy positive relationships with staff and as a result they are happy, settled and keen to learn. Most children sustain interest for significant periods of time, accessing quality, open ended materials enabling them to experiment and develop ideas both indoors and outdoors.

Interactions between staff and children are warm, supportive and responsive with staff using questions and comments to support, extend and deepen children's learning.

Learning, teaching and assessment – areas for improvement

As approaches to assessment develop, staff will consider the contribution of digital technology in helping make learning visible to children and support them to develop the language of learning. They will review how children experience planned learning and consider carefully the purpose and impact of the various grouping arrangements. Although interactions between practitioners and children are warm, supportive and responsive, there is scope to achieve greater consistency among staff in interactions that extend learning, particularly in their use of open ended questioning to support children's thinking.

Ensuring wellbeing, equality and inclusion – strengths

Children identify strongly with the setting and are aware that their views are listened to and acted upon. As they play and learn together, they show care and consideration towards each other, developing a sense of teamwork as they are encouraged by staff to work together on shared activities. Staff engage in professional learning to build their knowledge of the various legislative frameworks relating to early learning and childcare. They are aware of children experiencing barriers to their learning and work hard to ensure they are given full support to fully participate in the broad range of experiences on offer.

Ensuring wellbeing, equality and inclusion – areas for improvement

Overall, children have a well-developed sense of responsibility shown in the way they contribute to routines such as snack time and tidy-up time, however staff will now explore ways to increase children's sense of responsibility and leadership further.

There is evidence that the principles of Getting it Right for Every Child are embedded in practice and now staff will work with children to build their understanding of what it means to be safe, healthy, active, nurtured, achieving, responsible, respected and included. As this work develops an approach to tracking and monitoring children's well-being more rigorously will be devised.

Securing children's progress – strengths

Over time, children are making good progress across all aspects of learning and development, with families and parents being encouraged to share children's achievements beyond the setting. Staff have created a literacy rich environment which is supporting most children to make good progress. Almost all children listen carefully to stories and most enjoy exploring books independently. Staff have also focussed on numeracy and mathematics and almost all children are making good progress. As they play, children apply their understanding of mathematical language to compare and describe.

Children use daily access to the nursery garden to gain the benefits of fresh air and exercise. A few children practice their balancing, jumping, running and jumping skills when using a challenging assault course.

Securing children's progress – areas for improvement

Staff will continue to explore how progress in literacy can be promoted through real-life and meaningful experiences both indoors and out, including supporting children to make the best use of various sources of information available in the playroom, in the outdoors and in the wider community. They will now use their knowledge of children's significant learning to more effectively ensure that each child makes the progress they are capable of. In so doing staff will support children to begin to use the language of learning and to recognise the skills they are developing as well as encouraging children to contribute more widely to the setting, the wider community and as global citizens.

Primary

Leadership of change – strengths

Over the last six years the head teacher has carefully guided the strategic direction and pace of change in the school with a particular focus on inclusion, children's rights and children's care and welfare. The involvement of key stakeholders in school improvement activity is recognised as positive. All staff have been afforded leadership roles in leading school improvements. Children's rights and respect for self, others and learning are central to the school's vision, aims and values. Children have a number of leadership opportunities particularly at the senior stages.

Leadership of change – areas for improvement

The school's values now require to permeate all aspects of the curriculum. Further work is required to develop and improve children's skills in learning, life and work. In striving to improve the consistency and quality of learning and teaching and raise attainment at an increased pace, the school requires to more fully utilise performance measures/targets and performance information/data. Further opportunities should be sought to involve children and parents/carers in the school's improvement journey with a particular focus on strengthening pupil voice.

Learning, teaching and assessment – strengths

Positive relationships exist between staff and pupils with almost all teachers providing clear explanations and instructions to pupils. Almost all children noted pride in their school. In most classes learning intentions and success criteria are shared with pupils. Use of learning logs by pupils and learning conversations between teachers and pupils supports progression in learning.

Learning, teaching and assessment – areas for improvement

The consistency in the quality of learning and teaching across the school is too variable with limited evidence on raising attainment for all and reducing the attainment gap. There exists a particular need to develop children's ability in writing. Children require to be more fully engaged in lessons/learning with greater independence and leadership of learning. The school now requires to monitor children's progress and the quality of teaching and learning more frequently and rigorously. Teachers require to develop aspects of pedagogy including: questioning techniques, provision of feedback, higher order thinking skills, formative assessment approaches and use of digital technology. In addition, the school requires to review targeted approaches to supporting learners with current extraction arrangements noted as unduly disrupting lessons/learning.

Ensuring wellbeing, equality and inclusion – strengths

Ensuring children's wellbeing lies at the centre of the school's values and work: the school is recognised as a caring community. Almost all children report feeling safe in the school with peer mediation identified as a particular strength. Most children feel that the school listens to their views and the majority feel that their views are taken into account. Commendably the school has achieved a level 1 Right Respecting School Award and a Silver Sports Scotland School Sport Award. The school provides a wide range of clubs and activities with almost all children participating. Extensive opportunities exist for pupils to lead a healthy life style with children demonstrating a good understanding of healthy eating, exercise and mental health. Staff were noted as having a good understanding of statutory duties and inclusion in meeting the needs of children requiring additional support for their learning. Effective targeted support exists for pupils with improvements in attendance, time keeping and exclusion noted.

Ensuring wellbeing, equality and inclusion – areas for improvement

As planned, the school should now review its health and wellbeing curriculum in line with national benchmarks. Across the school there needs to be greater differentiation of tasks, activities and resources to better meet the individual learning needs of learners. In accordance with existing plans the school now requires to review approaches to better support children with complex additional support needs.

Raising attainment and achievement – strengths

At early level (by end of P1) and first level (by end of P4) children are making good progress in literacy and English language and numeracy and mathematics. At second level (to the end of P7) progress is satisfactory. School leaders make use of standardised assessments and monitoring/tracking procedures to gauge children's progress in their learning and inform interventions for children who require additional support. A 'love of reading' was evident throughout the school. An extensive range of opportunities for wider achievements exist for pupils with success and achievement regularly celebrated.

Raising attainment and achievement – areas for improvement

Whilst a majority of children make good progress with their prior levels of attainment, scope exists to improve pupils' attainment across the curriculum with a reducing number of pupils achieving appropriate CfE levels in literacy and numeracy as they progress between key stages at P1, P4 and P7. Inspectors noted that children would benefit from increased opportunities to develop their skills in listening and talking and writing; teachers need to raise expectations in connection with children's reading. The school requires to ensure that appropriate pace and challenge exists across the school in relation to mathematics and numeracy at all stages.

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.

- Curriculum development is well underway to make connections across learning for all within our school community. This will follow a whole school, thematically led approach to engage learners in relevant learning pathways which will promote greater independence, creativity and depth of learning.
- Embedded within this planning is the review of health and wellbeing, ongoing development of conceptual understanding of number, and further development of our literacy and language approach to improve children's listening and talking skills and opportunities for extended writing. Greater opportunities for outdoor learning, STEM, expressive arts and social studies will also feature as a key element of our curriculum rationale.

- Regular visits to local amenities now in early level plan which includes regular shore walks (outdoor learning). New and developing links with Redwood care home with the Nursery. Planning in place to engage early level learners in raising awareness of equity, diversity which will feed into the whole school curriculum development work.
- Professional learning in mathematics is ongoing and future professional learning is scheduled for writing and listening and talking throughout next session.
- Staff are also reviewing and planning for improvements in our approach to sharing children's learning journey more effectively at all stages of the school.
- Support has been put in place to support improving consistency of pedagogical approaches as appropriate.
- Planning for children with additional support needs has been adapted to reduce the impact of support offered throughout the day on children's classroom experiences. Planned support continues to be responsive to learners' needs and therefore this is regularly reviewed. Impact of changes to timetables is monitored and this feeds into future planning.
- Approaches to higher order thinking (HOT) and questioning strategies have been reissued to staff as a significant number of staff joined following the initial work done on this. Further development is planned for revisiting HOT next session alongside the establishment of an agreed shared approach to questioning which will be disseminated to all new members of the team.
- GIRFEC principles and children's rights continues to be shared with children as part of our assembly programme and group time in the nursery. The learning shared with children is now taken back to the classroom, or is shared with nursery staff, through video reflection which can be revisited whenever appropriate by the class teachers.
- We are now making regular use of Athena to consult and engage with stakeholders. We have consulted with parents on our various approaches to communication and have fed back to parents on the findings and our next steps for action. We are also consulting with children, staff, parents and partners on our priorities for the coming year for our School Improvement Plan and also for the Pupil Equity Fund. Athena now gives us the scope to consult more regularly to ensure views are gathered and taken into account during our planning process.
- Approaches to personalisation and individual planning have begun in early level which promote greater opportunities for pupil voice and pupil participation in planning.

Full details of the Summarised inspection findings are available at:

<https://education.gov.scot/assets/inspectionreports/easternpsnurserysif170418.pdf>

Signed



Paul Clancy, Executive Director of Children and Families Service



Audrey May, Head of Service (Chief Education Officer)

Gillian Knox, Head Teacher, Eastern Primary School

17 April 2018

Dear Parent/Carer

In February 2018, a team of inspectors from Education Scotland visited Eastern 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.

- The leadership of the headteacher who has successfully established a child-centred culture of care and support across the school.
- The reflective nursery team who have taken forward improvements which have resulted in rich stimulating experiences for children.
- The focus on children's wellbeing and rights in the school and nursery resulting in children feeling cared for and respected.
- The range of targeted interventions leading to inclusion of children requiring additional support in their learning.

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

- Improve approaches to learning and teaching to ensure all children enjoy consistently high quality well-paced and challenging experiences, which better engages and motivates them in their learning.
- Develop further opportunities for children to have a greater say in what they learn and to be involved in improving the work of the school.
- Continue to refresh the curriculum to offer children enhanced relevance in their learning, and support them to develop skills for learning, life and work.
- Continue to improve children's attainment across the curriculum, with a particular focus on raising standards in writing.

We gathered evidence to enable us to evaluate some quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, education 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 evaluations of quality indicators to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Eastern Primary School and nursery class

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

Quality indicators nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	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 will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/dundee-city/5324920>.



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.

Graeme Gordon
HM Inspector

