

REPORT TO: SCRUTINY COMMITTEE – 27 SEPTEMBER 2017

**REPORT ON: EDUCATION SCOTLAND INSPECTION OF ROWANTREE
PRIMARY SCHOOL AND NURSERY CLASS**

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 312-2017

1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to report on the findings of the Education Scotland and Care Inspectorate Inspection of Rowantree 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 contained in the report.

3.0 FINANCIAL IMPLICATIONS

3.1 None

4.0 MAIN TEXT

4.1 Rowantree Primary School was inspected by Her Majesty's Inspectorate of Education (HMI) in March 2017. They published a report of their findings on 20 June 2017. HMI noted in their report that they would make a further visit to the school within the next session and this has now been scheduled for December 2017 with a formative, two-day visit in early September 2017. They will report back to parents on the progress made since the original inspection.

4.2 The inspectors identified the following key strengths of the school and nursery class:

- Following a period of change, recent improvements to culture and ethos across the school, led by the temporary senior leadership team.
- Children who have shown enthusiasm and eagerness to more positive learning and achieving success.
- Nursery partnership with parents and carers which are leading to positive opportunities to find out more about learning together.
- Commitment of staff who are keen to collaborate and support the school's improvement journey from nursery to P7.

4.3 The following areas for action were agreed with the school and education authority at the time of the original inspection:

- Provide strong and sustained leadership to take forward significant improvements across the school to help children make the best possible progress
- Ensure consistently high quality learning experiences, including involving children in planning and reflecting on their own learning in order to improve attainment
- Improve the school's approaches to assessment, tracking and monitoring to ensure there are clear processes in place which are used by staff to track, review and enhance children's progress in learning
- Considerably improve arrangements for identifying and meeting children's learning needs
- Develop clear and flexible progression pathways to support the planning and delivery of all curriculum areas from nursery through to P7, building on prior learning

4.4 The following quality evaluations were given at this inspection:

| Quality Indicator | Primary | Nursery |
|---|----------------|----------------|
| 1.3 Leadership of change | Unsatisfactory | Satisfactory |
| 2.3 Learning, teaching and assessment | Weak | Satisfactory |
| 3.1 Improving wellbeing, equality and inclusion | Unsatisfactory | Satisfactory |
| 3.2 Raising attainment and achievement | Unsatisfactory | |

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

- The Chief Education Officer has appointed an experienced head teacher to lead the school in the period immediately following the inspection.
- An additional deputy head teacher was also appointed to support the work of the school in addressing the action points from the HMI findings.
- Key changes to teaching staff in the annual staffing review has ensured that the school has the capacity to develop and embed high quality learning, teaching and assessment for all children.
- The appointment of a teacher with experience of supporting children with barriers to learning is ensuring that the needs of all children across the school are being met.

4.6 The HMI Area Lead Officer will maintain and monitor progress. Dundee City Council will provide a progress report within 6 months of the publication of the HMI report.

4.7 Rowantree Primary School and Nursery *School Improvement Plan (2017-2018)* includes 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 framework. The attached appendix gives an analysis of the report and outlines improvements made to date.

4.8 The Children and Families Service regularly analyse the results of inspections and internal Quality assurance procedures 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.

4.9 This session 2017-2018 regular visits are made to the school by the school's link Education Officers to monitor the school and nursery's progress towards the action points raised by the inspection. A team of officers from the Children and Families Service will also undertake a two-day visit to the school and nursery on 01/11/2017 and 02/11/2017 prior to the planned visit by HMI in early December 2017.

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

September 2017

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

| | |
|-------------------------|--------------|
| Inspection Agency | HMI |
| Report Publication Date | 20 June 2017 |

| | |
|-----------------------|--------------------------|
| Name of Establishment | Rowantree Primary School |
| Sector | Primary |
| Name of Head Teacher | Mr Gerry Munro |
| Roll | 300 |

Inspection Outcomes

| Quality Indicator | Primary | Nursery | Secondary |
|-------------------|----------------|--------------|-----------|
| 1.3 | Unsatisfactory | Satisfactory | |
| 2.3 | Weak | Satisfactory | |
| 3.1 | Unsatisfactory | Satisfactory | |
| 3.2 | Unsatisfactory | | |

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

Following a period of change, recent improvements to culture and ethos across the school, led by the temporary senior leadership team.

Children who have shown enthusiasm and eagerness to more positive learning and achieving success.

Nursery partnership with parents and carers which are leading to positive opportunities to find out more about learning together.

Commitment of staff who are keen to collaborate and support the school's improvement journey from nursery to P7.

Areas for Improvement and Action

Provide strong and sustained leadership to take forward significant improvements across the school to help children make the best possible progress.

Ensure consistently high quality learning experiences, including involving children in planning and reflecting on their own learning in order to improve attainment.

Improve the school's approaches to assessment, tracking and monitoring to ensure there are clear processes in place which are used by staff to track, review and enhance children's progress in learning.

Considerably improve arrangements for identifying and meeting children's learning needs.

Develop clear and flexible progression pathways to support the planning and delivery of all curriculum areas from nursery through to P7, building on prior learning.

Analysis of Report

The School Improvement Plan 2017-2018 reflects the areas for improvement and provides a clear strategic focus for school improvement directly responding to the development needs identified by HMIe.

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

The report from HMIe recognised that staff, children, parents and members of the community reported positively about the initial work of the acting temporary leadership team and early stages of improvements to the school prior to the inspection visit. Examples included improving culture and ethos across the school, celebrating success, changes to the school playground and positive partnership with parents. This work will continue with the new leadership team leading the development of the school's vision, values and aims during session 2017-2018.

The report acknowledged that the staff team demonstrated a collegiate approach to supporting creating a positive learning environment including taking forward aspects of leadership and this work will continue with classroom teachers leading key aspects of school improvement in session 2017-2018.

It was reported by HMIe that staff have an awareness of wellbeing indicators and individual teachers promote an understanding of how to improve wellbeing. The school is at the early stages of developing a whole school approach which will underpin all staff's understanding of their roles and responsibilities in supporting children's health and wellbeing and this remains a key priority for the school to develop this session.

HMIe recognised that teachers work hard to develop inclusive and welcoming classrooms and have developed individual programmes that challenge, for example, aspects of discrimination. The school is aware that it is at the very early stages of promoting equality, diversity and inclusion through the curriculum. As part of its

curriculum review, the school will embed these principles in programmes of work and throughout curriculum planning.

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

The school leadership team and teaching staff are developing strategies to ensure equity in attainment and achievement including through developing appropriate plans for using the significant Pupil Equity Funding awarded to the school and this will be closely monitored and supported by local authority officers.

The inspection report stated that there has been an investment in creating a caring and nurturing ethos across the **nursery setting**. Practitioners and the manager have positive and caring relationships with children and families. They are developing strong attachments with children and this is helping to promote children's emotional wellbeing. Children are learning about risk and how to be safe.

The ethos and culture of the nursery setting supports positive and nurturing relationships. Children were observed to feel safe, secure and confident in the setting. Most children showed a developing interest to learn and engage for short periods of time in experiences on offer both indoors and outside. Overall, practitioners provided an appropriate range of activities to offer children breadth and enjoyment in their learning. However, most children did not have enough opportunities to explore more challenging and relevant experiences to extend their skills in learning across the curriculum and this will be developed through responsive planning processes as part of the school improvement plan for session 2017-2018.

Early Years Practitioners are developing knowledge of Getting it Right for Every Child. They are aware of the importance of nurturing children's wellbeing. They will now use these indicators more effectively in their daily practice to ensure all children are being supported to feel safe, healthy, active, nurtured, achieving, respected, responsible, and included. As part of this, they will continue with plans to work with children and their families to explore the indicators of wellbeing and this will become a key focus for session 2017-2018.

Practitioners work well with parents and families. They invite parents and carers to 'stay and play' days where families can join play and find out more about learning together. These are helping to increase parental understanding of the setting and to develop positive relationships. Practitioners will now explore ways to increase opportunities for parents and carers to be more involved in their child's learning, such as developing a few home-link initiatives and this will be further developed through home visits where they can discuss children's needs in a more personal way and this would help staff to understand how to support them more fully

Signed



Paul Clancy, Executive Director of Children and Families Service



Audrey May, Head of Service (Chief Education Officer)



13 June 2017

Dear Parent/Carer

In April 2017 a team of inspectors from Education Scotland and the Care Inspectorate visited Rowantree Primary School and Nursery Class. During our visit, we talked to parents/carers and young people and worked closely with the acting headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's success and achievements.

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

- Following a period of change, recent improvements to culture and ethos across the school, led by the temporary senior leadership team.
- Children who have shown enthusiasm and eagerness to more positive learning and achieving success.
- Nursery partnership with parents and carers which are leading to positive opportunities to find out more about learning together.
- Commitment of staff who are keen to collaborate and support the school's improvement journey from nursery to P7.

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

- Provide strong and sustained leadership to take forward significant improvements across the school to help children make the best possible progress.
- Ensure consistently high quality learning experiences, including involving children in planning and reflecting on their own learning in order to improve attainment.
- Improve the school's approaches to assessment, tracking and monitoring to ensure there are clear processes in place which are used by staff to track, review and enhance children's progress in learning.
- Considerably improve arrangements for identifying and meeting children's learning needs.
- Develop clear and flexible progression pathways to support the planning and delivery of all curriculum areas from nursery through to P7, building on prior learning.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school? for the primary stages and for the nursery class, How good is our Early Learning and Childcare?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are Education Scotland's evaluations for Rowantree Primary School and Nursery Class

Primary stages

| | |
|--|----------------|
| Leadership of Change | unsatisfactory |
| Learning, teaching and assessment | weak |
| Raising attainment and achievement | unsatisfactory |
| Ensuring wellbeing, equality and inclusion | unsatisfactory |

Nursery class

| | |
|--|--------------|
| Leadership of Change | satisfactory |
| Learning, teaching and assessment | satisfactory |
| Securing children's progress | satisfactory |
| Ensuring wellbeing, equality and inclusion | satisfactory |

¹ *How good is our school? (4th Edition) 2015; How good is our Early Learning and Childcare? 2016* – [How Good Is Our School?](#) [How good is our early learning and childcare?](#)

Here are the Care Inspectorate gradings for the nursery class

| | |
|---|-----------------|
| Quality of care and support | adequate |
| Quality of environment | adequate |
| Quality of staffing | adequate |
| Quality of management and leadership | adequate |

Requirements/recommendations made by Care Inspectorate for the nursery class:
During the previous Care Inspectorate inspection, the school had no requirements and no recommendations. As a result of this inspection, there is one requirement and there are seven recommendations.

Requirement

1. The provider must ensure that robust quality assurance and self-evaluation procedures are in place to identify, monitor and maintain standards across the nursery, contributing to the overall improvement agenda.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument 2011/210) Regulation 4 (1) (a)
– Welfare of Users

Timescale – within two months of this report

Recommendations

1. The children's learning stories should be reviewed to improve consistency across the setting, and consider different ways to share children's learning.
This is in accordance with National Care Standards Early Education and Childcare up to 16,
Standard 4 Engaging with Children; Standard 5 Quality of Experience
2. The nursery should consider ways in which they can offer home visits as part of the children's transition into the nursery.
This is in accordance with National Care Standards Early Education and Childcare up to 16,
Standard 1 Being welcomed and valued; Standard 6 Support and Development
3. The manager and staff should ensure the variety of resources offers all children appropriate challenge and depth of learning, encouraging respect and responsibility to support their overall development.

This is in accordance with National Care Standards Early Education and Childcare up to 16, Standard 5 Quality of experience; Standard 7 A caring environment; Standard 11 Access to resources

4. The outdoor areas should be developed further to provide a richer learning experience for all children.
This is in accordance with National Care Standards Early Education and Childcare up to 16, Standard 5 Quality of experience; Standard 11 Access to resources
5. The staff team would benefit from further developing delegated leadership across the nursery, including a leadership role for the 2-3 room.
This is in accordance with National Care Standards Early Education and Childcare up to 16, Standard 12 Confidence in Staff; Standard 13 Improving the service
6. The staff should receive further training and support around extending children's learning, targeted behavioural support and the impact of the environment on this.
The National Care Standards Early Education and Childcare up to the age of 16 Standard 4 Engaging with children; Standard 6 Support and development; Standard 12 Confidence in staff
7. The nursery manager would benefit from strong leadership and a wider support network within the school.
This is in accordance with National Care Standards Early Education and Childcare up to 16, Standard 13 Improving the service; Standard 14: Well-managed service

The letter and more detailed summarised inspection findings will be available on the Education Scotland and Care Inspectorate website at

<https://education.gov.scot/inspection-reports/dundee-city/5320224> and

<http://www.scswis.com/>

What happens next?

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

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address any Requirements and Recommendations made as a result of this inspection.

Sally Stewart
HM Inspector

Hilary Brookes
Care Inspector

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