

**REPORT TO: SCRUTINY COMMITTEE - 18 NOVEMBER 2009**

**REPORT ON: HMIE FOLLOW THROUGH INSPECTION OF CLEPINGTON PRIMARY SCHOOL**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 535-2009**

## **1.0 PURPOSE OF REPORT**

**1.1** The purpose of this report is to report on the findings of the HMIE follow through 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 Director of Education to continue to monitor progress towards meeting the areas for improvement contained in the original report and this follow through report.

## **3.0 FINANCIAL IMPLICATIONS**

**3.1** None

## **4.0 MAIN TEXT**

**4.1** Clepington Primary School was inspected by Her Majesty's Inspectorate of Education (HMIE) in April 2007. They published the initial report on their findings on 28th August 2007. The follow through inspection took place in May 2009 and the follow through report was published on 25th August 2009. At the time of the inspection the roll was 424, including 16 pupils in an enhanced provision for children with additional support needs arising from autistic spectrum disorder.

**4.2** HMIE identified the following key strengths of the school during the follow through inspection:

- continuing positive relationships between parents, children and staff
- staff teamwork and the commitment to improvement across the school

**4.3** HMIE have indicated that they are confident that the school will be able to make the necessary improvements in light of the follow through inspection findings and will make no further visits in connection with the inspection report of August 2007. However the Education Department will continue to monitor progress in raising attainment in English language and mathematics through their quality assurance procedures

**4.4** The School Improvement Plan (2009-2012) includes a focus on the areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and authority quality improvement calendar.

## **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.

**5.2** There are no major issues.

## **6.0 CONSULTATION**

**6.1** This report has been subject to consultation with the Chief Executive, Depute Chief Executive (Support Services) and Director of Finance.

## **7.0 BACKGROUND PAPERS**

**7.1** The following Background Papers were relied upon in preparation of this Report:

- HMIE follow through report: Clepington Primary School, Dundee City Council, 25th August 2009.

JIM COLLINS  
Director of Education

30 October 2009

JC/LW



**Cleington Primary School  
Dundee City Council  
25 August 2009**

We published a report on Clepington Primary School in August 2007. That report set out key strengths of the school and main points for action.

This follow-through report is based on an inspection visit which was carried out in May 2009. It tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents<sup>1</sup>. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

A copy of this report has been placed on the HMIE website [www.hmie.gov.uk](http://www.hmie.gov.uk). Where applicable, you will also find descriptions of good practice in the school and analyses of questionnaire returns.

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<sup>1</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

## **Contents**

1. The school
2. Particular strengths of the school
3. How well do children learn and achieve?
4. How well do staff work with others to support children's learning?
5. Are staff and children actively involved in improving their school community?
6. Does the school have high expectations of all children?
7. Does the school have a clear sense of direction?
8. What happens next?

### **1. The school**

Cleington Primary School serves an area of Dundee City. The school has an enhanced provision for 19 children with additional support needs arising from autistic spectrum disorder.

## **2. Particular strengths of the school**

- Continuing positive relationships between parents, children and staff.
- Staff teamwork and the commitment to improvement across the school.

## **3. How well do children learn and achieve?**

Staff now provide appropriately challenging activities for almost all children as part of an appropriately broad curriculum. Teachers use textbook exercises less and engage children in more interesting and stimulating learning experiences. Across the school, children consistently benefit from better learning opportunities. They are more involved in discussing their learning and most know what they need to do to improve. The school's new, active approach to teaching mathematics in the early stages is making children more confident learners. Teachers now act quickly to provide support where it is needed. The rate of children's progress in key areas is improving. Attainment in reading and mathematics is beginning to improve. Staff recognise that there is room for further improvement, particularly in writing. Most children are now attaining appropriate national levels in reading and mathematics. The majority are attaining these levels in writing.

Children work well together and achieve success in a variety of activities. These include raising money for charities, organising assemblies and taking part in a range of sporting activities. Children have a good understanding of how to keep fit and eat healthily. They know how to look after their environment as a result of the school's eco work. Children are responding well to opportunities to take responsibility for their own learning. They are making effective use of information and communications technology in their learning. The

length of the school day for children in the enhanced provision is now in line with that of mainstream classes. Children in the enhanced provision are progressing well.

#### **4. How well do staff work with others to support children's learning?**

Relationships between parents and staff are positive and staff successfully involve parents in the life of the school. Parents make good use of open afternoons to see their children at work and they enjoy coming to class assemblies. The Parent Council is very supportive of the school. Staff work very well with other professionals to support children and families. They have very good arrangements to assist children during the transfer from pre-school to P1 and from P7 to secondary school. Staff morale and teamwork are much improved. Staff in mainstream classes work effectively with those providing enhanced provision to ensure that all children are fully involved in a wide range of activities. The school does not yet provide suitable access for those with limited mobility.

#### **5. Are staff and children actively involved in improving their school community?**

Staff reflect together on the quality of their work and engage in stimulating discussions on learning and teaching. Improved arrangements for checking children's achievements have had a positive impact on the pace of progress. Promoted staff give helpful advice and support to teachers. Staff contribute willingly to development groups to improve children's learning experiences. Children successfully take on a range of responsibilities and feel they have a voice in making the school better. They are more involved in making decisions about the school and about their learning.

## **6. Does the school have high expectations of all children?**

The school has a very welcoming ethos. Children are responding well to staff's higher expectations of their behaviour and to improved arrangements for encouraging positive attitudes. Across the school, teachers are working well together to set appropriate and more challenging targets for children's achievement. Staff celebrate children's achievements and share them with parents and the local community.

## **7. Does the school have a clear sense of direction?**

The school shows a clearer sense of direction. The senior management team work well together to guide staff in improving attainment, learning and teaching. Staff are open to new ideas and to developing their practice. The school shows a strong commitment to further improving learners' experiences.

## **8. What happens next?**

There is sound evidence of improvement since the original inspection. The school now performs better overall. Children's achievements, the quality of leadership and the arrangements for self-evaluation are now at a satisfactory or better level. The school is well placed to improve further, with continuing support from the education authority. We will make no further visits in connection with the inspection report of August 2007. The District Inspector will continue to engage with the education authority to monitor progress in raising attainment in writing and in improving access to the school for those with limited mobility.

**HM Inspector:** Isabel Bolton  
25 August 2009



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