

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday 30 November 2015

Primary School Further Inspection at Clermiston Primary School and Nursery Class

Item number	6.2
Report number	
Wards	Ward 3: Drumbrae/Gyle

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

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Executive summary

Primary School Further Inspection – Clermiston Primary School and Nursery Class

Summary

- Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES) changed the procedures for inspecting educational establishments as from August 2008. These new procedures also include changes to the follow-through arrangements carried out one or two years after the publication of the inspection report. ES will only return to schools where the inspection report was less than satisfactory. Inspectors will carry out this return visit within one year of the original inspection and will publish a follow-through report.
- In all other instances the responsibility for following up the original inspection will lie with the local authority and authority officers will produce the follow-through report.
- The purpose of the follow-through report is to provide information to parents on the continuous improvement in the school including any area identified for improvement.
- This report advises the Sub-committee of the outcomes of the follow-through visit. ES undertook the responsibility for this follow-through and produced this report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in May 2014.
- Note the education authority will not publish further reports in connection with the 2014 HMIE report.

Measures of success

- Clermiston Primary School provided a good standard of education for its pupils.

Financial impact

There are no financial implications contained in the follow through report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parent, staff and pupil discussions took place during the follow through.

Background reading / external references

[http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school follow through and review reports](http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports)

<http://www.educationscotland.gov.uk/>

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Links

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Appendices	1.	Follow through report – Clermiston Primary School dated October 2015
	2.	Overall evaluations from 2013 report

6 October 2015

Dear Parent/Carer

**Clermiston Primary School and Nursery Class
The City of Edinburgh Council**

In September 2014, HM Inspectors published a letter on your child's school. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff how the school has continued to improve. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out how well children are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do children learn and achieve?

Children in the nursery continue to learn and achieve well. They make choices and decisions on a regular basis and are developing confidence and independence. They enjoy selecting their activities in the well-developed outdoor area and exploring their senses when, for example, planting and growing. They showed great curiosity when watching their tadpoles grow. Staff are now more aware of children's strengths and development needs as learners. Children are now involved in planning and recording aspects of their own learning. Overall, children are making even stronger progress across their learning.

At the primary stages, children are now learning and achieving much better. Almost all children enjoy their learning and show a good level of motivation. Teachers are now more consistent in sharing with children what they will learn in lessons and how they will know when they have been successful. This has helped children be clearer about their own strengths and areas which need improvement. We have discussed with staff ways to improve how children's learning is recorded and shared with parents. Children are now more involved in planning aspects of their own learning and contribute well in the development of topics such as 'Save the Rhino' at the early stages and WaterAid in the middle stages. In all classes, children now experience lessons which engage them more actively in their learning. There are now many more opportunities for children to participate in good-quality discussions. They are particularly motivated by their 'spicy' challenges. Children are proud of their new library and are aware of the benefits this brings to their learning. Older children told inspectors that this has given them an increased awareness of their own literacy skills. Children's skills in writing have improved and have been celebrated by the publication of two books launched successfully at the school's Book Festival. New

approaches to teaching and learning in mathematics are improving children's progress in problem-solving and mental calculations. Across all classes, children continue to engage well with their own community through, for example, their 'Clermiston Voices' work. They are learning about the need to help others through a foodbank initiative and supporting charity. Children continue to enjoy music and performing songs. Recently, older children achieved success in the 'Edinburgh Primary Schools Glee Choir' competition. Children continue to take on various leadership roles through being house captains, 'digital leaders' and in 'buddy classes'.

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

The school's arrangements for meeting children's learning needs have improved. In the nursery and primary classes, staff continue to provide a welcoming and supportive environment for learning. Overall, tasks and activities now provide a more suitable and consistent level of challenge for children. The school's approaches to identifying and supporting children who may need additional help with their learning are now more effective. Classroom assistants play a valuable and appreciated role in these improvements which have been brought about through more regular discussion with teachers about classroom assistants' role within lessons. Parents support the work of the nursery and primary classes very well. They have supported the development of a range of new initiatives such as the large sand pit in the nursery. Parents told us they are pleased that their children's learning now shows a greater consistency across the school. They have high regard for the headteacher and the improvements he is making to the school. The senior management team have now established better arrangements for assessing children's progress and learning.

The school, with support from the City of Edinburgh Council, has now developed a clearer and shared rationale for the curriculum which is based on delivering Curriculum for Excellence. Staff now give a greater focus to providing meaningful and challenging opportunities which help children make links in their learning across the curriculum. They generally plan topics and activities in ways which take account of children's interests and help them make progress in their learning. For example, in P3, children were developing a strong understanding of health and wellbeing as they designed a poster to summarise their learning about the human body. There is a need for staff to continue to develop the curriculum to ensure it becomes more relevant to children's lives and for Curriculum for Excellence to be fully implemented. We have discussed this with the headteacher and staff.

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

The headteacher now has a clear vision for continuous improvement in the school and shares this more effectively. He is supported well by the senior management team. Staff work effectively as a team, with leadership at all levels in the school being stronger, resulting in improvements for children. For example, all staff have shown a commitment to school improvement through membership of various working groups to improve the curriculum. As a result, the plans for improvement which arose from the initial inspection are now having a positive effect on children's learning. The school has developed a number of effective strategies to monitor the

quality of learning and teaching. As a result, staff are given helpful advice to improve their practice further. Parents are consulted regularly through the Parent Council. They are kept well informed and have regular updates on progress the school is making on the areas for improvement outlined in the initial inspection. It is clear that improvements in the school's work are having a positive impact on children's learning. This, together with the continued support from the City of Edinburgh Council, gives us confidence that the school is in a position to continue to secure further improvements.

What happens next?

As a result of the progress made by the school as outlined in this letter, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, the City of Edinburgh Council will inform parents about the school's progress.

Alan Urquhart
HM Inspector

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.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

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?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². 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.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Clermiston Primary School

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	satisfactory

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	satisfactory
Improvement through self-evaluation	weak

Here are the Care Inspectorate's gradings.

Quality of care and support	adequate
Quality of environment	good
Quality of staffing	good
Quality of management and leadership	adequate

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf.

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

During the previous Care Inspectorate inspection in 2011, three recommendations had been made. These had been progressed and actioned by the service. Information about this had been outlined on an action plan submitted to the Care Inspectorate. However some further action is now needed to further address related issues about access to outdoor play, participation and PLPs. As a result of this inspection, there are two requirements and four recommendations.

Requirements

- The provider must ensure systems are in place to review children's medication needs regularly with parents and that children's medication is renewed with parents before the expiry date. 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). Timescale for meeting this requirement:- By 30 September 2014.
- The provider must ensure that all staff have a clear understanding about the recording and reporting procedures they must follow to help safeguard children in their care. Records about incidents and health and wellbeing concerns must be dated and clearly demonstrate the action taken by staff. 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). Timescale for meeting this requirement:- By 30 September 2014.

Recommendations

- Action should be taken to further involve parents and children to be able to give feedback about the nursery throughout the year. Feedback received should be shared with parents along with the action to be taken as a result of suggestions and comments received.
National Care Standards, Early Education and Childcare up to the age of 16:-
Standard 13 – Improving the service.
Standard 14 Well-managed service.
- Written risk assessment information should be developed to outline identified potential risks and the action taken to minimise any issues. Daily premises checks should monitor the temperature of the building and any action taken.
National Care Standards, Early Education and Childcare up to the age of 16:-
Standard 2 – A safe environment
Standard 3 - Health and Wellbeing
Standard 14 Well-managed service
- A team training overview and plan should be developed to demonstrate the key mandatory training attended by staff to support the delivery of the service.
National Care Standards Early Education and Childcare up to the age of 16:-
Standard 13 – Improving the service
Standard 14 Well-managed service.

- Quality assurance systems should now be formalised to demonstrate how aspects of the service and staff practice have been monitored. This must include a record of the findings and any action taken to improve the outcome for children and the quality of the service delivered.
National Care Standards, Early Education and Childcare up to the age of 16:-
Standard 13 - Improving the service
Standard 14 - Well-managed service.

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

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ClermistonPrimarySchoolEdinburghCity.asp> and

http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489