

Summarised inspection findings

Claypotts Castle Primary School

Dundee City Council

6 June 2023

Key contextual information

Claypotts Castle Primary School is situated in the Douglas area in the east end of Dundee. The school roll is 356 children, organised across 14 classes. There is a nursery class situated within the school building. The school includes the Enhanced Support Area (ESA) for deaf education, known as 'The Link Room'.

The headteacher has been in post for three years. He took up post on the first day children began learning at home during the COVID-19 pandemic. The headteacher is supported by one deputy headteacher and one principal teacher. At the time of the inspection, the principal teacher post was vacant.

Eighty-six percent of children live in Scottish Index of Multiple Deprivation deciles one and two. The school receives a significant amount of Pupil Equity Funding (PEF). Children's attendance is below the national average.

Claypotts Castle nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- All staff at Claypotts Castle Primary School ensure that every child is valued as an individual, happy, safe and achieving at school. All staff have a clear understanding of the social, economic and cultural context in which children and their families live. This has helped shape the nurturing and caring ethos evident across the school.
- The headteacher is passionate about supporting the school community and is held in high regard by parents, staff and community partners. He is ambitious and relentless in his aim to improve outcomes for children at Claypotts Castle Primary School and the Douglas community. The headteacher and deputy headteacher demonstrate consistently their duty of care to children and families. It is appreciated greatly by the school community.
- The headteacher reviewed the school's values recently in consultation with children, parents and staff. 'Improving', a new value, was added to the existing values 'trust, responsible, respect, fair and caring'. Children in P6 successfully created definitions and images to support the school community to understand the meaning of each value. The values are reflected strongly in the positive culture of the school community. All children, parents, partners and staff demonstrate these values consistently in all actions. Children across the school talk confidently about how they demonstrate they have been 'TRRFIC' (trusting, responsible, respectful,

improving and caring) in their learning, actions and relationships. Parents share that children show the values outwith school.

- The headteacher provides highly effective leadership for the school community. His energy, enthusiasm and determination motivates and empowers staff and the wider community to improve outcomes for all children. He takes a carefully considered approach to improving the work and life of the school. He ensures innovative approaches and practices are research informed. The headteacher successfully ensures an appropriate pace of change. The current school improvement plan has a clear focus on improving children's wellbeing and achievement. The headteacher uses the Eastend Community Plan to effectively influence school priorities. Senior leaders should continue to develop their use of all data to measure the impact improvements are having on raising attainment.
- Senior leaders, have rightly identified to review their remits, roles and responsibilities following the appointment of a new principal teacher. This will provide greater clarity and consistency in their approaches to leading and managing the school. As planned, senior leaders should continue to review approaches to quality assure learning, teaching and assessment. This will further support all teachers to understand the collective strengths across the school and create a clear plan for future improvements.
- The headteacher and staff listen to, and act on, children's ideas to improve their school. Children have valuable opportunities to express their views during assemblies, learning conferences and in discussion with the headteacher. These opportunities lead to a number of improvements. For example, children have developed a learning space policy. They have identified what they need to support them with their learning. This provides children opportunities to take greater responsibility and leadership of their learning. The headteacher regularly seeks the views of parents and partners to inform improvement and help shape the delivery of the curriculum.
- Staff speak positively about the quality and relevance of professional learning opportunities. Senior leaders organise a range of sessions to improve staff knowledge and skills such as the sessions on effective planning and teaching writing. All staff are encouraged and trusted to lead improvements. A few staff have participated in a bespoke school leadership programme this session. This is helping them to feel valued, empowered and encouraged to drive forward change and improvement. Staff are proud of the influence they are having on improving outcomes for children.
- Senior leaders promote leadership opportunities for children as a key part of school improvement. Children have options to be leaders in sport, digital technology, Science, technology, engineering, art and mathematics (STEAM) and as junior librarians. These opportunities provide meaningful contexts for children to contribute effectively to school improvement, whilst developing skills for learning, life and work. Within these roles, children plan events, lead clubs for younger children and gather evidence of the impact of their work. Children value the opportunities to contribute to the life and work of the school.
- The headteacher has established effective partnership working in a short space of time. He is very proactive in seeking advice and support from a wide range of partners. This includes Active Schools, Big Noise, health, associated secondary and primary schools and Dundee College. These partnerships have a significantly positive impact on providing supportive learning experiences for children at Claypotts Castle Primary School and across the Douglas community. Teachers and partners share professional learning through collaborative working. For example, the National Literacy Book Trust has supported staff and children to improve the school library. Staff help children to work towards a range of accredited awards for digital

technology, reading and sports. This is contributing to raising children's aspirations and achievement and the profile of the school within the local community.

- The headteacher has a range of effective plans in place to help raise the attainment and achievement of children adversely affected by their socio-economic circumstances. Senior leaders use PEF to employ additional staff to provide tailored support for individual children and families including targeted literacy, numeracy and health and wellbeing (HWB) support.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Children experience a nurturing classroom ethos underpinned by positive, mutually respectful relationships. Staff and children demonstrate the school values and children's rights to support further the ethos across the school. Children are well behaved, polite and keen to talk to adults about their learning. Children are very proud of their school and speak positively about the support they receive and the opportunities that are available to them.
- Children influence their learning environment and recently led the development of the school's learning spaces policy. The learning spaces policy supports children to learn in an environment where they can 'talk, play, think, learn and keep calm.' Children make good use of 'enable tables' to choose resources to support their learning. All teachers now need to follow agreed approaches within classroom environments consistently.
- Almost all teachers effectively share the purpose of learning with children. Children find it most helpful when their teachers revisit these regularly throughout lessons to check their understanding. As planned, senior leaders should continue to work with teachers, to ensure the shared purpose of learning reflects accurately the intended learning. Children would benefit from being involved in co-constructing steps for success.
- In most lessons, teachers' explanations and instructions are clear. Most teachers use questioning effectively to check children's understanding. Teachers should now improve the quality of questioning to support children develop higher order thinking skills and increase the level of challenge. Children use the 'stuck strategies: try, take, talk' confidently to support them when taking part in activities. Children are increasing their resilience when faced with challenges in their learning, as a result. In most classes, children review their learning at the end of the day. Children discuss with their peers and teacher how they have shown the school values that day. These conversations support children to recognise their progress in learning and celebrate their achievements.
- In most lessons, teachers plan activities for the whole class well, taking account of baseline assessment information from 'cold tasks'. Children collaborate regularly with their teacher to inform their learning using 'what I know' and 'what I want to know'. Most children are motivated and engaged in their learning. They are eager and enthusiastic learners who work confidently during set tasks and activities. Across the school, most teachers use a range of appropriate teaching approaches which enable children to work in groups, pairs and independently. Staff should continue to develop creative approaches to allow children to lead their own learning.
- In most lessons, learning experiences are delivered to the whole class. Across P1 to P4, literacy learning is delivered in groupings formed across classes and in mixed year groups. Teachers across all stages should work to ensure that children experience pace and challenge

more closely matched to their needs. This will ensure better outcomes for all children, including the highest attaining.

- Staff working at early level are developing play-based approaches to learning. They are engaging well in professional learning to strengthen their understanding of play. Teachers in P1 work well with nursery staff to share and improve their practice. In doing this, they learn from each other how to improve play pedagogy and enhance their learning environments. Children are responding well to the opportunities they have to play. Staff should continue to engage in ongoing and robust self-evaluation of play-based approaches. This should help ensure their approach offers enough challenge and progression for all children. They should reflect continually on the principles of national practice guidance.
- Children experience STEAM lessons which follow a progressive curriculum and develop their creativity skills. As teachers continue to develop the STEAM curriculum, they should ensure it provides children with further challenge which promotes and develops their curiosity, independence and confidence.
- Teachers use digital technology effectively to support teaching. Teachers use interactive whiteboards regularly to enhance learning and teaching. Children use digital devices well to research, prepare presentations and access support programmes in literacy. Staff should use a wider range of digital technologies to enable children to develop digital skills further. Children act as digital leaders and support digital literacy successfully within classrooms and across the school.
- Senior leaders use PEF appropriately to build capacity within the staff team and provide additional staff for targeted work. Support staff work effectively with class teachers to provide valuable focused individual and group interventions for children. This is helping more children experience success in learning in literacy, numeracy and health and wellbeing.
- Teachers moderate planning, learning, teaching, and assessment within levels and with stage partners. Teachers use National Benchmarks increasingly to plan assessment. Teachers understanding of children's learning and progress across the curriculum is becoming more robust as a result. Staff should extend moderation practices across stages and with other schools. This should ensure greater consistency in using a range of assessments effectively to evaluate progress and to plan next steps in learning. Senior leaders should continue to support staff in developing further their use of data to inform planning.
- In most classes, children receive useful verbal feedback from teachers. This helps children to understand their progress and next steps in learning. Children are successfully able to reflect on and talk about their learning. Children identify well improvements in their learning. Children requiring additional support with their learning are beginning to set individual targets. Teachers should develop this approach further to improve children's understanding of their individual learning journey.
- Teachers are becoming more confident tracking children's progress in planned learning. This is strengthening the reliability of their professional judgements about children's attainment. Children are also more engaged in identifying their own progress. In addition, teachers record children's progress in literacy and numeracy on a local authority tracking database. Senior leaders should now support teachers to align these approaches better. Senior leaders and teachers should analyse all information to be able to improve further support for groups and individuals. This will also support them to evaluate the impact of interventions more effectively.

2.2 Curriculum: Learning pathways

- Senior leaders and staff carefully consider the context of the school and local community when designing the curriculum. Teachers make good use of local authority progression pathways for all curriculum areas. This helps children to build on what they already know and to link their learning well across different curricular areas.
- All children receive their full entitlement of two hours of high-quality physical education each week. Specialist physical education coaches provide engaging opportunities for children to learn skills in rugby, basketball and football. The Active Schools assistant works closely with teachers to deliver physical education lessons across the school. Children in P4 - P7 have regular opportunities to participate in physical education with children from other primary schools within their learning community and across Scotland. Children enjoy working with children from different schools. These opportunities are supporting children to develop their confidence, resilience and create new friendships. All of which will support children when they transition to secondary school.
- The school has been supported well by a national organisation the National Literacy Book Trust to develop their library project with a focus on building literacy skills. They trained teachers and children who lead effectively as Junior Librarians. Across the school, children enjoy visiting the school library and all children have a library card for the community library. As a result, family visits to the library have increased.
- All children learn French as a modern language from P1 to P7. Children's learning is progressive, taking account of prior learning. In addition, there is a whole school focus on British Sign Language (BSL). Children are learning a sign a day. This is supporting communication between deaf children and hearing children. As planned, staff should now develop a progressive pathway to support teaching BSL across the school.
- A progressive pathway for Religious Education (RE) that supports children to develop understanding of other faiths is in place. Senior leaders should ensure all children receive their entitlement to RE. As planned, senior leaders should re-establish links with the local church to support religious observance across the school year.
- Children from P1 to P4 participate in weekly music lessons delivered by a partner group of musicians. Children across the school can participate in music after school and through holiday clubs. Children within P6 are involved in a class band project in partnership with the local authority. Children learn a brass instrument and are part of a class orchestra.

2.7 Partnerships: Impact on learners – parental engagement

- Parents comment positively on the very caring, approachable and supportive school staff, referring to the strong community spirit. They feel that staff really know their child as an individual and that their child is making good progress at school. Senior leaders work strategically with a wide range of partners within the community to ensure parents and families access appropriate help and advice.
- Almost all parents value the regular communication through newsletters, the school app and an online platform provided by the school. They feel they have a good understanding of key events within the school and the learning their children experience. Parents welcome increasing opportunities to attend whole school events including STEAM and Reasons to Write.
- The Parent Council represent parents effectively at regular meetings with the headteacher. Most parents feel they are kept informed about the work of the Parent Council through published minutes of meetings and online platforms.
- Overall, almost all parents feel the school is well led and would recommend it to other parents.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The headteacher and staff have a strong focus on supporting and improving children's wellbeing and resilience. Respectful relationships, based on the school values of 'TRRFIC' are embedded across the school. All staff treat children fairly and with respect. This helps children to feel included and cared for. Most children feel that they are treated with respect by their peers and that other children behave well.
- Almost all children and parents are confident that children feel safe in school. Almost all children successfully identify someone in school to talk to if they are upset or have any concerns. A few children and parents feel bullying is not always dealt with well. As planned, senior leaders should support the school community to develop a shared understanding of the school's approaches to promoting positive relationships. This will help children to develop further confidence and resilience in their peer relationships.
- The successful introduction of an outdoor area, 'The Pod', has provided structure and support to children who find the wider playground overwhelming. Children who attend 'The Pod' show improved social skills through supportive play. They work with their peers on activities which strengthen their ability to control emotions. Children feel more secure and relaxed in the outdoor environment, as a result.
- Younger children have a very good understanding of the wellbeing indicators and can provide a few examples of when they feel safe, healthy and included. They are beginning to link these specific indicators to their school values. All staff should continue to embed the language of wellbeing indicators in daily school life. This will support all children to use a shared vocabulary to discuss and reflect upon their own wellbeing and that of others.
- Almost all children feel that staff teach them how to lead a healthy lifestyle. Children have a well-developed understanding of healthy living and recognise the importance of mental, emotional, social and physical wellbeing in their lives. A whole school inclusive plan (ABLE) and learning spaces policy, informed by the views of children, detail barriers to learning and how these impact on children as learners. Staff and children have developed an extensive and skilful range of strategies to address barriers to learning through very carefully planned, targeted and meaningful discussions. These include the use of restorative approaches, nurture visuals, stuck strategies and emotional check-ins. Children are becoming increasingly independent in their learning and support positive behaviours and choices through their application of these strategies. As a result, there is a calm, productive ethos across the school.
- Senior leaders have developed successful approaches to developing staff, childrens', parents', and partners' knowledge and understanding of supporting wellbeing and resilience in the community. Staff work in partnership with external clubs and their community to ensure high-quality, inclusive and sustainable sport, play and physical activity are available for all

children. The whole school community ensures inclusive opportunities are available for all, improving wellbeing and tackling health inequality. Almost all children recognise that the school provides many opportunities to get regular exercise. They participate enthusiastically in clubs and activities such as rugby, basketball, football and multi-sports. Almost all children take part in regular activities beyond the classroom, showing increased confidence, attention and motivation.

- The depute headteacher and School and Family Development Worker (SFDW) monitor children's attendance closely. They are proactive in addressing concerns and contact parents to offer support to help children return to school. The level of attendance for a few children has improved as a result. Senior leaders continue to focus on improving attendance.
- Nurture groups provide safe, supportive environments for children with social and emotional needs. These groups support children to develop positive relationships with their peers and teachers and improve their self-esteem. Children attending nurture sessions increase their communication skills, independence and attention. They work with their peers on activities which also strengthen their understanding of health and wellbeing. For example, children are improving social skills at snack time and managing their emotions better when working with others. Children are experiencing more success with in-class learning as a result.
- As a result of regular training and guidance, all staff understand and apply the statutory requirements and codes of practices in relation to child protection. As required, the designated child protection coordinators work closely with, and learn from, outside agencies such as social work and Police Scotland. This partnership working is improving outcomes for identified children and their families.
- The headteacher has introduced effective approaches to check improvements in children's social and emotional wellbeing. There is clear evidence that almost all children are becoming more resilient learners. The headteacher is aware that a next step is to align wellbeing interventions with attainment outcomes. This would allow senior leaders and staff to measure the impact of these interventions on children's attainment over time.
- Staff are aware of children in their classes who have additional support needs (ASN) and identify interventions required. Children with specific ASN, benefit from targeted one-to-one support and are making good progress towards their individual targets. Children with specific additional support needs are making good progress towards their individual learning targets. Staff use their knowledge of children's needs well to identify appropriate interventions. Senior leaders should continue to develop their approach to planning and monitoring the impact of additional support on improving outcomes for children. As planned, senior leaders should ensure all parents and children are supported well to be fully involved in the process.
- Staff work very well with partner agencies and staff in nursery and the local secondary school to develop enhanced, individualised transition programmes for children experiencing barriers to their learning. This helps children move from nursery to primary and primary to secondary school as confidently as possible.
- Children develop their understanding of equality and diversity through curricular programmes in relationships, sexual health and parenthood and religious and moral education. Deaf children within the school help their peers understand difference and show respect for others through 'sign of the day' and informative assemblies.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and English and numeracy and mathematics is good. A few children are working beyond expected levels of attainment in literacy. At early level, a majority of children are achieving expected Curriculum for Excellence (CfE) levels. At first and second level, most children are achieving expected CfE levels. Children's progress at all stages across the school is good. With focussed support at P1, most children could attain expected CfE levels in literacy and English and numeracy and mathematics.
- Teachers evidence children's progress in literacy and numeracy accurately over the short term. Senior leaders should now support teachers to use this evidence more effectively to predict children's overall attainment at each level. They should work with teachers to reflect more frequently on the progress children make towards attaining the appropriate level of attainment in literacy and English and numeracy and mathematics. Their predictions over the long term and professional judgements will continue to be more reliable, as their understanding of children's progress strengthens further.

Attainment in literacy and English

- Most children are on track to achieve expected attainment levels in literacy and English by the end of P4 and P7. The majority are on track to attain early level by the end of P1.

Listening and talking

- At early level, most children take turns when listening and talking in groups. A few children need prompted to listen well to others and respect others' viewpoint. Most children at first level, clearly explain the difference between fact and opinion. At second level, most children build successfully on the contributions of others, asking and answering questions. They listen well and support others' opinions and ideas.

Reading

- The school is successfully developing a positive reading culture with most children enthusiastic about reading a range of texts. At early level, the majority of children are building their knowledge of sounds, letter patterns and common words. They recognise these in simple texts. Most children working at first level, read with expression and summarise the main ideas of a text well. At second level, most children explain clearly their preferences for particular genres and authors. They read confidently, using contextual clues to consider meanings of new and unfamiliar vocabulary. Children at both first and second level should develop further their note taking skills in relation to reading content to help them understand information and develop their thinking.

Writing

- The majority of children at early level, use capital letters and full stops accurately to punctuate sentences. They would benefit from more regular opportunities to write independently and in their play. Most children working at first level, write independently, punctuating most sentences correctly using capital letters, full stops, and question marks correctly. They successfully link sentences using appropriate conjunctions such as and, but and because. At second level, most children use sentences of different lengths and vary sentence openings, to engage the reader. In persuasive writing most children present relevant ideas and information in a logical way.

Numeracy and mathematics

- Most children are on track to achieve expected attainment levels in numeracy and mathematics by the end of P4 and P7. The majority are on track to attain early level by the end of P1.

Number, money and measure

- At early level, the majority of children identify an increasing range of numbers and work confidently with numbers within 20. Children should develop further different strategies to solve problems. At first level, children carry out calculations confidently and use an increasing range of strategies to complete calculations. At second level, children apply their learning and skills in number, money and measure to real-life, practical contexts well. Children are less confident using the four operations and working with fractions.

Shape, position and movement

- The majority of children at early level, can identify two-dimensional shapes and three-dimensional objects. At first level, children name an increasing range of two-dimensional shapes and use the appropriate vocabulary of position and movement when describing the location of items in relation to one another. They should develop further their understanding of the properties of three-dimensional objects. At second level, the majority of children work with types of angles accurately. Children are developing their skills when working with the properties of two-dimensional shapes and three-dimensional objects.

Information handling

- At early level, most children sort a range of items successfully. The majority of children at first and second level use a range of methods to gather and classify information well. Most use appropriate graphs and charts to present and interpret information. They would benefit from further work with data and analysis.
- Across the school, children would benefit from further practice applying numeracy skills to problem-solving and multi-step calculations. Further development of STEAM should provide more opportunities to apply mathematical skills across the curriculum.

Attainment over time

- Overall, most children are making good progress in literacy and numeracy from their prior levels of attainment. At first and second level, a few children are making very good progress.
- Senior leaders and teachers keep focused records of children's progress in literacy and numeracy through early, first and second level. Teachers regularly check the progress all children make towards meeting their individual targets in literacy and numeracy. Children who need help to overcome barriers to learning make appropriate progress towards their individual targets.
- Staff are at an early stage of developing approaches to check children's progress, across all other curricular areas.

Overall quality of learners' achievements

- The quality of learners' achievement is a major strength of the school. Children enjoy a wide range of opportunities to achieve success within school. They lead school initiatives well through class and individual responsibilities. Older children speak enthusiastically about school leadership responsibilities, such as STEAM, lunchtime clubs and community cooking festivals. Children are proud of their valuable contributions to the life of the school and discuss confidently the skills they develop in these roles.
- The school offers an extensive range of lunchtime and after-school clubs including multi sports, board games ambassadors and dance. Children share and celebrate their successes and achievements in and out of school during assemblies. Senior leaders track this information well to identify children who are at risk of missing out. They ensure they provide experiences so that all children have opportunities to achieve widely. Senior leaders and staff support children to identify the attributes and creativity skills they develop by taking part in these activities. This involvement supports children further to identify targets for learning and to grow in self-confidence and belief.

Equity for all learners

- All staff have a very good understanding of the social, economic and cultural background of children and their families. The headteacher is passionate about ways the school can support positive change and improve outcomes for all those living in the community. This vision is shared by everyone in the school community. The headteacher is developing successfully the role of the school in the community plan. The initial focus of the whole school team to promote equity, is improving wellbeing outcomes for children. Senior leaders (and staff) should continue to develop their use of the range of all available data, including attendance information. This will support them to identify and address gaps in attainment, including those arising from children's socio-economic backgrounds.
- Senior leaders use PEF well to provide all children with support in health and wellbeing, STEAM, literacy and numeracy. Almost all children develop creativity skills well in each of these contexts. Additional staff provide valuable, universal and targeted support to children. They support all children to work together, copy with the unknown, be open to new ideas and solve problems. Almost all children are becoming more resilient learners, as a result.
- Staff access resources successfully from local charities and local businesses to support families facing hardship. For example, a breakfast club is available to targeted children. All children receive toast at the beginning of every day to support with their wellbeing and readiness to learn. The headteacher builds positive relationships with families by hosting school events in the community centre. Family engagement with the foodbank located in the community centre has increased significantly as a result. Children and families talk positively about help from the school and community. Working successfully in partnership, the school and community provide clubs, outings, resources and school uniform. The whole school community is developing a deeper understanding of the worth of every child and their families.

Quality of provision of Special Unit

Context

The Enhanced Support Area (ESA) for deaf education, known as 'The Link Room', within Claypotts Primary School (CCPS) is staffed by the Accessibility and Inclusion Service from Dundee City Council. The ESA supports deaf children of primary age from across Dundee City Council. Staff in the provision currently support deaf children in P4, P5 and P6. The aim of the ESA is to provide children with opportunities to use and develop a range of skills. These include the use of sign language, speaking, reading and writing in different contexts, as well as providing additional experiences. All children currently attend their mainstream classes with their peers for almost all of their school week.

Leadership of change

- The ESA has undergone a period of change, including significant staffing changes, in recent years. Staff are now keen to develop the ESA further to maximise the learning opportunities for children.
- The newly appointed, enthusiastic principal teacher leads a team of skilled and dedicated staff who provide support for deaf children in CCPS and across Dundee City Schools. She recently led a self-evaluation exercise based on 'How good is our sensory service?', regarding the provision for deaf children. Within CCPS four priority areas for improvement identified are: learning and teaching; ownership of British Sign Language within CCPS; health and wellbeing; and communication and relationship building. Within each area there are a number of specific actions which would enhance the experiences and attainment for deaf children at CCPS. Senior leaders should now reflect how to incorporate these improvement areas fully into the whole school improvement plan.
- Staff enjoy opportunities to work together to plan for and develop approaches to support children in developing their own deaf identities and to reflect on how deaf children learn. This includes exploring how active listening approaches can be adapted to increase children's participation in their learning in a few classes.
- Children and staff across the school are learning together through initiatives such as the 'sign of the day' and a specific focus at assemblies. Senior leaders should continue with their plans to improve the professional learning offer to raise awareness amongst all staff of the needs of deaf children. This should build on the good, inclusive practice already evident in some classes.

Learning, teaching and assessment

- Children learn alongside their hearing peers in their mainstream environments for almost all of their school week. This includes opportunities outwith the formal classroom environment where they enjoy experiential learning opportunities. These opportunities including cooking, STEAM and health and wellbeing, as well as a range of excursions outwith school. These opportunities support children to be independent and develop skills for learning and life. As a result, all deaf children are eager and active participants in their learning.
- Staff have a good understanding of children's additional support needs. Specialist staff use an assessment of comprehension and language to identify specific areas to target support for deaf children. They collaborate with class teachers to plan learning that appropriately meets these needs. This is informed by the views of children and their parents. Staff should continue to be aware of the increasing expectations of children as they move through the school.

- Teachers use termly tracker sheets to track and monitor progress of children in literacy and numeracy. This enables teachers to comment and identify next steps in learning for all children well.

Ensuring wellbeing, equality and inclusion

- All children are included and supported effectively in their mainstream classes. They are supported well to express feelings and emotions and are becoming more confident to ask questions when unsure of tasks or activities.
- All children have ABLe plans, which detail their strengths and interests as well as their barriers to learning and how these impact on their learning. Staff create the plans in partnership with children and parents. The plans are regularly reviewed and indicate strategies that teachers should use to support children in the class. Strategies include children themselves being enabled to recognise when they need to take a break, find a quiet space, or talk to a trusted adult. These strategies help children to be independent in their learning and to self-regulate their emotions.
- Specialist staff support class teachers well to understand and use a variety of strategies and resources to help deaf children be fully included in their mainstream classes. This includes specific learning strategies as well as specialist equipment. As a result, children feel safe, achieving and respected amongst their peers. Staff should continue to review all additional supports to ensure that interventions are having the desired impact for all children.

Raising attainment and achievement

- The majority of deaf children are making good progress in literacy and numeracy, in line with their hearing peers.
- All children communicate well verbally or by using BSL. A few staff and hearing children use BSL which helps deaf children communicate and feel part of school life. Specialist staff are at the early stages of developing a tracking and monitoring system based on independent management of audiological targets specifically for deaf children.
- Staff support children well to develop skills through a wide in a range of opportunities. These include in sport and music. For example, deaf children take part in swimming, a signing choir and have represented the school in football tournaments. A few children demonstrate leadership skills through being young sports leaders or buddies to younger children. These activities help children develop confidence in unfamiliar situations. A few deaf children also led a deaf awareness session for their class. As a result, deaf children are helping hearing children understand difference and demonstrate respect for others. Deaf children's achievements are celebrated alongside their hearing peers, in class, at assemblies and in the Link room.
- Staff making the school newsletter and other key information into a film in BSL should make it accessible for parents of deaf children. Parents and children will be fully aware of school news, activities and events.

Practice worth sharing more widely

The approach taken to align the school improvement plan with the local community plan. The headteacher and staff are fully committed to improving the life chances of all children. They have taken an innovative and creative approach to universally address children's wellbeing and resilience in partnership with the community.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.