

# Summarised inspection findings

**Craigowl Primary School**

Dundee City Council

31 October 2023

## Key contextual information

Craigowl Primary School and Nursery Class is a non-denominational school situated in the city of Dundee. The school has an Enhanced Support Area (ESA) that supports children with significant additional support needs. Currently the school has a roll of 341 children across 14 classes. The ESA has a roll of 26 children across two ESA classes with 19 of these children accessing all their time or part of their time within 14 school classes. The nursery has a roll of 34 children.

The headteacher has been permanently in post since April 2023, following his temporary appointment in August 2022. He is supported by an acting deputy headteacher, two principal teachers and a senior early years practitioner.

A majority of children attending the school live in Scottish Index of Multiple Deprivation (SIMD) areas 1 to 3. The school received £129,600 Pupil Equity Funding (PEF) this session.

### 2.3 Learning, teaching and assessment

**satisfactory**

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

- Senior leaders and staff create a welcoming ethos across the school where children 'are loved, loving and feel loveable'. Children are well mannered and proud of their school. They are respectful towards each other and keen to learn in class. All staff know children and families very well. Staff support and nurture positive relationships with children. These relationships are helping to develop confident children who are ready to learn. Staff have made a positive start to developing a whole school approach to children understanding their rights through assemblies and classes. In these assemblies and classes there is a useful focus on how children's rights connect with the school ethos and how staff and children can make the school positive and welcoming for all.
- The majority of teachers use a variety of interesting tasks and activities to engage almost all children effectively. They provide tasks and activities at a brisk pace and the majority are set at the right level. As a result, children are increasingly engaged in a wider range of learning opportunities. In the majority of classes, teachers deliver learning using relevant and engaging contexts. In these classes, teachers support children well to work in small groups or with their learning partners. In a minority of classes, teachers direct learning at the whole class too frequently resulting in activities being overly teacher led. Senior leaders should work with teachers to ensure lessons are differentiated and use high-quality, relevant and engaging contexts consistently across the school. They should ensure that learning is matched better to the needs of all learners.
- In the majority of classes, teachers provide clear instructions and share the purpose of learning effectively. This helps children understand why the activities they engage with are relevant and meaningful. The majority of teachers use questioning effectively to enhance learning and

support children to extend their thinking. In a few classes, teachers support children successfully to assess how well they are doing with their learning. Most teachers provide written feedback that supports children to understand their next steps. In a minority of classes, children are involved in self- and peer-assessment opportunities to evaluate learning and increase their understanding of next steps in learning. Senior leaders should now work with all teachers to develop a consistent approach to developing higher-order thinking skills across the school.

- Teachers at early level have developed play pedagogy effectively in recent years. They use the national practice guidance 'Realising the Ambition: Being Me' well to guide their work. In addition, teachers work collaboratively with practitioners in the nursery class to develop their practice further. They support children effectively as they move across early level. As a result, children experience a carefully planned, enabling environment that helps them to develop skills such as creativity, problem solving and independence. Teachers at early level involve children in the planning of their learning very well. This approach is having a positive impact on children's learning experiences. Senior leaders and staff should now consider how these positive experiences can be extended across the school for all learners.
- In most classes, staff use technology effectively to support their teaching. Most children across the school are beginning to develop their digital skills well. For example, P7 buddies support P1 children successfully to develop their skills in animation, using spreadsheets and matrix barcodes. Senior leaders and staff should now work with children who are digital leaders to create an agreed pathway for digital learning. This will support children to develop their skills progressively across all stages. Senior leaders should continue with their plans to increase the availability of digital devices across the school. This will help teachers to increase the pace that children develop a range of digital skills.
- Most teachers use a range of assessments well to gather evidence of children's progress in learning. They are at the early stages of using information gathered through the Scottish National Standardised Assessments (SNSA) to help evaluate progress for groups or individuals. Across the school, teachers' approaches to planning for assessment and analysis of information gathered is not consistent. As planned, senior leaders should support teachers to develop more rigour when planning and when assessing children's learning. This will help them to support more children to make better progress. Teachers should use assessment information more effectively to identify children who would benefit from targeted interventions. This will ensure all children receive the right support at the right time.
- Teachers use experiences and outcomes from Curriculum for Excellence (CfE) to plan coverage of areas of the curriculum termly, across four planning blocks. Senior leaders are aware of the need to ensure teachers evaluate what impact their planning has on children's learning. As teachers' approaches to planning improves, they should support children to be involved more in planning what and how they will learn. Teachers are not yet fully planning for assessment as an integral part of teaching and learning. As senior leaders have identified, there is a need to support teachers to develop shared, consistent approaches to planning.
- Teachers engage in moderation activities together and with cluster school colleagues, as part of planned events. They have experience in moderating their assessment of a number of areas including listening and talking, and pupil feedback. As a result, teachers are becoming more confident with their professional judgement and are developing a shared understanding of children's achievement of a level. Senior leaders should continue to provide regular opportunities for teachers to moderate a range of curricular areas.

- Senior leaders collate information and data on the attainment and progress of children across the school. Senior leaders recognise that tracking of children's progress and achievement through CfE levels is not yet understood or measured consistently by all teachers. They should continue with plans to work with teachers across the school to ensure teachers have clear information on children's attainment across all curriculum areas.
- As planned, senior leaders and staff should continue to develop ways to record and check children's progress across all curricular areas. They should now develop a comprehensive overview of personalised support and interventions across the school. They should evaluate and monitor the impact that personalised support and interventions has on children's outcomes. This would ensure children are making progress towards planned outcomes.

## 2.1 Safeguarding and child protection

- 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.

### 3.2 Raising attainment and achievement

**satisfactory**

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**

- At each level, there are a few children who are working beyond expected CfE levels. Across the school, there are a minority of children who could be attaining more. Most children who require additional support are making appropriate progress towards their own targets.

#### **Attainment in literacy and English**

- Most children reach expected CfE national standards at key milestones in reading and listening and talking. The majority of children reach appropriate national standards in writing.

#### **Listening and talking**

- Most children at early level listen well to staff. They follow simple instructions, responding well to questions from adults. The majority of children listen well to each other in small group discussions and with their learning partners. The majority of children at first level take turns and engage in discussions. They would benefit from more opportunity to plan talks to deliver to audiences. A minority of children at second level would benefit from regular opportunities to develop further their skills in listening and talking. They would benefit from taking part in planned debates and other presentations.

#### **Reading**

- The majority of children working towards early level are developing early reading skills well. They enjoy recalling popular stories and can talk about their favourite books. The majority of children working towards first level read fluently from their group texts. They answer literal questions accurately about texts they are reading, talk about characters and plot and make predictions. They should now develop more expression when reading aloud. Most children at second level read fluently and understand inference, fact and opinion. They find key information and select relevant information from a variety of texts well. Children at second level should be encouraged to select and read more challenging texts. Across all stages children enjoy accessing books regularly through their school library.

#### **Writing**

- The majority of children working towards early level are developing confidence in early writing skills. Most children can write sentences with a capital letter and full stop and space words out well when writing. Children at first level are beginning to spell common words correctly in their literacy tasks and write using a variety of genre. Most children organise their writing in a logical order. The majority of children working at second level write confidently using appropriate formats for different genres such as, poems, play scripts and persuasive letters. They will benefit from exploring more complex punctuation.

## **Numeracy and mathematics**

- At early level, most children achieve nationally expected CfE levels. The majority of children achieve expected levels at the first and second CfE levels. Senior leaders have identified correctly the need to support children to maintain and build on the progress they make from early level through first and second levels. Across the school, most children will benefit from further practice applying their numeracy skills to complete multi-step calculations.

## **Number, money and measure**

- By the end of early level, most children count forwards and backwards within 20 confidently. They make effective use of concrete materials and visual prompts to complete simple calculations. The majority of children working towards first level have a sound understanding of place value and rounding to 10 and 100. They are becoming more accurate in subtraction and multiplication. Children are less confident with division and applying their numeracy skills to word problems. By the end of second level, most children demonstrate mental agility appropriate for their age and stage. They are confident with budgeting, money and finance. They are less confident linking concepts across fractions, decimals and percentages.

## **Shape, position and movement**

- By the end of early level, most children confidently recognise and describe common two-dimensional shapes. They create patterns and describe two-dimensional shapes they find in everyday objects. The majority of children working towards first level describe the properties of shapes accurately using mathematical vocabulary. They are less confident identifying and creating symmetry. By the end of second level, most children demonstrate, link and apply their knowledge and skills of angles and shape. They are confident calculating missing angles. They are less familiar interpreting maps and plans with simple scales.

## **Information handling**

- By the end of early level, most children use their knowledge of colour, shape and size well to match and sort a range of items. They answer questions about information they have gathered or from a simple display. Most children working at first level use different methods well to display data, for example, as bar graphs, tables and Venn diagrams. Across second level, most children use graphs to present and interpret information well. They understand the language of uncertainty and chance. Children will benefit from using digital technologies to further practise skills of gathering and displaying information, such as creating pie charts.

## **Attainment over time**

- School data shows children's attainment has decreased post pandemic, particularly in writing. Overall, there are now signs of improvement in most areas of literacy and numeracy attainment at first and second level. Staff have focused on improving reading in recent years. This has supported children's progress at first and second level. Senior leaders and staff are developing a school-wide approach to raise attainment in numeracy. They are also aware of the need to target and support a minority of children's writing at early level as part of school recovery following the pandemic.
- Senior leaders recently began to monitor the progress and attainment of individuals and cohorts and share school attainment data with teachers. This is beginning to support teachers increase their understanding of strengths and gaps in learning across the school. Senior leaders should continue with plans to meet more frequently with teachers to discuss children's progress in learning, including how they evaluate targeted support. This will support teachers to reliably demonstrate how well all children are learning and progressing.



## Overall quality of learner's achievements

- Senior leaders and staff celebrate and value children's achievements in and out of school. They do so through a range of approaches such as 'golden owl awards', school displays, social media, learning profiles and during assemblies. A few children take on wider whole school leadership roles, for example, digital leaders and eco-committee representatives. Older children develop useful skills in teamwork and communication through the school's buddying programme and outdoor residential activities. Senior leaders should continue with their plans to support a greater number of children across all stages to lead aspects of school life.
- Staff and partners provide a range of valuable clubs and experiences for children, such as dance, football and library lunch club. A few children participate in teams at local football tournaments and dance festivals. Children enjoy these opportunities to develop their skills, wellbeing and confidence. As planned, staff should now track children's participation across achievement experiences. This will help to ensure all children access a range of opportunities to support them to experience success. Teachers should support children to make links between their achievements and skills for learning, life and work.

## Equity for all learners

- Senior leaders are beginning to use a range of data and their knowledge of children and families to inform approaches to equity. They have a plan in place for the use of PEF. This session, funding has been used for staffing, new resources and to provide counselling and therapeutic supports for children. Children are responding well to a few interventions provided by partners which demonstrate positive outcomes for children, such as increased attendance and readiness to learn. Senior leaders and staff are not clear whether school-led interventions and supports are making a difference to closing the poverty-related attainment gap. Senior leaders should now monitor and evaluate better the impact that all interventions have on children's wellbeing and learning. This will help ensure these interventions are accelerating progress and improving outcomes for all children.
- Senior leaders have appropriate arrangements that ensure financial constraints do not prevent any children from the school or ESA from taking part in educational opportunities. They help address the cost of the school day for families, such as providing uniform swap services, free school clubs and providing equipment. School staff have also set up a small food bank which is easily accessible for families. These arrangements are supporting children to improve their health and wellbeing.



## Quality of provision of Special Unit (contributes to school evaluations)

The Enhanced Support Area (ESA) is a specialist provision located within Craigowl Primary School. It provides full time education for children requiring significant additional support. Children attending the ESA are selected for attendance after a period of assessment by a local authority resource group.

Seven children attend the ESA on a full-time basis. Seven other children access learning through sharing time between their mainstream class and in the ESA. Twelve children are allocated support from the ESA to access their learning on a full-time basis within Craigowl Primary School classes.

### QI 2.3 Learning, teaching and assessment

- Teachers and staff within the ESA ensure that they develop supportive and positive relationships with children. These relationships reflect very well the school's ethos where children 'are loved, loving and feel loveable'. Children respond positively to the relationships teachers and staff develop with them. In almost all activities, teachers and staff provide a high level of support to children. This is leading to all children increasing their engagement with learning, since beginning their placement in the ESA. Teachers and staff need to continue to develop their approaches to increasing children's engagement with learning. There are periods of time where children are not engaged in purposeful learning. Teachers and staff should ensure that all learning matches individual learner's needs and interests better. This will ensure that all children are appropriately challenged across all curriculum areas.
- In a minority of activities, teachers support children well to connect their learning to real life contexts. In these activities, children's interest in learning increases and they sustain their engagement for longer periods. In a minority of activities, teachers and staff use a range of resources well to support children with their learning. They use practical materials and digital technology appropriately to support children with their learning. However, in the majority of lessons teachers and staff overly rely on worksheets and desk-based learning activities. Teachers and staff should consider how to increase opportunities for children to develop and apply their skills through more practical activities. They should continue to develop strategies to improve approaches to differentiation within class lessons.
- During the majority of learning activities, teachers and staff provide regular reassurance to children to confirm they are making progress with tasks. This helps children stay on task and complete activities. There is a need for teachers to develop their approaches further and help children understand how well they are progressing with their learning.
- Teachers ensure that all children have individualised learning plans. Helpfully, these plans take account of children's strengths, barriers to learning and approaches that may help reduce these barriers. Senior leaders should now work with teachers to improve approaches to individualised planning. They should plan for the skills children will develop and the outcomes of any interventions. They should also plan better approaches to assessing and measuring the progress children make within their individualised learning programmes. This will support them to identify clearly what areas children need support with and how well children are progressing with their learning.
- Overall, there is a need for senior leaders to support teachers improve approaches to planning of learning over different timescales. Teachers need to ensure they develop approaches to planning, tracking and monitoring for all curriculum areas.

## QI 3.2 Raising attainment and achievement

- Senior leaders are beginning to gather information on attainment in literacy and numeracy for children taught in the ESA. There is a need for senior leaders to work with teachers to improve this further. The information gathered is not yet robust enough to determine accurately children's progress with literacy and numeracy. Overall, the majority of children who have accessed support in the ESA make satisfactory progress with their literacy and numeracy. A few make good progress from prior levels of attainment in literacy and numeracy.
- All children have experienced significant adversity with their learning prior to attending the ESA. The majority of children show satisfactory progress against small steps of learning outlined within their individual programmes.
- The majority of children across all levels apply their listening and talking skills effectively across a range of contexts. Children at early level, listen to stories read by familiar adults and will share verbally what aspects of the story they find interesting. At first level, children listen for important pieces of information and record this information using short notes. Almost all children enjoy listening to different texts. Across early and first level, children rely on teachers and staff to read for them too frequently. Teachers and staff should provide children with more opportunities to read independently. Children would benefit from encouragement and support from teachers and staff to use their knowledge of sounds and letters to read words and sentences. All children in the ESA are working toward achieving early level in writing. A few children are becoming more independent with writing simple words and are demonstrating early writing skills. The majority of children would benefit from more opportunities to write independently with less scaffolding, overwriting or adult support.
- At first level, most children count accurately forwards and backwards recalling the sequence up to 10. A few children in the upper stages of school are becoming more familiar with money and carry out simple calculations to find the total cost of a purchase. The majority of children understand and use accurately the language of measure, such as, half full, full and empty. They can compare measurements using appropriate vocabulary, for example, tallest, shortest, heavier and lighter. Teachers should support children to apply their numeracy skills in more practical based activities.
- Almost all children significantly increase their attendance from the point of beginning their education in the ESA. There is a need for senior leaders to work with teachers to improve tracking and monitoring of the progress in learning children make over time. Individualised programmes do not yet fully outline the skills children develop or provide measurements of progress made. There is no robust tracking of skills children develop. There is a need to improve how children recognise their skills and achievements and how these contribute to their personal development.
- Children celebrate their achievements in the ESA and the school regularly. They enjoy sharing their successes with others. Senior leaders and staff place an important focus on inclusion appropriate to the needs of all children. Children taught within the ESA receive high levels of adult support linked well to identified additional support needs. The majority of children make a full return, with support, to mainstream classes. Most of these children successfully maintain their place in the mainstream class over time. This demonstrates the effective overall progress the majority of children make with their learning, resilience and regulation within the ESA.

## 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.