

Summarised inspection findings

Camperdown Primary School

Dundee City Council

22 January 2019

Key contextual information

At the time of the inspection there were 284 children in Camperdown Primary School split over 11 classes and a nursery class providing early learning and childcare for 74 children aged 3 to starting school. The school opened in 2013 and shares a campus with St Clements RC Primary School. The Headteacher has been in post since October 2017.

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

- There are positive relationships across the school at all levels, resulting in a welcoming and caring ethos. Children benefit from a supportive and nurturing learning environment. As a result, the majority of children feel that they are treated with respect and the school is helping them to become more confident. In a few classes, children's rights are being developed well and should be developed more fully across the school. There is a need to ensure consistency in approaches to learning and engagement of all children. At present, children have opportunities to develop leadership responsibilities through running the tuckshop, sports leadership programme, buddying, the Pupil Council and the Learning Council. The children's self-confidence should be further developed by providing them with opportunities to lead learning and to develop a fuller understanding of themselves as learners.
- Across the school most children are enthusiastic and keen to learn. They are particularly motivated and engaged in mathematics lessons and reciprocal reading opportunities. When given the opportunity most children work well individually, in pairs and small groups. In most lessons, learning activities are well matched to the majority of learners' needs. However, there is scope to develop approaches to differentiation to ensure that the needs of all children are being met. There is a need for the children to be more independent and active in their learning. They would also benefit from learning outdoors. In a few classes, children are off task and lessons are interrupted by low – level disruption. However, in a few examples learning is presented in a motivating and engaging way. This effective practice should be shared more widely and consistently across the staff team.
- A range of staff, funded through Pupil Equity Fund and Scottish Attainment Challenge, work well with children who require additional support with their learning. Support staff provide targeted support for children outwith the classroom. However, this can result in disruption to learning and a fragmented learning experience. The school should review this practice to minimise disruption to the learner's experience. Overall, the quality of learning and teaching across the school is too varied. The headteacher and senior leaders focus on a nurturing environment is evident across the school. They should now continue to improve the consistency of learning and teaching to ensure all children enjoy high quality experiences at all stages. Improving the quality of learning and teaching should be a greater focus of school self-

evaluation and school improvement planning. Staff would benefit from using approaches to self-evaluation that are focussed directly on the quality of learning and teaching.

- In the majority of lessons teachers provide learning intentions and success criteria. In a few classes observed children are involved in creating success criteria. There is scope to refer to the learning intentions and success criteria throughout the lesson. Formative assessment is an area staff would benefit from revisiting to ensure consistent approaches are applied throughout the school. Teachers should ensure that their comments better inform children of their next steps in learning. Improving the quality of feedback will support children in understanding what they need to do to improve. A positive start has been made by the introduction of Learning Journals. In a few examples children are involved in sharing targets for their learning. The journals support the children in sharing their learning with their parents. An increased focus on assessment will lead to more robust and reliable teacher judgements. Assessment data is used well to identify children who require additional support and to monitor their progress. This approach should be developed further to ensure that all learners needs are being met appropriately.
- Progression pathways have been developed for literacy and numeracy including National Benchmarks. These should now be developed for all curricular areas. Staff are at the early stages of using moderation to support their overall professional judgement of children's achievement of a level. They should develop a shared understanding of how to monitor and track attainment in class. Staff should be clear of the evidence required for individuals and groups to demonstrate depth, challenge and application across all areas of learning. Further development is required on the process of moderation and the use of benchmarks to ensure staff are well supported to make robust and reliable judgements on children's achievement of a level.

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.

3.2 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

- Overall attainment in literacy and numeracy is satisfactory. Curriculum for Excellence levels provided by the school for session 2017/2018 show that most children achieved early level in reading and listening and talking and the majority of children achieved early level in writing. The majority of children achieved first Level for reading, writing, listening and talking. Most children achieved second level in reading and listening and talking and the majority achieved second level in writing. In numeracy and mathematics, most children achieved early level in numeracy by the end of P1. The majority of children in P4 and P7 achieved first and second Levels.

Attainment in literacy and English language

- Overall, attainment in literacy and English language is satisfactory.

Listening and talking

- Overall, children's attainment in listening and talking is good. Most children achieve appropriate Curriculum for Excellence levels. Across all stages a majority of children listen to, and follow instructions given to them by their teachers.
- At early level children listen well to their teacher. Children benefit from the strong focus on developing good listening skills in consistent ways across the classes. Most children take turns when working in pairs and small groups. A majority of children working at first level respond to teacher questioning and to others in their class during group and class discussions. A majority of children working towards second level work well with others in groups to share ideas and opinions. In most lessons a social goal was included in the success criteria to support children's interactions during learning. The children should now practice building on each others ideas and asking questions for clarification. The literacy leaders have identified approaches to support the assessment of listening and talking. When taking forward plans to implement these approaches staff should ensure approaches to teaching listening and talking have a clear focus on developing skills in a progressive way.

Reading

- Overall, children's attainment in reading is satisfactory. At early level most children are achieving appropriate Curriculum for Excellence levels and a majority of children at first and second level. The recent focus on the Dundee City, Learning to Read programme, is having a positive impact on learners receiving targeted support.

- At early level a majority of children identify single sounds made by letters. All children identified letters in their name. They made simple words in rhyme families using magnetic letters. Children working at first level read their class books and novels with increasing fluency. A majority decode new and unfamiliar words using a range of strategies. A few children are taken to the local library every two weeks to choose books. The school should build on this to ensure all children have this experience. Most children working at second level talk about books they like to read and talk about their favourite authors, a few can talk about the writer's style and link this to their personal choices. The introduction of reciprocal reading and reading circles is supporting the development of children's comprehension skills. With increasing independence, children working at first and second level generate and answer literal, inferential and evaluative questions. There is scope to review the range of texts being used across the school to ensure children have access to texts with an appropriate level of challenge. Children in the middle and upper stages talk positively about their class novels. There is now scope to widen the use of novels to teach reading.

Writing

- Overall attainment in writing is satisfactory however the quality of children's writing is too variable across the school. The leadership team should take action to review approaches to teaching writing across the school.
- At early level children form some letters, almost all write their name correctly. Children have opportunities to write during the soft start. Primary 1 staff should participate in planning and moderation with nursery staff to plan for emergent writing. Most children working at first level can write sentences with capital letters, full stops and common conjunctions. Children working at second level have written a few extended pieces however the quality of these is too variable. Children across the school need regular, planned opportunities to write for a variety of purposes. The leadership team and staff need to agree on approaches to teaching writing and ensure that all staff have a shared understanding of national standards.

Attainment in numeracy and mathematics

- Overall attainment in numeracy and mathematics is good.

Number, money and measure

- At Early level children count forwards and backwards and write numbers within 30. They recognise domino patterns and use 10 frames quickly to visualise numbers. Children use concrete materials to help them identify odd and even numbers. They recognise and name 2p, 10p and £1 coins. Children who are on track to achieve first level demonstrate accuracy and agility in mental maths. At first level, children round up numbers to the nearest 10, 100 and thousand. They are able to perform simple time calculations and express these as digital and analogue time. At second level, the majority of children identify and write numbers over one million. Most children estimate and round numbers and demonstrate knowledge of place value to over one million. Most convert equivalent fractions to common decimal fractions. Staff now need to plan more opportunities so that children can demonstrate application of knowledge in real life situations. They should now further develop ways to articulate the strategies they use in calculations. Children in P7 use their understanding of money to manage and organise the school tuck shop. Across the school most children can perform mental calculations quickly and accurately.

Shape, position and movement

- At early level children recognise and sort 2D shapes and can discuss the number of sides on a shape. The children now need more opportunities to discuss and explore 3D objects. Children

on track to achieve first level understand positional language. They discuss direction of front, behind, below and above and are beginning to understand left and right. At first level most learners describe the size of angles in relation to a right angle. They identify right, acute, obtuse angles and recognise the property of a straight line. Children on track to achieve second level can calculate area and perimeter of regular shapes.

Problem solving

- At Second level, children are aware of problem solving strategies. These require children to apply their numeracy and mathematical knowledge in a different context. Children in P7 engage with Dundee University in a problem solving mathematics challenge.

Attainment over time

- According to school data, there has been a decrease in attainment in both literacy and numeracy at first Level. The school has correctly identified that more support is required at first Level and has targeted interventions towards this.
- Over the same period, attainment in literacy and numeracy at early and second levels is beginning to show improvement.
- Attainment over time in literacy and English and numeracy and mathematics has been variable. All staff are now using progression pathways which include the National Benchmarks for literacy and numeracy to support their understanding of professional judgement.
- The school has provided a range of data on Curriculum for Excellence levels of attainment. This data should be used more robustly in order to support teachers in planning for reliable assessment. It is not yet consistent enough to have an impact on teachers' professional judgement. Twice yearly tracking meetings and discussing attainment during planning meetings is ensuring support is targeted, discussed and tracked.

Overall quality of learners' achievements

- Children are becoming confident and successful individuals through taking part in many competitions outwith the school for example Camperdown Flower Food competition, hockey festival, basketball, athletics, football, Glee competition. They have participated in local radio carol singing, a writing competition and the Scottish poetry competition. P7 have many opportunities to participate in the life and work of the school for example playground buddies, sport leadership programme, cluster mathematics challenge and a residential experience at the Outdoor Centre. The school works closely with the Active Schools Coordinator to track children's participation in a range of activities within the school and beyond. They identify children who do not participate in activities and staff are proactive in providing opportunities for these children by organising a range of school clubs for example Glee, football, choir, coding, construction. The school celebrates children's achievements through assemblies, in class and through social media. There is now scope for an increased focus on recognising the skills children are developing for learning life and work through their wider achievements.

Equity for all learners

- Staff have a clear understanding of the barriers to learning that children have and seek to provide interventions to address individual children's needs. All staff are committed to providing experiences for their pupils to ensure equity of opportunity. Making use of data, the school identifies gaps in attainment for groups of children and provides targeted interventions to meet their needs. Scottish Attainment Challenge and Pupil Equity Funded interventions are monitored and tracked through the Matrix provided by Dundee City Council and by the school.

The senior leadership team prepared a clear plan for their Pupil Equity Funding. This funding is used in a range of ways to raise attainment in literacy and numeracy and to enhance the health and well-being of individuals and groups of children. Staff are aware of the costs of the school day and organise pantomime visits, outings, residential experiences to allow all children to access enriching extra-curricular opportunities.

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.