



**Lochee Primary School  
Dundee City Council  
21 April 2009**

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

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

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

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

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### **1. The school**

Lochee Primary School serves the Lochee area of Dundee.

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

- The support provided to children by a hardworking and caring staff.
- Positive impact of the headteacher and depute headteacher in leading school improvement.

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

Almost all children are proud of their school and their achievements. Most are making good progress in listening, talking, writing, reading and mathematics. Attainment has improved, and most children are achieving appropriate national levels. Most children listen well in class and are confident in talking in groups. Most children at the early stages are developing a good understanding of early number work. Across the school, most children enjoy working together on topic work. Staff are successfully introducing new programmes to further develop children's skills and knowledge in writing, reading and mathematics.

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

Staff have begun to develop aspects of the national initiative, *Curriculum for Excellence*. Teachers now ensure children in the early stages have opportunities to learn well through active play. Staff are making effective use of outings and visitors to make learning more interesting. Children now have regular opportunities to work together in pairs or groups to develop and extend their learning. Staff now use assessment information more effectively to monitor children's progress. As a result, tasks, activities and resources are now better matched to most children's needs. Staff give clear explanations, are good at questioning and share the purposes of lessons with children. Support staff work closely with teachers and provide well-judged help to individuals and small groups of children.

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

The school receives good support and help from the newly formed Parent Council. Children take active roles in the pupil council and Eco group which develops their confidence and sense of responsibility. Older children successfully support younger ones, helping them at

morning intervals and lunchtimes. Members of the senior management team regularly discuss teaching and learning with teachers and give advice and support. Teachers have visited other schools to observe different teaching methods and share what they are doing. These initiatives are helping to improve the quality of children's learning.

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

The school has made effective improvements in a range of areas. Improvements in courses, programmes, assessment arrangements and children's behaviour mean that staff, parents and children feel more positive about their school. Teachers now need to continue to develop more challenging and enjoyable learning activities which will ensure attainment continues to improve. They also need to help children to understand how they can improve their work.

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

The headteacher has a good understanding of the school's strengths and areas for improvement. He has the full support of staff and is ably supported by his depute headteacher. Together they have successfully involved staff and parents in taking forward a well-constructed improvement plan. Staff recognise the need to continue to follow up on the good start that has been made to improving the school. The education authority has provided very useful help to the school in moving forward.

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

There is clear evidence of improvement since the June 2007 inspection report. The school now performs better overall. Children's learning experiences and achievements have improved since the original inspection in 2007. With continued clear leadership,

commitment of staff and support from the education authority, the school is well placed to continue to improve. We will make no further visits in connection with the June 2007 inspection report.

**HM Inspector:** David Martin

21 April 2009

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