



**Clepington Primary School
Dundee City Council
25 August 2009**

We published a report on Clepington Primary School in August 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 May 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 parents¹. 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. Where applicable, you will also find descriptions of good practice in the school and analyses of questionnaire returns.

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

Contents

1. The school
2. Particular strengths of the school
3. How well do children learn and achieve?
4. How well do staff work with others to support children's learning?
5. Are staff and children actively involved in improving their school community?
6. Does the school have high expectations of all children?
7. Does the school have a clear sense of direction?
8. What happens next?

1. The school

Cleington Primary School serves an area of Dundee City. The school has an enhanced provision for 19 children with additional support needs arising from autistic spectrum disorder.

2. Particular strengths of the school

- Continuing positive relationships between parents, children and staff.
- Staff teamwork and the commitment to improvement across the school.

3. How well do children learn and achieve?

Staff now provide appropriately challenging activities for almost all children as part of an appropriately broad curriculum. Teachers use textbook exercises less and engage children in more interesting and stimulating learning experiences. Across the school, children consistently benefit from better learning opportunities. They are more involved in discussing their learning and most know what they need to do to improve. The school's new, active approach to teaching mathematics in the early stages is making children more confident learners. Teachers now act quickly to provide support where it is needed. The rate of children's progress in key areas is improving. Attainment in reading and mathematics is beginning to improve. Staff recognise that there is room for further improvement, particularly in writing. Most children are now attaining appropriate national levels in reading and mathematics. The majority are attaining these levels in writing.

Children work well together and achieve success in a variety of activities. These include raising money for charities, organising assemblies and taking part in a range of sporting activities. Children have a good understanding of how to keep fit and eat healthily. They know how to look after their environment as a result of the school's eco work. Children are responding well to opportunities to take responsibility for their own learning. They are making effective use of information and communications technology in their learning. The

length of the school day for children in the enhanced provision is now in line with that of mainstream classes. Children in the enhanced provision are progressing well.

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

Relationships between parents and staff are positive and staff successfully involve parents in the life of the school. Parents make good use of open afternoons to see their children at work and they enjoy coming to class assemblies. The Parent Council is very supportive of the school. Staff work very well with other professionals to support children and families. They have very good arrangements to assist children during the transfer from pre-school to P1 and from P7 to secondary school. Staff morale and teamwork are much improved. Staff in mainstream classes work effectively with those providing enhanced provision to ensure that all children are fully involved in a wide range of activities. The school does not yet provide suitable access for those with limited mobility.

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

Staff reflect together on the quality of their work and engage in stimulating discussions on learning and teaching. Improved arrangements for checking children's achievements have had a positive impact on the pace of progress. Promoted staff give helpful advice and support to teachers. Staff contribute willingly to development groups to improve children's learning experiences. Children successfully take on a range of responsibilities and feel they have a voice in making the school better. They are more involved in making decisions about the school and about their learning.

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

The school has a very welcoming ethos. Children are responding well to staff's higher expectations of their behaviour and to improved arrangements for encouraging positive attitudes. Across the school, teachers are working well together to set appropriate and more challenging targets for children's achievement. Staff celebrate children's achievements and share them with parents and the local community.

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

The school shows a clearer sense of direction. The senior management team work well together to guide staff in improving attainment, learning and teaching. Staff are open to new ideas and to developing their practice. The school shows a strong commitment to further improving learners' experiences.

8. What happens next?

There is sound evidence of improvement since the original inspection. The school now performs better overall. Children's achievements, the quality of leadership and the arrangements for self-evaluation are now at a satisfactory or better level. The school is well placed to improve further, with continuing support from the education authority. We will make no further visits in connection with the inspection report of August 2007. The District Inspector will continue to engage with the education authority to monitor progress in raising attainment in writing and in improving access to the school for those with limited mobility.

HM Inspector: Isabel Bolton
25 August 2009

To find out more about inspections or get an electronic copy of this report go to www.hmie.gov.uk. Please contact the Business Management and Communications Team (BMCT) if you wish to enquire about our arrangements for translated or other appropriate versions.

If you wish to comment about any of our inspections, contact us at HMIEenquiries@hmie.gsi.gov.uk or alternatively you should write in the first instance to BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Our complaints procedure is available from our website www.hmie.gov.uk or alternatively you can write to our Complaints Manager, at the address above or by telephoning 01506 600259.

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to the SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330, fax 0800 377 7331 or e-mail: ask@spsso.org.uk. More information about the Ombudsman's office can be obtained from the website at www.spsso.org.uk.

Crown Copyright 2009
HM Inspectorate of Education