

1 March 2022

Dear Parent/Carer

Her Majesty's Inspectors of Education are currently carrying out visits to some schools and early learning and childcare settings across Scotland. When we wrote to you after the last inspection of Clydeview School, we said that we would engage with the school to report on progress. We recently engaged in discussion with staff and the local authority and carried out a visit to Clydeview School. Our engagement helped us learn more about how children and their families, have been supported through the COVID-19 pandemic. We also heard about approaches that have been working well to support children's health and wellbeing, learning and progress. We discussed with the headteacher and local authority officer the school's progress in taking forward the recommendations from our original inspection.

This letter sets out what we found during our visit.

Supporting children, young people and families through COVID-19

Staff in Clydeview School have supported children and their families well to deal with the challenges of the COVID-19 pandemic. Senior leaders used information about individual families effectively to identify children who required access to local authority hubs. Children being educated at home benefited from a range of supports such as laptops, learning packs and visits from partner agencies to facilitate outdoor play and learning.

Staff worked well with parents to provide appropriate transition arrangements for pre-school children. They liaised regularly with parents to reduce their anxieties in relation to COVID-19 recovery and providing education safely within the school. This well-planned support resulted in all children starting their Primary 1 placement successfully in August 2021. Staff and parents of children in Primary 7 would now like more information about transition arrangements for moving to secondary school. This will allow work with children to begin to help them prepare for their new school.

A new senior leadership team was appointed to the school in August 2021, on a temporary basis. Together with staff, senior leaders planned well to help children return to school successfully. Parents speak positively about approaches taken to support children re-engage with school. Staff provided useful social stories designed to reduce anxiety, improve awareness of hygiene and new school routines. Parents use digital platforms to access valuable examples of learning that children are undertaking at school. This allows parents and staff to build on the good practice of sharing learning that occurred when children were at home. Parents would like support from other professionals such as speech and language therapists to resume as soon as possible. As a result of the support offered by the school, almost all children now have good levels of attendance. At the time of the visit, the school was still experiencing a few pupil related Covid absences. Teachers are supporting these children well, providing both practical and online learning activities, and communicating regularly with children and families.

Progress with recommendations from previous inspection

Staff in the school have worked effectively with local authority colleagues to improve approaches to safeguarding and child protection. Staff are aware of factors that may impact on children's wellbeing and their responsibilities in reporting and recording concerns. Senior leaders have reviewed files to ensure they contain the necessary information about children's needs and circumstances. The school has correctly identified the need to improve further safeguarding approaches including the updating of policies and an evaluation of how well children are supervised as they learn and play.

Staff are beginning to develop better approaches to evaluating the work of the school. They are engaging well with national guidance in order to examine the quality of their practice. Senior leaders have introduced useful activities to help staff understand better what is working well and what needs to improve. Teachers are now observing each other's lessons. This is a positive first step in helping teachers take part in discussions about how to engage children better in their learning. Senior leaders are supporting staff well to identify what needs to improve.

Overall, the pandemic has impacted significantly upon plans to improve the quality of learning and teaching. Senior leaders, supported by the local authority, should continue with their plans to prioritise improving the quality of learning and teaching across the school. Staff need to take better account of the individualised needs and capabilities of children when providing learning. In a minority of classes, teachers provide appropriate learning opportunities for children. In these classes, children are engaging better with their learning and developing skills. It is important that all teachers build upon this practice to ensure consistent approaches across the school.

Due to the pandemic, staff have not yet been able to improve how they assess children's progress. Senior leaders have introduced an online system to track and monitor progress made by children. It is not yet possible to measure the impact of this system. Teachers need to develop approaches to better understand the progress children are making and use this information to plan next steps in learning. Senior leaders should continue with their plans to provide teachers with professional learning.

What happens next?

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. These have had a significant impact on the work of the school. Staff are prioritising their plans to support recovery. As a result, the school needs more time to take forward the recommendations from the original inspection. We will carry out another visit to the school within one year of the publication of this letter. When we carry out another visit, we will write to you informing you of the progress the school has made.

Monica Reilly
HM Inspector