East End Primary School

School Context and Overview

School Vision, Values and Aims

School Curriculum Rationale (Under Review)
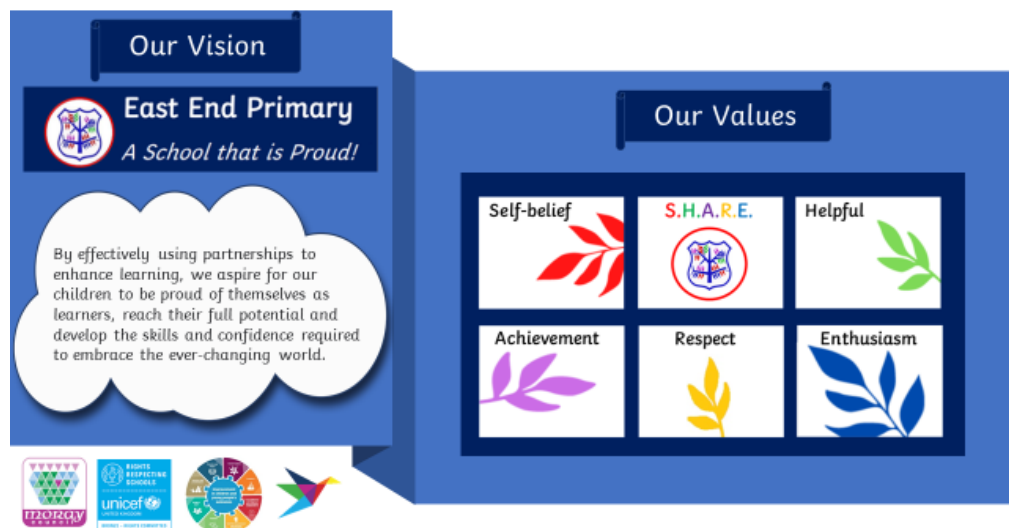
School context and background

East End Primary School is a non-denominational primary with a current roll of 165 pupils placed within 7 classes. We also have a Nursery which runs sessions daily. The school lies to the east of Elgin. Our catchment has mixed housing with a high proportion of flats and rented accommodation.

East End School is located within 2 buildings. We are very lucky to be able to use a variety of 'break out' spaces within our school to accommodate children with specific needs and a range of activities out with the classrooms. We also have a large grassed area and tarred area around the school which the children have daily access to and on which we are currently developing our loose parts play activities.

The school has a generous supply of ICT equipment. Each class has a teaching Smartboard and at least 5 computers, which are all network linked. We also have a portable trolley which houses 18 netbook computers as well as a portable trolley with iPads to support the learning and teaching within our school.

We have a wide range of means for keeping our parents informed. Our School Website provides a wide range of information and class teachers post pictures and videos regularly to our school Twitter account.

Our Inclusion Project Coordinator (IPC) is funded through Pupil Equity Funding and supports a number of our families. She has a wealth of knowledge about supports available to families and is a key member of our staff.

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Staffing

- 1 Acting Head Teacher and 1 Acting Depute Head Teacher
- 10 Class Teachers (2 of these are NCCT teachers) and 2 Support for Learning Teachers.
- 9 Pupil Support Assistants and 1 Classroom Assistant
- 1 Janitor, 1 School Secretary, 1 Clerical Assistant and 1 Inclusion Project Coordinator.

School roll and capacity

- Roll: 165
- Capacity: 264

General information on attendance (%) and exclusions (%)

We have 88.9% attendance and 0% exclusions. Our Inclusion Project Coordinator supports attendance. In term 3 45 attendance letters were sent to families and in term 4 this was reduced to 5.

Overall pupil profile (ASN, EAL, LAC, Armed Forces etc)

- ASN: 147 out of 165 pupils are recorded on Seemis as having ASN
- EAL: 10 pupils out of 165 are recorded on Seemis as having English as an additional language.
- LAC: 1 child
- Armed Forces: 11 families

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Priority 1

Review the Vision, Values and Aims of the school along with the Curriculum Rationale

Key links to Moray Education Priority Area(s):	
☐ Learning, Teaching and Assessment ☒ Empowering leadership at all Levels	☒ Curriculum ☐ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:

☐ Placing human rights and needs of every child and young person at centre
☐ Improvement in children and young people's health and wellbeing
☒ Closing the attainment gap between the most and least disadvantaged children
☐ Improvement in skills and sustained, positive school leaver destinations for all young people
☒ Improvements in attainment, particularly in Literacy and Numeracy
	☒ School and ELC Leadership
	☐ Teacher and practitioner professionalism
	☐ Parent/carer involvement and engagement
	☐ Curriculum and assessment
	☐ School and ELC Improvement
	☐ Performance Information
		☒ Priority 1 – Improve Wellbeing
		☐ Priority 2 – Safeguarding
		☒ Priority 3 – Poverty
		☐ Priority 4 – Corporate Parenting
			☐ 1.1 ☒ 2.1
			☐ 1.2 ☐ 2.2
			☒ 1.3 ☐ 2.3 ☐ 3.1
			☐ 1.4 ☐ 2.4 ☐ 3.2
			☐ 1.5 ☐ 2.5 ☐ 3.3
			         ☐ 2.6
			         ☐ 2.7

Progress and Impact

Agreed Action:

Continue review of the school's vision, values and aims and clearly align thinking to the ongoing review of the Curriculum Rationale and the daily work of the school.

Progress and Impact

- Focus groups of learners took part in the review and, following the launch and the display of these in all learning areas most learners are able to explain what the vision and values are and identify how they impact on their daily lives at school.
- Almost all learners aspire to meet the visions, values and aims of the school and what it is trying to achieve.
- Most learners are able to talk about their learning experiences with reference to the values and vision through the celebration of the individual values in classes, the playground and through assemblies.
- All stakeholders were consulted in the review through a Google form and results collated. Parents, agencies and visitors are able to make comment, when asked about the values/aims and how they can see and feel these in their work with the children and staff.
- Embed the use of the new 'SHARE' certificates to in order to recognise the learners who have demonstrating the school values each week.

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Next Steps

Developing a shared vision, values and aims relevant to the school and the community

- Consider reinstating the Dojo Lunchtime table as a reward for those learners who have achieved the most Dojo points in their class.
- Introduce a PROUD clouds display in every classroom to celebrate in school and out of school achievements weekly in class.
- Collate the information gathered from the consultation to create a reviewed curriculum rationale for display for all stakeholders.
- COntinue to ensure that there is effective leadership at all levels in order to ensure that the school vision becomes a sustainable reality. The SIP will identify Leadership Groups for learners next session and Working Groups for staff to support developments.
- Evaluate the impact of the development work completed by the Literacy, Numeracy and Health and Wellbeing Coordinators on learners.
- Promote opportunities for further practitioner enquiry and creative approaches. Make use of Power Up Your Pedagogy as a whole-school resource to support this.

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Priority 2

Raising Attainment in Numeracy

Key links to Moray Education Priority Area(s):	☒ Learning, Teaching and Assessment ☐ Empowering leadership at all Levels	☒ Curriculum ☐ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:	
☐ Placing human rights and needs of every child and young person at centre ☐ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy	☐ School and ELC Leadership ☐ Teacher and practitioner professionalism ☐ Parent/carer involvement and engagement ☐ Curriculum and assessment ☒ School and ELC Improvement ☐ Performance Information	☐ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☒ 1.1 ☒ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7 · ☐ 3.1 ☒ 3.2 ☐ 3.3

Progress and Impact

Tracking and Predictions in February 2023

Description: Numeracy	February 2023 (Actual)	June 2023 (Predicted)
P1	0%	73%
P4	12%	40%
P7	0%	41%

Tracking in June 2023

☑ P1 ☐ P2 ☐ P3 ☑ P4 ☐ P5 ☐ P6 ☑ P7

Stage	Numeracy N									
	00	E	01	02	03	04	98	99	MISSING	Total
P1	16.0	84.0								100.0
P4		32.0	68.0							100.0
P7			58.3	41.7						100.0

- Classroom observations, assessments and evaluations evidence that most learners are more able to demonstrate an understanding of how each strategy supports their current learning, that they have developed a deeper understanding of Number and are more able to apply knowledge and understanding to tasks. In addition, dialogue between learners and their peers, learners and practitioners evidence that most learners show increased confidence within their Numeracy tasks and are able to explain their numerical thinking.

- Through the continued development and implementation of the whole-school Numeracy pathway, most learners' knowledge and skills are built through a more coherent learning experience from Early level to Second Level. This can be evidenced in the progress made in attainment (above)

- Following the purchase of additional Numeracy resources this year, most learners have access to appropriate resources to support their understanding of mathematical concepts and approaches.
- Some learners benefit from tasks, activities and resources which are effectively differentiated, can select from a range of resources and use these responsibly to meet their individual needs.
- At transition, there is greater consistency for most learners with regards to pedagogy, mathematical vocabulary and resources. This is evidenced in the implementation and delivery of the whole-school Numeracy learner pathway, which highlights exactly where each learner/group is within their understanding of a level and sets clear next steps. This alongside the whole-school weekly enhanced transition sessions as well as transition meetings as part of Teachers' Working Time Agreement in Term 4, allowed for pupils and their teachers to gain a clear understanding of where they are in their learning.
- Most learners are given the opportunity to demonstrate their learning and understanding of maths and Numeracy concepts/strategies through a wider variety of means. This is evidenced through classroom observations, stage planning, forward planning, Play, Outdoor learning, pupils' jotters and Pupil Voice.
- Some assessments and next steps are shared with learners to support their understanding of themselves as leaners - what their strengths are and areas for development. This can be evidenced in the Early Years, through regular and assessments and dialogue with pupils as well as Pupil Voice as part of the reporting process across the whole school.
- Most teacher professional judgement is more accurate and this leads to confidence within the tracking of progress over time. This is evidenced through the introduction of Progress and Achievement tracking system and termly tracking meetings with SLT this year.

Next Steps

- The development of digital profiling will allow for pupils to further demonstrate their learning and progress in Numeracy and offer opportunities for them to demonstrate their understanding of a variety of strategies and their ability to apply knowledge and understanding to tasks.
- Continue to develop and implement the whole-school Numeracy pathway to include digital as well as Concrete, Pictorial and Abstract approaches and resources.
- In order to ensure that learners continue to develop a deeper understanding of Number, develop and implement a whole school programme focussing on Times Tables next session.
- Following the purchase of numeracy resources this year, fully embed the use of these across the school in order that the learners have access to appropriate resources to support their understanding of mathematical concepts and approaches.
- School Improvement and Self Evaluation will focus on learning and teaching approaches in Numeracy next session, allowing for improvements to be made in differentiated tasks, activities and resources for all learners.
- Opportunities for stage planning, learning together and Moderation in Numeracy will be made available for practitioners next session, This will ensure a shared understanding of standards and the provision of tasks that meet all learners' needs.
- Further develop a whole-school approach to assessment within Numeracy, through the implementation of the newly purchased Numeracy assessments. Use these to create a baseline for each learner and to track progress throughout the year, ensuring that the learners are involved at every stage in order that they underst6and what progress they have made and what their next steps are.

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Priority 3

Raining Attainment in Literacy

Key links to Moray Education Priority Area(s):	
☒ Learning, Teaching and Assessment	☒ Curriculum
☒ Empowering leadership at all Levels	☐ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
☐ Placing human rights and needs of every child and young person at centre	☐ School and ELC Leadership	☐ Priority 1 – Improve Wellbeing	☐ 1.1	☐ 2.1	☐ 3.1
☐ Improvement in children and young people's health and wellbeing	☐ Teacher and practitioner professionalism	☐ Priority 2 – Safeguarding	☐ 1.2	☐ 2.2	☐ 3.2
☐ Closing the attainment gap between the most and least disadvantaged children	☐ Parent/carer involvement and engagement	☐ Priority 3 – Poverty	☐ 1.3	☐ 2.3	☐ 3.3
☐ Improvement in skills and sustained, positive school leaver destinations for all young people	☐ Curriculum and assessment	☐ Priority 4 – Corporate Parenting	☐ 1.4	☐ 2.4	
☒ Improvements in attainment, particularly in Literacy and Numeracy	☒ School and ELC Improvement		☐ 1.5	☐ 2.5	
	☐ Performance Information			☐ 2.6	
				☐ 2.7	

Progress and Impact

Tracking and Predictions In February 2023

Description	February 2023 (Actual)	June 2023 (Predicted)
P1 – Literacy - **Reading**	19%	77%
P1 – Literacy - **Writing**	23%	77%
P1 – Literacy – **Listening and Talking**	38%	88%
P1 – Literacy – **Achievement of all Literacy elements**	19%	77%
P4 – Literacy - **Reading**	28%	52%
P4 – Literacy - **Writing**	12%	20%
P4 – Literacy – **Listening and Talking**	32%	52%
P4 – Literacy – **Achievement of all Literacy elements**	12%	20%
P7 – Literacy - **Reading**	33%	46%
P7 – Literacy - **Writing**	25%	29%
P7 – Literacy – **Listening and Talking**	83%	83%
P7 – Literacy – **Achievement of all Literacy elements**	20%	29%

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Tracking in June 2023

Stage	Literacy (English) ELT									EW										ER									
	00	E	01	02	04	98	99	MISSING	Total	00	E	01	02	03	04	98	99	MISSING	Total	00	E	01	02	03	04	98	99	MISSING	Total
P1	12.5	83.3				4.2			100.0	20.8	75.0					4.2			100.0	33.3	62.5								100.0
P4		30.8	61.5			3.8	3.8		100.0	3.8	34.6	57.7						3.8	100.0	7.7	26.9	61.5						3.8	100.0
P7			8.3	91.7					100.0		8.3	37.5	54.2						100.0		8.3	54.2	37.5						100.0

- At Early and First Levels, learners benefit from teachers having developed a shared understanding of the Talk for Writing programme. Learning is purposeful, provide appropriate support and challenge and be delivered with appropriate pace. This is evidenced in the progress that has been made in Writing attainment in P1 and P4 this session, along with pupils' jotters, observations, Moderation and stage planning among teaching staff.
- At Early and First Levels, some learners demonstrate confidence in their understanding of the steps required to make progress in Writing by identifying where they are in their learning and what they need to do to improve. This is evidenced in pupil dialogue between pupils, with adults and within pupils' reports.
- Following the purchase of additional Literacy resources this year, most learners have access to appropriate resources to support their understanding of Reading, Writing, Talking and Listening.
- Through the development and implementation of the Interdisciplinary learner pathway this year has enabled most learners to develop life-long skills within Literacy, ready for the world of work. This is evidenced in forward planning folders and classroom observations/displays.
- Through the delivery of Wraparound Phonics and Wraparound Spelling across the school this year, most learners demonstrate a greater confidence and accuracy around phonics and spelling and their ability to transfer these skills into their Writing. This is evidenced in Phonics/Spelling assessments at each level and pupils' Writing and Spelling jotters.
- With the introduction of the Progress and Achievements Tracker and termly Tracking meetings with SLT this year, individual learners' progress across the school within Literacy is now recorded in a systematic manner so that pace of learning can be maintained and progress monitored.

Next Steps

- School Improvement and Self Evaluation will focus on learning and teaching approaches in Writing next session, allowing learners a consistency of approach and high expectations in Writing across the school as teachers focus on improvement for all. Talk for Writing training will be delivered as part of the Associated School's Group Improvement Plan.
- The impact of new resources will continue to be carefully monitored and evaluated to ensure improved outcomes for learners within Literacy.
- The development of digital profiling across the school will further develop pupils' ability to talk about their learning/progress within Literacy and set their next steps.
- Fully embed the recently introduced Interdisciplinary learner pathway across the school to ensure the development of life-long skills within Literacy, ready for the world of work.
- A review of the delivery of Wraparound Phonics and Wraparound Spelling will take place next session to ensure consistency of approach for learners.

- The learning and teaching of Reading through Higher Order Reading (HOR) will be a focus for improvement next session. This will ensure tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners within Reading.
- Assessment within Reading Comprehension will be a focus next session. This will allow learners to benefit from Reading resources that match their ability, based on assessment evidence.

Priority 4

Health and Wellbeing

Key links to Moray Education Priority Area(s):	☐ Learning, Teaching and Assessment ☒ Empowering leadership at all Levels	☒ Curriculum ☒ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
☐ Placing human rights and needs of every child and young person at centre ☒ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☐ Improvements in attainment, particularly in Literacy and Numeracy	☒ School and ELC Leadership ☐ Teacher and practitioner professionalism ☐ Parent/carer involvement and engagement ☐ Curriculum and assessment ☒ School and ELC Improvement ☐ Performance Information	☒ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 1.1 ☒ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☐ 3.1 ☐ 3.2 ☐ 3.3

Progress and Impact

- Effective partnerships continue to be built through the Child Planning process, as part of enriching the curriculum and widening pupils' experiences. Additional examples this year have are Outfit Moray, Moray Leisure Centre and both secondary schools who have offered upper stages pupils a range of learning experiences and have been funded through Pupil Equity Funding.
- Through ERDPS, PRDs and Termly Tracking meetings this year, all staff have had the opportunity to reflect on their own practice. As part of Moderation, stage planning, in-service and CLPL opportunities, most staff have also began to work collaboratively to build their capacity to meet the needs of all learners.
- From January this year, the implementation of the whole-school Relational Policy now effectively promotes safeguarding and wellbeing among all learners and takes good account of the context of the school. This policy is fully embedded in all areas within the school and is referred to regularly with the pupils in class and at weekly assemblies. The relationships and behaviour within the school have become positive. This can be evidences in the decrease in Violence and Aggression forms across the academic session from around 30 being completed in September '22 to 2 in May '23.
- As part of self-evaluation focus groups of learners were asked to contribute their ideas using the HGIOURS self-evaluation tool, which has led to some learners becoming more involved in decision-making in relation to the work of the school.

- Through the use of Zones of Regulation and Emotion Coaching throughout the school, most learners are becoming more able to self-regulate and understand their emotions. This is evidenced in Pupil Voice as part of the Child Planning process as well as through practitioner observations.
- All staff were trained in restorative practice, which has supported positive behaviour on the playground.
- Learners benefited from the re-introduction of family learning opportunities this year with information sessions being held for the Early Years and whole-school Shared Learning Sessions held termly. This allowed for staff to further support parents/carers to actively engage in their children's learning. The sessions were very well attended and feedback from parents/carers was positive.
- Early Years staff continue to access and apply relevant findings from educational research in learning through Play to improve learning experiences for all learners. The success of this research can be seen in Primary 1 attainment (above).
- Through pupil dialogue and reporting this year, learners were supported, individually, to identify their own learning needs in Health and Wellbeing.
- For targeted pupils, the online Boxall Profile was introduced this year to allow appropriate interventions to be put in place and support the identified gaps in learners' progress within Health and Wellbeing.
- The introduction of the RSHP learner pathway across the school this year allowed almost all pupils to learn the facts about RSHP, appropriate to their age and stage in order that they are better informed to make the right choices. Learners also benefited from their parents being fully informed of the content and reasons for the programme in order that they can discuss and be supported in this area at home.
- The introduction of the digital Health and Wellbeing leaner pathway this year supported staff in streamlining planning for this curricular area and ensured appropriate coverage of the Es and Os within the Health and Wellbeing curriculum for most learners.

Next Steps

- Reintroduce targeted Nurture sessions as part of Support for Learning to ensure that the learning environment is built on positive, nurturing and appropriately challenging relationships.
- Continue to embed the Relational Policy across the school to ensure consistency of approach towards behaviour and expectations.
- Further develop opportunities for pupils to be more involved in decision-making in relation to the work of the school.
- Continue to develop Play indoors and outdoors across the school, to ensure a more regular, progressive curriculum-led experience for all learners.
- Re-introduce the use and analysis of the Glasgow Wellbeing Profile in order to further develop pupils' ability to identify next steps in their learning within Health and Wellbeing.
- Further develop the use of online Boxall Profiles next session to allow staff to identify gaps in pupils' development/wellbeing needs and what interventions could be put in place to support these.
- Fully embed the use and delivery of the Health and Wellbeing learner pathway across the school.