

**Eastfield Primary School and Nursery Class**  
**Improvement Report June 2015**

**1. Introduction**

Eastfield Primary School and Nursery Class serves the Cumbernauld communities of Balloch, Eastfield, Craigmarloch and the village of Croy. During session 2014-2015 the school roll was 405. The nursery class offers morning and afternoon sessions (40/30), and the nursery roll was at maximum capacity of 70. The staffing level within school was 18.64 Full Time Equivalent (FTE), this included one job sharing post.

This session Eastfield Primary School and Nursery have been linked to a partnership school as part of a Shared Headship arrangement. This Shared Headship was organised by North Lanarkshire Council on a temporary basis for the projected period of one academic session. The partner school of Eastfield Primary this year has been Chapelgreen Primary School & Nursery class in Queenzieburn. Whilst this Shared Headship has provided a variety of opportunities for professional networking, moderation and building capacity, it has presented challenges in terms of management workload. This is mostly due to the Head Teacher being one year in post and leading a newly appointed senior management team at Eastfield Primary School.

Furthermore, the school's management team has been reviewed this session as part of management efficiency savings. As part of this process the school will reduce its management staffing by one Principal Teacher and one Depute Head Teacher in session 2015-2016. This year the school has been involved in the redeployment process of both staff members. During this period the identified Depute Head Teacher secured a post within another authority resulting in a senior management vacancy for the final term. For this period an acting Depute Head Teacher and an acting Principal Teacher were appointed. It is predicted that the adjustment to this reduction will prove challenging in the session ahead.

A nursery teacher, a Senior Early Years Worker and three Early Years Workers, have staffed the nursery class this session. One of the Early Years Workers posts is a job share post and one other is part-time covering morning sessions. This session a new teacher joined the nursery from the existing school team. The nursery also participated in a Care Inspectorate review this year and achieved 5- very good grades across the CI standards. This is the highest grading that the nursery has achieved to date.

The broad aims of the school is to provide a happy, friendly, safe and stimulating environment where each child can feel happy, secure, valued, receive the best possible learning experience and their parents / carers the highest quality service. The school and nursery also aims to encourage children to have the confidence to express their views and opinions, to raise their self esteem and promote independence.

The establishment strives to work in partnership with parents, carers and where appropriate, other agencies, to promote learning in a caring and sensitive manner and to ensure that everyone is treated equally and fairly.

The following continue to be seen as strengths of the school and nursery class:

- A welcoming and positive ethos in school and nursery settings.
- Continued good teamwork across a large whole staff group.
- Staff willing to develop Curriculum for Excellence across both nursery and school.
- Generally well behaved and hard working pupils within the school.
- Well behaved and enthusiastic nursery children.
- Very supportive parents and carers in both settings.
- Very good relationships between pupils and staff.
- Effective links with the wider community.
- A staff group who continue to strive for high levels of attainment matched to Curriculum for Excellence outcomes and experiences.
- Pupil participation in a good range of councils, committees and activities
- The attention given to the care and welfare of pupils.

The school continues to receive support from English as an Additional Language Teacher, Educational Psychologist and Speech Therapist.

During the course of the session the school worked at taking forward areas for improvement as set out in the School Improvement Plan. This provided staff with opportunities to lead aspects of the plan.

## **2. How well do young people learn and achieve?**

Evidence through observations of teaching, review and discussion of forward plans with staff, discussions with pupils and the monitoring of pupil work, indicates that almost all children in both nursery and school continue to be enthusiastic and motivated learners. There is evidence of a range of teaching and learning approaches including the use of active learning, co-operative learning and increasing choice for pupils across the establishment. Through discussions with pupils, indications are that most children have a positive experience of school and are exposed to a wide and challenging curriculum.

Teachers were well supported during the session by staff from the Literacy Base and Inclusion/ Positive Behaviour Base. Support given in these areas has been transferred to teaching and learning. Furthermore the school participated in the North Lanarkshire Early Learning Refresh and has reviewed and improved its approach to effective play within the early level.

In the school setting, most children are making good progress through Curriculum for Excellence. The monitoring of pupil work indicates that most children are learning at an appropriate level and that the pace of learning is appropriate for most. The school continues to refine its approach to planning this session inline with CfE guidance to track individual pupil and whole class progression.

Within language, most children continue to make good progress in reading and writing. Discussions with children show that they are confident at talking and listening to others. Language skills have continued to be developed across the curriculum with children either individually or as groups producing investigations related to interdisciplinary learning. This session the school has worked closely with the Active Literacy team to implement NLC Active Literacy policy throughout the school. All staff successfully completed stage relevant training this session and a significant budgetary spend was made to purchase new reading material and disband existing schemes.

In mathematics, most children are making good progress although there is a need for further development of using mathematics in real life contexts in addition to ensuring that learning and teaching is directly linked to CfE experiences and outcomes. This session the school has worked closely with the NLC Numeracy Development Officer teams to plan for the implementation of maths pathways to support progression within mathematics and numeracy. All staff have completed training in Numicon and 'Maths on Track' mental agility approaches. New resources have also been purchased this session to provide a range of updated maths and numeracy teaching and learning material.

All children continue to benefit from the use of the ICT area and lapbooks and ipads are timetabled throughout the school to support with interdisciplinary learning and active approaches. Pupils across the school produced Powerpoint presentations and animations that have been used at assemblies. An afterschool media club consisting of senior pupils produced video content for the school website. The school has continued to build their new website this session and have worked closely with parents/carers to use this facility to enhance communication. Class and committee blogs have been established throughout the school to share learning with parents/carers. The school continues to utilise a Twitter account and text messaging to support communication. This session the school purchased 3 new Smartboards this session to ensure that all classes from Primary 6 through to Primary 7 have access to ICT on a daily basis to enhance learning and teaching.

Art and design remains strong with children having access to a wide range of resources and using skills taught to produce work of a high standard.

Children's achievements continue to be recognised both within and out with school. Assemblies are used to celebrate achievements of groups and individuals and each child is encouraged to record their achievements both at school and at home in their learning diaries/journals. Further development in pupil profiling is planned for session 2015- 2016.

A health week was held to promote health and wellbeing. This involved the whole school community and had support from various partnership agencies.

The brass instrument group has grown and auditions are offered to all children in Primary 5 and 6. Take up of this has led to a group of thirteen children having tuition on a weekly basis and four children going on to play with the North Lanarkshire Preparatory Band. A school choir has been established this session consisting of 30 children. The choir recently won an award at a local Burns Federation competition and several pupils achieved gold, silver and bronze awards for Scottish Verse speaking and solo singing.

An increasing number of after school activities continue to be offered throughout the session from Primary 1 to Primary 7, this has included football, tennis, dance, badminton, art, cookery, media group, gardening and Heart Start training.

The school and nursery has been involved in a number of charity events, the most notable being an Africa Week to raise money for the Eastfield 'partner school' Kileva Eastfield in Kenya. Pupils from the Enterprise committee, drawn from across the school, had a central role in planning and leading this event. Other charities supported by the school have included Yorkhill Hospital, Strathcarron Hospice, St. Andrew's Hospice, Childline, UNICEF, British Heart Foundation and Children First. This session the school seeks to apply for the Global Citizenship School status and continue on their journey for Fairtrade and Rights Respecting Schools status.

Pupil voice is very good with a variety of pupil groups running within the school. These include a Pupil Council, Health & Sports Committee, Eco Committee, Enterprise & Fairtrade Committee, Charity Committee, Princess Diana Anti-Bullying Ambassadors group and Junior Road Safety Officers Group.

Children in the nursery and school also participated in a number of competitions in sports, art, poetry, Euro Quiz and Library Quiz.

The nursery class offers a varied curriculum that is well planned around children's interests. All children in the nursery have made good progress in developing early literacy skills. They are able to retell some stories, songs and rhymes and can sequence events within them. They have also taken part in more concentrated work on listening and talking and are encouraged to participate in conversations and discussions. The children have also made good progress on letter formation, shapes and sounds at early level and have been encouraged in using writing patterns. Pre-school children have visited Primary 1 classes as part of the transition process and topics at Early Level have been undertaken between nursery and Primary 1.

Opportunities have been provided this session for staff across the nursery and school to work collaboratively and this is planned to continue. This session a significant amount of development work has taken place within the nursery which is reflected within the nursery's recent Care Inspectorate report.

### **3. How well does the school/centre support young people to develop and learn?**

The monitoring of teaching, planning, class observations and displays of work indicate that children have access to a broad curriculum which at times is challenging and appropriate to their needs. This session, the pace and challenge of learning will be explored through engagement with Blooms revised taxonomy, assessment principles and moderation surrounding the Significant Aspects of Learning. Staff have high expectations of the standard of work expected and almost all children are capable of producing work of a good standard. Good use is made of the resources available and in most cases staff ensure that they meet pupil needs. A whole school tracking system continues to be implemented throughout the school and to date this has ensured that the needs of all learners have been recorded, monitored and reviewed on a regular basis in line with NLC's Additional Support for Learning 'Policy into Practice 2'. Staff have engaged with a variety of training this year in relation to staged intervention and ASP target setting. Increased opportunities for staff to work with outside support agencies through bespoke training events (such as speech & language and occupational health etc) are planned for next session.

This session learning intentions and success criteria have been used throughout the school to support effective learning, teaching and assessment. Target setting and reflection is beginning to be used effectively. Children with Coordinated or Additional Support Plans work in partnership with their class teacher and in-school Additional

Support for Learning Coordinators to set SMART targets. These targets are shared, reviewed and created in partnership with parents/carers on a regular basis. Further work on developing partnership links with parents in respect of ASfL support is planned for next session.

In many classes, homework tasks are stimulating and creative, have involved both parents and children and have provided opportunities for children to be involved in extending their own learning. Home/school link diaries are established to support effective communication channels with parents/carers. A consistent approach to homework delivery throughout the school will continue to be developed next session. 'Meet the Teacher' workshops are also planned for parents/carers in September '15.

Staff within the school and nursery continue to engage with new approaches to planning. This session staff have successfully adapted to a new planning system that supports CfE experiences and outcomes planning, evidencing differentiation and tracking individual learner's progress and next steps. As part of this new approach to planning, individual class records for tracking progress through Curriculum for Excellence Levels have been started to support whole class and group tracking of CfE coverage and depth of learning. This session staff will focus specifically on effective planning for Interdisciplinary learning. Staff are continuing to develop their understanding of the importance of learning intentions and success criteria and how these support effective assessment processes.

In the nursery, staff continue to plan with good account being taken of children's interests. Further development of interdisciplinary planning and learning that ensures a responsive approach to learning and teaching is planned for next session. Nursery staff and school staff have worked together as a whole team this session during inset days and training events. Further opportunities teachers and practitioners to engage in cross sector professional learning to observe good practice is planned for next session.

Good and effective transitions are in place with the associated secondary school and Primary 7 staff have taken part in moderation activities with secondary colleagues in relation to CfE Second level literacy and numeracy this session.

Recent feedback from pupils continues to indicate that they feel that they are well treated in school and their teachers are supportive of them. Visitors to school often praise the behaviour, manners and enthusiasm of the children.

There are good and effective transitions from nursery to primary with children from nursery having several visits to the Primary 1 teaching area to work and meet staff. Children from Primary 1 have also visited the nursery class to work with children there. Nursery staff have continued to provide opportunities for children to self evaluate their progress through the use of personal profiles, photographic evidence and re-visiting work already undertaken. Nursery pupil profiles are accessible to parents/carers and they are regularly invited and encouraged to review and comment on them with their child.

Children from both nursery and school have had visits out into the community and these have included Tesco, SSE, church and walks around the local area all with a view to developing their understanding of their world. Visits further afield have also taken place ranging from visits to Glasgow's Tall Ship, Amazonia, Zoolab and pupils from Primary 7 participated in a very successful outdoor week at Kilbowie Outdoor Centre. The Nursery class completed a 'Wellie Waddle' local walking fundraiser and 'Family Fun Day' event this session. This session the school and nursery hosted its first Summer Fete. This was a very successful event that was covered by the local press and supported partnership building with parents/carers and the community to be established.

#### **4. How well does the school/centre improve the quality of its work?**

Staff across the establishment continue to provide good teaching and learning experiences and continue to focus on improving the quality of their work. Self-evaluation is embedded in practice and feedback from children, parents/carers and staff is sought regularly to validate performance and identify further improvement areas. Teaching staff continue to have the opportunity to assume greater responsibility for aspects of the School Improvement Plan and take on leadership roles within the school. These include, coordinator roles for literacy, SIR blank template 2012

numeracy, ICT and Sports in addition to being staff members and leaders of the wide variety of pupil councils and committees within the school.

A Staff Representative Group is in place within the school to enhance and support staff consultation with management. Departmental/area meetings have provided additional time for staff to reflect on the work in their part of the school, looking at both positive aspects of this and areas for development. Parents/carers and pupils have also been consulted on the work of the school and this feedback has been used to inform the improvement plan. Nursery staff are involved in regular team meetings with the HT and DHT.

A 'You Said - We Did' board is used within the school and nursery to inform parents/carers of improvements that have been made within both establishments in light of School Improvement aims or parental feedback. Parental comments and feedback is also shared with the parent forum through the comments folders within the school and nursery reception areas. The school and nursery website and Twitter account provides a further channel of communication.

## **5. Assigning levels using Quality Indicators**

<b>Quality Indicator</b>	<b>Level</b>
1.1 Improvements in performance	4
2.1 Learners' / Children's experiences	4
5.1 The curriculum	4
5.3 Meeting learning needs	5
5.9 Improvement through self-evaluation	4

## **6. Areas for Improvement**

Both the nursery and school are in a good position to continue to develop and improve. However, this session the school's connection to a partner school has slightly impacted the pace of improvement within the school.

As outlined previously, the school has been required to participate in the redeployment of management staff this session. Next year the school will move to a reduced management team of one Head Teacher, one Depute Head Teacher and two Principal Teachers. This is a reduction of one Depute Head Teacher and one Principal Teacher from the previous session. These reductions in management capacity are predicted to have an impact on the pace of improvement and increased workload. To support this change, management remits will be reviewed next session and increased leadership opportunities (through practitioner enquiry investigations) will be offered to staff to support CLPL.

In addition to the review of the management structure there has been a successful appointment of three permanent teachers. These new members of staff will take up post in August 2015. Two of whom were external appointments and the other an internal member of staff.

These appointments bring welcomed long-term stability to staffing within the school. However it is important to note that these staffing updates (in addition to two probationer teachers being placed within the school next session) will impact approximately 50% of the school's core staffing team.

Following evaluation of the work carried out in the School Improvement Plan for session 2014 / 2015 and surveys of staff, pupils and parents/ carers, the main developments for session 2015 / 2016 will be:

- Continue to implement NLC's Active Literacy Programme and ensure consistency in the approach to teaching literacy throughout the school (this will be achieved with support from the Quality Improvement Service- Active Literacy Team). Year 2
- Continue to plan and deliver effective learning, teaching and assessment within the curriculum area of maths, numeracy, literacy and language. Year 2
- Continue to enhance the quality of Additional Support for Learning intervention and support throughout the school and nursery. Year 2