



## EAST FULTON PRIMARY SCHOOL

# STANDARDS AND QUALITY REPORT

## June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Elaine Brown

Head Teacher

## OUR SCHOOL AND EARLY LEARNING AND CHILDCARE CENTRE

East Fulton Primary School is a non-denominational primary school within Linwood with a current pupil roll of 233. 38% of our children attend East Fulton as placing requests. The school is 54 years old and continues to provide good facilities for our pupils which includes a Library/multi-purpose room, separate gym hall with stage and a Nurture room. There are extensive school grounds with an eco-garden and a blaze surfaced football pitch which has recently been resurfaced. It has been adapted to accommodate two seven a side football pitches and a basketball court. The playground has an outdoor classroom, trim trail and Soft Play area which have been funded by our Parent Council. All children also have access to a Woodland Garden and an outdoor area.

East Fulton's staffing consists of a Head Teacher, Depute Head Teacher and a Principal Teacher. There are 3.5 support staff allocated to our school. Class structure for East Fulton for session 23/24 allows for 9 classes, 6 of which will be composite classes. The classes will be staffed by 13 class teachers 7 of which are flexible working positions.

Our establishment has three ELCC classes two of which are based within the original school building. Our ELCC has two Depute Heads, one Senior Early Learning and Childcare Officer, one 0.2 Early Years Graduate, 10 Permanent Early Learning and Childcare Officers, 2 Temporary Early Learning and Childcare Officers (2 of which are term time), 2 Support Workers and one vacancy for a support worker.

Our 3-5 Nursery Class (Butterfly Room) based within the school building can accommodate 28 children with a 1:7 ratio of adults to children. Our external 3-5 playroom based within the refurbished portacabin (Ladybird playroom) can accommodate 28 children with a 1:7 ratio of adults to children. Both playrooms have a range of placements, including term time and extended day being offered to support children and families who attend.

Our 2-3year old room (Caterpillars) can accommodate 10 children with a ratio of 1:5 adults to children.

All eligible children are offered 1140 hours through a range of different attendance patterns. The establishment provides these hours over 48 weeks only closing for two weeks at Christmas and for public holidays.

## OUR VISION, VALUES AND AIMS

**At East Fulton we are One Team.**

**Children will be loved, and they will be welcomed. We support our children to have the best experience they can.**

### Our Values

Our values are how we behave at East Fulton

We are **Kind** - We care about other people. We think about the impact our words and actions have on others. We are patient and we help each other. We will listen to each other; we take turns, and we always act with respect and care.

We are **Honest** - we try and do the right thing. We tell the truth, and we will ask for help when we need it. If we can do better, we will try. We learn from our mistakes.

We are **Inclusive** - You are all welcome at East Fulton. We value the diversity and uniqueness of our pupils and community. We are a nurturing school, and we value caring relationships. Everyone is welcome here, no matter who they are or how they learn.

We are **Committed** - we are hard-working, we value effort and doing the best we can. We support each other, we know that some children learn differently from others, and we make sure everyone gets the help they need. We are always learning at East Fulton.

The aims of East Fulton Primary and ELCC are:

- To offer education of the highest quality and to provide each child with a broad balanced curriculum in conjunction with national and local guidelines.
- Within the above to enable all pupils to achieve their maximum potential.
- To provide teaching of quality using a variety of challenging approaches to motivate and build on previous experience.
- To provide support for pupils in all areas so that they show respect and care for themselves and others.
- To create, promote and sustain a sense of identity and pride in the school by encouraging partnership amongst staff, pupils, parents, Parent Council and all members of the community and to encourage high expectations of positive behaviour.
- To provide both caring, enthusiastic, well trained staff and ample well-organised resources to foster a stimulating, happy and safe environment for learning to take place.
- To manage the school effectively through strategies and systems for planning, implementation, monitoring and evaluation of agreed policies

## SUCSESSES AND ACHIEVEMENTS

- Primary 6 worked with our friends at Riverbrae on a Hear My Music project. This culminated in a concert for friends and families in Riverbrae and a very special performance at Paisley Abbey as part of the Renfrewshire Spring Music Programme.
- Primaries 1 and 2 have participated in National Youth Choir for Scotland singing games and rhyme lessons
- Primary 4 and 5 participated in Mod Academy Gaelic singing sessions
- Primary 6 and 7/6 participated in a Creative Learning drama and dance project led by Right to Dance based around the life of Robert Tannahill.
- Primary 7 and 7/6 participated in Youth Music Initiative Jazz sessions where they learned to play the glockenspiel
- We received a grant for £500 from the Scottish Football Association to promote learning through the context of football. Our project centred around using football as a theme to engage and excite learners through play-based learning.
- Our ELCC families enjoyed a Dolly Parton imagination library event in our garden
- Our gardening group led by our classroom assistant have planted trees, vegetables and brightened our entrance way with lovely flowers.
- Our school footballers have participated in several tournaments this term and performed consistently well.
- Primary 7 pupils participated in Renfrewshire's cross-country event
- All teaching staff are trained in Talk for Writing Non-Fiction
- All staff completed basic nurture training
- We raised £312 at our MacMillan cancer coffee morning
- Our Principal teacher attended training to become a digital ambassador
- ELCC depute and 1 ELCO have trained as Promise Keepers
- ELCC has provided supported placements for 1 pupil from Riverbrae and 2 Linwood High School pupils.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### **School Leadership**

Head Teacher has participated in Local Authority Learning Set, Depute Head Teacher completed Local Authority Aspiring Head Leadership Training, Depute Head of ELCC participated in Local Authority leadership training led by Glasgow University and Principal Teacher has undertaken nurture Leadership Training. This professional learning has allowed the leadership team to focus and reflect on their own leadership skills in order to create a new vision for the school and ELCC. The aspirational vision will shape the culture and identity of the establishment as we move forward.

Support staff have taken a lead role with raising attainment interventions such as the 5-minute box. This has resulted in children's needs being identified quickly and progress being tracked effectively.

Pupil led Royal Readers group organised a successful Book Week Scotland and World Book Week event. Feedback from pupils, families and staff showed that families appreciated the opportunity to enjoy reading activities with their children and be actively involved in the life of the school.

Primary 7 pupils have been undertaking a paired reading approach as reading buddies to younger children. This has given younger children the opportunity to revise their reading regularly and has contributed to a strong reading culture in the school.

All teaching staff have committed to being part of either Renfrewshire Nurturing Relationships Approach (RNRA) core group or a moderation working party. Although at the early stages the RNRA core group have reviewed our environment and begun to create an action plan for improvement. The moderation core group have started to look at the teaching and learning cycle and identify areas for the school to work on next year.

Pupil focus groups have informed the self-evaluation process and allowed us to identify next steps.

Pupils involved in various committees such as eco, rights-based learning, house captains and pupil council. This has allowed pupil voice to influence decision making in a variety of ways across the school.

### **Workforce Professionalism**

All staff participated in the annual Child Protection update training. All staff are aware of the important role they play and are vigilant to any safeguarding concerns.

Teaching, ELCC and support staff all received basic nurture training that had a focus on trauma and attachment theory. All teaching staff have also had input on de-escalation training, emotion works and the CIRCLE framework. This has allowed staff to consider the needs of individual children.

Teaching staff have attended a range of training this year including data analysis and differentiation. Staff report an increased confidence in using data to plan effective next steps with a focus on raising attainment for all.

Most ELCC staff have participated in quality interaction, SEAL maths and playroom environment training with the early year's teacher. This has resulted in raised awareness of the role of the adult in the nursery.

ELCC Induction programme ensures practitioners engage with the national induction resource and are supported in settling into our establishment. Practitioners are paired up and work collaboratively to ensure the induction process is smooth.

Support staff have had opportunities to take part in coaching and modelling sessions with various professionals with expertise in additional support needs. Staff have more effective strategies to help them support children with varying needs.

All staff undertake an annual Professional Review and Development meeting with a member of the Senior Leadership Team. Staff were encouraged to set targets linked to school improvement.

## **Parental Engagement**

90% of parents/carers attended parent/carers evening in October and 84% attended in May.

74 parents replied to our homework survey which resulted in a more consistent and streamlined approach to home school learning

We have offered a variety of events for families to attend this session including

- Read, Write, Count event for Primary 2 and 3 families
- Book bug for ELCC families
- World book day for all families
- Scottish Book Week events for all families
- Stay and play events in ELCC
- Open sessions for p1-7 children to share their learning with their families
- A very successful school and ELCC Christmas show
- A Dolly Parton Day was held in our ELCC to promote reading for enjoyment

Feedback from families shows they appreciated being back in the school and ELCC again and finding out more about their child's learning and how they can support them.

School staff introduced the Seesaw app this year which has allowed teachers to share children's learning more regularly with families.

Regular sway monthly newsletters go out to families in ELCC and in the school. Feedback on the new format has been positive with parents feeling more informed about what is going on in the establishment.

The Parent Council have restarted social events such as Halloween disco, sports day raffles, Christmas fayre which have been received very positively whilst also raising funds for the school.

## **Assessment of children's progress**

Quality calendar has been reviewed to ensure assessments are carried out across the year. This has resulted in staff beginning to have more robust data to inform next steps in learning.

GL assessments were carried out P3-7. National standardised assessments were completed in P1, 4 and 7. This is helping to increase teacher professional judgement and inform interventions for targeted support.

Two data project leaders were appointed to streamline approaches to tracking and data analysis. This has resulted in a more consistent approach across the school and clearer data about groups of pupils e.g., ASN, care experienced

## **School Improvement**

We have engaged in self-evaluation with all stakeholders in a variety of ways including questionnaires, evaluations, and ongoing dialogue to inform change and improvement in our school and ELCC.

Leadership, learning, teaching and assessment, children’s wellbeing, attainment, and achievement have been a focus for professional dialogue this year with staff and with our link Education Manager. This has helped us to identify areas for improvement.

### **Performance Information**

The leadership team have made data a key agenda item which has allowed us to develop our tracking system. This has allowed more scrutiny of data which has given us a baseline to set more appropriate stretch aims for 2023-24.

Teaching staff are more confident and prepared for tracking meetings. This has allowed us to focus on interventions that will support raising attainment for all and PEF interventions.

Planned learning conversations and tracking meetings have allowed staff to influence attainment and plan more appropriate interventions to support and challenge children.

Although attainment at P1, 4 and 7 continues to be lower than expected staff attainment meetings show that teachers have identified needs, next steps and interventions that should help us to raise attainment and build back after the pandemic.

	<b>Reading</b>	<b>Writing</b>	<b>Listening and Talking</b>	<b>Numeracy</b>
<b>Primary 1</b>	71%	74%	82%	74%
<b>Primary 4</b>	59%	59%	73%	55%
<b>Primary 7</b>	68%	59%	80%	63%

### **PUPIL EQUITY FUNDING**

Quality assurance information from all stakeholders in our school community is used effectively to inform PEF spending. The views of our parents, partners and children are very important to us and we use a variety of methods to ensure everyone has their say, for example questionnaires and focus groups. Our findings are collated and analysed by the staff team. Results are shared with all stakeholders and used to inform interventions, resource purchase and the focus of professional learning.

Collated consultation information is used alongside monitoring and tracking evidence to help us pinpoint what we need to stop doing; what needs changed; any barriers to improvement; and to agree our short, medium and long-term improvement priorities for the following school year. This ensures a collegiate approach to school improvement and pupil equity fund spending with the views of all in the school community at the heart of decision-making.

Our strategy to close the poverty related attainment gap in literacy, numeracy and health and wellbeing is built around:

- improving the overall quality of learning and teaching
- providing targeted interventions
- supporting parents to engage with learning activities at home

During session 22/23, we used PEF to increase our core teacher staffing by 0.4 FTE to provide targeted support for learning in literacy and numeracy. Monitoring and tracking of Curriculum for Excellence levels showed a need to provide more targeted intervention to pupils who are off track, which would in turn, help to close the poverty related attainment gap. We purchased standardised assessments (GL Assessment) using PEF to identify the specific gaps in children's learning which informed the targeted support.

**28 children received targeted numeracy support across P1, P4, P6 and P7.**

- In Primary 1, 9 children receive targeted SEAL based numeracy interventions. 1 out of 9 of these children are now on track to achieve the appropriate the Curriculum for Excellence (CfE) level. The remaining 8 children have made very good progress and the attainment gap has been closed by at least 6 months.
- In Primary 4, two children received targeted SEAL based numeracy interventions. 100% of this group are now on track to achieve the appropriate the Curriculum for Excellence (CfE) level.
- In Primary 6, five children received targeted SEAL based numeracy interventions. 60% of this group are now on track to achieve the appropriate the Curriculum for Excellence (CfE) level.
- In Primary 6, five children received targeted SEAL based numeracy interventions. 60% of this group are now on track to achieve the appropriate Curriculum for Excellence (CfE) level.
- In Primary 7, twelve children received targeted SEAL based numeracy interventions. 92% of this group are now on track to achieve the appropriate the Curriculum for Excellence (CfE) level.

**10 children in Primary 1 received targeted Literacy support**

As a result of this support:

- 60% of these children are now on track in listening and talking, which is an overall increase of 50% across the P1 stage.
- 20% of these children are now on track for reading
- 10% of these children are now on track for writing

**3 children in Primary 1 received targeted health and wellbeing support**

As a result of this support:

- 100% of these children reported a high satisfaction in their PASS report which measures feelings about school, preparedness, learner self-worth and response to learning.

To improve parental engagement, Seesaw was purchased to provide a means for children and staff to share learning with parents and families.

A P1 parental engagement homework group was facilitated using PEF to assist parents and families in supporting their child with homework. 83% of these children now complete homework regularly and engage positively on Seesaw.

**KEY STRENGTHS**

- Children respond well to the purposeful ethos, demonstrating a high standard of behaviour and enjoying their learning.
- The values are embedded across the establishment and children can discuss ways in which they demonstrate them
- All staff know children and families well.
- All staff share a commitment to moving the school forward as reflected in membership of working groups, which help to fulfil the outcomes of our Improvement Plan.
- The staff work well as a team, they are very supportive of one another.
- There is a strong reading culture in the school and ELCC which is well supported by parents.

## OUR NEXT STEPS – PRIORITIES FOR 2023-24

Despite some changes in staffing this year we have made satisfactory progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- Continue to raise attainment in literacy and numeracy by upskilling staff and implementing evidence-based approaches to reading, writing and numeracy.
- The health and wellbeing of all will continue to be a key focus. We will continue to develop Renfrewshire's Nurturing Relationships Approach with a focus on the RNRA principle – the environment is a safe base.
- Develop a more strategic approach to distributed leadership to ensure all staff are working as one team to achieve improvement priorities.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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**[Website](#)**

**<https://blogs.glowscotland.org.uk/re/eastfultonprimary/>**

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### **HAVE YOUR SAY!**

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.