

# EAST FULTON PRIMARY SCHOOL

## STANDARDS & QUALITY REPORT

This report will inform you of the establishment's progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

Head Teacher

*Elaine Brown*



# OUR SCHOOL

East Fulton Primary School is a non-denominational primary school within Linwood with a current pupil roll of 227 in the school and 79 in our ELC. 39.5% of our children attend East Fulton as placing requests. The school is 55 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. 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. Our ELCC has two Depute Heads of Centre and one Senior Early Learning and Childcare Officer. There are 9 classes and 3 early learning and childcare classes. The teaching team comprises 11 teachers along with 10 Early Learning and Childcare staff. Pupil support staff include 2 classroom assistants, 1.5 additional support needs assistants and 2 support workers in the nursery.

Our 3-5 Nursery Class (Butterfly Room) based within the school building can accommodate 28 children. Our external 3-5 playroom based within the refurbished portacabin (Ladybird playroom) can accommodate 28 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.

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 SCHOOL





# VISION, VALUES & AIMS

## Our Vision

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 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







# SUCCESSSES AND ACHIEVEMENTS

- Our rights respecting schools committee raised awareness of children's rights across our learning community and this resulted in us being awarded a bronze rights respecting schools award.
- The care inspectorate visited our ELCC in January and we received a very positive report which commended our enthusiastic staff team and our nurturing approach.
- 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 town hall as part of the Renfrewshire spring music programme.
- Primary 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 lessons.
- Primary 7 and 7/6 participated in youth music initiative jazz sessions.
- The whole school implemented emotion-works this year. We received a bronze emotion works award in recognition of our efforts.
- All staff completed training on Renfrewshire nurturing relationship approach (RNRA) and created safe places in each classroom and playroom.
- The whole school community celebrated who cares day and participated in lessons that raised awareness and educated the whole school community on what it means to be care experienced.
- Primary 6 and 7 participated in bikeability Scotland. All children who participated successfully passed level 1 and 2 training.
- Our nursery children set up a successful fruit and veg shop which allowed them to develop their numeracy skills whilst raising funds for the nursery.
- Our wellbeing warriors and value ambassadors have successfully influenced school improvements such as painting our toilets and involving the whole school community in recognising anyone displaying our establishment values.
- Our school and ELCC parent and fundraising council have organised several successful events such as fayres and discos. The money has been used to organise a Christmas pantomime and summer show for the school and a fun day for the nursery.
- Our ELCC and p6/5 class sang at Tesco in the build up to Christmas and raised funds for fun resources.







# HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

## Establishment Leadership

A staff raising attainment group consisting of two class teachers and two classroom assistants have worked closely with the Numeracy modelling and coaching officer to implement raising attainment interventions. This has resulted in 13 children who were off track now being on track for maths and improvements being made to maths planning.

The Depute Head of Centre attended strategic leadership training with Marion Burns this session.

The ELC senior attended pedagogical leadership training this session.

Head Teacher participated in Education Scotland coaching sessions.

Depute Head Teacher has mentored an aspiring depute head this session.

All members identifying and participating in areas for development has allowed the leadership team to ensure a strategic approach to areas of responsibility. This has had a positive impact on improving outcomes for children.

The whole leadership team have continued to work with Brian Donnelly (Orbis) to develop our values based leadership approach.

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.

The rights respecting committee have met regularly this year and raised awareness of children's rights at assemblies and by running school competitions.

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.

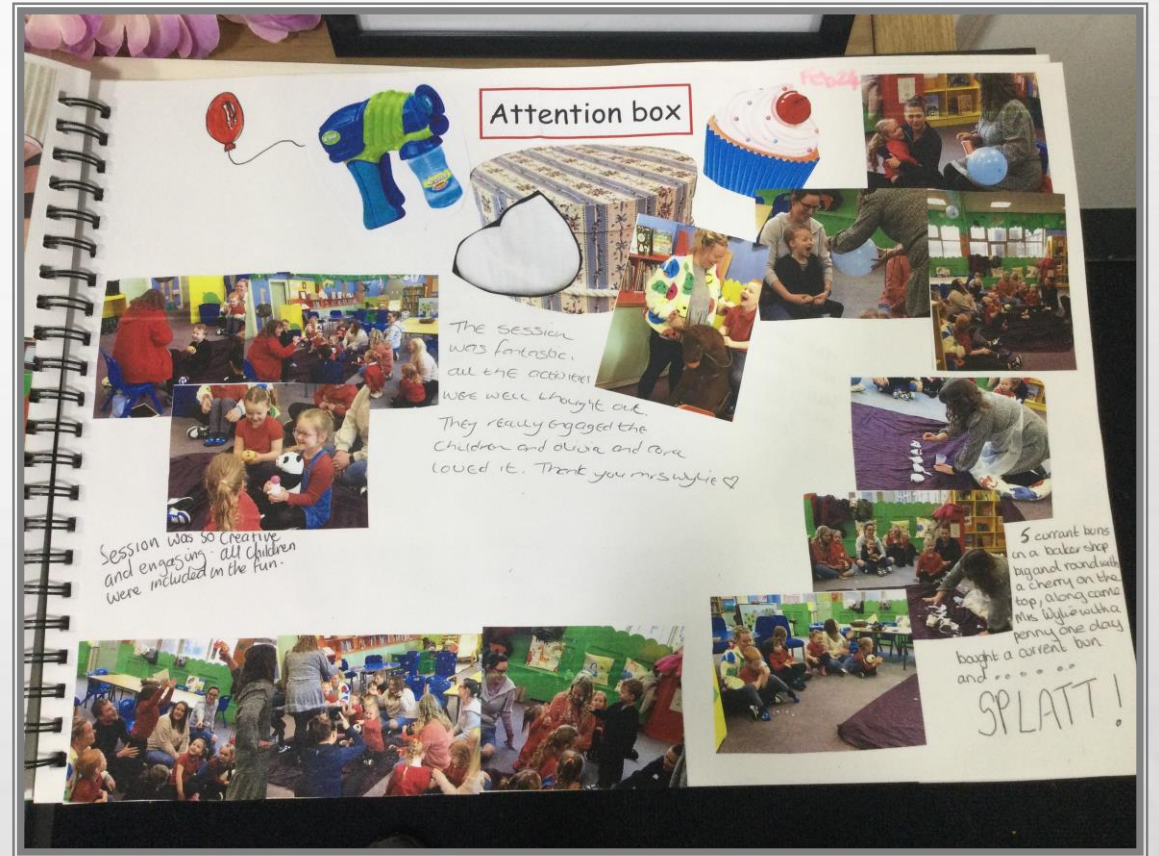
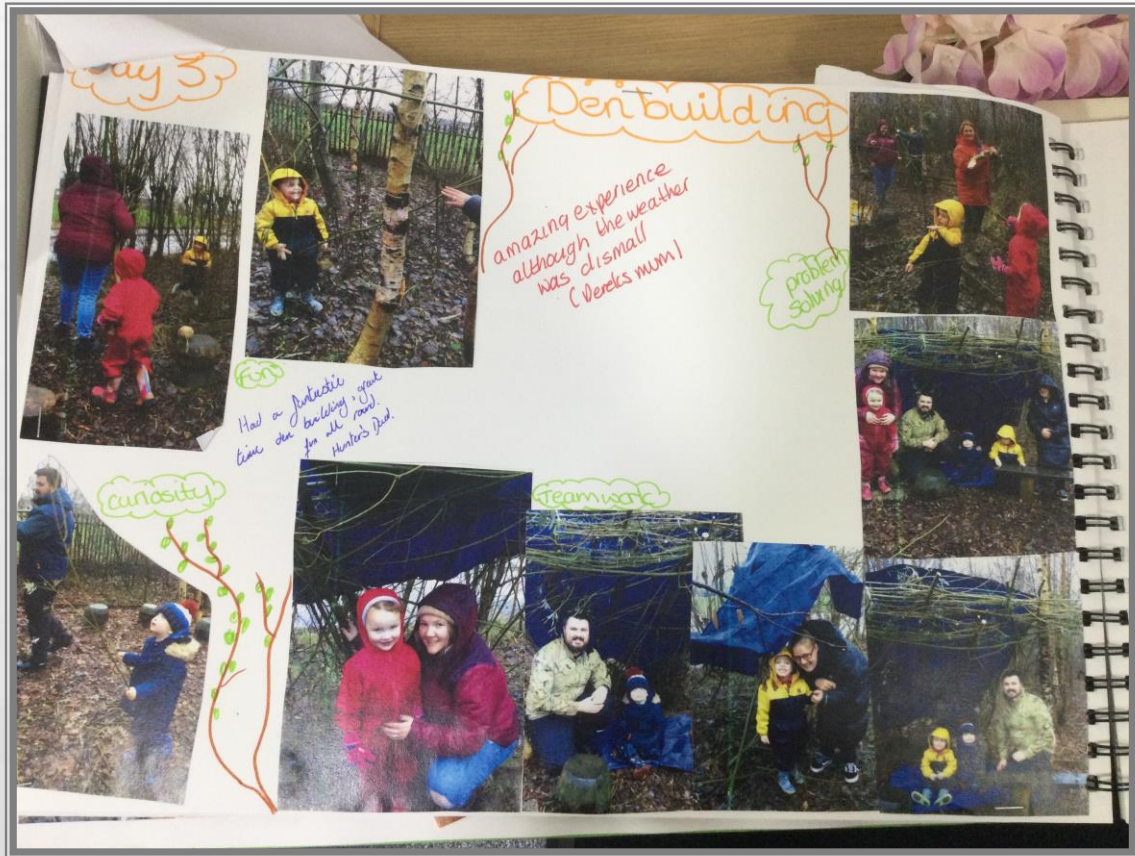
All teaching staff are part of either Renfrewshire Nurturing Relationships Approach (RNRA) core group or a moderation working party.

- The RNRA core group have successfully worked through their action plans and ensure we have safe spaces in all classrooms and playrooms.
- The moderation core group have carried out an audit of moderation in East Fulton and organised a successful numeracy and maths moderation activity across the school and ELC.

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

Pupils are 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.





# HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR 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 nurture training on the environment offers a safe base. All teaching staff have also had input on de-escalation training, emotion works and the CIRCLE framework. This has allowed staff to better meet the needs of individual children.

All school staff have worked closely with the maths modelling and coaching officer this year. Staff attended c1pl sessions, observed lessons in class and benefited from 1 to 1 sessions to discuss planning, teaching and assessment.

All ELC staff have attended SEAL training with Fiona Watson, Early years teacher. This has developed their understanding and confidence linking numeracy to play experiences.

Senior Early Learning and Childcare officer and One Early learning Support Worker have attended Food hygiene training. Four Early learning and Childcare officers have attending introduction to Food hygiene training.

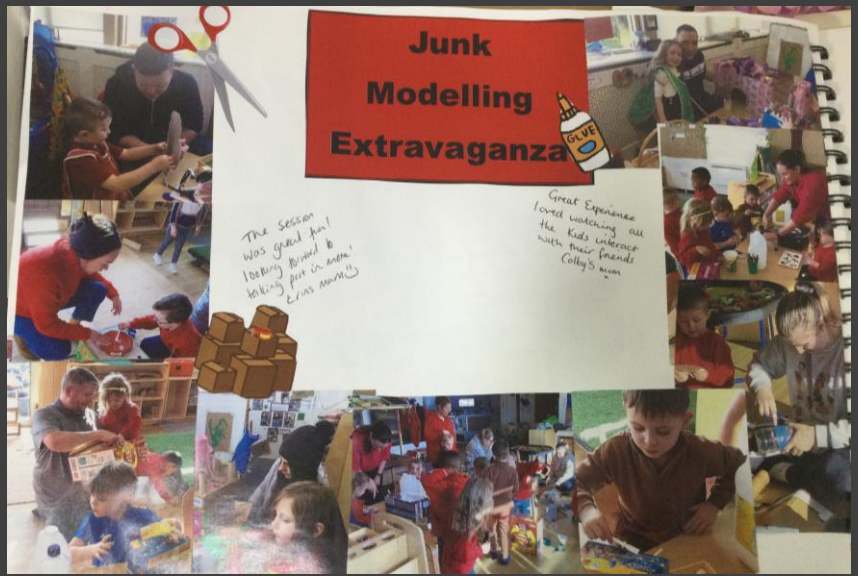
One Early learning and Childcare Officer has attended full First aid Training.

One Support Worker has attended Child Smile training.

The early years practitioner's commitment to professional learning ensures we all meet requirements for Care Inspectorate and our children's wellbeing is supported by well qualified staff.

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.

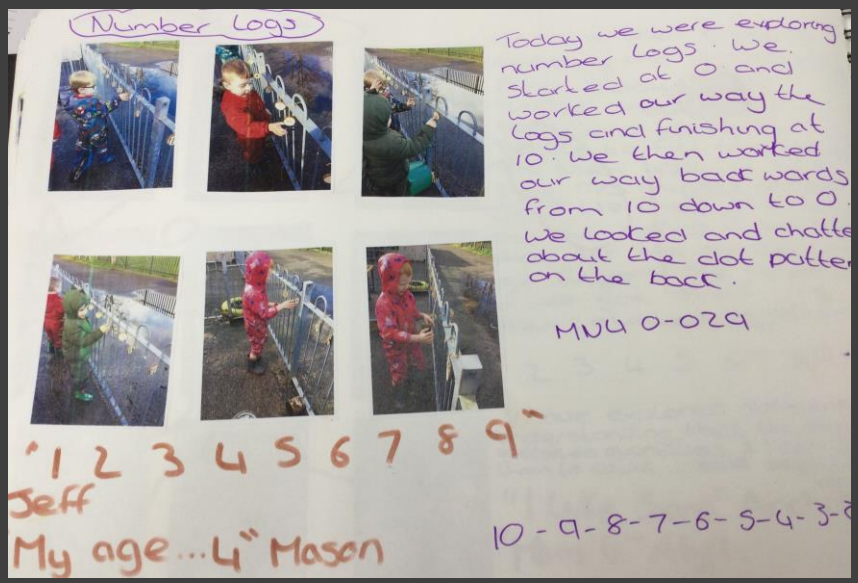




# Junk Modelling Extravaganza

The session was great! Just looking around & talking puts in some Evans marks!

Great Experience! Loved watching all the kids interact with their friends Colly's mum



# Number Logs

Today we were exploring number logs. We started at 0 and worked our way the logs and finishing at 10. We then worked our way back wards from 10 down to 0. We looked and chatted about the dot pattern on the back.

MU4 0-029

'1 2 3 4 5 6 7 8 9'

Jeff

My age... 4 Mason

10-9-8-7-6-5-4-3-2

# Mark Making Shaving foam



Today we asked for shaving foam. We are developing our fine motor skills while practicing to write our name using our finger. Mrs Hughes wrote our name for some of us to copy and some of us didn't need her to.

"R.E.U.B.E.N"  
Reuben

"My mum me how write Rhoan"

"I know how to write my name"  
Olivia

"SSS like a snack"  
Osten

# HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

## Parental Engagement

92% of parents/carers attended parent/carers evening in October and 85% attended in May. Overall feedback showed that families found the meetings informative.

All classes and playrooms are using seesaw to share learning with our families. 96.5% of families in school are connected to seesaw accounts including new Primary 1. Feedback from parents showed they enjoyed using seesaw to receive information and were keen to see more evidence of children's learning,

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

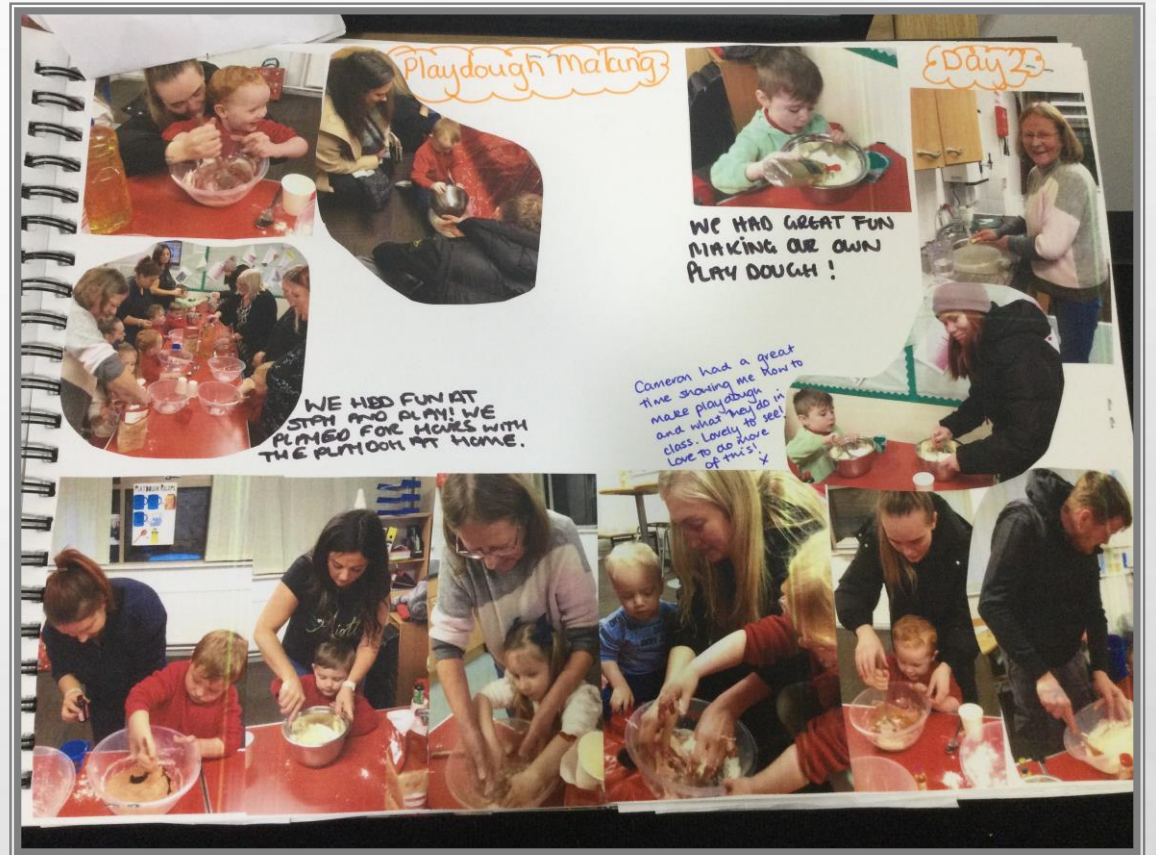
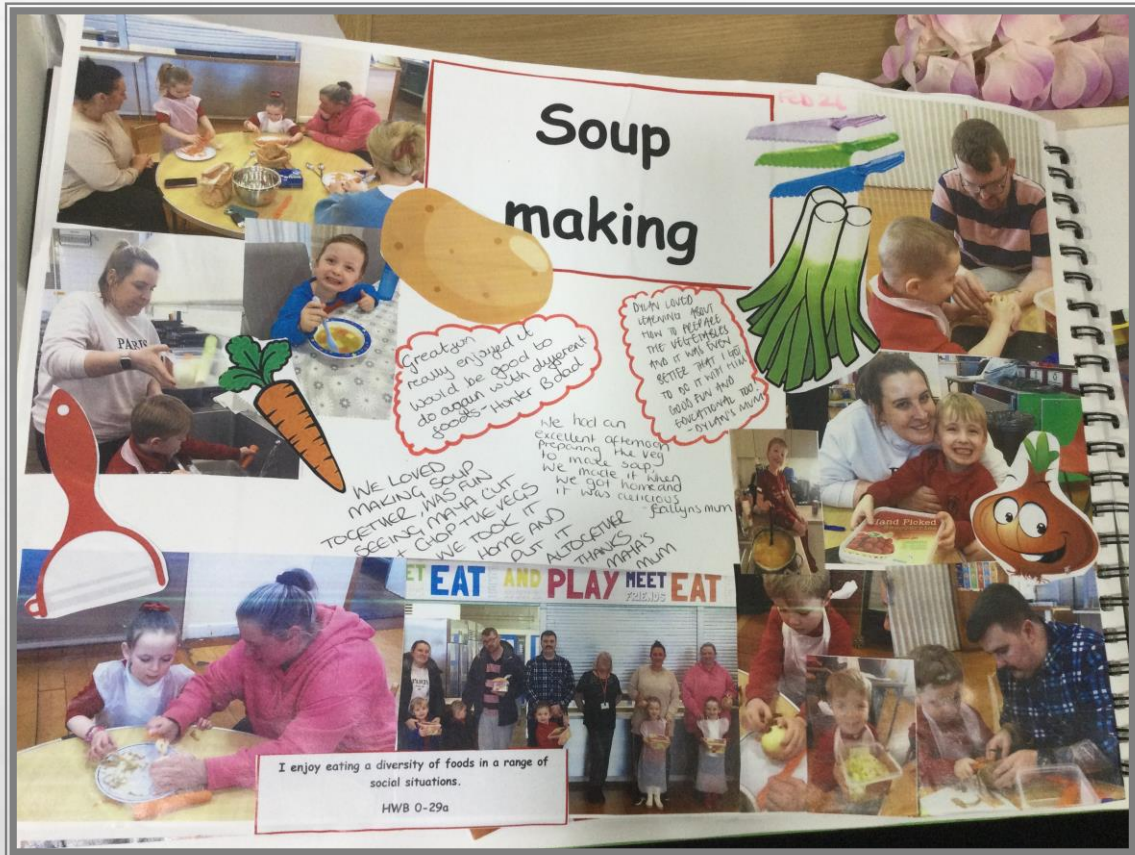
- Read, Write, Count event for Primary 2 and 3 families
- Book bug for ELCC families
- Scottish Book Week events for all families
- Stay and play events in ELCC
- Open sessions for P1-7 children to share their learning with their families
- A very successful school and ELCC Christmas show

We have a small but committed parent council who meet termly. They have been very successful in raising money to provide all children with fun activities in school. They also support school staff and parents by attending P1 and 7 events.

This session all parents were consulted and provided with an opportunity to give feedback on soft entry, use of seesaw and open sessions. Soft entry at Primary 1 – 3 will continue and open sessions throughout the school will take place twice a year with a digital learning focus.

A monthly newsletter goes out to all parents to update on all school and ELC news.





# HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

## Assessment of children's progress

Our quality assurance 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.

Teaching staff have worked with Numeracy Modelling and Coaching Officer to ensure numeracy assessments are delivered in a consistent way across the school. This has led to more targeted intervention work and an increase in attainment in this area.

Teaching staff have also worked alongside their colleagues at Woodlands Primary to moderate writing lessons. Although cluster work is at the early stages this has resulted in a more consistent approach to moderating children's writing.

In our ELC observations of children's learning are recorded within floorbooks, profiles and seesaw. Our ELC graduate has gathered tracking information that will help us to empower the ELC staff team and ensure there is a clear focus on assessment which leads to improvement.

## Establishment 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.

Our quality assurance calendar ensures a focus on our improvement priorities. Senior leaders show commitment to analysing findings from quality assurance and sharing clear actions points with the staff team to work on.

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.





# HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

## 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 2024-25.

Data for 2023-2024 shows an increase in all areas compared to last year's data. This can be attributed to staff commitment to moderation this year and an increase in confidence in accurate professional judgement.

	Reading	Writing	Listening and Talking	Numeracy
Primary 1	90%	84%	97%	94%
Primary 4	77%	73%	90%	80%
Primary 7	78%	67%	97%	78%



# 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

During session 23/24, 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.

Some of our PEF spend was used to utilise the Numeracy Modelling and Coaching Officer from Renfrewshire Council to support staff in improving teaching and learning and work with pupils to identify gaps in learning. This helped raise attainment, improve teacher judgement and improve data analysis.

# PUPIL EQUITY FUNDING

## Numeracy

29 children from Primary 3-Primary 7 received targeted support in Numeracy and Mathematics. This support was planned by a teacher in consultation with our Numeracy Modelling and Coaching Officer and follow up input was provided by support staff.

- In Primary 3, 1 child received targeted intervention. This child is now on track raising the Primary 2 attainment from 82% to 86%. The poverty related attainment gap at this stage has decreased by 5%.
- In Primary 4, 6 pupils received targeted intervention. All of these pupils are now on track, raising attainment at this stage from 60% to 80%. The poverty related attainment gap at this stage has decreased by 5%.
- In Primary 5, 7 pupils received targeted intervention. All of these pupils are now on track, raising attainment at this stage from 59% to 74%. The poverty related attainment gap at this stage has decreased by 1%.
- In Primary 6, 6 pupils received targeted intervention. All of these pupils are now on track, raising attainment at this stage from 72% to 90%. The poverty related attainment gap at this stage has stayed the same.
- In Primary 7, 10 pupils received targeted intervention. 9 of these pupils are now on track, raising attainment at this stage from 72% to 90%. The poverty related attainment gap when considering pupils received free school meals or clothing grants, has decreased by 4%.

## Health and Wellbeing

A small number of children across the school received targeted health and wellbeing support, in conjunction with Brian Donnelly from Orbis Consultancy.

- 4 of these children received support with regulation and all have seen an increase in instances of regulation in class and decrease in dysregulated behaviour overall.
- 2 children received support in the playground to build relationships. Both pupils had seen a marked improvement on their wellbeing web for inclusion strand, with one moving up 4 points on the scale, and one moving up 3 points on the scale.

## Literacy

To support teacher confidence in using Talk4Writing, we used some of our PEF money to have Yvonne Daubney, Talk4Writing trainer model high quality teaching and learning at all stages. Writing attainment has improved in targeted stages:

- In Primary 2, attainment has risen by 7%
- In Primary 3, attainment has risen by 5%
- In Primary 4, attainment has risen by 36%
- In Primary 6, attainment has risen by 25%



# KEY STRENGTHS

Children demonstrate a high standard of behaviour and enjoy their learning. .

Our values of kind, inclusive, committed and honest are embedded and are evident in interactions across the establishment.

Staff are proud of our establishment. Our one team approach is welcoming and kind. We are developing strong collegiate practice at all levels.

Staff have a clear vision for improvement and show commitment to improving outcomes.

Consistent approach to high quality teaching and learning in numeracy and maths.

# OUR NEXT STEPS – PRIORITIES FOR 2024-25

WE HAVE MADE GOOD PROGRESS DURING SESSION 2023-24 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 IMPLEMENTING EVIDENCE-BASED APPROACHES TO READING, WRITING AND NUMERACY.
- WORK TOWARDS A CONSISTENT APPROACH TO HIGH QUALITY TEACHING, PLAY AND LEARNING.
- 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 – ALL BEHAVIOUR IS COMMUNICATION.
- CREATE AND WORK TOWARDS AN ASPIRATIONAL DIGITAL VISION.
- PROVIDE QUALITY OPPORTUNITIES TO ENGAGE FAMILIES IN LEARNING.
- ENHANCE PUPILS' INVOLVEMENT IN THEIR LEARNING THROUGH CONSISTENT APPROACH TO TARGET SETTING AT ALL STAGES.
- ACTIVELY INVOLVE PUPILS IN ON GOING SELF-EVALUATION ACTIVITIES WHICH WILL LEAD TO IMPROVEMENT.

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.



## 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.

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**East Fulton Primary School**

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