

EAST FULTON PRIMARY SCHOOL

EARLY LEARNING & CHILDCARE CLASS

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 2025-2026.

I hope that you find it helpful and informative.

Head Teacher

Elaine Brown



OUR ESTABLISHMENT

East Fulton Primary School is a non-denominational primary school within Linwood with a current pupil roll of 220 in the school and 81 in our ELC. 45.5% of our children attend East Fulton as placing requests. The school is 56 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, 2 additional support needs assistants and 2 support workers in the nursery.

Our 3-5 Nursery Class (Butterflies) based within the school building can accommodate up to 56 children. We offer a range of nursery placements within this playroom, including term time and extended day to support children and families who attend.

Our 2-3 room (caterpillars) based within the refurbished portacabin can accommodate up to 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.



EAST FULTON



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-organized 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





SUCCESSES AND ACHIEVEMENTS

Health & Wellbeing

- Our whole school engaged in emotions assemblies with Renfrewshire's Health and Wellbeing Development Officer.
- Part 1 Non-Violent Resistance Training (NVR) was completed by all school and nursery staff.
- We have celebrated children across the school who have consistently displayed the school values by inviting them to a values tea party with Head Teacher and Depute Head Teacher.

Family Engagement

- All classes have had the chance to visit the Skoobmobile when it visited our school over a series of weeks. Families also had the chance to visit at the end of the school day.
- Our open sessions in school and stay and play sessions in ELCC were very well attended and a positive experience for families.
- 98% of our ELCC children have signed up for Dolly Parton's imagination library.

SUCCESSSES AND ACHIEVEMENTS

Community Engagement and Fundraising

- Fundraising events such as fayres and discos were organised by the school and ELCC parent council. This helped to fund Christmas pantomimes and summer activities.
- Our whole school went on a trip to Finlaystone. Everyone had great fun and staff at Finlaystone commended the children on their behaviour.
- The school and nursery visited Mosswood Care Home for a party and sing a long, and residents also visited East Fulton.
- The school participated in a sponsored CPR event, providing life-saving skills and raising funds for British Heart Foundation.
- A group of pupils marked remembrance day with the Linwood war memorial committee. Primary 4 also designed archways which were entered into a competition for the war memorial.

Inclusion, Citizenship & Values

- The school community learned about and promoted awareness of being care experienced through work with Who Cares? Scotland.
- ELCC concerts included all young learners, ensuring support for those with additional support needs.

Early Years & Nursery Initiatives

- Successful merging of 3 – 5 rooms in the nursery enhanced consistency and transitions.
- Stay and play sessions in ELCC were well attended, showing positive feedback from families.

SUCCESSSES AND ACHIEVEMENTS

Music and Performing Arts

- Primary 6 collaborated with our friends at Riverbrae on the Hear My Music project, culminating in performances at Riverbrae and Paisley Town Hall as part of Renfrewshire Spring Music Programme.
- Primary 1 and 2 participated in National Youth Choir for Scotland singing games and rhyme lessons.
- Primary 5 participated in Mod Academy Gaelic singing lessons.
- Primary 7 participated in Youth Music Initiative Jazz Sessions.
- Our ELCC and Primary 7 class performed at Tesco during the festive season to raise funds.

Sports and Physical Activities

- Primary 6 participated in bikeability Scotland training successfully passing level 1 and 2 training.
- The school took part in various sports events including girls and boys football tournaments, Strathgryffe tennis and care experienced sports events.
- Primary 7 enjoyed a residential trip to Inverclyde Sports Centre, gaining new skills and experiences.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1 – Reducing barriers to learning and increasing learner engagement

All staff across school and nursery successfully engaged in part 1 NVR training which enhanced staff capacity to manage challenging behaviours in a consistent trauma informed manner. The RNRA core group met regularly enabling a systematic audit of current approaches across the establishment. This resulted in a targeted action plan that reflects both staff and learner development needs. As a result, we have seen early indicators of positive impact including improved relational practice amongst staff, greater confidence in de-escalation strategies and increased learner engagement in key areas.

The consistent use of Emotion works by all staff in the nursery and school highlights the commitment of staff to supporting children's emotional literacy and self-regulation. This has had a positive impact on pupil's ability to articulate emotions. The use of reflection sheets aligned to Emotion works shows a structured and thoughtful approach to emotional learning and is building self-awareness amongst our children.

The implementation of consistent visuals across the establishment is effective, promoting inclusivity and supporting children with communication and language needs in a proactive manner.

Staff engagement in nurturing relationships is contributing significantly to creating emotionally safe learning environments that enhance children's regulation and overall wellbeing. The nurture-based approach to attendance has proven beneficial, as evidenced by the improvement in several children's school attendance, demonstrating the effectiveness of targeted interventions.

Increased staff awareness of emotionally based school avoidance (EBSA) has had a measurable impact which indicates commitment to professional learning and responsive support strategies.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 2 – Raise attainment through high quality learning, teaching, play and assessment

The reading buddy system involving Primary 7 and Primary 6 pupils is highly effective, fostering leadership skills in older pupils while enhancing early literacy in younger children, contributing to a strong, positive reading culture across the school.

Collaboration with the local authority's modelling and coaching officer has had a significant impact, empowering a member of our staff through the '*Grow your own*' model which has allowed us to build capacity across our staff team through professional learning and reflective practice, which has strengthened teaching quality and strategic planning.

The integration of data driven approaches has enhanced teaching effectiveness, enabling staff to pinpoint underachievement and provide targeted support , resulting in more personalised and impactful learning experiences.

The use of the progression tools by ELCC staff has led to clear and measurable improvements, particularly in early language development areas such as rhyme, syllables and sound patterns.

Professional learning and team teaching opportunities have built staff capacity and pedagogical confidence, ensuring consistent and high quality delivery across early years and primary.

Targeted support in both nursery and school has been effective, with observable improvements in children's confidence, motivation and learning progress.

Staff confidence in planning and delivering Talk for Writing units has clearly grown, indicating a successful embedding of the three-stage process (imitation, innovation, invention) into classroom and playroom practice.

The use of a broad range of assessment tools, including GL assessments and formative methods, supports robust professional judgement, contributing to well-informed teaching and learning decisions.

Reading instruction is underpinned by consistent, research informed methodologies, which strengthens teaching quality and ensures continuity in literacy development across stages.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

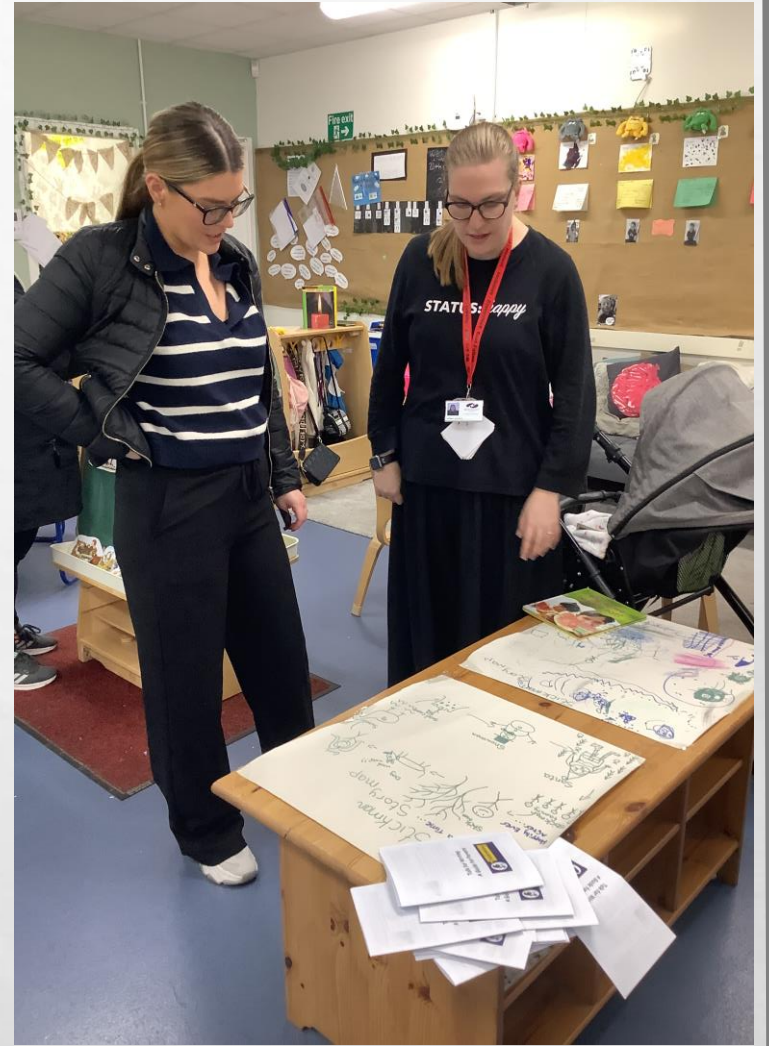
The effective use of Renfrewshire’s maths planning formats reflects a strong commitment to progression enabling staff to make data-informed decisions that benefit both group and individual learning needs.

The involvement of learners in the evaluation process through the Young Leaders of Learning (YLL) programme has been highly impactful. Pupils demonstrated notable improvement in leadership, communication and evaluative skills. Collaboration with Woodlands YLL has empowered children to take active roles in shaping their learning environment, contributing meaningfully to school improvement planning. This approach has fostered pupil voice and agency, leading to a more inclusive and responsive school culture.

The percentage of children on track this session is as follows:

	Reading	Writing	Listening & Talking	Numeracy
Primary 1	73%	75%	88%	80%
Primary 4	79%	79%	94%	85%
Primary 7	76%	79%	97%	90%

This session we have narrowed our attainment gap and following robust interventions and enhanced teaching and learning, we expect our attainment to rise next session.



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



PUPIL EQUITY FUNDING

Health and Wellbeing

Targeted support for a group of pupils who returned low PASS scores in 4 key areas in June 2024, undertook a programme of work focussing on improving wellbeing through work on mindset and metacognition skills. Pupils engaged in structured weekly sessions led by a teacher and follow up activities with a member of support staff. The quality and consistency of this support proved instrumental in driving progress. Post programme PASS results indicate a measurable improvement in all areas, highlighting the effectiveness of the approach in addressing the pupils’ specific social and emotional needs.

	Mean score – Pre intervention	Mean score - post intervention	Increase
Self-regard as a learner	15.4	40.9	+ 62.5%
Confidence in learning	17.6	43.2	+ 59.3%
Perceived learning capability	7.3	23.3	+ 68.7%
Response to curriculum demands	18.3	27.9	+34.4%

PUPIL EQUITY FUNDING

Teaching Sprints

The implementation of 'Teaching Sprints' by Depute Head Teacher and two class teachers, demonstrated a positive impact on targeted reading outcomes. The structured intervention, underpinned by focussed planning, continuous assessment and reflective review, saw measurable progress. In one class, all four identified pupils successfully moved from being off track to being on track in reading within an 8 week period. This demonstrates a strong alignment between intervention strategies and learner needs. In the other class 2 out of the 3 targeted pupils made comparable progress within the same time frame. These outcomes highlight the impact of short cycle, data informed teaching interventions to significantly accelerate pupil progress.

Numeracy

Following weekly teacher intervention with three Primary 3 pupils who were off track in numeracy, 2 out of the 3 pupils are now projected to be on track, closing the poverty related attainment gap by 11%. Six additional Primary 3 learners, identified as being off track in numeracy, received structured assessment from the intervention teacher. Tailored advice and next step planning were communicated to class teachers, providing them with progressive next steps which fill gaps in learning.

In Primary 4, there has been a measurable improvement of closing the poverty related attainment gap following in depth intervention work with the class on core concepts including place value, the four operation and money. In June 2024 this gap was -28% and in June 2025 this has narrowed to only -2%.

There is now a robust system for assessing and tracking pupil progress. Assessments are being systematically used and the introduction of trackers ensure smoother transfer of information between teachers, enhancing continuity and ensuring pace of learning each session. A noticeable improvement in teaching numeracy has been observed through leadership team classroom observations and many teachers chose numeracy to showcase as a strength during quality improvement visits.

PUPIL EQUITY FUNDING

Literacy

Through our self-evaluation process, we identified Primary 5 as a priority stage for targeted literacy support, as a significant number of children are currently off track in their literacy development at these levels.

PEF funding enabled us to provide targeted literacy support for Primary 5 through the deployment of a classroom assistant and a teacher focused specifically on literacy. The classroom assistant delivered daily interventions using the 5 Minute Box and IDL, alongside regular teaching input and practice in tricky words, phonics, and sentence structure.

Primary 5 – tricky word reading and writing percentages	Pre PEF intervention		Post PEF intervention	
Pupil 1	15%	24%	61%	48%
Pupil 2	96%	72%	96%	79%
Pupil 3	North Lan Stage One	93%	North Lan Stage Two	63%
Pupil 4	North Lan Stage One	96%	North Lan Stage Two	89%

The table above shows clear improvement in the number of tricky words pupils were able to read and write following the intervention.

PUPIL EQUITY FUNDING

PEF-funded literacy time enabled the principal teacher to team-teach with the primary 5 class teacher, refining planning and assessment to ensure appropriately challenging texts for all learners and delivering high-quality reading instruction. Reading lessons focused on specific areas of comprehension identified as gaps through GL assessments. These skills were explicitly taught in discrete whole-class comprehension sessions, supported by one-to-one, in-class assistance for targeted pupils. This targeted support was then reinforced throughout daily reading lessons.

Primary 5 Reader Engagement Survey	Pre intervention average	Post intervention average
Self-concept as a reader	56%	89%
Value of reading	71%	87%

The table above demonstrates the PEF targeted support showed a positive increase in how the learners viewed themselves as readers as well as the value of reading. This was also evident in the increased enthusiasm and engagement children demonstrated during reading lessons throughout the intervention period.

PUPIL EQUITY FUNDING

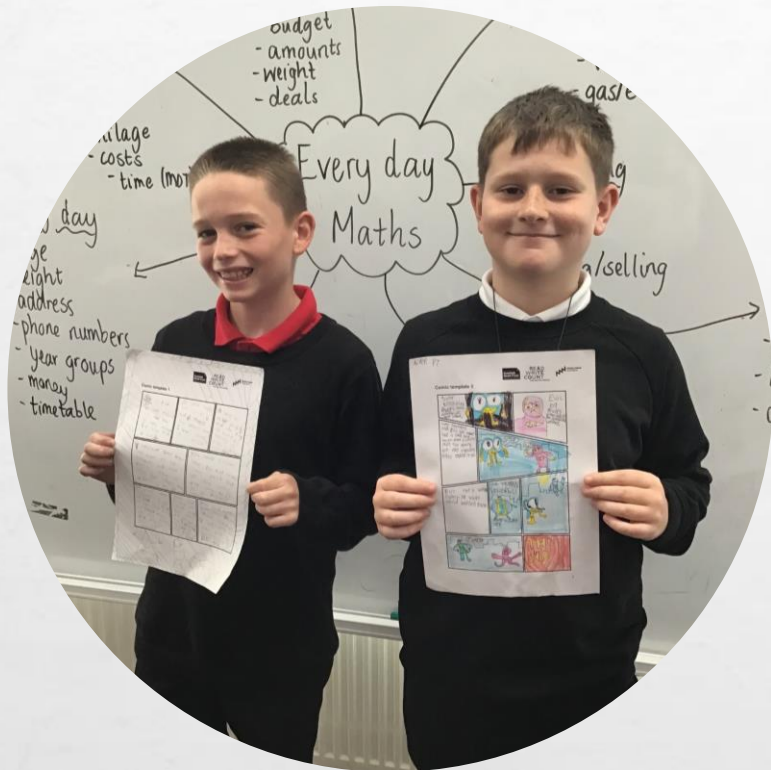
The principal teacher and primary 5 class teacher were given dedicated time to team-teach using the talk for writing approach, enabling timely, targeted support for pupils who were off track. This model allowed learners to be supported within the classroom environment alongside their peers, promoting inclusion and continuity. Intensive support was delivered at the point of need, reducing the likelihood of pupils missing out on learning in other curricular areas later on.

During the intervention period, positive impact was evident in the pupils writing such as:

- Increased use of connectives.
- Children writing in paragraphs where they had not before.
- Increased number of sentences punctuated correctly with capital letters in the correct place.
- Key features of the learned toolkit (suspense) were present in the pupils’ writing where it was previously non-existent e.g. Main characters isolated, sounds and feelings built up suspense, characters feelings shown through reactions etc.

Primary 5 Writing Engagement Survey	Pre intervention average	Post intervention average
Self-concept as a writer	67%	80%
Value of writing	58%	80%

The table above demonstrates that PEF talk for writing intervention not only increased children’s writing attainment, it also improved their mindset around writing, how they see themselves as a writer and also the value placed on writing as a tool for life.



KEY STRENGTHS

The school is characterised by strong, nurturing relationships between staff and children, fostering a warm, inclusive environment where learners feel valued and respected.

Staff demonstrate a strong sense of pride and ownership in the school. A collaborative one team ethos is evident, promoting a welcoming culture. Effective partnership working between the school and the nursery has enhanced consistency and strengthened approaches to nurture and raising attainment.

The establishment core values – kindness, inclusion, commitment and honesty are embedded and reflected in daily practice, interactions and decision making. These values contribute to a positive and purposeful culture where all learners are supported to achieve their potential.

Leadership is focused, strategic and aspirational. There is a clear vision for improvement that prioritises equity, excellence and wellbeing. Leaders effectively drive forward school improvement with attention on improving outcomes for all learners.

Overall attendance remains strong, supported by proactive and targeted interventions. The school offers personalised, compassionate support to families through its participation in the Emotionally Based School Avoidance (EBSA) pilot programme, which is making a positive difference for children at risk of disengagement.

OUR NEXT STEPS – PRIORITIES FOR 2025-26

We have made good progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward.

Enhance the wellbeing of all to support positive outcomes and success

We will strengthen our establishment wellbeing strategy through the continued implementation of non-violent resistance (nvr) ensuring staff are confident in embedding relational and restorative practices that build resilience and support emotional regulation in children.

All staff will be equipped to consistently apply emotionally based school avoidance (EBSA) strategies, providing bespoke support for families and improving attendance through targeted intervention and relational approaches.

Wellbeing will be at the heart of our curriculum and culture, with measurable impact seen in pupil engagement, attendance and readiness to learn.

OUR NEXT STEPS – PRIORITIES FOR 2025-26

Raise attainment through improvements in assessment, play, learning and teaching.

Drive improvement in literacy and numeracy outcomes through a sustained focus on evidence informed pedagogical practice including high quality teaching in reading, writing and numeracy.

Embed a consistent learning, teaching and assessment framework that includes:

- Explicit use of learning intentions and success criteria.
- Differentiation to meet the needs of all learners, including targeted interventions.
- Skilled use of questioning, dialogic teaching, feedback and retrieval practice to deepen learning

Refine and embed tracking and monitoring systems to ensure that pupil progress data is analysed and acted upon regularly and strategically.

Expand the young leaders of learning (YLL) programme to ensure that pupil voice informs learning, teaching, curriculum development and whole school evaluation.

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.

East Fulton Primary School

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[Website https://blogs.glowscotland.org.uk/re/eastfultonprimary/](https://blogs.glowscotland.org.uk/re/eastfultonprimary/)
