

# **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 2026-2027.

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 216 in the school. 48% of our children attend East Fulton as placing requests. We also have a nursery which consists of a 3-5 room and a 2-3 room. The school is 57 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. There are 10 classes. The teaching team comprises 12 teachers. Pupil support staff include 2 classroom assistants and 4 additional support needs assistants.



**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:

## SHINE

### **S – Safe, supported, included and respected**

Building a nurturing environment where everyone belongs

### **H – Healthy, happy resilient learners**

Promoting wellbeing and positive relationships.

Building confidence, perseverance and growth mindset

### **I – Innovative digital learning safely**

Enhancing learning with modern technology whilst keeping ourselves safe online

### **N- Nature-based creativity & outdoor learning**

Encouraging responsibility, resilience and curiosity

### **E – Equipped with skills for the future**

Developing, creativity and independence.

Showing empathy and respect for others and our world.





# SUCCESSES AND ACHIEVEMENTS

## Health & Wellbeing

- The school successfully achieved the prestigious silver emotionworks award, reflecting our deep commitment to supporting emotional literacy and mental wellbeing across the school community.
- Over the course of a highly successful health week, pupils engaged with emergency services—including the police, fire, and ambulance sectors—deepening their understanding of community safety.
- In partnership with our active school's coordinator, primary 6 pupils were trained as play leaders, successfully designing and running inclusive lunchtime clubs for younger peers.
- Primary 6 pupils developed critical life skills at the local *Safekids* event. Additionally, staff capacity was enhanced with a teacher qualifying as a *Heartstart* trainer, positioning the school to deliver vital first-aid and lifesaving lessons next session.

## Family Engagement

- Over a series of weeks, all classes engaged with the Skoobmobile to promote reading for pleasure, with popular after-school sessions extending this literacy bridge directly into the home.
- Open sessions throughout the year were exceptionally well-attended, fostering positive, collaboration relationships between families and the school.
- 90% of our families actively participated in Pupil Progress meetings, demonstrating a shared commitment to supporting children's learning and achievement.

# SUCCESSES AND ACHIEVEMENTS

## Community Engagement and Fundraising

- Primary 4 and 5/4 took pride in their local environment by participating in the community *Team Up to Clean Up* litter pick.
- Pupils from P4–7 collaborated closely with the Linwood War Memorial Committee to create a poignant poppy display, with a pupil group representing the school at the local Remembrance Day ceremony.
- The entire school enjoyed an amazing *Big Day In*. This featured immersive science workshops, Zoo Lab, sports activities, an inflatable obstacle course, and *I Am Me* workshops.
- The school community demonstrated immense generosity, raising vital funds for St. Vincent's hospice and school resources through a highly successful sponsored walk.
- Our Parent Council provided vital support with the *Big Day In*, our sponsored walk and provided the children with fun activities throughout the year.

## Inclusion, Citizenship & Values

- Our core school values were consistently celebrated through our popular values tea parties, where nominated children were invited to celebrate their positive behaviour and choices with the Head Teacher and Depute Head Teacher.
- In partnership with *who cares? Scotland*, the entire school community deepened their understanding and advocacy for care-experienced young people, promoting a culture of inclusion.
- Primary 6 pupils completed comprehensive buddy training at the On-X sports centre, building the confidence and leadership required to effectively support our new Primary 1's during their transition visits.
- The Pupil Council collaborated directly with the local authority Road Safety Officer to analyse our car park and design safer, active travel plans for our families.
- Our Young Leaders of Learning demonstrated exceptional maturity partnering with Woodlands Primary to cross-evaluate teaching and learning. They confidently delivered high-quality feedback to peer leaders and senior management.
- All children worked in their house groups and participated in collaborative workshops specifically designed to identify and unpack core meta-skills for learning, life, and work.

# SUCCESSES AND ACHIEVEMENTS

## Music and Performing Arts

- In an inspiring collaboration, Primary 6 worked alongside peers from Riverbrae School on the Hear My Music project, culminating in high-profile performances and Riverbrae and Paisley Town Hall as part of the Renfrewshire Spring Music Programme.
- High-quality musical opportunities spanned the school: P1 and P2 developed foundational skills through the *National Youth Choir for Scotland (NYCOS)* singing games; P5 mastered the tin whistle; and P7 engaged in vibrant *Youth Music Initiative Jazz Sessions*.
- Pupils in P6/5a and P6/5b shared their musical talents with the wider public, performing festive music at Tesco to raise funds for the school community.
- The entire school experienced a live, traditional Scottish music performance by *STRAMASH*, broadening their knowledge of heritage and traditional instrumentation.

## Sports and Physical Activities

- Primary 6 pupils demonstrated excellent responsibility and skill by successfully passing their Level 1 and Level 2 *Bikeability* Scotland cycle training.
- The school successfully promoted teamwork and physical fitness through participation in several local boys' and girls' football tournaments.
- Primary 7 embedded team-building and resilience during a highly successful residential trip to the Inverclyde Sports Centre, mastering new physical skills and outdoor challenges.
- We prioritised staff wellbeing this year when all staff joined cluster colleagues at Linwood High School for a dedicated wellbeing day, participating in yoga, mindfulness walks, lawn bowls, and a collegiate "bake-off".



# HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

## **Priority 1 – Enhance the wellbeing of all to support positive outcomes**

All staff across school successfully engaged in part 2 Non-Violent Resistance training (NVR) which enhanced staff capacity to manage challenging behaviours in a consistent trauma informed manner.

The Renfrewshire Nurturing Relationships Approach (RNRA) core group carried out a practitioner enquiry on using relational gestures and shared results with staff. The core group led a focus on kindness across the establishment. They introduced weekly kindness champions who are celebrated each week at assembly.

Our continued focus on staff wellbeing allowed staff time to work with the local authority health and wellbeing development officer and cluster colleagues. By fostering a culture where staff feel supported and connected, we have strengthened professional relationships, collaboration and resilience. Staff are better equipped to respond to the individual emotional, social and learning needs of children, creating calm, nurturing and inclusive learning environments.

We received our emotion works silver award which acknowledged our whole school approach and commitment to emotional, social and learning needs of children, creating calm, nurturing and inclusive learning environments.

Increased staff awareness of their role within 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 improvements in learning, teaching, play and assessment**

All staff had opportunities to engage with The Renfrewshire Way. The Learning and teaching core group successfully used the The Renfrewshire Way to create our “This is How we Learn” at East Fulton visual. This has resulted in a more consistent approach to sharing learning intentions and success criteria with children and involving children in thinking about real life scenarios for their learning.

All children were introduced to meta skills through whole school assemblies and focused house events.

A consistent approach to assessment and moderation in literacy were introduced. This has strengthened teachers shared understanding of standards and expectations across the school. This has resulted in better use of assessment information to inform targeted interventions and support.

Through collaborative professional dialogue, staff worked together to review and develop a more ambitious and aspirational set of establishment aims that reflect our vision for excellence, equity and inclusion. As a result, there is a stronger shared commitment to high quality learning and teaching staff are more consistent in promoting a culture of achievement, inclusion and belonging.

SEAL maths training has enhanced staff confidence and pedagogical knowledge in delivering high quality numeracy experiences across early and first level. Through a shared understanding of progression, mathematical thinking and effective teaching strategies, staff have adopted a more consistent approach to planning, assessment and intervention.

# HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

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 | 63%     | 58%     | 92%                 | 52%      |
| Primary 4 | 71%     | 54%     | 86%                 | 66%      |
| Primary 7 | 72%     | 64%     | 100%                | 68%      |

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

## Numeracy

The planned interventions and targeted approaches had a positive impact on both learner progress and staff confidence across the school session. All intended outcomes and measures were successfully achieved by May 2026.

8 children across Primary 6 and Primary 7 received targeted teaching support from a teacher and follow up input from support staff. Of these children, 2 demonstrated expected progress and 6 children achieved better than expected progress in the Progress Test in Maths. This narrowed the poverty related attainment gap and demonstrated that the targeted interventions, differentiated support and consistent tracking of attainment had a significant positive impact on numeracy outcomes.

Qualitative evidence gathered throughout the year also confirmed strong progress in relation to individualised support strategies. By May 2026, Child's Plan targets indicated that pupils were successfully achieving agreed targets within bespoke interventions. The regular review process ensured that supports remained responsive and effective for individual needs.

Staff surveys showed that confidence in teaching SEAL maths in Primary 1 and Primary 2 increased over the course of the session by 34% . By January 2026, staff evaluations using the Renfrewshire numeracy and mathematics checklist demonstrated improved confidence and understanding in delivering SEAL approaches within early level numeracy. Staff reported greater confidence in using concrete materials, modelling mathematical language and applying consistent approaches to teaching key numeracy concepts. Collegiate working, professional dialogue and shared planning opportunities further supported this improvement.

Learning visits undertaken throughout the year provided further evidence of successful implementation. Observations within classes containing targeted pupils demonstrated that strategies identified within Child's Plans were being consistently and effectively utilised in almost all target children. Staff were observed using agreed supports, targeted questioning, visual strategies and differentiated approaches to enable pupils to access learning successfully. Learning visits also highlighted positive learner engagement, increased confidence and improved independence in numeracy tasks.

Overall, the combination of targeted interventions, effective tracking, professional learning and consistent classroom practice resulted in improved outcomes for learners and increased staff confidence.

# PUPIL EQUITY FUNDING

## Literacy

The planned interventions and targeted approaches had a positive impact on both learner progress and staff confidence across the school session. Most intended outcomes and measures were successfully achieved by May 2026.

Our reader engagement surveys indicate an increase in the value placed on reading for 6 of the 12 target pupils and pupil's self-concept as a reader improved for 7 of the 12 pupils. These findings align with observations made by staff working closely with the pupils. Increased engagement in reading activities, alongside more positive attitudes and enthusiasm towards reading tasks, has been evident throughout the year. Pupils are demonstrating greater enjoyment of literature and are engaging more actively in reader-response activities linked to class novels and Book of the Month initiatives. These experiences have contributed positively to how pupils perceive themselves as readers.

Over an 8 month period 1 of the 12 pupils made eight months' progress in reading age and 7 pupils made significantly more than eight months' progress. The rest of the pupils completed assessments including phonological awareness assessments, progress in individual reading books, acquisition of tricky words and sounds, and improvements in comprehension skills. These assessments indicate that these pupils have made approximately one year's progress.

Evidence gathered throughout the session demonstrates an increase in staff confidence and competence in the delivery of phonics-based reading interventions within Primary 4. This improvement has been achieved through a collaborative team-teaching approach, which focused specifically on the teaching of phonics. Staff benefited from opportunities to observe effective practice, engage in professional dialogue, participate in shared planning, and reflect on the impact of targeted teaching approaches.

Team-teaching sessions supported the development of staff knowledge and understanding of phonics progression, explicit instruction, and effective strategies for word attack and vocabulary acquisition. Through modelling and collaborative delivery, staff increased their confidence in teaching sounds, tricky words, blending, segmenting, and decoding skills, as well as using assessment information to identify and address gaps in learning.

Professional collaboration strengthened consistency in phonics instruction across the Primary 4 stage, and enhanced staff capacity to provide targeted support for learners requiring additional intervention. Observations and professional discussions indicated that staff were increasingly confident in adapting teaching approaches to meet individual needs and in using evidence-based strategies to support reading development.

The increased staff confidence has had a positive impact on learner outcomes. Pupils demonstrated improved engagement during phonics sessions, increased confidence when applying decoding strategies, and stronger progress in the acquisition of sounds, tricky words, and early reading skills. Assessment data and classroom observations indicate that targeted phonics teaching has contributed to improvements in reading attainment and supported pupils in becoming more confident and independent readers.

# PUPIL EQUITY FUNDING

## **Literacy drop in clinic for Primary 6 and 7 staff**

The school-based literacy modelling and coaching role has supported Primary 6 and Primary 7 staff in developing greater consistency in literacy planning and delivery. Through regular professional dialogue and collaborative planning opportunities, staff worked together to develop stage-based planning approaches that promote progression, continuity, and a shared understanding of expected learning outcomes across both year groups.

As a result, progress has been made in establishing more consistent approaches to literacy planning, mostly Talk4Writing, with an increased focus on ensuring appropriate coverage writing experiences and skills. Staff have engaged positively with collaborative planning processes, leading to improved alignment of learning, teaching, and assessment practices across the stage. Monitoring and professional discussion indicate that learners are benefiting from a more coherent and structured writing programme.



# 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.

# OUR NEXT STEPS – PRIORITIES FOR 2026-27

We have made good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward.

## **To improve wellbeing outcomes for all we will**

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

- Unify NVR and RNRA into a single, lived practice, seamlessly blending relational de-escalation with sensory-ready environments to create a truly predictable 'safe base' for every learner
- Build staff confidence through foundational racial literacy training, establishing a shared language and reflective space to honestly examine how race impacts our school culture and curriculum

## **To improve wellbeing outcomes for all we will**

- Engage with Education Scotland's leading play pedagogy programme, empowering staff to design high-quality, play-based learning environments that promote equality and natural curiosity.
- Strengthen pedagogical practice by engaging in cycles of enquiry related to high quality learning and teaching.

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**

**Gilmartin Road, Linwood, PA3 3SG**

**0300 300 0152**

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

---