

7 June 2016

Dear Parent/Carer

**East End Primary School
The Moray Council**

In February 2015, HM Inspectors published a letter on your child's school. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the staff. We heard from the headteacher and other staff what had been happening in school since our last visit. We learned about on-going challenges with staffing which have had an impact on the pace and quality of improvement. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out how well children are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do children learn and achieve?

Across the school, staff have worked well as a team to improve learning and teaching. Most teachers are now more confident in sharing what is to be learned, and children are more aware of the purpose of their learning. In a few classes, children are becoming more involved in planning their learning. In most classes, children are now more active in their learning. They have increased opportunities to work in pairs and groups. Overall, these approaches have had a positive impact on children's motivation and attitude to learning. At the primary stages, children are well behaved and focus well on their tasks. However, in the nursery class, there is scope to ensure that all children enjoy a calm and positive play experience. Across the school, there are emerging signs of improved practice in sharing learning and progress with parents. For example, older children use their learning logs to record and review targets, and to support their weekly reflection on skills they are developing. Children's achievements are celebrated at 'PROUD' assemblies and displays around the school. Older children are increasingly confident to discuss their learning and what they need to do to improve. The headteacher recognises the need to ensure that improvements to learning and teaching are consistently applied across the nursery and all primary stages. Children's experiences are not yet of a consistently high enough standard across the school and nursery class.

The school is at an early stage in effectively recording and tracking children's progress in learning across the curriculum. Staff were unable to provide robust information about children's progress in reading, writing and numeracy. Scrutiny of children's work and observations of learning and teaching across the school

provided us with some evidence of children's improvements in spelling and in mental calculations. However, there has been insufficient improvement in the standards of children's attainment overall. Children's literacy and numeracy skills remain below levels we would expect at each stage. Children's writing is not of the standard we would expect. In numeracy, children are developing an appropriate awareness of time and measurement and now have better opportunities to develop mathematical skills in practical and outdoor activities. By P7, children can talk with enthusiasm about books they have read and can identify favourite authors. They are enjoying the new whole-school, structured approach to spelling. However, staff need to reach a shared understanding of standards for children's work and ensure consistently high expectations across the school.

How well does the school support children to develop and learn?

Across the school, children enjoy warm and caring relationships with all staff. Staff in the nursery are increasingly confident engaging with children as they play, with the aim of supporting and promoting their learning. Staff enjoy effective working relationships and understand the need to improve the setting to better meet children's needs. Children need increased and flexible opportunities for more active play, and to play and learn outdoors. We have asked The Moray Council to support the school in improving children's experiences in the nursery. In a majority of lessons at the primary stages, children benefit from activities which are suitably challenging and relevant to their needs and interests. In the best examples, teachers plan learning well to ensure tasks and activities meet the needs of individual pupils. Overall however, teachers are not taking account of children's differing needs and, in a few lessons, activities lacked challenge. Staff should now build on best practice in the school to ensure that tasks and activities are appropriate for all children. The school has made good progress in developing approaches to supporting children who may need extra help with their learning. There is now an overview of the needs of children across the school and clear plans in place for individual children as appropriate. Support for learning teachers and support staff are deployed across the school effectively, supporting individuals and groups with literacy and numeracy. There is now scope for more of this activity to take place within the classroom setting, and for support for learning staff to have time to offer consultation and advice to staff across the nursery and primary stages.

We acknowledge the steps taken by staff to improve children's behaviour, spelling and numeracy across the primary stages. The headteacher is working hard with staff, including those who are new to the school, to address issues highlighted in the original inspection. Priority must now be made to ensure children regularly access all areas of the curriculum. The school needs to ensure there are clear pathways for learning to ensure children make progress in all curricular areas. The school recognises the need to ensure staff have a clear and shared understanding of what it is trying to achieve for children through its curriculum. More account needs to be taken of Curriculum for Excellence and the local context. There is considerable scope to improve children's experiences in interdisciplinary learning topics.

How well does the school improve the quality of its work?

The headteacher and depute headteacher are very committed and are working very hard to improve the school to ensure all children can achieve their best. They are working to develop consistent, shared approaches across the school. Together, they are developing whole school approaches to monitoring children's wellbeing, and progress in literacy and numeracy. As a result, they now have more information about the needs of individual children. Most staff are gaining confidence in developing children's literacy and numeracy skills. Attention now needs to focus on improving attainment, and improving the curriculum. All staff in the nursery and primary stages need support to increase the pace of improvements across all curriculum areas. The headteacher understands the priorities for the school identified in this visit. The Moray Council needs to continue to work closely with the school to improve the quality of its work.

What happens next?

The Moray Council needs to work with the school to ensure improvements in children's learning, attainment and progress. Our Area Lead Officer will work with The Moray Council to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out another further inspection within one year of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Susan Duff
HM Inspector

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.