

28 November 2017

Dear Parent/Carer

**East End Primary School and Nursery Class
The Moray Council**

In February 2015, HM Inspectors published a letter on your child's school. The letter set out a number of areas for improvement which we agreed with the school and The Moray Council. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in June 2016. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's/young people's learning and achievements. This letter sets out what we found.

Learning and teaching

In the early learning setting, children receive a personal welcome and engage well in a daily gathering time which enables them to share feelings, news and talk about their session. The playroom environment indoors and out promotes independent choices and some self-help skills. The outdoor learning environment is more effectively enabling children's investigative and problem solving skills. Staff should continue to take a closer look at the time children have available to them in the early learning setting to make independent choices about what they do and where they play. Improvements have been made to the learning and teaching approaches for early language and mathematics. This work needs to continue to ensure all staff have very high expectations of what children can achieve.

In all primary classes, children are well behaved and appropriately motivated. They are ready to learn, although in some cases they may need some additional help with activities which are planned. The new behaviour policy has been a significant success and is popular with staff, children and parents. In classes, sensitive targeted support is given to children with additional support needs from support for learning staff and pupil support assistants, and general support is given to the class by classroom assistants. Teachers are now consistently structuring their lessons appropriately. They have had helpful advice on this from local authority staff. In a few classes, teachers are consistently challenging children to enhance their skills and knowledge through engaging lessons. However, the inconsistency between the quality of learning experiences across the primary school is still too great. Overall,

children would benefit from more opportunities to have a say about learning in the school and to be actively involved in more engaging lessons.

Curriculum

The curriculum in the early learning and childcare setting has improved and gaps in provision identified at the last inspection have been addressed. However, work still needs to continue to build the curriculum. The school should be clearer about the methods that staff are using to organise learning opportunities. There is also scope to further develop breadth, challenge and application in children's learning. Staff in the early learning and childcare setting should develop further how they use children's interests to plan meaningful learning for them.

A revision of the school's curriculum has been taking place over the past two years. Staff have been involved in work to develop the way that lessons can be planned to make them more relevant to children, involving different areas of the curriculum whilst studying an issue that children can identify with. They have also introduced approaches which help children to be more positive about their own abilities and are beginning to celebrate their achievements more effectively. The school should continue with its plans to further develop the curriculum, following local and national advice. Parents now feel better informed about the curriculum and think that the school has worked hard to make sure that they are kept up to date with developments. They receive class and school newsletters and are invited to events in school including information evenings about different aspects of what is taught in school.

Self-evaluation and improvement

Staff in the early learning and childcare setting are familiarising themselves with more recent self-evaluation guidance. A greater focus on family activity has been put in place to build capacity in families to become more involved in the setting and engaging in their child's early learning. There is scope to consider how the school will bring about consistency between the morning and afternoon sessions in the early learning setting.

An improvement plan is in place in the early learning and childcare setting and primary school which takes account of local and national priorities. There is now greater involvement of staff in the development of school initiatives. Staff report feeling much more involved in the work of the school and that they work as a team, supporting each other. The school is improving its use and range of data to measure and report on children's progress. However, attainment data gathered by the school does not yet show improvement over time and there is still much work to be done to improve children's progress in areas such as writing. Overall, children's presentation of work, including their spelling, punctuation and handwriting, still has considerable room for improvement.

What happens next?

The school has made some progress since the original inspection. We will ask for a report on progress within 18 months of the inspection. This report will inform any

decision made by Education Scotland regarding further engagement. This may include another inspection visit. When such a decision is made, we will write to you again detailing the improvements the school has made and outlining any further action, agreed with The Moray Council that we intend to take.

Ken McAra
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 0131 244 4330, 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.