

# Summarised inspection findings

East Fulton Primary School

Renfrewshire Council

14 May 2019

## Key contextual information

East Fulton Primary School had a roll of 221 pupils at the time of the inspection. Attendance had been in line with national averages over many years and the rate of exclusions was consistently low. The school plays an active part in Renfrewshire Council's involvement in the Scottish Attainment Challenge, and receives additional resourcing from the Scottish Government's Pupil Equity Fund. The school was extending its accommodation into a renovated, adjacent building to prepare for the national policy of increased hours of entitlement for nursery education.

### 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

#### Learning and engagement

- The very positive relationships across the school ensure a supportive and encouraging environment for learning. Staff are alert to evidence of children's lack of readiness for learning, for example, relating to issues they may be facing out of school. Staff are also skilled at using strategies and resources to support children in professional nurture approaches, supported by the Pupil Equity Fund (PEF) provided by the Scottish Government.
- As a result of this support, almost all children take part willingly in their learning. Almost all benefit from the wide range of learning experiences, planned and provided by the school, which take appropriate account of national guidance. Children speak enthusiastically about their learning in, for example, reading and mathematics. They work well on independent tasks and cooperate well in groups, sharing ideas and resources.
- Most children are well motivated by the tasks which staff provide, and demonstrate clear enjoyment in their work. In the best examples, these tasks include well-designed, stimulating activities which are tailored well to the needs of individual children. On a few occasions, tasks are insufficiently demanding.
- Many children can describe the skills they learn from their opportunities to lead clubs, activities and, at times, learning in class. For example, children in the digital leaders group have organised and delivered events relating to information technologies, involving staff and parents in joint learning activities. The school is making good progress in ensuring that all children, including those more likely to miss out, have opportunities to develop skills and build confidence by participating in the wide range of enriching clubs and activities.
- Teaching at all stages is based on the experiences and outcomes identified in national advice. Staff work well together and demonstrate confidence in designing worthwhile learning activities. At times, children are involved in identifying things they would like to learn, for example in 'learning conversations', which also help to confirm children's progress. The school should continue to seek ways in which pupils' views can be used to help shape their learning.

- Children receive high quality, skilfully coordinated support for learning, where additional support needs are identified. Staff are consistently attentive to children's attendance and demeanour, 'checking in' with each child on a regular basis, and act decisively to meet any needs they identify. Teachers collaborate and communicate well with their skilful classroom assistants, and support agencies as necessary, to ensure that all children make progress in their learning. The school's well-designed arrangements for transition, from nursery into P1 and from P7 into secondary school, help support continuity and progression in children's learning.
- Children at East Fulton Primary School benefit from a warm, welcoming ethos. The headteacher sets high expectations and is committed to ensuring children receive high quality learning experiences. All staff pride themselves in knowing the children and their families well. Across the school very positive relationships exist between staff, children and their peers. This leads to a calm, purposeful learning environment where children are engaged and keen to learn. Children have opportunities to learn as a whole class, in small groups and as individuals. They are well behaved, polite and respectful of each other and adults in the school.
- In all classes the purpose of lessons is shared, children are clear about what they are learning and why. Teacher-led group work is differentiated to meet the needs of learners. In a few lessons observed children were able to choose the level of challenge in their learning. In pre-inspection questionnaires most children felt their work was hard enough. Children who spoke to inspectors said they could be challenged more in their learning. Additional staff are used well to provide individual and small group support for targeted children. Teachers should continue to ensure all children experience appropriate support and challenge through carefully planned differentiated learning.
- Across the school children have regular opportunities to use digital technology to support their learning. Laptops and tablets are used regularly to access a range of educational games across the curriculum. Children talk positively about their online maths homework. They like that it is individualised, identifies areas in which they are working well, and aspects they can improve. Teachers use interactive whiteboards well to enhance learning and teaching. In a few lessons children used tablets to record their independent work to share with the teacher. Staff should continue to plan the use of technology in a progressive way across the curriculum.

### **Quality of teaching**

- Overall the quality of learning and teaching is good with some very good examples. In most lessons verbal feedback is given to children, however written feedback is variable. Staff should revisit this to ensure feedback has a strong focus on progress and next steps in learning. This will help children to understand what they are doing well and how they can improve. Further opportunities for children to peer and self-assess will support children in understanding themselves as learners.
- Teachers use a wide range of resources to support learning and teaching. Pupil Equity Funding (PEF) and Innovation Funding has been used to ensure children have access to high quality resources that meet their needs. Children in the upper stages were involved in selecting resources to support new approaches to teaching numeracy and Mathematics.
- Open areas are used well by all classes. At the early stages the area is used to support play for children in P1 and P2. Throughout the school open areas have numeracy puzzles and games for children to use. The school has identified the need to develop outdoor learning. This will provide children with opportunities to learn beyond the classroom. In developing this staff should ensure children experience planned, progressive opportunities to learn outdoors.

- The headteacher carries out a range of quality assurance activities including learner conversations and lesson observations. Commendably pupils in the upper school were involved in lesson observations in classes at the early stages with a focus on approaches to teaching numeracy and mathematics. The headteacher and staff should continue to review quality assurance processes with a focus on aspects of pedagogy. The leadership team should record clear next steps for staff, to support greater consistency in learning and teaching across the school.

### **Effective use of assessment**

- Teachers use a range of assessments to help determine children's progress in learning and to inform planning. An annual assessment calendar supports teachers in planning formal assessment. Teachers are becoming more confident in making judgements about children's progress through the use of a range of formal and informal assessments. National benchmarks in literacy and numeracy are influencing planned assessments.
- There is scope to develop more consistency in staff's use of assessment approaches, including opportunities for children to self- and peer-assess. This will help children to know themselves better as learners and how they can continue to improve. The school has identified the need to build more holistic assessment into planning across the curriculum to further develop teachers' shared understanding of achievement of a level.
- Teachers undertake moderation activities, contributing to a shared understanding of standards and increased confidence in teachers' professional judgements. The school recognises the need for opportunities to collaborate with colleagues in other establishments to further develop this practice.

### **Planning, tracking and monitoring**

- Staff have access to a range of effective procedures to monitor and track children's progress in literacy and numeracy. For example, teachers track children's progress through reading pathways, using this information to plan support and identify areas requiring greater focus. Staff now incorporate reference to benchmarks to track progress, as part of the school's new approach to teaching writing.
- Senior staff meet termly with class teachers to discuss the progress of individual learners. Staff identify areas of support for individuals and groups of learners. They use data effectively to monitor the progress of groups of children who face additional challenges, and to consider the impact of planned interventions. Senior leaders incorporate attainment information into a school overview to support monitoring and tracking, providing valuable information about the pace of learning across the stages.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

## 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

### Attainment in literacy and numeracy

- Overall attainment in literacy and numeracy is good. The school provided evidence on children's achievement of Curriculum for Excellence levels for 2017/2018 which shows that, in P1, all children achieved early level in listening and talking, almost all in reading, and most in writing. At P4, the majority of children achieved first level for reading, writing, and listening and talking. Most children achieved second level in reading, writing, listening and talking in P7. In numeracy, all children achieved early level in P1, and the majority of children achieved first level in P4 and second level in P7.

### Literacy and English

- Children's attainment in literacy and English is good with most children making appropriate progress from prior levels of learning. In recent years the school has taken steps to raise attainment in reading with a focus on developing a reading culture and consistency of approach to teaching reading. Building on this success, the school is currently developing a similar approach to raise attainment in writing.

### Listening and talking

- Attainment in listening and talking is good. Almost all children listen attentively to instructions and respond well to questions from adults and peers. All children are respectful in group and class discussions. At early level, children take turns and can retell stories and events. Children at first level contribute confidently in class discussion and most are able to share their thoughts and ideas with others in group situations. At second level, most children can support their views and opinions with relevant reasons. The school should proceed with its plans for a more consistent approach to developing listening and talking skills, including opportunities for debate.

### Reading

- Children's attainment in reading is good. The school has taken a range of successful steps to improve the teaching of reading, and to raise its profile across the school. The school participates in national reading events and invites authors to work with the children. A paired reading approach is used to provide additional reading opportunities for identified children. The effective focus on reading for enjoyment has increased children's motivation. Children have regular access to an attractive library, where older children, supported well by a member of the community, assume the role of library monitor and support younger children in exploring and selecting books. Classrooms have comfortable reading areas which are encouraging children to choose reading as an independent activity.
- At early level, most children are learning to identify common words and use their growing knowledge of sounds and blending to read. Children have multi-sensory opportunities to

explore sounds and spell words. The majority can apply their reading skills in structured play experiences linked to learning contexts and topics. At first level, the majority of children can identify key features of fiction and non-fiction texts. Children are developing confidence in talking about character, setting and plot and can identify main ideas within a text. Children at second level can read aloud with fluency and expression using appropriate pace and tone. Children can justify their preference for a particular genre of text by identifying key features. They are able to discuss the author's style and relate events in stories to their own experiences. At first and second levels, children choose from a selection of independent reading journal activities to demonstrate their understanding of the texts. They make regular use of digital technology to access a wider range of electronic books.

## Writing

- Children's attainment in writing is good. Staff have adopted a more consistent approach to teaching writing which is having a growing impact on children's skill and confidence in writing within a variety of genres. At early level, most children are developing confidence in independent writing and are using their phonic knowledge to attempt to write unfamiliar words. There is scope to provide greater challenge and application of word-building skills to meet the needs of all learners. At first level, children can use appropriate vocabulary to describe their response to a personal event. They use their understanding of grammar to create richer, more descriptive sentences. At second level, the majority of children use their knowledge of language to create their own scripts, and can identify and use features of different styles of poetry. At first and second level children's skills in editing their writing are developing well. They are beginning to apply writing techniques to their own drafts to improve content, grammar, punctuation and spelling. Children would benefit from further opportunities to develop their writing skills in extended pieces which reflect their learning contexts. The profile of writing across the school could be further raised and celebrated by presenting and displaying children's work creatively.

## Numeracy and mathematics

- Over the last few years the school has had a strong focus on developing approaches to numeracy. Initiatives through the Scottish Attainment Challenge (SAC) and Pupil Equity Fund (PEF) have led to improvements in attainment at early level and for children who face barriers to their learning.

## Number, money and measure

- The numeracy-rich environment across the school impacts positively on children's motivation in mathematics. Playground games for children in infant classes, number challenges, and displays throughout the school provide opportunities for children to consolidate their learning in an informal way. Across the school children are confident in explaining and using a variety of strategies such as partitioning, friendly numbers and compensation. At early level, children count on and back within 30. They recall number bonds with speed and accuracy. At first level children round numbers to 10 and 100 and use this knowledge to solve problems. At first level children measure using millilitres and litres and can convert these, with a few children confident in using decimals. They estimate volume with increasing accuracy. Children at first level can explain the history of the number system. At second level children talk confidently about budgeting, profit and loss, and features of debit and credit cards. They use their knowledge of number and percentages to identify 'good deals' in shops. Children across the school would benefit from further opportunities to apply their strong mental agility skills in problem solving contexts.

## Shape, position and movement

- At early and first level children name common 2D shapes and 3D objects and can talk about their basic properties. At second level children can identify 3D objects from 2D

representations. At second level children study artists who use tessellation, geometric shape and perspective in their work. This is leading to a sound understanding of mathematics in the real world. At second level children can talk about circles and the relationship between the radius and diameter. Children at second level would benefit from exploring angles in more detail, including complementary and supplementary angles. Across the school children would benefit from planned, regular opportunities to revisit shape, position and movement ensuring depth and progression.

### **Information handling**

- At first and second level children use tally marks to record information and then create simple bar graphs. At first level children use online games to read tables and charts. They can sort data using Carroll diagrams. Children working at first level can talk about mathematical chance and uncertainty in relation to everyday situations. Children across the school would benefit from opportunities to gather, sort and analyse a wider range of data. Children working at second level should have opportunities to interpret and display data using a wider range of graphs and tables.

### **Attainment over time**

- The school provided information which, set alongside evidence gathered by inspectors, indicates ongoing improvement in attainment in literacy and numeracy, particularly in the most recent years. These improvements have been driven by high quality professional learning and effective leadership of change, for example drawing on the school's involvement in the Scottish Attainment Challenge (SAC). There remains scope for further improvement in staff's use of assessment data, for example as the school's digital tracking approaches become more fully embedded. The school was a finalist at the 2018 Scottish Education Awards, in recognition of aspects of its processes to raise children's attainment in numeracy. Staff use a range of assessment data to ensure appropriate action is taken for children who are at risk of underachieving as a consequence of social or economic disadvantage. The progress of these children is carefully tracked. Staff plan learning specific to these children's needs, based on valuable information about the additional barriers which they may experience.

### **Overall quality of learners' achievements**

- Children achieve important skills, knowledge and attributes through the many opportunities which the school provides. These achievements are celebrated in different, effective ways including class and whole-school displays, assemblies and through social media, helping to encourage and motivate further achievement. Children learn how the practical contributions they make, for example through class- and whole-school duties, help younger children to benefit, classes to run smoothly, and the school community to achieve. Children enhance their skills in consultation, teamwork and reporting to their peers through duties such as House Captains and members of the Pupil Council. A group of P7 pupils work as reading buddies, supporting younger pupils whilst enhancing their own interpersonal skills and positive attributes. All children develop an important awareness of the qualities of responsible citizenship through their environmental work, which has resulted in the award of the four Eco-schools flags which are proudly displayed in the school hall. Some children have achieved notable success as Digital Leaders, supporting learning about information technologies and contributing to the school securing a Digital Schools award. The Digital Leaders have also achieved impact beyond their own classes and peers, for example through joint learning activities with staff and parents, addressing key social concerns including internet safety. Staff, parents and partners contribute in organising the wide range of clubs and social activities, through which children develop sporting and cultural skills.



## Equity for all learners

- The school uses its allocation of Pupil Equity Fund to resource important approaches to support children whose experiences and attainment are at risk due to socio-economic disadvantage. Additional staff are carefully deployed to maximise their impact, for example providing enhanced nurture experiences, building on the school's widely recognised broad culture of nurture and support. Drawing from its strong partnership with parents, support agencies and the wider community, the school is kept well informed of adverse circumstances affecting children's learning and development. Alongside teachers, the wider team of classroom assistants, administrative and janitorial staff, play an important part in monitoring children's welfare and progress, sharing relevant information with senior staff and class teachers. Staff take decisive, sensitive action to address any concern relating to children's welfare and development, for example providing funding to ensure children can participate fully in the range of school experiences. The careful focus on children requiring additional support for learning also makes an important contribution to the school's effective work in ensuring equity.

## Practice worth sharing more widely

The school's work in language and numeracy includes a number of creative and innovative approaches, as highlighted earlier in this paper. Whilst these initiatives are still at the early stages of implementation, they are well-judged and their impact is carefully tracked and evaluated.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.