

Summarised inspection findings

Moray Primary School

Falkirk Council

26 November 2024

Key contextual information

Moray Primary School is situated in Grangemouth in Falkirk Council. The school roll is 285 children working across eleven classes. The school also has an enhanced provision class which serves the Grangemouth area.

The senior leadership team consists of the headteacher, one deputy headteacher, one principal teacher and one acting principal teacher. The headteacher has been in post for five years. There is a total complement of 15.4 full-time equivalent (FTE) teaching staff including teaching staff in the Enhanced Provision Class. The school has a total complement of 8 FTE support staff.

Approximately 38% of children live in Scottish Index of Multiple Deprivation (SIMD) data zones 1 to 3 with a significant minority living in SIMD zones 8 to 10.

Approximately 34% of children require additional support with their learning. Attendance is above the national average. There have been no exclusions in the last two years.

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

- All staff create and maintain a very welcoming and highly inclusive ethos which is underpinned very well by the school values of respectful, ready and safe. Children know their rights and those of others well which they display in class charters. The school has received national accreditation for this work. This highly positive ethos motivates children well in their learning.
- Children enjoy a range of meaningful roles and responsibilities around the school. They contribute effectively to the wider life of the school through leadership groups, school events, assemblies and within the community. Children discuss confidently the difference they make to the school community through participation in these roles. This is helping them to be responsible citizens and effective contributors.
- All teachers treat children with respect and kindness. They implement consistently a whole school approach to teaching children about their emotions which impacts positively on children's behaviour. Almost all children engage positively with their learning and listen attentively during lessons. When children lose focus during learning, staff encourage them sensitively. This minimises disruption to children's learning effectively. A few children require more intensive support to manage their behaviour. Staff provide individual children with effective bespoke support and interventions as required.
- Teachers provide children with very inclusive learning environments. They are developing well their approaches to providing consistent visual timetables which help children to better

anticipate their learning across the school day. Children have regular worthwhile opportunities to learn outdoors and extend their knowledge and understanding. This supports children effectively to develop their skills for learning, life and work.

- Staff plan interesting play-based experiences which support children well to be creative and make choices. Staff observe children carefully focusing on specific children at different times to identify clearly the strengths and the skills children develop. They meet daily to plan experiences based on children's interests which motivates children effectively. Staff should continue to ensure an effective balance between adult-directed and child-led learning to challenge all children appropriately through their play.
- Children self- and peer-assess their work regularly which helps them well to know their next steps in learning. Children set targets for learning in literacy and numeracy and work with teachers to identify their strengths. As a result, children talk about their learning knowledgeably and are self-aware. This is an important strength of the school. Teachers ensure children's voice is evident in the planning of learning that links different areas of the curriculum together. This helps children to pro-actively shape their learning and be confident learners.
- All teachers use digital technology very effectively to support and enhance children's learning. Most children use digital devices successfully to support their learning which is developing their digital technology skills well. For example, children use digital programmes, digital matrix codes and create presentations. This helps children well to lead their learning independently.
- Teachers undertake willingly useful professional learning to improve their practice. For example, last session teachers implemented a new approach to the teaching of writing and to encourage reading for enjoyment. Older children have a clearer understanding of how to structure their writing and most children engage in writing more positively as a result. As teachers continue to embed these approaches, they should measure clearly the impact of this work on children's attainment. This will support them to understand what makes the biggest difference in raising children's attainment.
- Teachers have developed a comprehensive learning, teaching and assessment framework which is supporting more consistent high-quality teaching across the school. Almost all teachers provide clear explanations and instructions for children clarifying key teaching points well. They give children useful opportunities to learn actively in groups and pairs. A few lessons are overly teacher led. Children would benefit from lessons that are set at a faster pace which will enable them to learn actively for longer periods. Almost all teachers use questioning successfully to clarify teaching points and to check for children's understanding. Building on this, they should now develop questions to extend and deepen children's thinking. In all lessons, teachers share the purpose of learning with children and support them effectively to know how to be successful.
- Teachers gather and use a wide range of assessment data increasingly well. For example, they use formative and summative assessments effectively to identify quickly children who require additional support with their learning. They now plan reliable literacy assessments as an integral part of their planning for teaching and learning. They outline clearly how this assessment evidence links to the national Benchmarks. This is supporting their professional judgements of children's attainment. As planned, teachers should continue to develop assessment approaches and make effective use of assessment data. This will enable them to identify the progress all children make through Curriculum for Excellence (CfE) levels and in particular, children who require challenge in their learning.

- Teachers increasingly engage in regular helpful moderation activities and a few staff have participated in worthwhile local authority moderation training. Teachers have created a useful in-school resource which outlines well their shared expectations for standards in children's writing. This work is deepening teachers' understanding of national standards.
- Teachers plan children's learning appropriately across all curricular areas using the experiences and outcomes of CfE. They use local authority progression pathways to inform their longer-term planning and create detailed weekly or daily plans. Teachers have started to use helpful medium-term planning formats for literacy. These formats support them well to plan progressive learning that is set at the right level of difficulty for all children. Teachers continue to develop this approach across other curricular areas. For example, they have created useful formats to planning learning for sustainability. Senior leaders have prioritised numeracy and mathematics as the next step and they are well-placed to take this work forward. This will ensure all children experience learning that is at the right level of difficulty and make the best possible progress.
- Teachers support all children very well to have equitable learning opportunities, including children who are impacted by factors relating to poverty. Teachers make increasingly effective use of data to identify children who require support with their learning. Teachers would benefit from further professional learning to ensure that support plan targets are more specific and measurable. This will enable teachers to evidence the impact of interventions more robustly.

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 majority of children across all levels achieve national expectations in literacy. Overall, most children achieve national expectations in numeracy.
- Most children who require additional support with their learning make good progress towards their targets.

Attainment in literacy and English

- Overall, the majority of children make good progress in literacy and English.

Listening and Talking

- Children who have achieved early level, enjoy listening to texts and accurately retell a story. They listen well to each other and adults, follow simple instructions and take turns. At first level most children listen and respond to others appropriately and with respect. They answer literal and inferential questions correctly. At second level, most children enjoy listening for information in news bulletins and take notes successfully to show their understanding. They are developing their skills of influencing others in debates. Children would like more opportunities to develop their presentation skills.

Reading

- Children who have achieved early level, use their knowledge of sounds to read simple words and sentences confidently. At first level, most children decode unfamiliar words using a range of strategies. At second level, most children read aloud familiar texts clearly and fluently with appropriate reference to punctuation. Across the school, all children should more regularly read and explore the features of non-fiction texts, appropriate to their age and stage.

Writing

- Children who have achieved early level, write simple words and short sentences well. They would benefit from more opportunities to write in different contexts and independently during play experiences. At first level, the majority of children have knowledge of the features and different elements in writing. They use these increasingly to create interesting characters and settings. At second level, the majority of children are developing well their use of the features of persuasive writing. They use interesting vocabulary successfully and understand the structure of stories well as a result of a new approach to writing. At first and second levels, children would benefit from more opportunities to write extended texts for a range of meaningful purposes.

Attainment in numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics.

Number, Money and Measure

- Children who have achieved early level solve simple addition and subtraction problems successfully. At first level, the majority of children read, write and order numbers to 1,000 and round to the nearest 10 and 100 accurately. They use mental strategies to solve simple problems accurately. Further revision of using mental strategies in multi-step and money problems will build children's mental maths skills further. At second level, most children round whole numbers to the nearest 10,000 accurately. They have a firm understanding of addition, subtraction, multiplication and division.

Shape, position and movement

- Children who have achieved early level, recognise, describe and sort common two-dimensional (2D) shapes confidently. Across first level, the majority of children name and identify the properties of a range of 2D shapes and three-dimensional (3D) objects. At second level, most children identify acute, obtuse and straight angles accurately. They understand well the relationship between the diameter and radius of a circle but are less confident in identifying the circumference.

Information Handling

- Children who have achieved early level, use their knowledge of colour, shape and size to match and sort items successfully in different ways. At first level, the majority of children gather data effectively using surveys and present information correctly in bar graphs and charts. At second level, most children interpret data accurately from information presented in a range of charts and graphs to demonstrate their understanding. They will benefit from regular practice in gathering, analysing and displaying data for real-life purposes.

Attainment over time

- Senior leaders have effective systems to record and track children's attainment over time. Teachers have raised attainment over time for cohorts of children who were most impacted by the COVID-19 pandemic. Senior leaders effectively support teachers to analyse data and identify groups and cohorts of children who require targeted support with their learning. As planned, they should now use their data to identify children who require challenge in their learning. This will ensure all children make the best possible progress over time.
- Overall attendance is above the national average. The headteacher takes effective action when attendance levels give cause for concern. A few children experience a negative impact on their learning and attainment due to low attendance rates. Staff work effectively with colleagues from a variety of agencies to provide targeted support to reduce barriers to learning. This is leading to improved attendance for identified children. A helpful attendance rationale document outlines the benefits of regular attendance, parental responsibility and procedures for reporting absence.

Overall quality of learners' achievements

- Children value and are proud of their achievements which staff celebrate in a variety of meaningful ways. For example, in school assemblies, 'Our Spotlight on Wider Achievement' display, floor books, 'Our School Can Achieve Results' (OSCARs) certificates and on social media. Senior leaders have developed a helpful 'Wall of Fame' system to monitor children's participation in activities. These comprehensive approaches help children to be confident individuals and recognise their success. A next step for staff is to support children to understand the skills they develop as a result of their achievements within and outside school.

- Children in the upper stages benefit from a range of leadership activities. They enjoy roles such as buddying younger children, reading champions and digital leaders where they demonstrate their leadership and organisational skills well. Children from all stages form the Rights Respecting Schools group. A few children improve their teamwork, confidence and organisational skills through their leadership roles in the house system. The inclusion of younger children in a wider range of groups will be a positive next step. The pupil council use the children's national self-evaluation framework effectively to gather and share children's views. This is helping children to be effective contributors.
- All children have opportunities to attend and develop further their skills through a variety of lunchtime clubs, such as the GLEE club. Older children displayed initiative by starting a gardening and Harry Potter club. Children improve their sporting and teamwork skills through participation in sporting clubs delivered by Active Schools. These experiences are developing children's teamwork, leadership, sporting, music, creativity and life skills.

Equity for all learners

- Senior leaders track carefully the progress and attainment of learners who may be affected by socio-economic disadvantage. They use this data to prioritise Pupil Equity Funding (PEF) interventions. These interventions include an inclusion support worker, play therapist, early years officers and the staffing of a soft start nurture club. Senior leaders should use data and assessment information more rigorously to identify how well PEF interventions close children's attainment gaps. The headteacher consults with parents and the Parent Council on the use of PEF in school improvement planning and on the school website.
- All staff are aware of the social, economic and cultural context of the school community. They know children and families well and support their wellbeing effectively in very helpful ways. For example, they signpost parents to agencies who provide helpful advice about finances or wellbeing. Senior leaders and staff work effectively with the Parent Council and the Parent Teachers Association. They consider carefully the cost of the school day and source funding which reduces financial demands on families.

Quality of provision of Special Unit (contributes to school evaluations)

Moray Primary School hosts a local authority enhanced provision for children that require significant adaptation to their curriculum. The headteacher has strategic and operational leadership responsibility for the enhanced provision. The current roll of the provision is 30 children working across four classes. All children have a range and complexity of language and communication needs. Children are selected for attendance at the enhanced provision through a local authority assessment group. The local authority provides transport where required for children, in agreement with parents. Other parents transport their child to and from school each day.

QI 2.3 Learning, teaching and assessment

- Staff have established a very positive ethos and culture within the enhanced provision. They promote all children's rights successfully. All children experience positive and supportive relationships with staff. This is leading to almost all children interacting well with staff, each other and in sustaining engagement during learning activities. Staff support almost all children effectively to participate fully in their learning with experiences matched well to their interests. Teachers provide most children with appropriately challenging learning opportunities. A few children would benefit from more personalised support when working in groups. This will help to deepen their understanding of their learning.
- Children in the enhanced provision may display distressed behaviour during the school day. This often relates to children's additional support needs. Staff prioritise children's wellbeing and develop their emotional resilience effectively. This is resulting in children demonstrating an improving ability to regulate their emotions over time. When a child does become significantly dysregulated, staff remove other children from the learning space. This provides the dysregulated child with privacy, space and time to regain emotional control before returning to learning. However, this approach can impact on others' learning for a period of time.
- Senior leaders and staff have developed a clear ethos that underpins the purpose and aims of teaching and learning in the enhanced provision. Staff understand fully that all children in the enhanced provision require individualised approaches to learning. Staff have a robust understanding of the needs of all children. They monitor closely children during activities and support them appropriately to make progress in learning. Staff design effective, well-considered activities to meet the needs of children well. They use a range of environments to promote learning, including the outdoors. Children respond positively and are enthusiastic about learning experiences in these environments. Staff should continue to build further their use of creative approaches to learning.
- Staff provide children with helpful opportunities to use digital technologies to enhance their learning experiences. Children use online learning platforms to reinforce their learning or to provide a stimulus for learning. Staff should ensure that children are appropriately challenged when using online learning platforms independently.
- Overall, staff use their observations of children's learning well to determine children's progress. They have developed useful assessment approaches that provide them with increasingly valid assessment information. For example, staff have developed their evaluations of progress within children's planning documents. Building on this, staff should ensure that these evaluations provide clear measurable information about the skills children develop. This will enable staff to evaluate more accurately and reflect more closely on the progress children make.
- All teachers within the enhanced provision meet regularly to moderate their professional judgements on children's progress. They consider particularly well children's progress in

wellbeing. This includes the impact learning has on children's resilience and regulation in school, at home and in the community. It would be beneficial for teachers to further develop their professional knowledge, understanding and skills with more bespoke professional learning and moderation.

- Teachers plan learning experiences responsively using contexts that link well to children's interests. Teachers plan learning appropriately over different timescales for all children. Teachers should now review planning approaches to ensure that they align with children's CfE levels such as for groups or individuals working beyond pre-early level. It would be helpful for teachers to include the specific skills they want children to develop within their planning.

QI 3.2 Raising attainment and achievement

- Overall, most children make good or better progress from prior levels of attainment in literacy and numeracy, in line with their additional support needs. All children make good progress with their individual learning targets.
- In literacy and communication, across all levels including pre-early level, most children have increased well their listening skills and capacity to interact and communicate their needs. Most children progress appropriately with their reading skills. At pre-early and early level, children are developing well their use of mark making or writing letters and numbers. They share their thoughts and communicate their ideas to develop short imaginative stories or factual accounts with a beginning and an end. Children working at first level apply their knowledge of reading for information well to understand texts. The majority of children read short texts and spell unfamiliar words with accuracy. Children at first level are increasing well with their writing skills, writing for different audiences legibly and in an organised manner.
- In numeracy and mathematics, children at pre-early and early level develop well their understanding of number, including sequencing of numbers up to 10. Children at first level use their understanding of numbers to round to the nearest 10 or nearest 100. They recognise numbers to 1000, successfully working out missing numbers from a sequence. Children require more support with fractions. Across all levels, children sort and describe common 2D shapes and 3D objects, appropriate to their level. At first level children are developing well their understanding of information handling and measurement.
- School leaders and staff are effective in supporting children's participation in the life and work of the school. Children from the enhanced provision are often included in whole school and mainstream class activities. Children, have valuable opportunities to contribute effectively to whole school initiatives and leadership groups. For example, children have undertaken charity work and contributed to a children's rights charter.
- Most children's attendance remains high and above the national average. Senior leaders and staff work effectively with families to help increase the attendance of children with lower attendance patterns. Children's needs are met effectively in the enhanced provision with no recorded exclusions and all children attend school on a full-time basis.
- Senior leaders and staff have developed effective systems to promote equity and success for children and their families. Over time, all children increase their time spent within mainstream classes. Children transfer the skills they have developed in the enhanced provision very well to mainstream experiences. They engage well in carefully selected mainstream learning opportunities. Senior leaders should continue to ensure that children within the enhanced provision benefit from PEF. A few children learn successfully within their mainstream class for almost all of the school week. All children receive their entitlement to physical education.

Other relevant evidence

- Children benefit from a well-stocked school library and individual class libraries. There is a range of texts to support children to learn across different areas of the curriculum. Reading champions promote reading and maintain the school library. They enjoy organising their playground 'Borrow Burrow' club where they encourage children to read at break times. A few children have received national awards for their reading.
- Children receive two hours of high-quality physical education each week.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school.

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.