



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
7 MARCH 2018**

SUBJECT: SCHOOLS FOR THE FUTURE REVIEWS

BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

- 1.1 The purpose of this report is to share the findings of the Schools for the Future Review visits to the Elgin Academy Associated Schools Group (ASG) which took place between the end of October and December 2017.
- 1.2 This report is submitted to Council in terms of Section III (D) (1) of the Council's Scheme of Administration relating to the exercise of functions as Education Authority within the terms of relevant legislation with regard to nursery, primary and secondary education.

2. RECOMMENDATION

2.1 It is recommended that Committee:

- (i) **scrutinises and notes the report; and**
- (ii) **agrees the recommendations from the individual reports shown in Appendices 1-6.**

3. BACKGROUND

- 3.1 At its meeting on 2 March 2016 the Committee agreed to note the outcome of the consultation and pilot work done on the draft 'Schools for the Future Policy' and to refer the draft policy to The Moray Council for approval (paragraph 7 of the minute refers).
- 3.2 As a pilot, all schools in the Forres Associated Schools Group (ASG) were audited against the schools for the future criteria. Indicators for Criterion 2 - School Rolls and Criterion 3 - Financial Position are statistical and the data is held centrally. Criterion 1 - Quality of Educational Experiences was audited by teams of central officers and peer head teachers who spent up to one day in each school observing learning and teaching, interviewing head teachers, teaching staff, non-teaching staff and pupils and examining documentation and samples of pupils' work. The size of the team was proportionate to the

size of the school, and ranged from two to four people. This audit process was very similar to the Quality Audit process previously operated by Educational Services and School Reviews carried out by the then Continuous Improvement Team.

- 3.3 Full details of the pilot reviews were discussed at a Members' workshop on 16 February 2016.
- 3.4 The final policy was approved at a meeting of the Moray Council on 25 May 2016 (para 9 of the minute refers). At this time it was also agreed that two ASGs would be visited per year to undertake reviews. Over session 2016/17 the chosen ASGs were Lossiemouth and Buckie. The ASGs for session 2017/18 were Elgin Academy to be completed by the end of 2017 and Elgin High to take place between January and March 2018.
- 3.5 The Head of Schools and Curriculum Development and the Quality Improvement Officer (QIO) team continue to review the process of conducting the reviews. During this round of visits a pre-visit with the Head Teacher was introduced which has made the compilation of the timetable much better. In order to speed up the production of the draft report, a 'writing' day has been introduced with the lead QIO and other officers on the visit team clearing a day in the diary in order to complete the 'draft report'. Prior to the Elgin Academy schools' visits, all paperwork was reviewed with questions updated in line with current expectation.
- 3.6 Peer reviewers continue to be used. Further invites were issued to Headteachers, Deputies and Principal Teachers of Additional Support Needs as well as to colleagues who are undertaking these roles in an acting capacity. This resulted in many new reviewers and further training was provided for them with the opportunity for existing reviewers to come along for refresher training. There is very positive feedback from reviewers regarding the professional learning gained from involvement in visits. During the Elgin Academy visit, a Depute Head Teacher from the school joined the review team undertaking classroom visits and joining the team for discussion. He valued this opportunity and was very positive about the level of dialogue taking place at regular times during the course of the visit. As a result, this will be a feature of all secondary visits and will be considered for larger primary schools where there are a number of Depute Head Teachers, provided there is capacity for them to be released.
- 3.7 For the first time since the visits started, there was a follow-up meeting with the primary school Head Teachers and the central team. This was necessary due to the negative feedback received regarding the visits and the process from staff as well as dissatisfaction with draft reports. The meeting ended positively with learning points identified which are currently being implemented as the Elgin High School visits take place between January and March. Final reports were agreed with all schools and have now been accepted as an accurate record of findings.

- 3.8 As East End Primary school were still in Education Scotland follow-through processes for inspection, it was decided not to undertake a full visit but to use the evidence from that visit to complete the report
- 3.9 The Elgin Academy ASG schools are all viable and sustainable. However, the rolls of many of the schools are increasing, along with increased housebuilding in Elgin North (affecting Bishopmill, Elgin Academy and Seafield) and Elgin South (impacting on West End). St Sylvester's is nearing capacity with no ability to extend the school.
- 3.10 Taking all of this into account, consideration should be given to a future review of the entire school estate across Elgin after the findings of the Elgin High ASG review, in order to future proof Primary and Secondary School provision matched to forecasted house building and population growth.

4. SUMMARY OF IMPLICATIONS

(a) Moray 2026: A Plan for the Future and Moray Corporate Plan 2015 - 2017

The contents of this report relate to Priority 3 – ‘Ambitious and confident young people’.

(b) Policy and Legal

The policy is designed to provide the Council with clear criteria which will guide the Council in formulating any proposals for changes to the school estate under the Schools (Consultation) (Scotland) Act 2010.

(c) Financial implications

There are no financial implications arising directly from this report. However, there may be financial impact in implementing this policy should members wish to consider the recommendations of individual reports.

(d) Risk implications

Implementing a criterion based approach to assessing school sustainability should reduce the risk of further deterioration in school building condition and suitability. The strategy outlined in the policy should optimise educational benefits for pupils and ensure equality of opportunity in terms of access to educational provision and facilities.

(e) Staffing implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property issues arising directly from this report.

(g) Equalities

There are no Equality issues arising directly from this report.

(h) Consultations

Senior Officers in Education and Social Care, Quality Improvement Officers, Grant Cruickshank, Senior HR Adviser, Deborah Brands, Principal Accountant, Margaret Forrest, Legal Services Manager (Litigation and Licensing), Tracey Sutherland, Committee Services Officer, Local Negotiating Committee for Teachers (LNCT) Union side joint chair, Elgin Academy ASG Headteachers, Kyle Scott, Depute Head Teacher, Elgin Academy and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

- 5.1 The policy and subsequent review reports are designed to provide a transparent basis from which the Moray Council can review its school estate to ensure it provides equality of opportunity for children and young people in terms of access to high quality educational provision and facilities as well as making the School Estate future proof for years to come.**

Author of Report: Vivienne Cross (Head of Schools and Curriculum Development)

Background Papers:

Ref:

Appendix 1**ELGIN ACADEMY****1. Quality Educational Experience****1.1 Attainment**

Leavers' attainment data for session 2015/16 presents a positive picture for Literacy and Numeracy at levels 4 and 5; level 4 Literacy 98.4%, level 4 Numeracy 92.6% and at level 5 Literacy 86.7% and Numeracy 73.4%. This is significantly higher than the virtual comparator as well as the Moray and national averages. The percentage trend is variable year on year but is consistently higher than all comparators.

Year on year, there is a variable overall trend in Level 4 Literacy & Numeracy as a joint measure for all leavers. Comparison to the virtual comparator for this measure is also variable over the last 3 years for leavers.

In S4, the percentage of pupils achieving Level 4 in Literacy & Numeracy as a combined measure is consistently above the Moray average, with Level 5 in Literacy alone, presenting the same or higher than the Moray average. There is some work to do to ensure that the school attains in line or above virtual and national averages in this joint measure of both Literacy and Numeracy.

SQA examination results present an overall positive picture for S5 and S6 pupils. S5 pupils achieve above virtual, Moray and national comparators for 1+, 3+ and 5+ at Level 6 awards. This is not a consistent picture over the last 3 years and there is a need to ensure existing positive tracking processes continue to be used to support cohorts who may have a tendency for lower attainment; this value gained from this process was evident in particular during session 2015/16.

During session 2015/16, the percentage of S6 pupils achieving 1+ Level 7 awards was higher than the Moray and national average. S6 pupils attaining 3+ and 5+ awards at Level 6 is higher than the Moray and national average.

The percentage of leavers in an initial positive destination shows a very positive trend over the last 4 years which was above both the Moray and National average, as well as the virtual comparator for 3 out of 4 years. The school has a positive process for identifying those young people who may be at risk from not having a positive destination and should ensure that this is continued. Almost 50% of leavers from the school go on to Higher Education, which is higher than the Moray and national comparators. A significant number also progress on to Further Education and Employment.

Within the Broad General Education (BGE), the school has had a focus on assessment and moderation as well as engagement with Education Scotland Benchmarks for all curricular areas. As a result, the data being submitted nationally for Literacy and Numeracy in S3 continues to be reliable and correlates with attainment in the Senior Phase for that cohort.

The school has a very rigorous process for using data to analyse attainment in order to track progress as well as to inform improvement planning. This is also evident in other areas of the school with a positive impact on attainment apparent.

1.2 Wider school activities

The school and its partners advertise and offer a very wide and varied range of activities for young people which are celebrated in a number of ways and in particular using social media platforms. This ensures that parents and the community are fully aware of the vast amount of opportunities students benefit from.

Creative talent flourishes through a range of activities, including the orchestra, jazz club, drama, photography club, cooking club and many pupils attend the Moray Schools Orchestra, Moray Concert Brass whilst also attending local summer school.

Pupils across the school benefit from a number of ways in which they can develop their participation and leadership through Pupil Council, Pupil Senate, Executive, Eco Committee, Tech Team, Debating, Warhammer club to name a few. The school has recently been awarded its first Green Eco Flag. The layout and flow in the canteen was changed due to the ideas and views expressed by the Pupil Council as well as their involvement in consultation in other matters such as the behaviour policy and the change to structure of the secondary school week. Young people stated that they would welcome further opportunities to influence the outcomes arising from strategic decisions regarding the school.

S6 pupils are buddies for new S1 pupils, paired readers and have a range of opportunities to be involved in committee working. In order that all pupils in S1-4 enjoy a Christmas dance experience, these are held during the school day and head students undertake the organisation of the S5/6 evening Christmas party and Leaver's Ball.

An annual Farmers' Market provides opportunities for S2 pupils to engage with partners by inviting them to operate stalls and by raising awareness of the Moray Food Bank and its work locally. Pupils' creativity skills are further developed whilst creating the many crafts and bakery goods for sale. The librarian contributes greatly to the many experiences that pupils receive.

Pupils were extremely supportive of the school's work in encouraging them to achieve Duke of Edinburgh at all levels, providing further opportunities to develop their skills including teamwork. The school is proactively looking at additional ways to accredit pupil achievements.

There are many opportunities for pupils to develop their love of sport through hockey, netball, badminton and rugby clubs to name a few. Achievement at an exceptionally high level is recognised by awarding 'Colours', with representation at national and international level being recognised by the 'International Award'. Pupils would welcome a review of the criteria for this so that all sports and achievements are recognised.

Parents, pupils and staff are extremely proud of the Library facility and in particular the Librarian who works tirelessly for the benefit of the school whilst also supporting more vulnerable young people as well as other wider opportunities for pupils. There is also a considerable contribution to all aspects of Literacy and includes organising quizzes and a range of events with guest authors. The value added to the school through the library is immeasurable.

1.3 ASN provision

There are currently 358 pupils registered with an Additional Support Need (ASN) equating to 35.7% of the school roll of 1,003. This is slightly above the Moray secondary school average of 33.5%.

There is evidence of close partnership working with a range of professionals and use of appropriate procedures such as Child Planning meetings, case conferences and Solution Oriented Meetings. The school has a high number of English as an Additional Language (EAL) pupils and collaboration with the EAL service including whole school training, has led to significant improvements in universal strategies to support pupils in class.

Pupils with high levels of need are well provided for with suitable planning, assessment and review cycles in place. Identifying and assessment of additional needs across the school follows a planned programme based on discussion with Year Heads and information sent to staff which is then followed up by referrals from teachers as required. A clear system for teacher concerns to be tracked via SEEMiS should be implemented. Early conversations between the Principle Teacher Additional Support for Learning (ASfL) and the timetabler, would facilitate early intervention and targeted support to be best placed to meet needs in the classroom.

There has been a significant increase in the number of pupils with exceptional needs over the past few years. Timetables are well planned with access to subjects in mainstream wherever possible and provision is made for alternative activities within or outwith the school as appropriate to needs. The next step is to put in place a long term (6 year) curricular pathway for pupils in the enhanced provision and review the tracking and monitoring of Individualised Education Plan (IEP) targets in line with the new formats. Work on developing N1 and N2 courses is ongoing with links being established with other secondary schools to share resources.

The school takes pride in its inclusive ethos with lunch time clubs, individual work and planning to ensure that pupils with significant ASN are included in the classroom and school events. Senior pupils connect in social situations and via citizenship or mentoring programmes. There are several policies in line with the school's Autism Accredited status. A guide, created by parents, pupils and staff is issued to all staff annually and to new staff as part of their induction. There is a need to further develop whole school understanding of challenging behaviours that arise from hidden disability (e.g. pupils with high functioning autism) so that the additional support needs are recognised and addressed. School trips and activities are well planned to allow accommodation of pupils with ASN; this needs to take account of funding for extra costs which should not be met solely by parents.

Excellent examples of differentiation use of visual aids, scaffolding and varied teaching techniques were observed, but good practice is not consistent across the school. Deployment of support staff is based on discussions with Year Heads, Child Plan meetings, transition information, Educational Psychology and other agencies as appropriate and adjustments made during the year depending on priorities. While some teachers work collaboratively with PSA staff, ensuring maximum benefit to all pupils including redirection of support where appropriate, this is not consistent across the school. Relationships in the ASfL department are respectful and supportive and PSAs feel their input is welcomed and valued by the PT. Creative planning has allowed PSA staff to participate regularly in ASfL department meetings with written minutes and pupil information clearly available.

At the time of the visit there were a number of ASfL teachers in temporary positions and it was not evident how well delegation and shared responsibility for key areas is working. With a return to normal staffing, the department would benefit from an appraisal of the roles, delegated responsibilities and Continuing Professional Development (CPD) needs of teachers.

A review of the Assessment Arrangement process is planned to ensure that all teachers are aware of their responsibilities, records of classroom based evidence are appropriately held and testing for specific learning difficulties up to date. Transitions are a major strength within the school guided by a clear and robust policy. Most pupils settle well with both the curriculum and social aspects of the school. An identified need is to develop the S1 literacy intervention processes. Transitions for pupils leaving school, moving between years, and during changes to routines are also well managed. The school is developing transitions, along with parents, for pupils going on to Higher education and Full-time Education.

1.4 Curriculum

In Elgin Academy, the curriculum appropriately features as a core School Improvement Priority in this session's School Improvement Plan with a key focus on revisions to curriculum structure in light of forthcoming local authority 33-period week transition, review of approaches to Responsibilities of All (RoA) (Literacy/Numeracy/Health and Wellbeing) delivery, assessment and moderation activity, and Senior Phase course revision in view of recent SQA changes. Elgin Academy has developed a shared Curriculum Rationale, with a focus on skills development and fully embracing the school values and aims. This ensures an appropriately broad and balanced BGE curriculum reflective of Curriculum for Excellence (CfE) design principles and in particular, strong progression pathways into Senior Phase. A range of courses and qualifications to Scottish Credit and Qualifications Framework (SCQF) level 7 are offered in Senior Phase with widened learner choice including College courses and new courses introduced including Travel and Tourism, Photography, Practical Electronics, Sport and Recreation, Leadership and Young Applicants in Schools Scheme (YASS).

Elgin Academy continues to build on current approaches to delivery, assessment, progression and reporting of learner progress in Responsibility of All (Literacy, Numeracy, HWB), looking outwards to strengthen practice. Additional work on assessment and moderation in these key areas will further strengthen RoA practice

across the school. Consideration is currently underway regarding the introduction of discrete Literacy and Numeracy periods in S1 and S2 and a HWB period in S3 which will strengthen learner knowledge and skills and provide opportunity for accreditation (e.g. SQA Wellbeing award at SCQF levels 3-5); this is worthy of further consideration. By end of S6, the school supports individual learners to ensure that they achieve Literacy and Numeracy accreditation at a level appropriate to them. Through the Raising Attainment periods the ongoing focus and continued review of individual student progress will ensure that the Literacy/Numeracy attainment levels of pupils will be monitored.

In S1 to S3, all students follow a Broad General Education (BGE), experiencing breadth and depth in learning. There are a range of electives which allow young people to have an element of personalisation and choice in their BGE curriculum. Universal Pupil Support (UPS) periods and the further planned development of UPS provide opportunities for learners to collectively meet with an adult who knows them well.

In S4-S6, personalisation and choice allowing for challenge and enjoyment for all learners is enabled through the wide range of curriculum opportunities available. Learners embrace options presented, with favourable attainment outcomes overall. Positive destination figures reflect pupil progress and school context with a wide range of courses across curriculum areas. Further planned development of S4 UPS for Raising Attainment will further support learner achievements and pathway planning, reinforcing the Personal and Social Education (PSE) programme in place.

The school has moved at pace with the Developing the Young Workforce (DYW) agenda, with staff engaging with the Work Placement Standard and Career Management Skills. A developing and valued partnership with Robertson has included a STEM Construction day and Climbers' Retreat project with the Design and Technology department. The Johnston's of Elgin "Work Ready" project supports S4 pupils to develop key employability skills through real life contexts and mock interviews. The school is part of the Career Ready scheme, with mentoring, internships and masterclasses offered to participating young people. The school identifies that, supported by partners, an increase in vocational courses in the Senior Phase alongside a continued roll-out of Career Management Skills will further strengthen student experiences and work readiness. This is evident through the work being undertaken with Robertson's Ideal Candidate programme. Continued work on pathways development in wider curriculum areas including the Expressive Arts will also strengthen positive destinations and learner outcomes, supported by planned curriculum information evenings as appropriate.

1.5 Learning & Teaching

During the visit to Elgin Academy a comprehensive number of classes and lessons were observed with most teaching staff receiving two visits from review team members. There were positive and respectful relationships between staff and pupils with almost all pupils engaged in their learning. Occasionally there were low level behaviour concerns. Pupils told us that they enjoyed their learning and were encouraged by staff to do their best, with staff using positive praise to reinforce. Staff built on prior learning in most lessons.

During learning visits there was little evidence of learners being involved in the co-creation of Learning Intentions and Success Criteria. Although there was inconsistency in using Learning Intentions and Success Criteria the majority of pupils knew what they were learning. There were often missed opportunities to link transferable skills to the Success Criteria; strategies to support the development of this would be worthwhile focusing on future aspects of school improvement.

Some staff provided quality Learning Intentions and Success Criteria which were relevant to the activities provided. Some pupils would benefit from further work being carried out on the 'why' and 'how' to deepen their understanding.

The majority of explanations were clear with some teachers demonstrating strategies and techniques to pupils. It was evident that staff knew the pupils needs well through the interactions and dialogue which took place during the lesson. However, most lessons observed were teacher led through whole class teaching with limited evidence of differentiation other than by outcome for both less and more able pupils. Therefore, appropriate pace and challenge was not evident in most lessons. There were timely interventions and feedback to extend pupils learning and understanding in most classes, with a strong focus on passing exams.

Pupils are enthusiastic and have high aspirations and there is a particular focus in the senior phase to do 'whatever it takes' to support pupils to achieve. There is a strong correlation between the data used by School Leadership Team (SLT) and other staff to identify the needs of pupils and the interventions which take place. Attainment results would suggest that these interventions are having a positive impact on achievement. Study clubs are offered to pupils and monthly tracking reports which also go to parents are used to ensure pupils are achieving in line with expectations. Staff are becoming more familiar with using the Education Scotland Benchmarks to support the assessment of pupils' work and are gaining confidence in their professional judgements through the moderation work the school has engaged with across the authority.

Pupils were observed working individually, in pairs and small groups but there was little evidence of active learning with pupils being passive participants in the lessons in some cases. In some classes pupils were provided with opportunities to reflect on their learning and identify their next steps. Both self and peer assessment were observed in some classes during the review. Some staff used effective questioning to extend pupils' understanding; however this was not consistent across the school and lacked depth in some cases. Pupils stated that feedback is better in the senior phase due to smaller classes and more attention being available on an individual basis.

The school has developed a policy and procedure on Learning and Teaching with which staff are familiar. This clearly states the expectation of the school and is used by SLT in their learning visits with feedback provided for individual staff and a summary to all staff. There is also a Learning and Teaching working group within the school which clearly demonstrates the collegiate working which takes place and provides a forum to share good practice. The SLT know the school well in terms of strengths in Learning and Teaching and it would be useful for the school to consider

the findings of the review to support the development of Learning and Teaching across the school to obtain a greater consistency. Professional learning is a strength of the school with class teachers providing relevant professional learning for colleagues as well as looking outwards to other schools and authorities.

1.6 School buildings

Condition: standard A (2016)

Suitability: standard A (2016)

The school is a new build which was opened in 2012. The standard of facilities within the school is very high with large classrooms, staff bases, meeting rooms, conference rooms, a large staffroom, library resource centre, communal areas, halls and outdoor spaces. The school, as a managed service, is exceptionally well maintained, is clean and very well presented. The anti-bullying toilets and handwashing areas are unique and pupils speak highly of them. S6 have their own open plan area in the centre of the school which they make positive use of. The entrance is open and welcoming with a visitor area before opening up to the heart of the school. The outside amphitheatre allows for outdoor learning opportunities as well as the vast array of outdoor space and facilities including a 2G hybrid pitch and, grass pitch and running track. The school is very well resourced and offers facilities which are second to none.

1.7 Pastoral Care

The young people within Elgin Academy are polite and welcoming with a very positive and proud outlook with regard to their school. All of the relationships that exist within the school are particularly strong and this is conducive to the strong ethos and positive learning environment within the school.

There is a calm and purposeful ethos and nurturing approach to young people throughout the school. Staff from the engagement team, locality teams and within the school offers a unique service to pupils via the Bridge where students can make new friends, enjoy activities, share food and generally be nurtured. The school should progress the initial work being undertaken on the Rights Respecting Schools (RRS) agenda in order to continue to strengthen this ethos as well as working towards the achievement of the RRS awards.

Support staff are well regarded within the school community and feel valued and included within the school; the valuable contribution that they make to the school and in supporting pupils is widely recognised. The Guidance team is approachable and make themselves available should pupils have any issues or concerns. The structure of the key adult role complements the pastoral care which exists within the school to ensure pupils are supported and cared for but also have opportunities to progress attainment and achievement.

1.8 Attendance, exclusions & pupil behaviour

2016/17 Attendance rate: 92.5% (Moray 92.2%).

Violence/Aggression against staff: 19 incidents recorded involving 10 different individuals during 2016/17.

There were 36 exclusion incidents involving 29 different pupils in session 2016/17.

2. School roll

2.1 Roll and roll forecast

The School Roll in 2017 is 1,003 pupils. Since 2001, the roll has decreased by 3 (from 1,006 to 1,003).

Forecasted roll: 2020 – 1,110 pupils.

Estimated increase by 107 pupils over next 3 years.

S1 – 182, S2 – 171, S3 – 192, S4 – 209, S5 – 143, S6 – 106.

2.2 Inward placing requests

Net placings over last 3 years: 2013/14: 32, 2014/15: 72, 2015/16: 45,

2016/17: 57, 2017/18: 60;

2017/18: 76 inward placing requests

2.3 Outward placing requests

2017/18: 16 outward placing requests.

2.4 Roll as percentage of capacity

2016/17 School Roll: 82% of physical capacity.

2.5 Class composition

N/A

2.6 Number of teachers

FTE – 75 (85 staff)

Includes 48 teachers, 22 Principal teachers, 4 Depute Headteachers and 1 Headteacher.

2.7 School roll

2016/17 School Roll: 1,003.

2.8 Maximum Capacity

2016/17 – School Roll 1,003, 82% –Physical Capacity

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2016/17 was £4,401.

3.2 Financial trends

School devolved budget (including carry forward) for 2016-17 had a 5.49% underspend

3.3 Financial plans

The school has a very healthy budget and the headteacher has used this in a variety of innovative and successful ways to promote and support school improvement; this includes a promoted member of staff to undertake joint working within the DYW agenda and also the appointment of an acting headteacher on a part-time basis while the substantive postholder is undertaking duties as School Leaders Scotland president for a period of time.

Conclusions

On the basis of the evaluations of criteria 1-3 Elgin Academy is a sustainable school. The roll and enrolment forecasts indicate the school will remain above the minimum roll threshold for a secondary school. There is therefore no need to evaluate criteria 4-6 at this time.

Recommendations

Due to the projected increase in school roll at Elgin Academy, officers should monitor predictions annually to ensure that any extension, if necessary, is planned for and ready when required.

Areas of Strengths

- Clear direction and development of school vision, shared by the whole school community with a strong focus on leadership which is supported by an outward looking approach and very effective SLT.
- Very positive relationship evident within the staff team and between staff and pupils, contributing to an ethos of inclusion and wellbeing.
- Collegiate staff that are committed to professional learning and provided with opportunity to lead and contribute to school improvement.
- Polite, well-behaved young people who are enthusiastic in their learning and aspirations.
- Breadth of curricular opportunities for all stages with a varied and broad number of after school and wider opportunities provided by school staff and partners.
- Strategic use of data to inform gaps and areas for improvement, contributing to positive tracking of pupils and cohorts.

Areas for Improvement

- Continue to embed the pupil voice, providing opportunity for young people to take more ownership and responsibility for strategic issues and decisions within the school.
- Revisit practical approaches to further strengthen learning and teaching; in particular differentiation and pace and challenge.
- Building on breadth of curriculum available within the school, further develop awareness and opportunities of the variety of learner pathways to ensure positive destinations for all.

Appendix 2**BISHOPMILL PRIMARY SCHOOL****1. Quality Educational Experience****1.1 Attainment**

Attainment evidence from a range of sources show that the children in Bishopmill are making progress in literacy and numeracy. PIPs scores for P1 pupils indicate a positive added value over the last two years which was above the Moray average in both reading and maths.

P3 InCas scores in reading have been slightly above the Moray average although they are quite static over time with minimal upward trend. Mental arithmetic is changeable and broadly in line with the Moray average. General mathematics are above the Moray average and an improving trend. P6 InCas for reading is variable and currently in line with the Moray average. Mental arithmetic and general mathematics are also variable although slightly above the Moray average.

The school has invested heavily in a range of resources funded through the parent teacher forum; these include digital learning packs used to raise attainment in numeracy. This should continue to be complemented with appropriately challenging learning experiences in the classroom. Benefits would be gained from planning appropriate extension tasks for the more able children and also opportunities for children to complete any work where possible. The positive developments across early stage learning should be further extended to include all stages within the school in order to improve attainment and ensure a consistent progression over time.

Achievement of a level data shows for P1 and P4 a large number of children have achieved anticipated levels for each of the 4 elements. By P7 there was a marked increase in the percentage of children achieving the levels in comparison to session 2015/16. There was evidence of appropriate professional conversations within some stages. This should be extended to other stages to further support teacher confidence and consistency across the school. The data collected is not yet sufficiently robust, therefore staff should continue to engage with benchmarks and use the time set aside for both Associated School Group and Authority moderation activities.

The school is embedding their tracking system which is designed to support discussions between staff, senior managers and additional support needs staff to ensure appropriate progression for all children. This should continue to be a priority for the school to take forward.

1.2 Wider school activities

The school actively promotes wider school activities and they celebrate this regularly at whole school assemblies. Opportunities for P7 pupils include House Captains ,

Pupil Council in the upper stages, Right Respecting Schools Steering Group, ICT Group, Gardening Group, Charity Group, Events Committee, Sports Teams, and for P5 Robertson's Reporters to name a few. The school has recently used Pupil Equity Funding to recruit a music instructor and established a range of choirs within the school, with the funding also used for additional Pupil Support Assistant hours. The intention is to use music to support a literacy, numeracy and social group in order to increase confidence, self-esteem, performance skills and sense of community.

There are a range of wider opportunities for pupils at Bishopmill; badminton, netball and trampolining which is delivered through Active Schools, football coaching, bridge and Lego. Leadership opportunities exist for children in P7 primarily through the house captains whereby they take responsibility for collating the Acorn points and participating in monthly award ceremonies. The reward system within the school has recently been revisited and refreshed and is based upon a positive relationship approach. This is established in every classroom across the school which is supporting the work being done in Rights Respecting Schools (RRS) and the progress towards the Level 1 award. Almost all children and parents could talk about the reward system and how this operated in the school. A buddy system is well established providing support for P1 pupils in the school.

Pupils work is celebrated across the school in attractive wall displays in corridors and classrooms.

1.3 ASN provision

2017 census - 130 pupils registered with an ASN (SEEMiS) equating to **34.7%** of school roll (374) – slightly above the Moray primary school average (33%) (2017/18)

Bishopmill Primary has three Support for Learning (SFL) Teachers within a 2 FTE allocation, who work with pupils in class and within an allocated room for SFL. Pupils are withdrawn to the SFL room for targeted support with mainly numeracy and literacy as the focus areas. Pupils were happy to receive support both in class and in the SFL room and relationships were good. The learners were confident and the pace and level appropriate to the needs.

In addition to these roles, SFL teachers support pupils and their teachers in the planning, monitoring and evaluation of individual educational plans as well as consultation with regard to pupil progress and arising needs. The Individualised Education Plans (IEPs) are reviewed twice a year. Parents' views are sought and listened to.

Transitions are planned and each year parents have the opportunity to meet the receiving teacher for information sharing.

The Pupil Support Assistants (PSAs) are deployed to identified classes and pupils therein with most of the support in class with withdrawal to a quiet space when it is deemed that it is required. PSAs had seen and were aware of learning targets and feed -back on pupils' progress was usually oral.

There is evidence of good partnership working within the school but much is informal between class teachers and PSAs which is not sufficiently robust in measuring the progress of targets.

Links to a nearby school with enhanced provision are developing with one pupil attending for part of his time.

1.4 Curriculum

A considerable amount of work has been undertaken to review the school vision (Dream, Achieve, Respect and Succeed) and values (Achievement, Cooperation, Outstanding behaviour, Respect, New beginnings). As a result of this, the values support the positive behaviour system well within the school. The overlap between the vision and values results in some confusion regarding what the school is trying to achieve; this could be clarified by focusing on the positive and respectful relationships within the school and the progress being made with the Rights Respecting Schools agenda. Staff, pupils and parents have engaged in dialogue around the development of a curriculum rationale. However, there is an opportunity to revisit this to ensure that it is relevant and supports the context of the school. In order to support transition there is an opportunity to develop joint activities with the onsite partner nursery. There is successful joint working with the Academy so children are able to progress seamlessly in their learning on moving schools; this is providing a variety of experiences in many departments within the Academy and supports improved curricular transition. Staff should be encouraged to develop a range of opportunities to improve learner pathways and progressions between stages. This will have a positive impact on learner experience and attainment over time. School expectations for planning learning are quite bureaucratic and task oriented. There should be ongoing opportunities for staff to continue to engage with the benchmarks to support effective planning and progressions across and within levels and curricular areas. Interdisciplinary learning would appear to be topic based with no clear whole school approach; this would be an area for focus and collegiate working. In order that there is a continuing deeper understanding of curriculum for excellence, there is an opportunity for staff to be more involved in the development of the strategic aspects of the curriculum as well as the progression of curricular areas, resulting in a reviewed rationale for the children at Bishopmill. Using the investment already made in curriculum resources and the willingness of staff to work together, the next stage would be to incorporate this appropriately in planning alongside progressions and benchmarks. Parents are beginning to develop an understanding of the curriculum in the early stages through successful shared learning sessions and other initiatives. Parents would benefit from this being progressed further across the school to encourage and support family learning.

Visiting specialists contribute positively to the Bishopmill curriculum with well-planned inputs which develop pupil skills and attributes.

1.5 Learning & Teaching

Across the school children were happy to engage with the review team and talk about their learning experiences when asked. There was evidence of routines and clear expectations of behaviour within classes. Classrooms were bright, well-resourced and provided a range of stimuli to aid learning. There was a positive ethos

across the school and very good relationships were evident between children and staff. This created a positive learning environment. Staff have been proactive in engaging with the Moray Learning Cycle and as a result, learning intentions and success criteria were evident and shared in all classes; this is a positive move as there was an element of variability in the quality of these and an element of confusion between the use of learning intentions and learning contexts. As a result, children were not always aware of what they were learning. In a few of the lessons, children were developing their skills in the language of learning and were confidently co-creating success criteria with their teachers. The sections of most lessons which were observed were teacher-led and learning time wasted in labouring instructions or discussion where it was clear that children knew what they had to do. This impacted negatively on the pace of observed lessons.

In almost all classes visited, the children were participating in a class lesson with limited differentiation during the part of the lesson which was observed; in some instances the whole class were working from the same worksheet with the same learning intention and the pace did not match the needs of all the learners in the class. Children's needs were therefore not being met and staff had not identified those who required more challenge or who would benefit from more support. There were missed opportunities for learning to be more responsive to the needs of the children within some of the stages. However, there was good practice within a few learning environments and this should be shared more widely across the school.

The school should build on the positive relationships to nurture and grow learning conversations as well as pupil voice and choice of activity and learning experience. Staff have been developing approaches to feedback to learners including tickled pink and green for growth. This should be further developed to link directly with differentiated success criteria and individual targets for pupils. A recently introduced learning lotto has provided opportunities for senior staff to discuss learning with children. Children are motivated by this and steps should be taken to further develop this approach. Learning journals have been introduced and children have been able to choose a piece of work in literacy, numeracy and health and wellbeing that they are proud of. This could be further enhanced by children identifying the skills they are developing and how this relates to achievement.

1.6 School buildings

Condition: standard C (2016)

Suitability: standard B (2016)

The Headteacher has used her budget very well to maintain a clean, and well-kept and presented building. Recent recarpeting and painting has greatly enhanced the presentation of the school building and classrooms. During the time of the visit, the hall floor was lifting with no real indication of the cause. The school were actively developing the outdoors, working in partnership with parents to revamp the outdoor area to ensure they had an onsite outdoor classroom. In the meantime the school make use of the neighbouring Academy's facilities to progress outdoor learning. The building is very secure with a recently installed access keypad.

1.7 Pastoral Care

There was a very positive, welcoming ethos in the school. Children felt supported by school staff and knew who to go to if they had a problem. A positive culture of support and pastoral care was evident across the school. Pupils were positive regarding most aspects of the school with a sense of pride and belonging. Equity of belonging was evident within the school with all pupils. All pupils had an identity as part of the Bishopmill community. A few pupils who had recently moved to Bishopmill spoke highly of the school in comparison to other schools. Almost all staff demonstrated a caring and positive attitude towards pupils where their inputs were welcomed and valued.

1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 96.3% (Moray 95.2%) (2016/17)

Violence / Aggression against staff: 14 incidents recorded involving 4 different individuals (2016/17)

There were 5 exclusion incidents involving 4 different pupils (2016/17)

2. School roll

2.1 Roll and roll forecast

The School Roll in 2017 is 374. Since 2001 roll has increased by 5.

Forecasted roll: 2021 – 409 pupils.

Estimated increase by 35 pupils over next 5 years.

2.2 Inward placing requests

Net placings over last 3 years: 2013/14: 49, 2014/15: 30, 2015/16: 34, 2016/17: 34

Inward placing requests - 2017/18 to date: 26

2.3 Outward placing requests

Outward placing requests – 2017/18 to date: 5

2.4 Roll as percentage of capacity

2017 School Roll: 87% of functional capacity

2.5 Class composition

2017 – 14 classes: 10 single stage & 4 composite classes
(Composite classes – P1/2, P2/3, P3/4 & P4/5)

2.6 Number of teachers

2017 - Teachers FTE – 14.2 (23 staff)
(This includes 10.2 teachers and 1 HT, 2 DHT & 1PT)

2.7 School roll

2017 School Roll: 374

2.9 Maximum Capacity

2017 – School Roll – 81% physical capacity

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2016/17 was £2559

3.2 Financial trends

School devolved budget (including carry forward) for 2016/17 had a 4.03% underspend.

3.3 Financial plans

The headteacher has made good use of her budget to date to maintain the school to a good standard; the decoration and condition is evident throughout.

Conclusions

On the basis of the evaluations of criteria 1-3 Bishopmill is a sustainable school. The roll and enrolment forecasts indicate the school will remain above the minimum roll threshold for a primary school. There is therefore no need to evaluate criteria 4-6 at this time.

Recommendations

Work has already been undertaken to establish a zone for a new Primary School at Findrassie as future house building in Elgin North would put significant pressure on Bishopmill. This should be considered in a timely fashion so that a new school is available to accommodate children from the zone and to prevent the requirement for a temporary provision in Elgin North where there is already significant pressure. Whilst we did not visit the partner nursery during the visit, the building itself would require significant investment should this provision be extended in line with the increase in entitlement for Early Learning and Childcare.

Identified Areas of Strength and Areas for Improvement

Areas of Strength

- Relationships across the school, where staff are working together in a supportive capacity and have opportunities to take on responsibilities
- A positive and welcoming environment which promotes a sense of belonging and pride for staff, pupils and the school community
- The encouraging development of the school vision, values and curriculum rationale
- Staff have engaged positively with the Moray Learning Cycle
- Partnership working in order to meet the needs of children with identified Additional Support Needs

Areas for Improvement

- Extend staff's understanding of the Moray Learning Cycle so that this impacts positively on classroom practice
- Create opportunities for learning conversations so that children know where they are in their learning and what they need to do to improve
- Revisit progression pathways to ensure the needs of all children are being met through pace, challenge and differentiation
- Use opportunities to look outwards in order to build capacity for self-reflection for self-improvement
- Plan to regularly review the vision, values and rationale for the curriculum in order that it reflects the growth and change in a school community.

Appendix 3**EAST END PRIMARY SCHOOL**

The majority of evidence gathered for this report was gathered and collated by Education Scotland following a recent Continuing Engagement visit.

1. Quality Educational Experience**1.1 Attainment**

PIPs data for P1 reading shows a variable trend which most recently has been positive although still below the Moray average; for maths the trend has been a negative added value with this well below the Moray average.

Data from P3 Incas shows the reading at this stage fluctuating over the last 4 years and is currently below the Moray average; mental arithmetic has a changeable pattern and is slightly below the Moray average; with general maths showing an upward trend over the last 5 years.

P6 Incas reading shows improvement over the last 3 years and is currently below the Moray average for session 2016/17; mental arithmetic shows a fluctuating pattern over the last 4 years with this falling below the Moray average; the general maths also shows a changeable pattern and again is currently below the Moray average for session 2016/17.

There are currently two meetings between Senior Management Team (SMT) and Class Teachers taking place each year; one with a general focus and the second focussing on equity needs. The school is beginning to use Scottish Index of Multiple Deprivation (SIMD) data to identify gaps and this should now be undertaken in conjunction with pupil progress in order to improve both attainment in literacy and numeracy and attainment over time. It is recognised that the school have carried out significant development to improve Maths and Literacy, and are developing progressions for these which is improving the confidence of staff.

The school is reviewing a number of different cohorts using Pupil Equity Fund (PEF), ASN, Exceptional Support Funding (ESF), a year group overview, SIMD, and children with Individualised Education Plans (IEPs) in order to identify and implement a range of suitable interventions for raising attainment throughout the school. The school should ensure that these interventions are measurable and the impact identified in order to drive forward consistent improvements in attainment for all learners.

Achievement of a level for the previous 2 years has been variable, mainly due to an increase in school moderation activities, staff confidence in their professional judgement and also engagement with Education Scotland benchmarks; systems are beginning to emerge in the gathering of evidence and learning conversations with pupils. These are at an early stage and their effectiveness should be measured throughout the session in order to assess the impact this is having on pupil attainment at all stages as well as the effectiveness of teacher judgements. This

would be complemented by the work the school is undertaking to continue the development of a consistent tracking and monitoring system, and this should be an action for school improvement.

Currently, reading and writing is being focussed on by staff following analysis of PIPs and Incas data and in particular, the aspects of value added. The school are aware of the Northern Alliance Emerging Literacy initiative, and although not part of the current cohort, they have endeavoured to use the available materials to support their work. Pupil Support Assistants have also been using a target setting approach to ascertain areas of targeted intervention.

The school would now benefit from looking outward and visiting other schools of a similar context to attempt a range of strategies to ensure an increasing and maintained trend in attainment is realised.

1.2 Wider school activities

Wider achievement is celebrated at East End primary through their 'PROUD' assemblies which take place every 4-5 weeks. These successes are often based on individual pupils but can also encompass a class success if applicable. The management team regularly collate data in relation to wider achievement which has been used to inform the allocation of Pupil Equity Fund money. There are some lunchtime/after school clubs on offer at East End Primary, and often these clubs are supported by Active Schools, as well as 'Jog Scotland' and 'Bikeability' at various times of the year. There is a P2-P7 Football Club along with a P4-P7 Choir and a Girls Craft Club, which has been launched as a result of additional Pupil Equity Fund money. A Pupil Council is in operation, supported by a Class Teacher, which has seen pupils lead new developments across the school. Upper Primary Pupils also have the opportunity to be House Captains, an elected position, and they are involved in supporting the organisation of events such as Sports Day.

Throughout the course of the school year various fundraising events take place to support numerous charities including Children in Need, Sports Relief and UNICEF. The Parent council are also proactive in supporting the school and raising additional funds, specifically with the organisation of the Christmas Fayre. There are strong links with the community, in particular with the Anderson's Care Home, where pupils visit and invite residents to the school for seasonal events and celebrations.

1.3 ASN provision

2017 census - 76 pupils registered with an ASN (SEEMiS) equating to 39.2% of school roll (194) – above the Moray primary school average (33%) (2017/18).

There is evidence of wide ranging and good partnership work with other agencies with referrals, invitations to meetings, and consultations for specific pupils as required. Good use is made of regular meetings with specialist services and support, advice and staff training set up to target specific difficulties such as autism and SMART moves.

Staged Intervention and a cycle of ‘Plan, Do and Review’ is used to identify learners’ needs. Standardised assessments such as PIPs and INCAS as well as other school assessment processes helps to inform teacher judgements of pupil progress. There is an expectation that teachers will identify strategies already tried, as part of the initial referral to ASfL. The ASfL teacher role is developing, with good consultation and collegiate dialogue with class teachers, building capacity within the staff team. For those who are identified as requiring an IEP, targets are drawn up from the result of the assessments, teacher observations and parental input. An identified step for 2018 is to start using Moray IEP format, ensure that targets are Specific, Measurable, Attainable, Realistic, Timely (SMART) and there is a procedure for ensuring IEP targets are addressed within classroom planning.

The school has a number of initiatives to build its inclusive ethos. There is a morning club to support those who have social and emotional difficulties and individual check-in time for identified pupils. As well as specific nurture groups, a school approach of supporting staff to develop and access training in a variety of wellbeing areas, is improving skills to meet pupil needs at the universal level.

Communication and team work between teachers and support staff is good, with proactive and creative suggestions being welcomed. Good use is made of small chunks of time to maximise precision teaching opportunities. The school are developing a way to share information about specific needs and strategies for pupils with ASN. This would be enhanced by implementing the Moray Supporting Learning Plan (SLP).

There are well established systems in place for key transition phases with early planning and visits for nursery children moving into P1 and P7 pupils moving to secondary. A recognised next step is to improve handover and planning for pupils with ASN moving year groups.

1.4 Curriculum

The school has been proactive in continually reviewing their rationale for the curriculum and it now encompasses aspects of learning and teaching, as well as the school’s SHARE values, learning pathways and assessment approaches. The curriculum rationale now needs to be considered in relation to the school’s unique community and context. Experiences and Outcomes have been reviewed and ‘bundled’ to consider interdisciplinary learning and the local context. Displays of ‘Learning Journeys’ highlighted some of the relevant curriculum themes the classes are now working on. The school should now continue to develop the curriculum, exploring the design principles to further enhance breadth, challenge and application. Children’s interests should also be considered by staff when planning learning, rather than by activities, which will make better use of the flexibility the Experiences and Outcomes offer.

Significant improvements have been made in relation to the Nursery Curriculum, and Nursery staff, along with Senior Management, who have worked hard to address the gaps previously identified during the Education Scotland Inspection. Better use is being made of the available outdoor space and pupils now enjoy a day dedicated to ‘Forest Schools’, which is enhancing the learning experiences for pupils and

promoting discussions about nature and health and wellbeing. Staff should now look to progressing these skills and interests being developed outdoors within the classroom environment. Staff are using Floorbooks to allow the children to lead aspects of their learning and this is also supporting the documentation of responsive planning. Staff should continue to develop this aspect and ensure that enough information is provided within these books to allow children to revisit learning, should they wish to do so.

The school has been proactive in informing parents of any changes to the school curriculum by using a wide range of communication methods. Parents commented on the success of recent 'curriculum events', which provided them with further information in relation to Literacy, Numeracy and Health and Wellbeing. Parents have also been invited to participate in supporting the schools improvement agenda, which has resulted in a Homework Focus group, the development of Learning Logs and alterations to the end of year report.

Support staff have also been included in recent curriculum developments, which has enhanced their knowledge and understanding of the curriculum and supported them in their role within the classroom.

1.5 Learning & Teaching

Classrooms are well presented and stimulating for pupils. There is a calm, purposeful atmosphere in most classrooms. Most lessons are well-structured and planned with clear outcomes. Learning Intentions and Success Criteria are mainly shared with the pupils with some teachers involving pupils co-creating success criteria. Although this was not observed in all classroom observations there were clear aims for the lesson in most classes. In some lessons links to other curricular areas and the relevance of learning is made explicit to learners.

The introduction of progressions in Literacy and Numeracy means there is better continuity between classes and progression in learning. Most teachers provide clear explanations and instructions but the learning could be better differentiated, as not all learners were receiving appropriate pace and challenge. Although staff are aware of the children's needs, activities did not reflect this in some classes with mainly whole class teaching observed; a variety of activities were provided for learners but again these were not differentiated to individual children's needs in most classes and not all children were challenged in their learning.

In the majority of classes learners were engaged and enthusiastic, being motivated and enjoying their learning. Pupils told us that all their teachers were 'fun'. Both parents and pupils told us that they felt staff helped the pupils to be more confident with the regular assessments providing learners with an understanding of where they were and what they needed to do to improve. Staff provided pupils with timely feedback although this was not always evident in classroom observations. Learners had some opportunities for paired working but observations showed mainly individual tasks being undertaken. There is opportunity to focus on the development of peer and self-assessment activities.

Work undertaken by staff on establishing their curriculum has broken down some barriers so that there is a clearer understanding of expectations in relation to learning and teaching. For example, Learning Intentions and Success Criteria should always be evident and discussed with the children, building on opportunity for the success criteria to be co-created and also differentiated. The head teacher and staff felt that there was a change in the culture of learning within the school. Teachers felt they were able to be honest and open with each other, offering support and challenge. Pupils were more involved in their learning although when asked what they were learning; some children could articulate a level of knowledge and skills.

Almost all parents were happy with the quality of learning provision their children received at school and the support and challenge they received, however, most parents did not know where their children were in learning and how they could improve.

1.6 School buildings

The school was previously rated at prior to improvement work being undertaken:
Condition – minimum standard D (2016)

Suitability – minimum standard B (2016)

Up to date categorisation is not available.

1.7 Pastoral Care

The school works closely with partner agencies, including Social work and Social Emotional and Behavioural Needs (SEBN). Both the Head Teacher and the Support for Learning Teacher have been trained through the Nurture Network and all staff have received training in creating a nurturing ethos. There is also a newly opened Nurture Room. Pupil Support Assistances are actively involved in running SMART Moves sessions three times a week to support the development of gross motor skills in children referred by Class Teachers and Support for Learning. A 'Finger Gym' session is also available to support the development of fine motor skills. Two members of staff are trained in 'Seasons for Growth', a bereavement support programme, which will be officially launching early 2018.

The school has adopted a new behaviour policy which parents are reporting to have had a positive impact since implementation. Behaviour Points, referred to as Dojos, are given to children by teachers and these are logged electronically. Parents can track the awarding of these points using a smartphone application and are finding this a helpful stimulus for conversation at home. Children are motivated by the linking of these dojos to points for their house, and by the weekly Friday lunchtime reward for the pupils who have done best that week.

Pupils are taking responsibility for their own and others wellbeing in the playground with the addition of the 'Buddy Bench' and 'Red Hoodie' playground leaders.

1.8 Attendance, exclusions & pupil behaviour

2016/17 Attendance rate: 93.9% (Moray – 95.2%)

Violence / Aggression against staff: 2 violence & aggression incidents reported, involving 2 different pupils (2016/17)

Exclusions: 5 exclusion incidents reported, involving 5 different pupils (2016/17)

2. School roll

2.1 Roll and roll forecast

School Roll: 2017 – 194 pupils

Roll increased by 61 from 2001 (255)

School Roll Forecast 2021 – 260 (to increase by 66)

2.2 Inward placing requests

2013/14: 9, 2014/15: 13, 2015/16: 15,

2016/17: 30, 2017/2018 (Year to date): 11

2.3 Outward placing requests

2013/14: 55, 2014/15: 44, 2015/16: 55,

2016/17: 45, 2017/2018 (Year to date): 46

2.4 Roll as percentage of capacity

2017 School Roll - 194 / Functional Capacity 266 = 73%

2.5 Class composition

2017 – 9 classes: 7 single stage & 2 composite classes

(Classes: Composite – P2/3 & P5/6)

2.6 Number of teachers

2017 - Teachers FTE – 11.9 (15 staff)

(includes 9.9 teachers and 1 HT & 1 DHT)

2.7 School roll

2017 School Roll - 194

2.8 Maximum Capacity

Physical Capacity 575 - 61%

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2016/17 was £3132

3.2 Financial trends

School devolved budget (including carry forward) for 2016/17 had a 7.4% underspend.

3.3 Financial plans

The Headteacher has a range of plans for future improvement of the school including support for additional management time for the Depute Headteacher; additional purchase of additional ICT equipment to enhance curriculum delivery and promote ICT skills and the updating of classroom furniture and carpeting following recent refurbishment.

Conclusions

On the basis of the evaluations of criteria 1-3 East End is a sustainable school. The roll and enrolment forecasts indicate the school will remain above the minimum roll threshold for a primary school. There is therefore no need to evaluate criteria 4-6 at this time.

Recommendations

The school was recently revisited by Education Scotland as part of the inspection process. Inspectors noted that the school has made significant progress since the first inspection. The school has been provided with a detailed report from Education Scotland, outlining key areas of strengths and areas for improvement which they will now focus on and include in their action plan. It was therefore agreed with Education Scotland that the next steps would be to submit a progress report to Education Scotland in 18 months, which would be used to consider whether a further engagement from the inspection team is necessary.

Strengths

- 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.
- There are good relationships between teachers, support staff and children. Pupil Support Assistants (PSAs) and Classroom Assistants (CAs) now feel valued by class teachers and are more included in the work of the class. Support staff are well deployed in sensitive targeted support for children with additional support needs.
- Staff are consistently using learning intentions and success criteria to structure their lessons. In some classes children are involved in drawing up the success criteria, and these may be differentiated depending on the ability and needs of the children involved.
- Learning Conversations are now being carried out regularly between class teachers and senior managers either twice or three times a year. These conversations have helped to identify children who would benefit from further interventions.
- A detailed action plan was put in place following Education Scotland inspection activity and this is continuing with clear priorities and timescales. Significant progress has been made at the school since the original inspection.

Areas for Improvement

- The inconsistency between the quality of learning experiences across the primary school stages is still too great. The school is aware that it should continue to promote opportunities for staff to observe each other's work and to share good practice.
- Children should be given more opportunities to lead learning in the school. They would benefit from greater direct involvement in more engaging, contextual lessons. Their voices are rarely heard apart from when they are answering teacher questions.
- Children are still significantly challenged by writing and would benefit from more opportunities to work on this. This is a priority area for the school and needs to be given appropriate time in class.
- 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. They should ensure that the balance of time is available for children, to learn indoors or out, about what interests them.
- There is scope to work closely across the early level to ensure much greater continuity of play experiences. A shared pedagogy across nursery and P1 would be beneficial to both and would enable children to work together more regularly.

Appendix 4**ST SYLVESTER'S PRIMARY SCHOOL****1. Quality Educational Experience****1.1 Attainment**

In analysis of St Sylvester's whole school attainment, P1 Pips data for *Reading* and *Maths* has been reviewed (*entry, exit, average added value*), P3 and P6 INCAS data for *Reading, Mental Arithmetic* and *General Maths* (*average scores*) and Achievement of a Level data submitted to Scottish Government for Literacy and Numeracy. Where pertinent, comparisons are made with Moray averages.

Overall, children achieve well in standardised testing for Pips (P1) and Incas (P3, P6), with positive value added as appropriate for session 2016/2017.

Pips on entry and exit for session 2016/2017 are above Moray averages for *Maths*, with slight positive added value for session 2016/2017 (marginal regression in added value identifiable on exit for session 2014/2015 and 2015/2016). No trends are identifiable in data presented. Pips on entry and exit for session 2016/2017 are also above Moray averages for *Reading* with positive added value noted over the past three years on exit. Most pupils are identifiable as average or above average performing for both *Maths* and *Reading*.

St Sylvester's P3 INCAS test data exceeds Moray averages for *Reading* and *Mental Arithmetic* and is in line with the Moray average for *General Maths* based on average cohort scores. Pupils are also performing better than Scottish Index of Multiple Rating (SIMD) decile would suggest. Most pupils perform at Moray average or above for *Reading, Mental Arithmetic* and *General Maths*. A number of pupils (20% approximately) are performing below or well below average in *Reading* and *Mental Arithmetic*.

P6 INCAS data indicates that pupils also perform well in comparison with Moray averages. In particular, pupil attainment in *Reading* is strong. Pupil attainment in *General Maths* is on a positive upwards trend with attainment in *Mental Arithmetic* on a positive upwards trend until session 2015/2016. Session 2016/2017 remains positive and above Moray average for session 2016/2017 but with slight trend regression.

Staff continue to grow in confidence in their Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for key stages (P1, P4, P7 and for secondary schools, S3). Data would highlight that with further moderation activity and staff engagement with Curriculum for Excellence (CfE) Benchmarks in support of level achievement identification, TPJ will increase in robustness. Education Scotland has recently published the Moderation Cycle to support practitioners alongside a suite of support materials available on GLOW to reinforce practice in core areas of pedagogy and practice. These resources will support TPJ and reinforce practice with regards to learning and teaching across the school.

School Improvement Plan focus this year includes improving attainment in numeracy through use of resources including “Big Maths”, increased impetus on active maths strategies and collegiate working across the school and with partner schools including planned joint professional development sessions. Staff collegiately developed a new St Sylvester’s Maths Progression under regular review, to support curriculum delivery within and across stages. The school also plan to engage with the Moray Raising Attainment strategy and support disengagement in learning through use of Pupil Equity Funding (PEF) to target groups and individual pupils. School focus on Growth Mindset, developing nurturing and resilience in learners and increased focus on raising attainment in literacy (P1-P3) will further support school raising attainment agenda. The school should continue to use data intelligently to focus strategies and interventions in support of all learners.

Development of school Tracking and Monitoring systems and associated analysis of data presented will ensure robust identification of individuals and groups for support and challenge as necessary. This will also support ongoing discussions among senior leaders and with staff at all levels for ongoing raising attainment and achievement of all learners. Meetings between the Head Teacher and Support for Learning colleagues regarding progress of individuals, groups and PEF identified pupils are useful for mapping progress and identifying next steps. Extended use of data to support future tracking and discussions involving all staff will ensure smart targeting of interventions, working together to narrow and close identified attainment gaps.

1.2 Wider school activities

There are a growing number of clubs, activities and leadership opportunities available to pupils for personal development and wider achievement. These include a recently reformed Pupil Council, Health Committee, Science, Technology, Engineering and Mathematics (STEM) Club, Eco-group, P7 “Support Squad” (Peer Mediation) and Charities group. The school focus on learning outdoors – particularly at P1-P3 stages - has led to pupil involvement across the school in contributing to redevelopment of the big field, each class taking forward an area of development. Children spoke positively of their involvement and are excited by forthcoming development. Pupils engage with active schools and participate in sporting activities which have included football, netball and badminton and cross-country.

The school has an active Liturgy group with Children’s Mass also taking place once a month. The school’s Youth Inclusion Worker is also working with individuals and groups of pupils, building confidence and self-esteem and enabling children to enjoy success in an alternative curriculum. Earthtime has also delivered ‘Forest Schools’ sessions in order to give children valuable outdoor experiences. P7 pupils act as buddies to P1 pupils too with further leadership opportunities provided through P6 trip to Alltnacriche and P7 trip to Lendrick Muir, developing problem solving, team building and leadership skills. P7 are currently embracing context-based learning on a Macbeth theme, leading ultimately to an on-stage performance at Eden Court Theatre.

Pupil success and achievements are celebrated through assemblies and a recently created Growth Mindset/Wider Achievements display in the entrance foyer

showcases pupil and staff achievements. The school Twitter account is also used to celebrate achievements, learning experiences and curricular visits. Parents are invited in to school regularly in order to share learning experiences and are offered suggested strategies in support of home learning. This is in addition to progress and achievement updates and celebration events.

1.3 ASN provision

2017 census: 79 pupils were registered with an Additional Support Need (ASN) equivalent to 40.3% of the school roll. This is above the Moray primary school average (33%; 2017/2018). A high proportion of the school roll (74 children – 38%) have English as an Additional Language (EAL).

In a number of classes, targeted support was provided by the Support for Learning (SfL) and EAL practitioners for groups of pupils, extracted from classes to provide support and challenge focused primarily on literacy and numeracy development. Increased individual and group support within classes will further support learner journeys, ensuring inclusion for all. Future interventions for pupils exhibiting challenging behaviours will further promote inclusion of these groups.

The school works well with partner agencies as required for specific pupils and with the EAL teacher to support pupils who have EAL and ASN. There is a clear process for class teachers to raise concerns. This includes a requirement for teachers to indicate strategies that they have tried, prior to meeting with the Additional Support for Learning (ASfL) teacher. Further supports enacted are based on discussion between ASfL and class teacher, diagnostic assessment results and direct input from the ASfL teacher, often in the form of withdrawn group work. Whole school training in Staged Intervention and differentiation within the classroom will further support class teachers to take forward interventions to meet the needs of all pupils. This would also facilitate the identified need for more integrated planning for EAL pupils within whole class planning.

There are some pupils with Supporting Learning Plans (SLPs) and a few with Individualised Education Plans (IEPs). These are set up by the ASfL teacher in consultation with the class teacher in order to ensure needs of all learners are met. A more consistent approach to ensure that the views of parent and learners is sought and recorded in these plans will further strengthen practice. There is a process for monitoring progress with the IEP's and a cycle of review is in place where further development will ensure that class teachers take greater ownership of these plans and that ASN needs and strategies are shared with all staff supporting the pupils.

There are effective procedures in place to ensure successful P1 entry and P7 exit transitions for pupils with ASN including early transition meetings and visits, observations, use of social stories and sharing of plans and strategies.

Support staff have been trained in delivery of precision teaching and there are opportunities for regular feedback between support staff and the ASfL teacher. A review of ASfL teacher roles will ensure that there is a balance of strategies used and that capacity for meeting needs within the classroom setting is developed. As recognised by the Senior Leadership Team (SLT), work is required to ensure a

whole school approach to effective deployment of and use of support staff, including scaffolding of learning to build independence.

1.4 Curriculum

The school is in the early stages of revising the school vision and values to fully reflect the school context and faith values, building capacity for Christian leadership. Following development involving the whole school community, the school will need to move at pace to develop a Curriculum Rationale that fully reflects the context, Curriculum for Excellence (CfE) design principles, contexts for learning and drivers for the curriculum such as Roman Catholic faith and the diverse culture of the school community. Planning and development of learner pathways in curriculum areas will require to be reviewed, linked to the revised Curriculum Rationale for St Sylvester's.

The lower stages curriculum focuses on play and planning from child-led play, following the child's interests. Recent developments have seen this expand to outdoor learning and use of outdoor spaces available. Further enhancement of current approaches will arise as a result of Curriculum Rationale development, with greater consideration given to ensure that literacy and numeracy developments are clearly linked to learner pathways and firmly embedded within curriculum design.

The whole school have been focusing on planning towards the same context for learning relating to Neuroscience and Growth Mindset linked with the Catholic curriculum towards a Christmas Play. Through planning together curriculum experiences and with moderation and support from the Head Teacher, staff are gaining confidence in planning using revised formats. Continued collegiate planning, bundling Es and Os and linking in with Benchmarks will support curriculum breadth, depth and coherence.

1.5 Learning & Teaching

An open-plan environment, teachers had access to a range of teaching pods and areas, both indoors and outdoors. A bright and busy learning environment has been set up for engaging learners in a range of activities. This is a new approach to child-led learning through play. The next step is to enhance learners' experiences further through increased planning and structured scaffolding of learning in these areas, including scaffolded play experiences in the lower stages using outdoor areas.

Clear learning intentions and success criteria were not evident in all lessons observed. In order to ensure consistency across the school, staff would benefit from supported development of focused learning intentions embedded within the relevant lesson context, enabling pupils to develop a language of learning for supporting next steps. Learners were unsure in most classes of why they were learning and how they would know if they were successful. Lessons were focused on activities and tasks, where increased focus on skills development and transfer of skills in wider IDL contexts would allow learners to develop further.

Across classes, children were keen to learn and have strong desire to further their learning in a variety of contexts and using a range of learning and teaching approaches. Through lessons observed – with all classes visited on at least two

occasions – almost all were teacher-led with questioning focused on whole-class and principally, closed questioning. This limited opportunity for pupil-led learning where differentiation to meet the varied needs and ability levels of all learners in all classes was not always evident. Through focus group discussions with pupils, it became clear that some pupils are looking for more challenge and lessons are primarily pitched at the middle achieving cohorts, limiting challenge for more able pupils and support for less able. Overall, pace and challenge to meet the needs of all learners was not evident in all lessons.

Through focus group discussions, learners indicated that they were aware of what they were doing within the context of lessons. Learners were unsure of the purpose of their learning and how they could measure their own successes. They were unsure how to improve in learning and struggled to identify next steps in their learning. With further scaffolding of learning supported by clear Success Criteria developed, learners will be able to map progress and achievement and focused feedback to learners will ensure pupils are aware of next steps. This will also support self and peer assessment focus for improvement.

Some teachers used praise to motivate and engage pupils in their learning and to encourage others to participate in their learning. Some teachers made use of ICT and interactive boards to reinforce and support learning and teaching activities. Pupil use of digital technology could be developed to enhance pupil learning experiences.

1.6 School buildings

Condition: standard C (2016)

Suitability: standard C (2016)

Opened in 1993 the school building is bright and welcoming. The main teaching area consists of an open communal activity area with classroom pods off of the main area. Until recently, Primary 1 were located within the open area but are now housed within their own classroom pod. Primary 7 were moved into the old Music room (discrete classroom with door) in order to enable this. The school has access to extensive outside areas, where the Head Teacher is supportive of outdoor learning and outdoor play. Two grassed areas ('fields') are provided for lower and upper stages respectively where access to Greyfriars Sisters of Mercy Convent grounds is also available. Doors lead off of the classroom pods of lower stages classrooms to ring-fenced outdoor learning areas, including an outdoor classroom/kitchen. A large school hall is also well used for assemblies, music lessons and physical activity. Very good use is made of space available.

1.7 Pastoral Care

In focus group discussions, children indicated that they feel safe in school and know who to go to if they have a problem or concern. Staff are all trained in child protection issues. Children feel safe in outdoor areas, supervised, listened to and cared for by support staff. Staff are embarking on nurture awareness activities in order to further develop pupil support strategies. Children require varied levels of support, 38% of the school roll also identified as holding English as an additional

language (EAL), from varied backgrounds and cultures. Wider support of pupils is further enhanced through links with the Sisters of Mercy in the adjoining Greyfriars Convent, offering Liturgy group support, input and visits. This includes a planned whole school (staged) visit to the convent to make rosaries with the sisters alongside religious education input regarding context and purpose.

1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 94.4% (Moray: 95.2%)

Violence/Aggression against staff: one incident was recorded (2016/2017)

There were no exclusion incidents involving different pupils (2016/17).

The school is at the early stages of developing a positive behaviour policy to improve consistency in approaches to managing challenging behaviour. This would benefit from exploration of the wider aspects of developing positive relationships across the school community, emanating from the revised school vision and values. The school make use of Class Dojo as a behaviour support tool where parents value the communication facility this offers with home. Pupil focus groups and observations indicate that low-level misbehaviour is impacting adversely on learners' experiences.

2. School roll

2.1 Roll and roll forecast

The School Roll in 2017 is 196 pupils. Since 2001 the roll has increased by 10 (from 186)

Forecasted roll: 2021 – 188

Estimated decrease by 8 pupils over next 5 years

2.2 Inward placing requests

Net placings over last 3 years: 2013/14: 15, 2014/15: 21, 2015/16: 21, 2016/17: 22, 2017/2018 (Year to date): 13 inward placing requests

2.3 Outward placing requests

2016-17: 0, 2017-18: 0 outward placing requests

2.4 Roll as percentage of capacity

2017 School Roll: 196; Functional and Physical Capacity: 231 = 85%

2.5 Class composition

2017-18: 8 classes: 6 single stage and 2 composites
(Classes: Composite: P2/3 and P3/4)

2.6 Number of teachers

11.2 FTE Teachers – 13 Staff

Includes 8.2 fte Teachers, 1 Principal Teacher, 1 Depute Head Teacher and 1 Head Teacher

2.7 School roll

2017 School Roll: 196

3. Financial position

3.1 Budgeted running cost 2016/17

The cost per pupil in 2017/18 was £3,008

3.2 Financial trends

School devolved budget (including carry forward) for 2016-17 had a 4.98% underspend.

3.3 Financial plans

The Head Teacher uses devolved budget effectively for whole school developments as identified through school self-evaluation and improvement planning. This included purchase of Maths resources, staff Continuing Professional Development (CPD), outdoor learning resources and use of Pupil Equity Fund (PEF) funding for targeted resources and staffing. Impact of the latter will be required based on action plan as required by the Scottish Government. The Head Teacher (appointed in January 2017) and the Depute Head Teacher (Acting) appointed in April 2017 are utilising funds available well to further the School Improvement Plan agenda.

Conclusions

On the basis of the evaluations of criteria 1-3, St Sylvester's Primary School is a sustainable school. The roll and enrolment forecasts indicate the school will remain above the minimum roll threshold for a primary school, classed as a denominational school serving a wide catchment area. There is therefore no need to evaluate criteria 4-6 at this time.

The Head Teacher and Acting Depute Head Teacher are well respected. New strategies and approaches are received positively by the majority of the whole school community, leading change in identified areas as identified on the School Improvement Plan. Teaching staff feel much supported by the Senior Leadership Team (SLT) and feel able to approach them with any matter. Teaching staff embrace leadership roles and undertake professional learning for the benefit of all pupils including Forest Schools, Outdoor Learning, Science Mentor and Nurture training. Support staff within the school and in supervision of outside spaces are valued by pupils. Parents feel the school is welcoming and that they are listened too. They find the school welcoming and responsive to their suggestions for improvement. Parents value the various means of communication in use at the school. By prioritising development of school vision, values and aims, curriculum rationale, approaches to self-evaluation and policy for developing positive relationships, the school will continue to move forwards at pace. This will inform School Improvement Plan priorities.

Recommendations

A denominational school, St Sylvester's Primary School covers the extended area of St. Sylvester's Parish from Elgin to Lossiemouth, as far over as Boar's Head Rock, Lhanbryde, Urquhart, Longmorn, Miltonduff, Alves, Burghead, Hopeman, Duffus, Roseisle, Pluscarden and Glenlatterach. Should planned housing developments go ahead within Elgin and/or surrounding areas, review of physical capacity at St Sylvester's may be required to accommodate any additional pupils.

Strengths

- The Head Teacher and Depute Head Teacher (Acting) - both appointed this year - are respected within the school community and are committed to school improvement; teaching staff and parents welcome their support and approachability
- Pupils are welcoming and keen to talk about their school
- Staff, pupils and parents have a strong sense of loyalty to the school, keen to support school improvement
- Staff commitment to undertaking professional development activities in order to improve learning and teaching practice, whilst embracing a range of wider leadership roles
- School self-evaluation activities undertaken to date have informed areas for development and next steps in school improvement
- Revision to school vision and values, development of positive relationships policy and initial work on curriculum rationale reflecting school context are underway and will provide structure and scaffolding to further improvement activities

Areas for Improvement

- Continue to develop and implement revised school Vision and Values in partnership with the school community at pace, in order to provide focus and strong foundations for future school improvement and leadership of change at St Sylvester's
- Formulate in partnership with key stakeholders, a shared curriculum rationale for St Sylvester's, reflecting the CfE design principles and local context, vision and values of the school, underpinning curriculum planning
- Develop an ethos of positive relationships across the whole school community through completed co-creation and implementation of a school positive relationships policy and approaches
- Develop consistent and quality learning, teaching and assessment approaches across the whole school in order to ensure the needs of all learners are met
- Develop and implement robust tracking and monitoring approaches across the school
- Ensure future school improvement activities focus on key activities for raising pupil attainment based on robust self-evaluation (data-led)

Appendix 5**SEAFIELD PRIMARY SCHOOL****1. Quality Educational Experience****1.1 Attainment**

Seafield Primary School has adopted a nurturing approach to learning and teaching, and this has included Seasons for Growth Training and Nurture Network Training, which was available to all staff, as well as Associated School Group (ASG) staff. GIRFEC has been a priority on the School Improvement Plan for the last two years, this was due to self-evaluation processes highlighting that pupils have weak communication and social skills, especially on entry to the school. As behaviour was identified as a barrier to learning funding was received from the Ministry of Defence (MOD) and Pupil Equity Fund (PEF), which has resulted in the creation of a Nurture Room (known as the Rainbow Room), which is accessible to other schools within the ASG. Following school self-evaluation processes all support staff were offered Positive Behaviour Strategies training and the second phase of training has now been implemented. As a result of the Achievement of a Level data, moderation has been included in the collegiate agenda in order to gain a shared understanding of levels of achievement. This also includes working with partner schools within the ASG. The school is to be a pilot for the new Moray Council Tracking and Monitoring system, due to be implemented within this school session.

Overall, based on PIPS and INCAS data, results with regards to attainment are, in the most, aligned with the Moray average. PIPS results for 2016/17 are above the Moray average, with the exception of the exit score in reading. There is a variable trend in PIPS from 2013/14, but comparing the data from 2016/17 with 2015/16, shows a decline in both PIPS Maths and Reading scores. P3 INCAS results shows an improving trend since 2013/14 in Reading, Mental Arithmetic and General Maths all results are above the Moray Average. P6 INCAS results show an improving trend in Reading but a decline in attainment in both Mental Arithmetic and General Maths. However, the results from 2016/17 are an improvement from those of 2015/16. All P6 INCAS results are above the Moray Average.

1.2 Wider school activities

Seafield offers a range of after school/lunch club activities including; Dancing, Cross-Country, netball, Art and Football. The school also has a number of committees including Pupil Council, Rights Respecting Schools, Health and Wellbeing, ECO and JRSO. The WASPS group operates with the support of Elgin Baptist Church. The school are exploring outdoor learning opportunities to expand upon the current provision. This addition has been welcomed by both pupils and parents. The school were recently successful in achieving Green Flag status and pupils throughout the school are active in the outdoor space available, including the school garden, which enhances pupils' experiences at the school. The Pupil Council have been involved in raising additional funds that have resulted in a significant number of fruit trees being planted to enhance the school grounds, as part of a community project.

Nursery parents and carers have raised considerable funds to create a specific Early Years space, which includes a Mud Kitchen and open-ended resources. Upper school parents were also involved in raising money to create additional storage for Physical Education resources. Further opportunities to engage with the community and raise funds for charity include Red Nose Day, Children in Need and Mary's Meals. Wider achievement is celebrated at weekly assemblies. Residential trips include P5 trip to Cullen, P6 trip to Alltnacrieche and a P7 trip to Abernethy. This provides pupils with the opportunity to develop their social and emotional skills.

1.3 ASN provision

There is evidence of good partnership working within the school through weekly meetings, e-mail communication and informal discussion between class teachers and Pupil Support Assistants (PSAs). Links to a nearby school which does not have an enhanced provision are strong and could be extended to other schools in the ASG. Relationships with parents are good, their input is welcomed and valued and daily communication systems are working well.

Whole school pupil support needs are identified and reviewed through a termly process. Staged intervention is used to plan for learning and individualised timetables prioritise maximum inclusion for pupils to work within mainstream settings with their peers. Access to the enhanced provision is through tailored curriculum, reading and maths groups, nurturing breaks and buddying. Professional dialogue between Additional Support for Learning (ASfL) and class teachers, as well as fortnightly staff meetings is used to monitor progress. However, a more robust system of joint tracking and planning is required.

Support staff are well deployed, with careful timetabling to ensure a good match of strengths and relationships when working with pupils, careful grouping and regular review of how the support is working. Relationships amongst staff are excellent and informal passing of pupil information on a daily basis functions well. Systematic access to Pupil Support Plans and Individualised Education Plans (IEP's) needs to be implemented.

Record keeping for pupils with ASN is clearly set up and implemented and with a calendar for review of IEP's, Co-ordinated Support Plans (CSP's) and Child's Plans. Behaviour Support Plans and Risk Assessments are in place for those with behaviour support needs. Transition planning for pupils with Additional Support Needs works well, and close work with the English as an Additional Language (EAL) team has ensured that transitions for EAL pupils are particularly successful.

An identified need of the school is to improve whole school tracking and monitoring and understanding of Staged Intervention. Whole staff training in meeting needs within the universal support context is required. The new Moray IEP is in use but further development is needed to improve the quality of the pupil information and target setting. Implementation of Supporting Learning Plans and a clear system for sharing and tracking of plans with all participants is required.

1.3 Curriculum

Seafield Primary School has a Vision, Values and Aims currently in place but these are now under review due to the refurbishment and re-opening of the school in September 2017, as well as the improvement agenda which includes Rights Respecting Schools (RRS) and Nurture. The school has identified that this will lead to a review of the curriculum rationale, with a focus on Nurture and RRS. This review should include all stakeholders. Through the ASG Skills Framework, the development of Skills for Learning Life and Work will be incorporated into the curriculum. Progress has been made with regards to Science, Technology, Engineering and Mathematics (STEM) but this is not yet fully embedded throughout the school. The school is continuing to consider Interdisciplinary Learning (IDL) and this has been included in their School Improvement Plan (SIP), along with a continuing focus Literacy, Numeracy, Health and Wellbeing and GIRFEC. Further consideration should now be given to the Curriculum Rationale to support development of the curriculum. This will ensure that it is appropriate and relevant to learners, reflecting Experiences and Outcomes that will ensure progression and meet the needs of all learners through differentiation. Consideration of the design principles should also be reviewed to ensure pace and challenge as well as providing breadth, depth and application for all pupils. Staff are keen to be further involved in supporting the school on the improvement journey and would welcome the opportunity to be more involved in whole school evaluation. Weekly collegiate and inter-departmental meetings are evident. Leadership opportunities for staff should be considered in relation to the SIP and the Curriculum Rationale. Opportunities for personalisation and choice for learners could also be explored further within the curriculum framework.

Staff commented on wanting to review the curriculum, in relation to the Experiences and Outcomes, and are now looking to have robust progressions in place to assist them in meeting learners needs.

1.4 Learning & Teaching

Pupils at Seafield Primary were polite, well-mannered and happy to engage with the review team during lessons and throughout the visit. There was a positive, nurturing ethos throughout the school, primarily evidenced through the strong working relationships between staff, pupils and parents. The new renovations to the school support learning and teaching within classrooms and staff are starting to use the digital technologies available to support learning. Maths setting was evident in the upper stages and was being considered in the Nursery. The majority of lessons were well planned and structured, and lessons observed provided pupils with clear explanations and instructions. Staff have developed positive working relationships with pupils and there is a mutual respect evident within class lessons and discussions. There was some evidence of Learning Intentions and Success Criteria being used, primarily in jotters or displayed visually within the classroom. However, many pupils were unable to talk about what they were learning and the purpose of the lesson when asked. Co-creation of both the Success Criteria and Learning Intentions could be utilised to provide further opportunities for learners to become more engaged in their learning. Staff would benefit from re-visiting the Moray

Learning Cycle to further develop understanding and this has been identified in the school's Improvement Plan. Although staff are aware of PIPS and INCAS performance information through collegiate working, it would be beneficial to consider this, alongside other available data, in order to continue to meet children's needs and to ensure the pace and challenge is appropriate in lessons.

Effective questioning was evident in some classes, which enhanced the level of discussion and learning that was taking place.

Staff value and encourage children's contributions and should now consider how these could be adopted into planning and lessons more effectively. Pupils would welcome the opportunity to be further involved in their learning journey, and this would also allow them to fully understand where they are with regards to their learning and next steps.

Nursery staff are using floorbooks to good effect in relation to responsive planning. The children have started to take ownership of these and their voice was evident within. Staff have worked hard to consider the best use of the new nursery space and this appears to have had a positive impact with regards to the learning and the direction the staff wish to take the nursery in.

1.5 School buildings

Condition – minimum standard B (2016)

Suitability – minimum standard C (2016)

The school has been recently renovated and upgraded. The building was officially reopened on 15th September 2017. Parents, Pupils and Staff commented on the positive impact of the upgrade and how well the school community worked together during the building works taking place.

1.6 Pastoral Care

The Whole School Behaviour Strategy 'Good to be Green' was evident in the majority of classrooms, but pupils_parents and staff predominantly spoke about the positive impact of Class Dojo Points. Pupils, parents and staff spoke highly of the school and commented on how the school has worked together during and since the completion of the renovations. Productive working partnerships have been created between the school community, MOD and ASG partner schools. Several children attend the 'Rainbow Room' from within the ASG, following its creation with MOD funding. GIRFEC and Nurture are central cornerstones of the ethos of the school and they are developing Rights Respecting Schools as a vehicle to further promote holistic education and Health and Wellbeing within the school.

1.8 Attendance, exclusions & pupil behaviour

2016/17 Attendance rate: 95.6% (Moray – 95.2%)

Violence / Aggression against staff: 90 violence & aggression incidents reported, involving 11 different pupils (2016/17)

Exclusions: 24 exclusion incidents reported, involving 8 different pupils (2016/17)

2. School roll

2.1 Roll and roll forecast

School Roll: 2017 – 357 pupils

Roll increased by 5 from 2001 (352)

School Roll Forecast 2021 – 448 (to increase by 91)

2.2 Inward placing requests

Net placings over last 3 years: 2013/14: 7, 2014/15: 8, 2015/16: 16, 2016/17: 25, 2017/2018 (Year to date): 29 inward placing requests

2.3 Outward placing requests

2013/14: 30, 2014/15: 42, 2015/16: 44,

2016/17: 39, 2017/2018 (Year to date): 27 outward placing requests

2.4 Roll as percentage of capacity

2017 School Roll - 357 / Functional Capacity 473 = 75%

2.5 Class composition

2017 – 15 classes: 9 single stage & 6 composite classes

(Classes: Composite – 2 x P1/2, P3/4, 4/5, 5/6 and 6/7)

2.6 Number of teachers

2017 - Teachers FTE – 19.2 (23 staff)

(Includes 15.2 teachers and 1 HT, 2 DHT & 1PT)

2.7 School roll

2017 School Roll - 357

2.8 Maximum Capacity

Physical Capacity 575 = 62%

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2016/17 was £2889

3.2 Financial trends

School devolved budget (including carry forward) for 2016/17 had a 0.65% overspend.

3.3 Financial plans

The school has been maintained and renovated to a high standard.

Conclusions

On the basis of the evaluations of criteria 1-3 Seafield Primary is sustainable. The refurbishment of the school has increased capacity.

Recommendations

Benefits would be gained from a future review of the entire School Estate across Elgin in order to future proof Primary School provision matched to forecasted house building and population growth.

Strengths

- All stakeholders are motivated and engaged in developing the school.
- Continue to develop the curriculum rationale, once new Vision Values and Aims are established.
- The school has developed a positive ethos through nurturing relationships.
- Pupil needs have been identified and a range of initiatives are in place throughout the school to support individuals.
- Nursery staff have adopted a reflective approach which is informing their self-improvement journey.

Areas for Development

- Continue to develop the curriculum, based on Experiences and Outcomes and design Principles, to ensure progress for learners.
- Use performance information to inform learning and teaching, to track and monitor attainment and achievement.
- Continue to develop school initiatives, with a more cohesive approach.
- Continue to improve self-evaluation processes, to measure impact of initiatives.

Appendix 6**WEST END PRIMARY SCHOOL****1. Quality Educational Experience****1.1 Attainment**

P3 InCas scores in reading have been slightly above the Moray average in recent years although there was a dip below this average in the 2016/17 figures. Mental arithmetic and general mathematics are consistently above the Moray average but the scores show that these figures are declining over time. P6 InCas for reading is slightly above the Moray average. P6 InCas for Mental arithmetic and general mathematics are also consistently above the Moray average.

Overall, children make variable progress in their learning across the school. PIPs standardised Maths scores indicate a negative value added last year which took the school score below the Moray average for the second successive year. This continued a trend of declining exit scores each academic year since 2013/14. PIPs Standardised Reading scores mirror this trend of negative value added last year and a declining trend in exit scores most years since 2013/14.

Achievement of a level data shows for P1 and P4 a large number of children have achieved anticipated levels for 3 of the 4 elements with writing the main area for development. The understanding of standards within the school as well as moderation processes are not yet sufficiently robust to make the data fully reliable. Further staff engagement with benchmarks along with moderation activities with colleagues from the Associated Schools Group (ASG) would help make a positive impact on the understanding of children's progress.

The school has implemented a tracking system, although it is in the early stages of development and work in this area should be progressed further in order to support teacher professional judgement regarding pupil attainment levels. This will ensure that all stakeholders are better informed about learner's progress and next steps required.

1.2 Wider school activities

The school uses whole school assemblies to promote wider achievement and there has been a long standing tradition of sporting success over the years. These successes include cross country, badminton, orienteering and football amongst others. There is also an Eco group within the school who are currently responsible for gardening duties within the school grounds and this shared responsibility and pride in the school is to be applauded. A Pupil Council is also in operation and the school is making progress towards becoming a Rights Respecting School. West End also became the first primary school in Moray to achieve the Gold sport award.

Pupil work and achievements are widely shared in corridors and on classroom walls.

Leadership opportunities exist for pupils within the school whereby there is a House system and 'Westie' points can be gained based on a range of actions that include displaying positive behaviour, helping others and performing well. Each year, there are House Captain Elections giving pupils the chance to run their own election campaigns. These have been highlighted as very successful events by pupils, staff and parents as they provide a chance for pupils to experience the democratic process.

There is a further opportunity for the school in terms of wider achievement to now build upon the range of extra curricular opportunities available to pupils.

1.3 ASN provision

Twenty nine pupils are registered on SEEMiS with Additional Support Needs (ASN) equating to 12% of the school role. The school does not have an enhanced provision. ASN policy and practice is an area which is currently being developed.

The school engages with partner agencies where necessary to meet the needs of individual children. The ASN team would like opportunities to participate in more professional dialogue and collegiate working. There are frequent discussions between ASN staff and Class teachers about pupil needs. The school has developed an ASN referral system to encompass GIRFEC and Wellbeing indicators.

The school works well with parents in order to meet the needs of those children with identified needs and as a result parents are confident that there is an understanding of the particular support required. Pupil Support Assistants (PSAs) currently work with individual pupils. Their skills could be utilised more effectively to support a wider range of pupils in order to further enhance pupils' learning and experiences. The school is aware that needs are often met through extraction (individuals and small groups) and are keen to develop ways to meet the needs of as many children within classrooms.

The school has two main areas of "quiet space" to work with those pupils who have additional support needs. The demand on space is great. There is also a very small room which is used to accommodate specific medical conditions of pupils.

There is a tracking system but the school are keen to develop this to include effective use of staged intervention to monitor and track pupil progress. Planning records are shared on the teaching work group with all staff. ASN planning is predominantly done by the ASN team and the use of Moray ASN planning documents are in the early stages of implementation. Parents would like to be more involved with planning and reviewing learning targets and would welcome more regular communication. They know that their children are happy and achieving but are not yet aware of individualised goals or how to support them at home. Benefits would be gained from more collaboration between support for learning staff and class teachers to develop strategies for differentiation and targeted intervention to better meet pupils' needs. Additional support needs staff

should be encouraged and supported to engage in collegiate working with other local schools with a clear focus on ASN provision and practice.

1.4 Curriculum

The school has a vision, set of values and a curriculum rationale. Pupils were aware of these values although the knowledge of them was not consistent across the school. The appointment of the new headteacher provides the school with a timely opportunity to revisit and update the vision, values, aims and curriculum rationale in order to provide a clear direction for the school in the years to come taking cognisance of the local context and opportunities for learning within Elgin and across Moray. It is now necessary to undertake regular reviews of the curriculum to ensure both interdisciplinary learning and discrete subject learning are adopted according to the local context of the school. For example further development of the existing links with local businesses.

P7 pupils experience a variety of inputs from Elgin Academy staff as part of the transition process which is positive. A range of departments have engaged with the school and these opportunities have been welcomed as ways to enrich learners' experiences. The Modern Languages, Science and Technical lessons have been particularly well received. The school should continue to engage with the opportunities in order to strengthen the curricular transition for pupils.

Pupils commented on the limited scope for personalisation and choice within the school curriculum. They highlighted some repetition in their learning from one year to the next particularly in the composite classes and the school should now look to address this. Staff engagement with the benchmarks and progression frameworks will support this as well as enabling deeper understanding of learner pathways.

The school has adopted Maths setting in the upper primary. Standardised assessment data provides some evidence of benefits gained from this arrangement however the management team should continue to review the arrangements in order to assess the impact on pupil attainment overall. Using the data available, the school has identified numeracy as an improvement priority with the need for a numeracy progression and further learning and teaching strategies to be used to deliver lessons.

Any curricular review should consider learning pathways which clearly are aligned to Curriculum for Excellence (CfE) and the corresponding up to date Benchmarks. In particular the learning Pathways for Literacy, Numeracy and Health and Wellbeing should be a high priority. For intelligent, articulate and confident children who were observed during the review, greater depth of learning within more challenging contexts is required as a way forward. Consideration of equity should be given to other important areas like Health and Wellbeing, Science and Digital Literacy. Staff concerns about the inconsistency of ICT provision and the building itself are acknowledged in relation to the latter.

1.5 Learning & Teaching

Across the school, in best practice lessons observed were stimulating and fun for the learners, but in many, the pace was slow and lessons lacked personalisation, choice and challenge. Because of this, many pupils did not seem motivated to learn and appeared to complete the task they had been set simply because they were asked to do so. In many cases, pupils could not say if they were making progress or link their learning to other contexts, life or work.

Most classrooms were bright and displays of pupil work on the walls reflecting the learning of children. In a few classes children were beginning to be given responsibilities within the classroom and this could be developed further. Lessons were structured and planned - Learning Intentions (LI) and Success Criteria (SC) were used in most observed lessons but the quality of these was inconsistent and not always clearly linked together. Pupils discussed the LI in terms of the task they had to do. Most children were aware of the SC in terms of what they are and what their purpose is although there was little evidence of children being involved in their creation.

A range of learning and teaching approaches were observed during the visit. Some teachers had adopted an Active Learning style with their classes but this was not consistent across the school. There was some evidence of skills referencing and this should be built upon so that children are more aware of how they are developing skills for learning, life and work.

Differentiation was observed in a small number of lessons although this was not always appropriate i.e. tasks were differentiated by their degree of difficulty but all children were asked to complete all tasks in rotation. This meant that there were instances of moving off task which could have been prevented. Across the school, the pace of the lessons was slow for the majority of learners, as was the appropriateness of the content in many classes. Children completed the tasks but did not appear to be challenged by the level the work and there were too many missed opportunities to move children on in their learning once it was clear that they were secure in their knowledge and understanding. More skilled questioning and focussed praise as part of the feedback on learning in classrooms would have led to more interesting outcomes for learners.

The use of ICT was not evident in terms of supporting learning during the observations made but rather to inform children of the tasks to be undertaken. Almost all staff commented on the need for ICT to be upgraded in order to fully support pupil learning.

1.6 School buildings

Condition: minimum standard C (2016)

Suitability: minimum standard B (2016)

The school building is traditionally built and lacks flexibility but is tidy within classrooms. Staff have worked towards making the learning environment attractive to the learner. The school has a car parking facility near the entrance to the school

campus and a grassed area which pupils can use for play. There is a PE hall adjoining the school library which is multi-purpose. This hall is a main thoroughfare for moving from one side of the school to the other and this can impact negatively on learning within this area as multiple interruptions can be distracting for learners. This can be seen most when pupils are accessing the library through the hall and can be particularly negative if said pupils are receiving support for learning. The school has limited spaces available to accommodate children's needs or for staff to work with small groups who require targeted support.

At the front entrance there is a reception area and the Head Teacher's Office is situated at the top of a stair away from the 'hub' of the school. The Head Teacher has already identified the need to move his office to another location so that it is more accessible and he is in the heart of the school. Classrooms are located off the corridor areas to the right and left of the hall.

There is a public walkway through the playground from the southern side of the estate for which access is granted as part of an agreement with Moray Council. It is clear that this arrangement makes the security of the playground an area of concern and it may be prudent for the Head Teacher (HT) to look at how many supervisors are on duty at break and lunch times. It was observed that only one supervisor was on duty at any one time, and given the shape of playground and number of 'blindspots' therein, consideration should be given to how this is managed in going forward.

It is clear that the school building, and the accommodation is restrictive around the creativity in forming classes which may have an impact on learners' experiences. The school has no control over this although it is not desirable to have multi-composite classes as a result of class number restrictions. It is important to note that there is increased housebuilding proposed on the west side of Elgin too which will place additional pressure on the school building's capacity going forward.

1.7 Pastoral Care

Parents, pupils and staff all commented on the positive and nurturing relationships that the school community has cultivated over the years. This way of working provides a firm foundation in order to move forwards to achieve Rights Respecting School (RRS) accreditation. Staff should continue to engage with the wellbeing indicators and consider these when tracking children's progress and wellbeing more holistically. Children should be more aware of the indicators and how they relate to them now and throughout their lives.

All pupils commented on feeling happy and motivated in coming to school. They spoke very highly of their school and were proud to be a part of the community.

Staff training with regards to Mindfulness has been undertaken. This will further support staff to deal sensitively with the care, welfare and protection of pupils in the school.

1.8 Attendance, exclusions & pupil behaviour

2016/17 Attendance rate: 97.4% (Moray – 95.2%)

Violence / Aggression against staff: no violence & aggression incidents reported (2016/17)

Exclusions: no exclusions reported (2016/17)

2. School roll

2.1 Roll and roll forecast

The School Roll in 2017 is 231 pupils. Since 2001 roll increased by 4

Forecasted Roll: 2021 – 216 pupils

2.2 Inward placing requests

Net placings over last 3 years: 2013/14: 19, 2014/15: 15, 2015/16: 12, 2016/17: 5, 2017/18 (Year to Date) 20 inward placing requests

2.3 Outward placing requests

2013/14: 9, 2014/15: 12, 2015/16: 14,

2016/17: 10, 2017/2018 (Year to date): 5 outward placing requests

2.4 Roll as percentage of capacity

2017 School Roll - 231 / Functional Capacity 257 = 90%

2.5 Class composition

2017 – 9 classes: 7 single stage & 2 composite classes

(Classes: Composite – P1/2/3 & P4/5/6)

2.6 Number of teachers

2017 - Teachers FTE – 12.2 (16 staff)

(includes 10.2 teachers and 1 HT & 1 DHT)

2.7 School roll

2017 School Roll: 231

2.9 Maximum Capacity

2017 School Roll - 231 / Physical Capacity 286 =81%

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2016/17 was £2765

3.2 Financial trends

School devolved budget (including carry forward) for 2016-17 had a 2.36% underspend

3.3 Financial plans

The school has a small amount of money that will be used to resource and support the Numeracy and Maths progression improvement work. It will also finance the work being undertaken in increasing the resilience of pupils in the school.

Conclusions

On the basis of the evaluations of criteria 1-3 West End is sustainable however due to the planned growth in Elgin and future housebuilding questions have to be asked about what the future Primary School Estate should look like. The roll and enrolment forecasts indicate the school will remain above the minimum roll threshold for a primary school. There is therefore no need to evaluate criteria 4-6 at this time.

Recommendations

Benefits would be gained from a future review of the entire School Estate across Elgin in order to future proof Primary School provision matched to forecasted house building and population growth.

Strengths

- Classrooms are bright and well-presented with quality displays showcasing pupil learning.
- Pupils are articulate and confident in discussing their experiences at West End Primary.
- Pupils demonstrate positive behaviour and are eager to learn.
- The school's success in celebrating wider achievements.
- The confidence in the Head Teacher and the collegiate staff team in developing leadership and moving the school forwards

Areas for Improvement

- Revisit the vision, values and aims as well as the curriculum rationale incorporating the local context and children's wellbeing
- Further improve approaches to self-evaluation for improvement, including the tracking of children's progress and achievement.
- Continue to implement Tracking and Monitoring approaches to ensure a more robust system is in place and that all children are progressing in their learning
- Review learning pathways and progressions and the design and architecture of the curriculum
- Further develop a wide range of Learning & Teaching approaches using the Moray Learning Cycle as a guide to build upon the good practice evident in several classrooms as well as providing children with the language of learning.