



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
27 JUNE 2018**

SUBJECT: SCHOOLS FOR THE FUTURE REVIEWS – ELGIN HIGH SCHOOL

**BY: ACTING 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 High School Associated Schools Group (ASG) which took place between February and March 2018.
- 1.2 This report is submitted to Council in terms of Section III (D) 1 of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority and to determine the Council's policies in regard thereto.

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 Appendix 1.**

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 which was completed by the end of 2017 and Elgin High took place between January and March 2018.
- 3.5 The Head of School 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, Deputes 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 High visit, the two Depute Head Teachers from the school joined the review team undertaking classroom visits and joining the team for discussion. They valued this opportunity and were positive about the level of dialogue taking place at regular times during the course of the visit. We will continue to make this a feature of reviews over the course of next year.
- 3.7 There are three ASGs to be reviewed under the policy and a decision has been made to complete these during session 2018/19. Speyside High schools will be reviewed from October to December 2018, Keith Grammar schools from February to March 2019 and then Milne's High ASG from May to June 2019. As all schools will have been reviewed under the current policy, the policy will also be reviewed by December 2018.
- 3.8 The Elgin south schools are all viable and sustainable. However, the rolls of many of the schools are increasing, along with increased housebuilding in Elgin South (affecting Greenwards, Mosstowie and New Elgin). Greenwards, New Elgin and Mosstowie all have reserved places for 2018/19. As Linkwood Primary new build has yet to start, there is much pressure on all primary schools within this ASG.

- 3.9 The planned housebuilding in Elgin South will put significant pressure on the primary school estate and as result there will be a requirement in future for a new build in the Glassgreen area.
- 3.10 Taking all of this into account, there is the need for a review of the entire school estate in Elgin in order to future proof Primary and Secondary School provision matched to forecasted house building and population growth. This review should clearly map out the school estate in Elgin up to 2035.

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

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/Socio Economic Impact

None arising directly from this report

(h) Consultations

Senior Officers in Education and Social Care, Head of Financial Services, Head of Housing and Property, Head of Development Services, Quality Improvement Officers, Grant Cruickshank, Senior HR Adviser, Morag Smith, Senior Solicitor, Tracey Sutherland, Committee Services Officer, Local Negotiating Committee for Teachers (LNCT) Union side joint chair, Elgin High Headteachers, Nicky Grant and Jan Sinclair, Depute Head Teachers, Elgin High School 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 HIGH SCHOOL****1. Quality Educational Experience****1.1 Attainment**

Leavers' attainment data for S4/S5/S6 for session 2016/17 highlights a declining trend overall for the past 3 years for both Literacy and Numeracy at level 4 and Numeracy at level 5. Leavers' attainment data for Literacy at level 5 also illustrates regression in performance from last session, albeit differing cohort profile year on year; level 4 Literacy 89.29%, level 4 Numeracy 83.04% and at level 5 Literacy 73.21% and Numeracy 53.57%. Performance at level 5 Literacy is marginally above the Virtual Comparator with level 5 Numeracy, Level 4 Literacy and Level 4 Numeracy marginally below Virtual Comparator.

Taken cumulatively, performance in Literacy and Numeracy for leavers for session 2016/2017 is marginally below Virtual Comparator, below Moray average and notably below The Northern Alliance (Regional Improvement Collaborative) and National averages for Literacy and Numeracy (combined) at level 4 and level 5. Year on year, there is no overall trend in Level 4 and Level 5 Literacy & Numeracy as a joint measure for all leavers, pre-2016 data highlighting strong performance against Virtual Comparator. Comparison to the Virtual Comparator, The Northern Alliance and National data for this measure highlights regression in performance over 2015/2016 and 2016/2017, with performance lower than aforementioned measures. Over the past 3 years, S4 leavers achieving level 4 or level 5 Literacy and Numeracy are below Virtual Comparator.

In S4, the percentage of pupils achieving Level 4 and Level 5 in Literacy & Numeracy as a combined measure is below Virtual Comparator for the past 3 years, albeit slightly improving trend year on year for both levels. While there is work required in order to raise attainment at level 4 in both Literacy and Numeracy and Level 5 Literacy achievement, S4 candidate performance against Virtual Comparator at level 5 Numeracy in particular (EHS: 37.25%, VC: 49.80%) highlights need for interventions for improvement. This would also support improvement comparative to Moray, The Northern Alliance and National averages for these measures.

In SQA examination results for S4 (taken as a percentage of S4 roll), candidates perform lower than Virtual Comparator at 1+, 3+ and 5+ qualifications at level 5. This is also true for level 3 and level 4 qualifications. Over the past 3 years, a similar picture is presented at level 5 across measures and level 4 in almost all measures of comparison. An adverse picture is presented across measures against Moray and National averages.

SQA examination results for S5 and S6 pupils present a similar picture with pupils achieving below Moray and National averages for 1+, 3+ and 5+ measures at level 6 over the last 3 years and below Virtual Comparator over the last two years. No consistent trend is identifiable over the last three years

with data identifying need for careful monitoring of learner pathways for positive attainment outcomes. While performance is marginally below Virtual Comparator for 2016/2017, performance is below Moray and National averages.

During session 2016/17, the percentage of S6 pupils achieving 1+ Level 7 awards was lower than the Virtual Comparator, Moray and National averages. In session 2014/2015 this was above Virtual Comparator and in session 2015/2016, largely in line with Virtual Comparator, Moray and National averages.

S6 pupils attaining 3+ and 5+ awards at level 6 is notably lower than the Virtual Comparator, Moray and National averages for session 2016/2017. In the two years previous, performance either exceeded or equalled Virtual Comparator at 3+ and 5+ awards at level 6 measures. With exception of 2015/2016 (5+ at level 6 or better), performance is below Moray and National Averages.

Highly encouraging to note for session 2016/2017 is that the percentage of leavers in an initial positive destination exceeds the Virtual Comparator, Moray, The Northern Alliance and National averages. The three years prior, Elgin High School's positive destination figures were below all aforementioned comparators. Most young people for session 2016/2017 progressed on to Higher Education (33.04%), Further Education (29.46%) and Employment (26.79%). Other destinations include training and activity agreements with a small proportion of leavers unemployed (seeking employment: 2.68%, not seeking employment: 2.68%). Pathway planning meetings alongside increased input on career pathways through Universal Pupil Support (UPS) and individual learner conversations, coupled with robust tracking of students through the Seemis 16+ datahub have supported improvements in leaver destinations, minimising learners at risk of not progressing to a positive destination.

Through discussion with Senior Leaders and the wider Principal Teacher (PT) leadership team at Elgin High School, the need to raise attainment across levels and measures is known and understood. A variety of interventions have been introduced in order to identify attainment gaps and address them. This includes involvement of PTs of English and Maths in analysis of data linked to Insight, increased rigour in learner and cohort target setting (e.g. 5+ awards at level 5, 3+ awards at level 6), and Senior Phase attainment tracking and monitoring for interventions. Learner course choice monitoring and pathway planning should ensure sufficiency, breadth and depth in learner qualification options based on prior attainment. In order to increase pace and challenge, S4 pupils now sit 6 National Qualifications instead of 5, in line with Moray schools. Senior Leaders are more involved in support and challenge of learners and departments, including promotion of good practice in assessment and moderation, support of colleagues to "look outwards" and join local authority working groups and monitoring change of level procedures for raising attainment (Presentation Policy and Processes). Where a number of such interventions are in their infancy requiring considerable time and

resource, judicious monitoring of impact on learner attainment is now required alongside careful leadership of change.

Within the Broad General Education (BGE), the school has increased focus on assessment and moderation, with an assessment and moderation calendar introduced, cross-curricular moderation taking place and PTs attending pan-authority curriculum groups. Depute Head Teacher (DHT) links are also supporting departments as appropriate. Practitioners continue to grow in confidence in their Teacher Professional Judgment (TPJ) of learner level achievements, with performance in Numeracy at 4th level of note for 2016/2017 as a loose predictor of S4 candidate performance in 2017/2018 level 4/5 qualifications. Further planned monitoring and tracking of learner level achievement and progress for early intervention next session will support the school's raising attainment agenda.

1.2 Wider school activities

Elgin High School encourages its pupils to be involved in a wide range of activities, both within and outwith the school. The school community is keen to share and celebrate these achievements with Guidance staff giving pupils the opportunity to share their successes across a variety of areas of school life including sport, performing arts and academic achievement. Central to this sense of achievement are a wide range of out of class opportunities which include charity events, debating club, football and library activities, the aim being to maximise the potential of each pupil and give them a sense of accomplishment and associated well-being. To complement in-school activities there are several projects which maintain and develop community links. These include community litter picks, working with other schools such as Greenwards Primary School and the Jack 'n' Jill playgroup. Others include those which help pupils to mature and take their place in the outside world such as the Cedarwood Centre and visits from the Police Liaison Officer. Other groups such as Rotary play a part in the life of the school which is well-represented at the Rotary Young Leadership Awards and there is a good connection with local churches in terms of the Chaplaincy team and the Elgin School Pastors who are available to pupils at Friday lunchtimes for pastoral support. The school library with focus on reading for pleasure, building information and digital literacy and providing a nurturing environment of support contributes significantly to school ethos and life through a wide range of curricular and extra-curricular projects and activities.

There are several committees in operation within the school to articulate the views of pupils in the context of the Rights Respecting Schools agenda. There is a Student Voice group where two representatives from each registration class meet on a termly basis with members of the Senior Leadership Team (SLT) to be a conduit of communication between the pupils and the SLT. Also, there is a Lesbian, Gay, Bisexual and Transgender (LGBT+) Group and a S5/6 fundraising group, focussed on supporting Mukonchi High School in Central Zambia, which pupils have the opportunity to visit every second year, with reciprocal visits in alternate years from the Zambian pupils. The S5/6

Events Management Group organise school events which have included the Christmas Fayre and the 'Cheerio to the old building' event. The S6 Leadership Team are actively involved in fund-raising and have recently raised just over £9,000 for local good causes. The Social Enterprise Group make various products for sale and were awarded The Scottish Social Enterprise Award, highlighting commitment to reinvesting profits into social and environmental projects for the benefit of the wider school community.

1.3 ASN provision

There are currently 254 pupils registered with an Additional Support Need (ASN) equating to 42.6% of the school roll of 596. This is well above the Moray secondary school average of 33.5% (2017/2018).

Pupils of Elgin High school currently recorded as having Additional Support Needs range from pupils with complex physical, medical and communication needs to more able pupils with a variety of learning, communication, and Social, Emotional and Behavioural Needs (SEBN). This cohort includes 13 looked after pupils, 34 English as an Additional Language (EAL) pupils and 23 who receive European Social Fund (ESF) funding. Needs are met using staged interventions to access both mainstream provision and the Enhanced Provision. The school has considerable capacity in order to meet the wide range of ASN, evident in processes and practice. For example, planned pupil support meetings at various levels, supported by regular contact with other agencies strengthen support of ASN pupils. Following discussions with parents, teachers and ASN managers, it is identifiable that pupil information sharing is a strength, undertaken both informally and electronically in order to share documentation and strategies in support of pupils. This also helps to build capacity in all staff to understand and meet needs.

There are daily, discrete meetings for both 'Enhanced Provision' and 'Mainstream' Pupil Support Assistants (PSAs). There is little opportunity to meet together and minimal timetabled overlap between provisions causing some separation between the teams, with limited opportunities for whole department meetings and training. PSAs would value a hub where information can be exchanged and where they are able to have regular professional dialogue with other staff across the department. All ASN staff would appreciate strengthened and confidential access to the PT Additional Support for Learning (PTASfL), as current accommodation arrangements do not support this. The new build is a fully accessible school and a large area of the school is dedicated to Pupil Support. This includes the Enhanced Provision, ASN classrooms, Guidance rooms and Personal and Social Education (PSE) classrooms. This accommodation lacks a smaller secure area. In the main, the new building has excellent facilities which can accommodate a wide range of ASN.

The school works well in order to counter discrimination and reduce barriers to learning. Needs are predominantly identified as part of the P7-S1 transition process and the school would like this to be strengthened as a next step through increased transition activity and information sharing with associated primary schools. New referrals and pre-existing needs are assessed and

monitored using whole school assessment data, individualised assessments and child planning and review meetings. Evidence in order to support later SQA additional assessment arrangements is also collated from S1. Needs are met according to ability, whether in the Enhanced Provision, through targeted support or in mainstream classes with some movement between these where appropriate. There is evidence of a range of activities in the Enhanced Provision wherein additional curriculum development is now required in order to further improve learners' experiences. PSAs are deployed to pupils as "key workers" which has had a positive impact. Daily observations are noted which then informs pupil progress. 'Learning Tracks' are also used for recording progress but this is more difficult as a means to track and record.

Differentiation and provision of suitable courses for early curriculum levels is being established; there is work currently underway with subject specialists in order to achieve this. ASN teachers are allocated to link with specific departments with varying degrees of engagement. The school recognises that, at times, PSAs can over-support and are the preferred resource to be used. A wider variety of experiences and challenges, differentiated teaching approaches, a curriculum pitched at early level and clearly defined support roles would promote more independent learning and would assist classroom based planning to meet needs. A written agreement between the class teacher and the allocated support staff would promote a shared understanding of the nature of support required within the class. Such agreement may also be used for quality assurance. Collaborative training with support staff on this would identify preferred ways of working with pupils for all.

There are strong links with Cedarwood Day Centre for use of the Rebound facilities and with post-school transitions. There are also good transition links with Moray College and the school would welcome more opportunities for supported work placements for pupils with ASN. Enhanced provision pupils also have links with Gordonstoun School and use the school garden facilities and the nature reserve for Outdoor Learning Activities, strengthening learning experiences further.

1.4 Curriculum

The curriculum within Elgin High School is within a transition period while plans are formulated and implemented in order to ensure readiness for the change to the 33-period week in August 2018. In preparation for this and in order to ensure an equitable opportunity for students, the school has already amended their provision for S4 pupils to offer 6 National Qualifications this session. This will ensure that Elgin High School is brought into line with other secondary schools in Moray with the potential for improved attainment levels and opportunity throughout the Senior Phase and beyond school.

There is no Curriculum Rationale in place and the work which is being undertaken on developing the school Vision, Values and Aims with the clear next steps being the development of a responsive and purposeful curriculum provision which meets the needs of all learners and supports the local context

of the school. The school community now requires to develop the vision for the curriculum with a particular emphasis on the improvement of the Broad General Education including the progression from primary and identification of key drivers. This will allow the 'Responsibility of All' Literacy, Numeracy and Health and Wellbeing to be further embedded into the learning provision for all young people.

Principal Teachers have previously been part of a project to further investigate a range of alternative qualifications and awards within the Senior Phase to support learning pathways, including National Progression Awards, Skills for Work and other alternative options. This collegiate approach should be progressed as a matter of importance for implementation in future academic sessions. This will also provide a breadth of progression within the Senior Phase through accreditation possibilities. Principal Teachers and wider teaching colleagues are keen to lead initiatives and change within the curriculum in order to maximise learner attainment and achievement.

During the review there was an identified improvement area to progress with the Developing the Young Workforce (DYW) agenda. There has been some work undertaken in terms of Career Ready, work experience opportunities as well as discrete departmental initiatives. A strategic approach in order to embed DYW alongside the Career Education Standards and Work Placement Standards is now required. Some departments are beginning to use skills within their classes and this should be addressed more formally through a whole school strategic approach.

The school has introduced Universal Pupil Support (UPS) provision in the BGE and Senior Phase. UPS runs in S1 and S2 with the weekly lesson being taken by Register teachers and in S4 and S5, UPS is delivered by members of the SLT. Senior Phase cohorts benefit from a range of supportive approaches towards attainment and achievement, including target setting and next steps, mainly through learning conversations. This is a programme that most students value. The UPS provision in the BGE is less successful as staff and pupils report an overlap with the PSE programme, with further planning and resource development now required for meaningful participation of all.

The school is aware of the developments and improvements which should be undertaken to improve the curriculum in terms of design and learning pathways. This should be progressed as a matter of importance in order that learners can be fully informed of opportunities which meet their needs and are responsive to changing labour markets. The school community appear keen to implement these changes and improvements in the curriculum and the work already started should continue at pace.

1.5 Learning & Teaching

During the visit to Elgin High School an extensive number of lessons were observed with the majority of teaching staff receiving two visits from the reviewing team. There were positive and respectful relationships between staff and pupils with most pupils engaged in their learning. In some classes

there were low level behaviour concerns, which pupils told us impacted on the learning and teaching in the classroom. Staff built on previous learning in most lessons which were well structured and there was evidence of good planning. In most lessons there were clear explanations and instructions. However, pupils did not always understand the purpose of their learning. Pupils told us that they were encouraged by staff to do their best, with staff using positive praise to reinforce. Some staff used a range of teaching approaches and activities which encouraged the pupils to be independent and self-motivated. Learning Intentions and Success Criteria were seen in most lessons and in a few lessons, Success Criteria were co-constructed with pupils. This is an area which could be developed further, providing opportunities for pupils to take more responsibility for their learning. Pupils were given opportunities to exercise choice in less than half the lessons observed although pupils told us that they enjoyed learning. Pupils were observed working individually, in pairs and small groups and some were able to link their learning across other contexts. In the majority of lessons pupils were given opportunities for active learning and most pupils felt that they were developing in confidence. In most lessons pupils were motivated and interested and this could be built upon by providing a broader range of interesting learning activities which could be linked to skills and the world of work.

It was apparent that staff know pupils well and are aware of their needs, although this was not always evident in the experiences and activities provided. Most lessons observed were teacher-led through whole class teaching, therefore, further development of differentiation other than by outcome would benefit both less and more able pupils. This would also have a positive impact on pace and challenge which was not appropriate in some lessons. The review team also saw a notable number of lessons which combined interesting, active learning experiences which were linked to skills. In these lessons pupils were aware of their progress and next steps in their learning with staff checking pupils understanding during the lesson.

In most lessons there were timely interventions with evidence of learning conversations taking place in most lessons observed. Pupils received helpful feedback, however, some pupils did not have a suitable awareness of their progress in the BGE. In the Senior Phase pupils were aware of their learning targets and how to improve and get help, which pupils stated was due to smaller class sizes. There was a strong emphasis on supporting pupils to achieve and it was evident that a number of strategies had been put in place for small groups and individuals. The school would benefit from evaluating these in order to identify the impact on attainment. Some staff used effective questioning to extend pupils' understanding, however this was not consistent across the school and lacked depth in some cases. In some lessons there was evidence of self-assessment. There was little evidence of peer assessment with the majority of the work being marked by the class teacher. Further development of plenaries could provide useful reflection time for pupils to assimilate their new learning and consolidate their understanding.

Almost all pupils had considered their long term future and in some cases were aware of the qualifications necessary to pursue their chosen career path. This was particularly evident in the Senior Phase where pupils were able to

articulate the relevance of their school work. Staff are strongly committed to supporting pupils to achieve their potential which would be facilitated by broadening the curriculum offer.

Currently the school does not have a Learning and Teaching policy and therefore SLT should consider using the findings of the review to support the collegiate development of a policy to ensure development and consistency of Learning and Teaching across the school. This will also support promotion of Assessment is for Learning strategies in support of raising attainment.

1.6 School buildings

Condition: standard A (2017)

Suitability: standard A (2017)

The school building is a new build which was opened in October 2017. The £30 million high-tech campus replaces the existing building nearing demolition completion, and includes a fitness complex, auditorium and state-of-the-art catering facilities. Well-equipped classrooms incorporating teaching walls with interactive Promethean boards, meeting and conference rooms, a large staffroom, open-plan library area, communal canteen and social areas add to the high standard of facilities on offer to all. S6 have their own open plan area in the top/centre of the school which they make positive use of. External works are about to commence which will include car parking facilities, an all-weather pitch and landscaped garden areas. The school is very well resourced and offers first class facilities for modern day learning and teaching.

1.7 Pastoral Care

Elgin High School is a welcoming and inclusive school where pupils are supported to realise their potential in all aspects of their school lives. There are good working relationships between staff and pupils and these were evident in almost all classroom observations that took place during the visit.

Pastoral care for pupils begins with the transition programme which was appreciated by staff and pupils, with relevant information passed effectively from associated primary schools in most cases. In this programme there are curricular visits to and from the primaries with enhanced transition for more vulnerable youngsters. Weekly Pupil Support Team Meetings involving key school partners ensure a cohesive approach to getting it right for every child, including those pupils in most need of supportive intervention. This multi-agency working also supports transition of young people through their secondary years to positive destinations, post-school.

Pupils are supported well by Guidance and other staff within the context of Moray Council policies such as the Staged Intervention Model. Guidance staff know their pupils well and work with them to provide good quality PSE lessons, although there were significant areas of overlap with the UPS programme as identified by pupils and staff. Guidance staff are aware of the need for the continual update of the PSE programme, with time available to develop lesson plans and materials presenting challenge in view of the demands of their case-load. The 'team around the child' approach is working

well in the school and pupils benefit from having a group of committed educational and other professionals supporting them when there are challenges in their school or home life. There are termly Pathway Planning meetings which plan the way ahead for students in terms of positive destinations such as Moray College courses and apprenticeships. Pupils are given individual interviews from S1 to S6 which feed into Pathway Planning and these are tracked and recorded from S3 onwards. Pupils record their skills and abilities in a passport booklet and at subject department level, pupils have learning conversations to provide encouragement support and challenge.

- 1.8 Attendance, exclusions & pupil behaviour
 2016/17 Attendance rate: 91.8% (Moray 92.2%).
 Violence/Aggression against staff: 37 incidents recorded involving 2 different individuals during 2016/17.
 There were 49 exclusion incidents involving 26 different pupils in session 2016/17.
- 2. School roll**
- 2.1 Roll and roll forecast
 The School Roll in 2017/2018 is 596 pupils. Since 2001, the roll has increased by 38 (from 558 to 596)
 Forecasted roll: 2021 – 773 pupils
 Estimated increase by 177 pupils over next 3 years
 2017/2018: S1 – 130, S2 – 127, S3 – 104, S4 – 106, S5 – 81, S6 – 48
- 2.2 Inward placing requests
 Net placings (inwards) over last 5 years: 2013/14: 27, 2014/15: 22, 2015/16: 28, 2016/17: 36, 2017/18: 25 inward placing requests
- 2.3 Outward placing requests
 Net placings (outwards) over last 5 years: 2013/14: 27, 2014/15: 38, 2015/16: 39, 2016/17: 38, 2017/18: 35 outward placing requests
- 2.4 Roll as percentage of capacity
 2017/18 School Roll: 596 = 60% of physical capacity
- 2.5 Class composition
 N/A
- 2.6 Number of teachers
 FTE – 52.5 (61 staff)
 Includes 24.7 teachers, 24 Principal teachers, 0.8 fte Chartered Teacher, 2 Depute Headteachers and 1 Headteacher
- 2.7 School roll
 2017/18 School Roll: 596

2.8 Maximum Capacity

2017/18: School Roll = 596, Physical Capacity = 1,000 (60%)

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2016/17 was £4,889.

3.2 Financial trends

School devolved budget (including carry forward) for 2016-17 had a 0.49% overspend

3.3 Financial plans

The school has an allocated budget commensurate to roll and context, used in order to progress school improvement agenda. Notable staffing costs are attributable to middle leadership posts, and extended PT leadership posts with associated responsibility payments, including three Principal Teacher posts carrying additional 'whole school' responsibilities. Teaching commitments are adjusted to reflect time required for additional duties. A Principal Teacher (Raising Attainment/Pupil Equity Funding) has been employed to support attainment of individuals and groups at risk of missing out, supporting identification and narrowing of attainment gaps identified. Work to date shows great promise with key interventions in support of learning needs.

Conclusions

On the basis of the evaluations of criteria 1-3 Elgin High School 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. Existing roll versus physical capacity highlight sufficient capacity for the foreseeable future, however longer term planned housebuilding will put pressure on the school's capacity which will necessitate an extension.

Recommendations

Due to potential housing developments planned within the Elgin High School ASG context, officers should monitor predictions annually in order to ensure that school physical capacity continues to meet roll needs.

Areas of Strengths

- School Improvement Priorities identified following a range of recent self-evaluation activities provide clarity on strategic direction and pace of change
- Strong relationships across the school community, between adults and young people, underpin the school's welcoming and positive ethos
- Teaching and support staff working collegiately in order to improve outcomes for young people and are committed to getting it right for every child
- Principal Teachers lead learning within departments and support whole school improvement through wider leadership opportunities and working group membership
- Teaching staff are committed to ensuring positive learning experiences for young people through well-planned and effective learning and teaching
- In Senior Phase, young people are clear on progress in their learning supported by high practitioner expectations, aware of next steps for improvement
- Commitment and capacity of the school in supporting pupils with a wide range of Additional Support Needs, reducing barriers to learning and facilitating participation in a range of activities

Areas for Improvement

- The Headteacher should ensure his leadership of change is a priority within the school to promote a culture of improvement
- Ensure school and community have ownership of vision, values and aims shaped by clear understanding of school context, current policy and practice
- Working together as school community, turn shared school vision into reality through the four contexts for learning, framed by a collegiately developed rationale for the curriculum which reflects Curriculum for Excellence (CfE) design principles and offers flexibility in learner progressions and pathways
- Further extend opportunities for leadership of learning and change at all levels across the school community which links to school improvement agenda, to strengthen learners' experiences and raising attainment
- The development and implementation of a school learning and teaching policy/charter in order to strengthen the quality of learning and teaching in the BGE; in particular to progress aspects of pace, challenge and differentiation

- Review approaches to Promoting Positive Behaviour in line with the United Nations Convention on the Rights of the Child (UNCRC) and work undertaken to date on Rights Respecting School (UNICEF)
- Further develop the curriculum, tracking and monitoring in the Enhanced Provision, and support differentiation of courses and programmes of study (to Early level CfE) in support of all learners across the school in partnership with ASN colleagues

GREENWARDS PRIMARY SCHOOL

1. Quality Educational Experience

1.1 Attainment

In analysis of Greenwards Primary School'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.

Pips on entry and exit for session 2016/2017 are below Moray averages for *Maths*, based on average SIMD of 5.8 (Moray cohort average SIMD: 6.4). An increasing average entry score trend over the last four years is identifiable with negative value added score for session 2016/2017 (47.2 against Moray average: 52.1). No value added is reported for session 2016/2017 (-2.6), with approximately three quarters of pupils performing on Moray average, and approximately one quarter performing below average resulting in negative value added. Session 2016/2017 witnesses the highest average exit score over the past 4 years. Pips scores on entry for session 2016/2017 are below Moray average for *Reading* (47.4 against Moray average of 49.2) but similar to the past 3 years. Marginal positive value added noted on exit (0.1) for session 2016/2017, with most pupils performing around Moray average, and approximately one quarter performing below average as per Maths attainment. No trend identifiable over past three years.

Greenwards Primary School's P3 INCAS test data exceeds Moray average for 2016/2017 for *Reading* (101.3 compared with Moray average of 100.2) based on comparable SIMD profile (SIMD 6.3 compared with Moray SIMD of 6.4), illustrating improvement from session 2015/2016. Performance in *Mental Arithmetic* and *General Maths* is below Moray average for session 2016/2017 based on average cohort scores. In *Mental Arithmetic*, around one quarter of pupils performed below average in session 2016/2017 contributing to cohort score below Moray average (92.7 compared with Moray average of 98.0). In *General Maths*, approximately 16% of pupils perform below average, with cohort overall performance below Moray average (97.5 compared with Moray average of 101.8). A decreasing trend in performance is identified in *Mental Arithmetic* and *General Maths* over the past 3 years.

P6 INCAS data indicates that pupils perform on Moray average or below for *Reading*, *Mental Arithmetic* and *General Maths*. Cohort SIMD (5.8) is below Moray average (6.4) for current session. In session 2016/2017, pupils performed slightly below Moray average in *Reading* (97.2 against Moray 97.9), *Mental Arithmetic* (88.1 against Moray 90.8) and *General Maths* (87.7 against Moray 90.4). The last 2 years have witnessed a declining trend in *Mental Arithmetic* and *General Maths*.

Staff are growing 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, S1). P1 data highlights session 2016/2017 cohort achievement at Early level for *Reading* is 8% higher than the session 2015/2016 cohort. In *Writing, Listening & Talking* and *Numeracy*, 18%, 12% and 11% differences respectively in Early level achievement across cohorts is identifiable. P4 data highlights lower than anticipated achievement of first level across cohorts, with 23%, 40%, 21% and 25% decreases year on year identified in *Reading, Writing, Listening & Talking* and *Numeracy*. P7 data shows an improving trend, with positive comparisons drawn for second level achievement in *Reading, Writing* and *Listening & Talking*, with year on year increase in cohort performance of 20%, 16% and 27% respectively for 2016/2017 compared with 2015/2016. In P7 *Numeracy*, a 13% reduction in 2016/2017 cohort achieving second level is noted against 2015/2016 cohort comparator.

Data would highlight that with further moderation activity and staff engagement with CfE Benchmarks and recently developed Literacy and Numeracy progressions, TPJ will strengthen further. 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. The school also has 2 members of staff who are undertaking the national role of Quality Assurance and Moderation Support Officer (QAMSO) in Reading and Writing, which will further support accurate TPJ of pupil achievement in Literacy in future sessions.

School Improvement Plan priorities this year include focus on raising attainment and closing attainment gaps, reviewing approaches to assessment, moderation, tracking and monitoring. The school has been working with others in the Associated School Group in development of holistic assessments for gauging learner progress and next steps in learning. Further emphasis on supporting the wider Health and Wellbeing of learners, building self-confidence, resilience and growth mindset will further support learners as the school moves towards level 2 (Gold) Rights Respecting Schools Award, raising attainment and achievement for all.

Greenwards Primary School have invested considerable time in developing school Tracking and Monitoring approaches, supported by the local authority Tracking and Monitoring spreadsheet tool. Alongside Teacher Development Meetings (TDMs) focusing on moderation of learner evidence of level achievement, Termly Tracking Meetings (TTMs) led by SLT support practitioners in identifying groups and individuals in need of further interventions in support of their learning. As a result, teachers are more aware of data and data analysis, with review of groups and individual pupils and their attainment supporting identification of attainment gaps and enabling interventions in support of closing such gaps. This programme of meetings led by a DHT have continued despite staffing difficulties, supporting practitioners in identifying next steps for learning and teaching and

highlighting areas for development in attainment across the school. In discussion with teaching staff, there is strong appetite to lead on school improvement initiatives and interventions for positive impact on learner attainment and achievement.

1.2 Wider school activities

The school has a range of leadership opportunities for young people and wider clubs and activities, developing and strengthening skills for learning, life and work. These include Pupil Council (which incorporates the RRSA steering group), JRSO (Junior Road Safety Officers) group, Eco Council and a variety of P7 leadership groups (Grounds team, Learning Hub, House Captains, News Team, Finance Group). A “Have Your Say” box is in each class for pupils to share ideas and make suggestions, which is reviewed by the Pupil Council group every week and shared with the whole school. The Finance Team operate a Credit Union with plans now at implementation stage with extension of the Credit Union to the wider school community. The JRSO (Junior Road Safety Officers) group helps to promote being safe near the roads, particularly Winter Road Safety. They also ran the “Be Bright Be Seen” competition to promote road safety. Pupils also participate in various sporting activities within Moray including orienteering, netball and cross country.

The UNCRC (United Nations Convention on the Rights of the Child) informs the work of pupil leadership groups and activities where the school merit systems – “Green to Gold” and “7 habits” – focus on the importance of respect, being safe and being helpful. Global Citizenship activities have included focus on local, national and international charity fundraising, where children celebrate and promote children’s rights, such as Children in Need, Sing for Syria, Comic Relief and Water Aid. Classes have taken responsibility for organising whole school activities around Harvest, Remembrance Day, Christmas as well as assemblies to involve the whole school community. In October 2017, the school also successfully achieved UNICEF Rights Respecting School Level 1 (Silver) status, highlighting strong commitment to children’s rights and respecting the rights of all.

Pupil successes and achievements are celebrated through assemblies, social media, school website, school noticeboards, classroom displays and “The Giveaway” School Newsletter. Regular updates to parents are also provided by the Head Teacher. Through school website, “class updates” are also provided for most classes along with pictures to accompany class activities. Parents value opportunities to visit the school at events and assemblies, including Harvest, Remembrance Day and Christmas.

1.3 ASN provision

2017 census: 72 pupils were registered with an Additional Support Need (ASN) equivalent to 20.5% of the school roll (352). This is below the Moray primary school average (33%; 2017/2018). The school has an Enhanced Provision Base (“Green Area”) in support of young people with profound, complex, physical and medical needs.

Through the school's enhanced provision, Greenwards Primary School has particular expertise in meeting the needs of pupils with severe and profound physical and learning needs. Partnerships with a wide range of professionals is key to supporting these pupils. Procedures for planning and recording of meetings are rigorous as is the use of appropriate formats and documentation including Child's Plans, Solution Oriented Meetings and Case Conferences.

There is a Staged Intervention programme in place to identify needs within the classroom. Teachers are also asked to use a checklist to evaluate strategies and recommend next steps. As recognised by the school, further work is needed in order for this process to become embedded as whole school practice. Baseline and standardised assessments, tracking data and other literacy assessments are used to inform and identify target groups for literacy or numeracy support. Termly tracking meetings between DHT's, ASN staff and class teachers are timetabled to review and discuss pupil progress. There is currently a strong focus on remedial literacy and numeracy with Additional Support for Learning (ASfL) teachers timetabled mainly to teach small groups. Continued development of the range of classroom based strategies used for literacy and numeracy intervention accessible to all pupils and reduced frequency of small group teaching will further support learners.

Wherever possible, pupils with significant Additional Support Needs are educated alongside their peers with support strategies that are shared with all staff. IEP targets are in place and regularly reviewed. Targets should be visible and monitored by all staff working with the child and with a process for feedback and review that includes all those involved.

A number of pupils with severe complex needs are educated entirely within the enhanced provision. Programmes now need to be highly individualised, alternative and augmented. There is considerable expertise and experience amongst staff working with these pupils in regard to physical care, medical needs and aspects of the curriculum such as the use of TACPAC (Touch And Communication Pack – communication resource using music and touch). Timetabling should be reviewed to ensure that teaching and learning for these pupils is planned and delivered by a teacher using the support of Pupil Support Assistants (PSAs). The planned authority led training and guidance to further develop the curricula tracking and monitoring at early levels is welcomed.

In the enhanced provision, PSAs have a major role in providing daily activities. Working relationships with PSAs are generally good and their input is valued. Regular input and direction from teachers would improve morale and build confidence. Daily updates on pupil wellbeing and learning is via communication books which are completed by PSA's and read by teachers at the end of the week.

1.4 Curriculum

The school spent considerable time in late 2017 reviewing their whole school rationale, including vision, values and policies (the “table cloth”) with children fully engaged in the process, contributing to the design and sharing the ideas with parents at an information afternoon. A revised infographic for capturing the rationale for the curriculum has been developed, led by Pupil Council, with consultation on final design agreed by the wider pupil forum.

Staff have worked collegiately in order to develop curriculum progressions for Literacy and Numeracy, now extending to other curriculum areas, identifying appropriate resources to meet learning needs. Staff have also worked together in order to plan learners’ experiences, bundling Experiences and Outcomes across a range of contexts for learning within a 3-year cycle for new teaching, which in turn ensures full coverage. Termly Literacy and Numeracy experience planning ensures learners are receiving their full entitlements with discrete Literacy and Numeracy teaching each day across stages undertaken in support of core skills development of learners. Staff curriculum planning overviews and formats are accessible electronically for all teaching staff, enabling checks on progression and next steps in planned teaching. Staff have also begun to develop holistic assessments in support of identifying learner progression in familiar and unfamiliar contexts. Moderation of planning and wider assessments is strengthening practitioner confidence in curriculum delivery and judgments of learner level achievement.

The school has increased focus in recent years on wider Health and Wellbeing (HWB), building relationships and solutions-orientated approaches in support of learners and their learning needs. The school has an agreed focus for learner HWB at the start of each year, bundling appropriate Experiences and Outcomes for progression through the Curriculum. Further focus on skills in the upper stages is enabling learners to reflect on skills, using learner profiles. Planning for Interdisciplinary Learning (IDL) activities is at an early stage. However, some very exciting projects are emerging including the P6-P1 “Shared Reading Project”, strengthening literacy learning across stages and supported through use of “Learning Hub” resources. As part of the school’s Enterprise and Financial curriculum, children designed and created a variety of goods later sold at the Christmas Fayre. Learners are also developing confidence in Science through involvement in Moray Science and Primary Science projects. P7 Curriculum transition is also developing with Elgin High School, with pupils participating in transition activities with departments including Maths, English and Home Economics.

1.5 Learning & Teaching

Greenwards Primary School is arranged in a bright and attractive open plan layout across different clustered zones, with space available used creatively in order to support learning and teaching activities. Bright displays and resources further support a purposeful and productive learning environment making use of all available space. During the reviewing team’s time at Greenwards Primary School, each class was visited at least twice in order to

observe learning and teaching activities, speak with learners and review classwork.

In most lessons, children were aware of the purpose of their learning with regards to what they were learning, with explanations and instructions given in support of groups and individual learners in most lessons. Learners were less confident with regards to why they were learning particular topics and concepts, less clear on targets and next steps. Lessons were well structured across stages with evidence of well-planned learning experiences in most lessons. Learning Intentions and Success Criteria were shared in most lessons, revisited during learning in the majority of lessons in order to reinforce focus and strengthen outcomes for achievement. Greater co-creation of Success Criteria in partnership with learners, scaffolded by practitioners, would enable greater ownership of learning by pupils. Extending opportunities for self and peer assessment linked to Success Criteria would support increased ownership of learning, identification of progress and next steps in learning.

Relationships within classes and across stages were positive and in the main, mutually respectful, contributing to the rights-based ethos at Greenwards Primary School. Further collegiate review of the school's Promoting Positive Behaviour approaches and development of a Positive Relationships Policy and framework will support consistency across the school in minimising instances of low level misbehaviour. Learners were keen to contribute to whole class discussions and the majority of pupils engaged positively in learning and teaching activities. Learners are beginning to grow in independence within the early stages of Primary with emerging approaches to differentiation in order to meet the needs of all learners evident across stages. In upper stages, there were examples of skilled questioning to promote deeper understanding, supporting development of higher order thinking skills. Increased focus on skills development and transfer of skills in wider IDL contexts would further increase depth in learning, supporting future progression.

In most classes, learners received helpful written and verbal feedback on learning activities, tasks and in answering whole-class questions. Teachers used whole class and individual praise well in order to motivate learners who in turn responded positively. In some classes, learners were beginning to reflect on learning activities through learning conversations with class teachers and in their own reflection logs/profiles. Extending opportunities for formative assessment within learning experiences would lead to further timely interventions, ensuring sufficient pace and challenge for learners across stages. Revisiting Assessment is for Learning (AifL) strategies collegiately in support of appropriately timed summative assessment will aid identification of appropriate pace and challenge for individual learners, building learner independence and self-efficacy.

Through focus group discussions, pupils value their teachers and planned learning activities, highlighting a range of literacy, numeracy, health and wellbeing, science and modern languages (French) lessons. All pupils feel

they get help when needed and were able to identify core skills that have been developed through learning. Through focus group discussion, parents would value further feedback and guidance in support of their child's learning including increased rigour in use of learning logs and feedback.

1.6 School buildings

Condition: standard B (2016)

Suitability: standard B (2016)

Opened in 1977, notably extended in 1978 and thereafter in 1990 in order to provide further specialised accommodation for children with profound, complex, physical and medical needs, the school building is set in its own grounds and is welcoming and well maintained. The school is open plan in nature split into different clustered 'zones' containing 3 or 4 class areas per zone. This enables sharing of learning and teaching practice, support, resources, within and across-stage learning activities. There are currently 14 classes formed for the 352 pupils of Greenwards Primary School. The school library has recently undergone transformation, now known as "The Learning Hub"; a bright and vibrant area in support of learner literacy and wellbeing. The school's Parent Association supported funding for new furniture and fittings. Externally, the outside areas of the school are also zoned for different "playgrounds" with a range of static play equipment and further "loose part" play equipment for children during break and lunch times.

1.7 Pastoral Care

Greenwards Primary School has a welcoming ethos, with positive relationships amongst pupils and staff. The school recently received UNICEF's Rights Respecting School Award Level 1, highlighting strong commitment to the support and promotion of children's rights.

Children in P1 to P3 reported that the majority of children in the school are kind and helpful, knowing who to go to if support was required. This included obtaining support from teachers, support staff and friends. Children in P4 to P7 also feel safe and know who to go to with any concerns. The school is also – in partnership with Moray Educational Psychology – at the early stages of embracing the "Building Relationships Programme", further developing restorative, solution-orientated and nurturing approaches for emotional wellbeing and improved learning. The school advocates promoting positive behaviour and aims to ensure everyone, at all times, feel safe, are treated with dignity and respect and are enabled to learn, teach or do their job as appropriate.

Staff aim to ensure welfare and positive wellbeing of children at all times, fully trained in Child Protection issues. Systems are in place to ensure pastoral care and teachers are involved as appropriate in the Child Planning process, aiming to get it right for every child at Greenwards. Working in partnership, parents would welcome increased communication and support in facilitating home learning. Parents believe children are safe and well cared for at

Greenwards Primary School, and would welcome further extension of shared learning afternoons or open learning sessions for helping their child to learn.

1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 95.5% (Moray: 95.2%)

Violence/Aggression against staff: 21 incidents were recorded (2016/2017) involving 8 different pupils.

There were 9 exclusion incidents involving 7 different pupils (2016/17).

The school has a “Promoting Positive Behaviour” policy developed in early 2015, outlining key strategies and positive behaviour reinforcement (including “Green to Gold” points, awards criteria and celebration assemblies) referencing national advice and linked to children’s rights. It is planned to undertake review of this policy and approaches to further supporting positive relationships in the coming session, with consultation across the school community.

2. School roll

2.1 Roll and roll forecast

The School Roll in 2017 is 352 pupils. Since 2001 the roll has increased by 20 (from 332)

Forecasted roll: 2021 – 453

Estimated increase by 101 pupils over next 5 years

2.2 Inward placing requests

Net placings over last 5 years: 2013/14: 39, 2014/15: 40, 2015/16: 71, 2016/17: 41, 2017/2018 (Year to date): 15 inward placing requests

2.3 Outward placing requests

Net placings over last 5 years: 2013/14: 9, 2014/15: 7, 2015/16: 9, 2016/17: 31, 2017/2018 (Year to date): 17 outward placing requests

2.4 Roll as percentage of capacity

2017 School Roll: 352; Functional and Physical Capacity: 382 = 92%

2.5 Class composition

2017-18: 14 classes: 9 single stage and 5 composites
(Classes: Composite: P1/2, P2/3, P4/5, P5/6 and P6/7)

2.6 Number of teachers

2017 - 20.8 FTE Teachers – 24 Staff

Includes 16.2 fte Teachers, 1 Headteacher, 2 Depute Headteachers and 2.0 fte Principal Teachers (1.0 fte PT [School]; 1.0 fte PT [ASfL])

2.7 School roll
2017 School Roll: 352

3. Financial position

3.1 Budgeted running cost
The cost per pupil in 2017/18 was £2,599

3.2 Financial trends
School devolved budget (including carry forward) for 2016-17 had a 7.68% underspend restricted to scheme rules of 5%.

3.3 Financial plans
The Head Teacher uses devolved budget effectively for whole school developments, taking on board suggestions for resource purchase and improvements to environment/facilities. This has included purchase of Reading and Numeracy resources and use of PEF funding for targeted resources and staffing. Impact of the latter will be required based on action plan as required by the Scottish Government.

Conclusions

On the basis of the evaluations of criteria 1-3, Greenwards 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 non-denominational school serving a concentrated area. There is therefore no need to evaluate criteria 4-6 at this time. Roll prediction indicates an increase of 101 pupils over the next 5 years. With functional and physical capacity of 382 (current roll: 352), careful monitoring will be required alongside review of capacity in existing and proposed Elgin High School ASG Primary Schools.

Recommendations

A non-denominational school, Greenwards Primary School covers the south-west corner of Elgin and surrounding area. Should planned housing developments go ahead within Elgin and surrounding areas, review of physical capacity at Greenwards may be required to accommodate any additional pupils. Likewise, roll increase projections indicate similar review requirement.

Strengths

- Senior Leadership Team committed to school improvement for improved learner outcomes
- Pupils who have positive and mutually respectful relationships with one another and with staff, aware of their rights and the importance of respecting the rights of others
- Hard working teachers and support staff committed to working together to plan and deliver a wide range of learning and teaching activities in support of a diverse range of learning needs
- Expertise and professional competence amongst staff in the Green Area for meeting the care needs of pupils with profound, complex, medical and physical needs
- Well-resourced environment for learning with creative approaches to the use of learning space available
- Opportunities for pupils to lead learning and participate in school improvement

Areas for Improvement

- Embed school Vision and Values for shared ownership and raised aspirations
- Explore opportunities for widened Teacher Leadership in support of school improvement, reviewing roles and remits of all
- Continue to build on recent achievement of RRSA Level 1, developing an agreed whole school approach to sustaining positive relationships
- Continue to collegiately develop Learning and Teaching building further upon recently developed Literacy and Numeracy progressions and resources, extending to further curriculum areas to support Teacher Professional Judgment, learner awareness of progress and next steps (dialogue and feedback)
- Revisit Assessment is for Learning (AifL) strategies and formative assessment approaches, in line with The Moderation Cycle with focus on differentiation, ensuring pace and challenge
- Review the responsibilities of the PT ASfL and provide opportunities for leadership of learning and teaching, and day-to-day management of staff.

Linkwood Primary School

1. Quality Educational Experience

1.1 Attainment

In analysis of Linkwood Primary School's whole school attainment, P1 PIPs data for Reading and Maths has been reviewed. PIPs on entry for Reading and exit are above the Moray average for 2016/2017 session and show a positive value added average. Maths shows a similar trend with both entry and exit average scores showing a positive value added average. Information for preceding years is not available as it is a new school. Achievement of a Level information reflects this data with 100% attaining Early Level in Reading, Writing, Listening and Talking and Numeracy.

Data for 2017/2018 session shows that there is a low base line on entry to the school, however progress is already being seen with most pupils. There is a strong focus on Literacy and Numeracy in the school with homework consolidating new learning. Staff frequently discuss pupil progress and use data to inform their judgements. Staff plan together facilitating progression and the sharing of experience and expertise.

Staff are beginning to use the Moray Tracking Tool to support monitoring of pupil progress and this is also a useful management tool.

1.2 Wider School Activities

The school provide a number of opportunities for pupils to participate in a range of experiences including Forest Schools and external visits. Family learning sessions encourage parents to participate in these activities which have also included regular monthly visits to the library and healthy cooking at the Elgin Youth Café. The school has partnered with Rural Environmental Action Project (REAP) to provide deeper learning to gardening activities undertaken. Links with the community in which the school will eventually be situated are being created but this is difficult due to the geography of the present school site in relation to the final position of the school. To progress this further the school has created an Interdisciplinary Learning project (IDL), 'Linkwood Links' to provide cohesion between the two sites. The children choose a specific charity to raise money for each year. This year it is Cash for Kids. The school successfully encourage pupils to think of others through demonstrating care towards the community. An example of this would be the food left from the Christmas presentation being given to Moray Food Bank.

Recognition of effort and achievement is continually celebrated in the classroom through positive praise providing motivation to learn and a love of learning. The school's Facebook page is also used to celebrate achievements, learning experiences and curricular events.

1.3 ASN provision

There is a range of ability in both classes which includes looked after children and children who are at various stages of learning and development for their chronological age. One pupil is identified as having an Additional Support Need.

The school works in partnership on a needs-led basis. Consultation and advice is sought from other partners including The Educational Psychology Service, Greenwards Enhanced Provision, The EAL Service, Social Work, and the Early Years Education Service.

PIPs, Emerging Literacy data, Staged Intervention Monitoring and SHANARI indicators are the main tools used to assess pupil needs. These are well met by applying a range of inclusive pedagogical approaches: Whole Brain Teaching, Assessment is for Learning, Visible Thinking, Emotional Literacy and Growth Mind-set; thus creating positive learning environments which are inclusive to all pupils. These methods aid the promotion of self-esteem, resilience and develop an ethos where all children feel safe and are able to learn. The school is currently very successful in removing barriers to learning whilst recognising the diversity in needs. Learners understand how to be reflective, most P2s are able to identify what helps them to learn, this dialogue helps to address misconceptions so that they can be quickly addressed.

Teaching and learning methods are collaboratively shared by peer teaching, sharing learning and regular professional dialogue. This high quality dialogue also includes discussion about individual children enabling the development and consistency in use of strategies to meet their needs.

PEF funding is well utilised. An additional classroom assistant supports pupils, both in and out of the classroom according to need. Pupils are referred by class-teachers and planning is then agreed collaboratively. Monitoring and recording this is done using the schools own system and is reviewed regularly by the HT. It was recommended that a Supporting Learning Plan would be a good instrument to use for this which would also be consistent with other Moray schools.

Parents are involved in regular dialogue and each child has home-school diary, which parents are encouraged to write in. This effectively informs

parents about the learning each week and how well the children have responded. Not all parents choose to make weekly comments.

There is a robust transition programme from nursery to school. This includes nursery and pre-school visits by the class teacher and pupil visits to the school.

ASN Development Needs - There is no core FTE or ASN funding allocated to the school at present, this will be considered at the next ASN funding allocation and awarded as per formula. In the absence of allocated ASN support, school staff should access information relating to meeting ASN on the interchange and have opportunities for collaboration with other ASN professionals.

1.4 Curriculum

There is a clear rationale for the curriculum design which aligns to the school's vision of preparing for the future and which has a strong focus on Literacy and Numeracy throughout the school. The development of play this year contributes to this focus while providing very good opportunities for individual exploration and investigation to develop metacognition in pupils. The school emphasises the skills pupils are using through Thinking Routines such as 'See, think, wonder' which also provides opportunities to develop listening and talking skills. Science has been a development focus this year with experiences planned across the school to ensure progression and cohesion between the classes. Support staff are included when planning IDL which focuses on developing understanding of concepts and which are planned around the SHANARRI indicators to encourage responsibility and the children's place in the wider world. The school also provides very good opportunities for curriculum enrichment by inviting visitors to the school to provide wider experiences for pupils, for example, Scottish Dancing, REAP, STEM ambassadors and the Church of Scotland minister. Staff are very reflective and constantly review the curriculum to ensure pupils receive their entitlements and have their needs met. The ongoing development of the curriculum to include more breadth has been recognised by staff.

1.5 Learning and Teaching

Staff create a strong and inclusive learning environment promoting a culture of safety and respect for children to take risks in their learning. Pupils are encouraged to do their best with well-structured experiential activities which motivate them to 'be lost in the task'. Pupils commented that staff help them to learn by explaining the learning to them and encouraging a Growth Mindset. Discussions between staff and pupils

encourage pupils to think hard, assess properly and try other ways if they are stuck. Staff commented that they use data and track pupils' progress to ensure they know pupils next steps and learning pathway, with pupils knowing themselves as learners. Parents feel that staff provide clear next steps in a fun environment with staff knowing their child and the community. Staff plan together across the school providing strategies through small achievable steps and moderate their work on a regular basis ensuring continuity and progression. They have high expectations of pupils, and teaching is normally at an appropriate pace. Pupils stated that teachers encouraged them to think hard and try other things and they felt confident to ask for help if required. Staff routinely swap classes to share expertise and experiences and to deepen their understanding of progression within curricular areas. The school effectively uses the writing framework provided by Pie Corbett which they acknowledge slows down the pace initially but feel that this provides a firmer foundation for writing over the longer term. Classroom assistants are used effectively and contribute well to the learning of the pupils and are continually being upskilled by the school. Pupils can talk about their learning with clear expectations being given through the Learning Intention and Success Criteria. Children have opportunities to self and peer assess, and quality dialogue with staff deepens understanding through questioning. Pupils are regularly asked to explain their answers and why they are learning, as well as identifying the skills they have been using. Staff have identified that further work on plenaries would reinforce this work.

'Leaders of Learning' sessions take place each week between classes, groups or trios to enable pupils to share and consolidate their learning. Parents are invited to regular sharing the learning sessions which are child led, and they felt these helped them to support their child at home. The school endeavour to communicate with parents through home school diaries, social media and letters etc. although not all parents contribute to the comment box provided. Pupil Equity Funding (PEF) is being used very effectively to support Emerging Literacy in the school. Parents receive termly reports regarding their child's progress which are written by pupils and staff.

1.6 School buildings

Condition: standard B (2016) (until the full survey has been completed)

Suitability: standard D (2016)

These are both in the process of being re-assessed.

1.7 Pastoral care

The school has a strong Vision and Values statement which is embedded in the culture of the school creating a welcoming and caring environment. There are very good, positive relationships between staff and pupils. Parents feel their children are happy and smiling with all staff in the school providing a safe and caring environment. They felt there was a strong ethos in the school and that staff promoted confidence and children's rights. There is a culture of recognising effort and achievement through ongoing positive praise. There is no extrinsic award system in place and this fits with the school ethos. Staff, pupils and parents discuss filling someone's bucket and pupils are aware of how to do this. Parents and pupils feel supported by the school and pupils know who to go to if they have a concern.

Parents and pupils feel behaviour is good in the school with incidents being dealt with positively by staff. Class rules permeate the culture of the school which parents feel promotes good behaviour and reflect the respectful ethos and values of the school.

Careful use of PEF funding is enriching experiences for pupils through building self-esteem. This has impacted positively on pupil engagement and resilience with vulnerable pupils growing in confidence and self-esteem. Parents and pupils feel that staff listen to their concerns and respond appropriately within a caring environment. Parents and pupils feel consulted with the Headteacher valuing contributions from everyone. Parents feel that homework is a positive experience with realistic expectations which consolidates their child's learning.

1.8 Attendance, exclusions and pupil behaviour

Attendance rate: 98.6% (Moray 95.2%) (2916/17)

Violence / Aggression against staff: No incidents recorded (2016/17)

Exclusions: no exclusions recorded (2016/17)

2. School roll

2.1 Roll and roll forecast

School Roll: 2017 – 35 pupils

School Roll Forecast 2021 – 227 (to increase by 192)

2.2 Inward placing request

2015/16: 2, 2017/18:3

- 2.3 Outward placing request
2015/16: 6, 2017/18: 23
- 2.4 Roll as percentage of capacity
2017 School Roll – 35 / Functional Capacity 99 = 35%
- 2.5 Class composition
2017 – 2 classes: 2 single stage
- 2.6 Number of teachers
2017 – Teacher FTE – 3 (1 HT and 2 teachers)
- 2.7 School roll
2017 School Roll - 35
- 2.8 Maximum capacity
Physical Capacity 132 = 27%

3. Financial position

- 3.1 Budget running cost
The cost per pupil in 2016/17 was £3920
- 3.2 Financial trends
Not applicable as school only started DSM 2017/18
- 3.3 Financial plans
The Headteacher has ensured that spending is focused on what will most benefit the children's learning and wellbeing.

Conclusions

On the basis of the evaluations of criteria 1-3 Linkwood 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

There is ongoing house building being undertaken in Elgin and this will increase the roll at Linkwood Primary School. The roll will continue to grow in line with the capacity of the building until it has reached full capacity.

Strengths

- Positive learning ethos and culture with respectful relationships between staff and children.
- All staff know the children well and pupils' needs are well met

- Quality learning and teaching where questioning deepens understanding and extends learning for pupils.
- All children are polite and well behaved both in class and in communal areas.
- Staff commitment to undertaking professional development activities in order to improve Learning and Teaching
- School self-evaluation activities clearly inform areas for development

Areas for Development

- Continue to implement the authority tracking and monitoring programme to evidence pupil progress over time.
- Consider the balance between the pace of lessons and the pace of learning
- Involve pupils more in planning the learning
- Continue to develop pupil awareness of relevance and transferability of skills.
- Continue to develop the curriculum to ensure breadth and relevance

MOSSTOWIE PRIMARY SCHOOL

1. Quality Educational Experience

1.1 Attainment

Overall attainment for both PIPs and INCAS is above the Moray average. However, it should be noted that due to the small size of the school the PIPs and InCaS data can be variable due to individual pupils having a disproportionate influence on the overall average scores.

The PIPs Maths data for Mosstowie Primary shows a slight improving trend from 2016/17. The PIPs Reading data also shows a similar upward trend but from 2014/15 onwards, with significant improvement from 2016/17. The PIPs data for Mosstowie is above the Moray average, with the exception of Reading scores for entry.

P3 InCaS scores are all above the Moray average, with particular improvement shown in General Maths and Mental Arithmetic. The trend since 2014/15 is variable with a dip in attainment in 2015/16 in both P3 and P6 Reading. P6 InCaS scores are also all above the Moray average, with similar significant improvement in General Maths and Mental Arithmetic. Scores for both General Maths and Mental Arithmetic are well above the Moray average in 2016/17. With introduction of the new Standardised Assessments (SNSA), the school are not planning to continue to use PIPs and InCaS.

The school currently has a tracking and monitoring system in place to monitor pupils' progress. Teachers engage with and use the tracking system, in consultation with the Head Teacher, and their awareness of pupil progress has been enhanced since the introduction of this system. This has given teachers more confidence in their ability to track the Achievement of a Level for pupils. Furthermore, staff would benefit from continued engagement with benchmarks and any Associated School Group or Authority wide moderation activities. Parents have also been included in the sharing of the tracking data, which has been combined with the schools' reporting system. Parents commented on now having a better understanding of their children's progress across the curriculum because of the tracking system which has been developed by the Head Teacher. This gives them more concise information on their children's academic, social and emotional development and so enables them to play a greater part in their children's learning, especially at home. However, this system could still be used more effectively by including regular input from pupils, who would benefit from a greater awareness and knowledge of their progress in learning and next steps.

1.2 Wider school activities

The school offers a wide and diverse range of extra-curricular activities including a Running Club and a Homework Club. There are also several pupil-led clubs that take place during the lunch hour which include Art and

Craft, Orchestra, Dance and Drama. The Pupil Council offers opportunity for leadership for Senior Pupils, in the form of House and Vice-House Captains. These senior pupils canvas the opinions of younger pupils in the school with regards to school improvement, and work closely with the Head Teacher to progress their agenda. For example, they put together the school rules in the form of 'Mossie says..' at the beginning of each academic year by canvassing the opinion of younger pupils. This means that all of the pupils have had a say in determining how pupils should conduct themselves in their learning activities both within and outwith their classrooms, albeit through more senior pupils. The school should now consider extending leadership opportunities for younger pupils to enhance pupil voice and succession plan for future roles within the school, as well as continue to develop leadership opportunities for all.

There are various ways in which the school celebrates and recognises achievement. These include a new communication system for parents, SeeSaw, which allows wider achievement to be celebrated on an online platform and provides parents with an insight into some of the successes of pupils and the school. There are also Head Teacher Awards which are given out at weekly school assemblies. Open events are also used to celebrate success with concerts, whole school shows, sports events and cross-country competitions on offer and attended by both parents and local community members so enhancing the links between the school and the local community and vice-versa.

The school is in the early stages of becoming a Rights Respecting School, currently working towards their Bronze Award. Pupils spoke about the class charter and the rights of the child were displayed across the school and within classrooms. Because of this, pupils are kept aware of what has been agreed in terms of how they should 'be' at school and also on how to reflect on their rights and responsibilities as learners.

The school and local community are closely linked, with various events and activities being a particular success, including indoor bowling, the Christmas Concert and a biannual school show in the local Milton Duff Village Hall. There have also been significant community involvement and support to develop aspects of the school grounds and facilities such as the free gravelling of the new car park extension by the local quarry which is a DYW partner.

1.2 ASN provision

2017 census - 25 pupils registered with an ASN (SEEMiS) equating to 36.8% of school roll (68) – slightly above the Moray primary school average (33%) (2017/18)

There is evidence of good partnership work with other agencies with referrals, invitations to meetings, and consultations for specific pupils as required. The Moray Staged Intervention Framework is in the early stages of implementation. Learners' needs are identified by teachers and there are

regular daily and weekly check-ins between the head teacher and class teachers about the wellbeing and progress of pupils with Additional Support Needs. Documentation to track and monitor the process of identifying needs should now be implemented. This would include profiles of need and indication of strategies that have been tried within the universal level. Clear criteria should be used to decide which is the most suitable support plan and plans shared with all those working with the pupil.

Communication and team work between teachers and support staff is excellent, with proactive and creative suggestions being welcomed. A major strength of the school is its inclusive ethos and the positive relationships between pupils, staff, parents and the local community. There is a wide range of cross curricular and outdoor education activities, that all pupils are enabled to access and achievements celebrated with the school community.

Transitions are very successful with well-established systems in place for key transition phases and excellent working relationships with the main partner nurseries, Miltonduff and Ark (Early years into P1) and Elgin High School (P7 into S1). Transitions between years are also well planned when pupils move into new class groupings.

1.3 Curriculum

The school 'Aims' are based on the four capacities of Curriculum for Excellence and are updated annually, in consultation with Senior Pupils and encapsulated in 'Mossie Says...'. The school has a curriculum rationale in place, which is reviewed on an annual basis, and was recently completed in the light of the Curriculum for Excellence Benchmarks at the beginning of this session. The school aspires to promote the aims of Curriculum for Excellence by; encouraging all children to be successful learners, assisting in the development of confident individuals through a happy caring ethos, motivating the pupils to become responsible citizens who respect others, involving the children directly in decision making about their education and inspiring pupils to be effective contributors at school, in the local community and beyond.

In line with current good practice to develop a shared Vision, Values and Aims relevant to the school and its community, the school should now review these Aims to include all stakeholders in the creation of a Vision for the school, which will then inform the corresponding Values and Aims. The Vision, Values and Aims will then be better embedded within the life of the school and can be communicated regularly through positive behaviour strategies. Once this has been carried out the school should then seek to develop and embed more robust self-evaluation processes based on the Vision, Values and Aims of the school as well as the outcomes and experiences available in the curriculum.

There are a wide range of curricular opportunities on offer which include the regular classroom subjects such as Expressive Arts, Mathematics and Social Studies with Literacy, Numeracy and Health and Wellbeing being foundational across all of the curriculum areas. These are enhanced by a variety of other activities like cross-country running in the adjoining wood and an annual

residential visit and school camp at The Abernethy Outdoor Centre which can help to build resilience and collaborative skills amongst pupils. Pupils have opportunity to visit local activities and attractions such as bee-keeping and RAF Lossiemouth which enables them to learn and reflect on important topics such as DYW. There was evidence of IDL with a senior class project on travelling around Scotland which encouraged pupils to use and develop their numeracy, literacy, geographical and historical skills. This project had developed as it was being undertaken by the pupils and had been more accessible for pupils by the teacher concerned. Skills for life were being developed here as a holiday itinerary had to be made up and hotels and activities nominally costed and booked. The majority of the curriculum on offer at Mosstowie Primary provides a range of stimulating, relevant and challenging experiences. This is supported and enhanced by the local community and their active involvement with the life of the school.

Due to the number of composite classes, the school is aware of the need to continually adapt the curriculum to ensure appropriate coverage and to prevent repetition. This ensures that there is continual curriculum development which keeps staff in a forward looking frame of mind. Almost all pupils' needs are met through the curriculum, although further consideration should be given to the differentiation of materials and activities, in particular when supporting less-able learners.

There are good transitions between Early Learning and Childcare and to local Secondary Schools with pupils beginning the transition process currently in Primary 5. The school is proactive and inclusive of catchment Nurseries and Secondary Schools with regards to hosting learning events.

1.5 Learning & Teaching

The school has created a positive environment for learning which is well resourced and maintained. Classrooms were bright and organised with pupil work evident and displayed throughout the school. Teachers have adopted a nurturing approach in their lessons to encourage pupils to feel comfortable and confident in sharing their thoughts and opinions. Pupils, parents and members of the local community spoke highly of the school, in particular with regards to the educational experiences provided. Almost all pupils appeared to be motivated and demonstrated an ability to learn independently. Most lessons observed were engaging and relevant and some provided a degree of pupil choice. Differentiation was planned for in most lessons, however this could be further developed to better meet the needs of individual pupils. Some pupils were consulted with regards to prior learning and there was evidence of this displayed in classrooms.

Throughout the school the method of sharing the Learning Intentions and Success Criteria with pupils is similar, often displayed on a touch screen or dry-wipe board. In the lessons observed the Learning Intentions and Success Criteria were set by the teacher and used to set the direction of lessons which missed an opportunity to be more actively involved in understanding what they were learning.

The school has adopted a Growth Mindset approach and this was observed in some of the classroom observations. Pupils in most classes participated in both peer and self-assessment techniques and some referred back to the success criteria that the teacher had provided.

1.6 School buildings

Condition – minimum standard C (2016)

Suitability – minimum standard B (2016)

The school has been well maintained, although lack of storage is posing challenges with regards to some working and learning areas and the overall appearance of the school and classrooms. The use of storages areas should be reviewed so as to maximise their capacity.

1.7 Pastoral Care

The staff have created a very positive ethos, which is both welcoming and friendly. There is a calm atmosphere evident in classes and pupils take great pride in their school and individual achievements. Relationships between both pupils and staff are positive and behaviour displayed during the visit was respectful and co-operative. Parents and local community members commented on their involvement in the life of the school and the communication they received regularly via the Head Teacher. All parents and community members who were interviewed spoke highly of the value of the relationship they had with the school. This relationship meant that the school and its local community supported each other with resources and opportunities such as the local Remembrance Service and the Christmas Concert in Miltonduff Hall. Wellbeing indicators were evident within the school and some teachers made reference to these during lessons. There are specific Health and Well-being lessons which enable pupils to explore their well-being by means of reflecting on the SHANNARI indicators in their every-day lives. Children felt safe in their lessons and at break and lunch times. There are appropriate Child Protection and Anti-Bullying procedures in place in line with Moray Council policies.

1.8 Attendance, exclusions & pupil behaviour

2016/17 Attendance rate: 96.8% (Moray – 95.2%)

Violence / Aggression against staff: no incidents recorded (2016/17)

Exclusions: no exclusions recorded (2016/17)

2. School roll

2.1 Roll and roll forecast

School Roll: 2017 – 68 pupils

Roll the same as 2001 (68)

School Roll Forecast 2021 – 62 (to decrease by 6)

- 2.2 Inward placing requests
Net placings over last 3 years: 2013/14: 5, 2014/15: 10, 2015/16: 14, 2016/17: 17, 2017/2018 (Year to date): 9 inward placing requests
- 2.3 Outward placing requests
2013/14: 3, 2014/15: 4, 2015/16: 1, 2016/17: 3, 2017/2018 (Year to date): 0 outward placing requests
- 2.4 Roll as percentage of capacity
2017 School Roll - 68 / Functional Capacity 75 = 91.2%
- 2.5 Class composition
2017 – 3 classes: 3 composite classes
(Classes: Composite – 1 x P1/2, P3/4, P5/6/7)
- 2.6 Number of teachers
2017 - Teachers FTE – 3.8 (6 staff)
(Includes 2.8 teachers and 1 HT)
- 2.7 School roll
2017 School Roll - 68
- 2.8 Maximum Capacity
Physical Capacity 91 = 75%
- 3. Financial position**
- 3.1 Budgeted running cost
The cost per pupil in 2016/17 was £3055
- 3.2 Financial trends
School devolved budget (including carry forward) for 2016/17 had a 0.80% underspend which equates to £1,379.
- 3.3 Financial plans
The underspend for 2016/17 will be used to fund small scale projects for the benefit of pupils in conjunction with funds raised by the Parent Council.

Conclusions

On the basis of the evaluations of criteria 1-3, Mosstowie 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. There is therefore no need to evaluate criteria 4-6 at this time.

Recommendations

A review of the school estate in Elgin is required in order to future proof Elgin so that there are adequate schools for the amount of housebuilding that is planned. When

this occurs, careful consideration should be given to how many schools there are and where they are located.

Strengths

- The school has developed a very positive and welcoming ethos. All stakeholders spoke highly of the school and were proud of the work they had achieved together.
- Pupils were confident, motivated and displayed a willingness to learn during class lessons.
- The school offers a diverse range of opportunities for wider achievement and these are celebrated across the school and within the wider community.
- Parental involvement and engagement is high and communication between school and home has been recently improved with the use of technology to share photographs and information.
- Pastoral and Curricular Transition Links between both local Secondary Schools and Early Learning and Childcare Settings are strong, with transition processes often starting well in advance of pupils starting or leaving Mosstowie Primary School.
- Relationships between all school staff and pupils are caring and respectful. Staff deal sensitively and effectively with children's needs.
- There are strong community links which is having a positive impact on the curricular experiences on offer for children.

Areas for Development

- Revisit the schools' Vision, Values and Aims, including all stakeholders in their creation and the work done to date in relation to Rights Respecting Schools.
- Continue to develop tracking and monitoring processes to better involve pupils so that they are knowledgeable and informed with regards to their learning and next steps.
- While success criteria and learning intentions were successfully shared in all lessons, consideration could now be given to involving pupils in identifying these themselves as well as focusing on the purpose of the learning in hand and skills being developed.
- Develop robust self-evaluation processes, which strive to include all stakeholders, so that the direction of the school is clear to all.

NEW ELGIN PRIMARY SCHOOL

1. Quality Educational Experience

1.1 Attainment

In analysis of New Elgin Primary School'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 for the current session with comment made on interventions employed in order to meet the needs of all learners.

PIPS on *entry* to P1 for session 2016/2017 is below Moray average for *Reading*, which is below the expected trend. PIPS on *exit* for *Reading* for session 2016/2017 is closely aligned to the Moray average, albeit lowest value added score on exit for the last four years. PIPS on *entry* for session 2016/2017 is below Moray average for *Maths*. PIPS on *exit* of P1 for *Maths* is positive and notably above Moray average, with positive value added during the session. A variable, positive added value trend is identified for the last four years. Performance is favourable given Scottish Index of Multiple Deprivation (SIMD) profile of this stage (SIMD 5.0 versus Moray Average SIMD 6.4) and positive value added scores on *exit*. Most pupils are identifiable as average or above average performing for both *Maths* and *Reading*. New Elgin Primary School is working well at identifying and addressing gaps in learner knowledge and skills on P1 *entry*, enacting interventions in support of closing identified attainment gaps. This includes focus on P1 *entry* on core Literacy and Numeracy development and through creative learning and teaching approaches to meet learners' needs. A variety of targeted Pupil Equity Funding (PEF) interventions have also supported progress of identified learners.

New Elgin Primary School's P3 INCAS test data is below Moray averages for *Reading* and *Mental Arithmetic* based on average cohort scores. Pupils also perform marginally below Moray average for *General Maths*. Scottish Index of Multiple Deprivation (SIMD) profile of this stage remains below Moray average (SIMD 5.2 versus Moray Average SIMD 6.4). *Reading* scores indicate a marginally declining trend over the past four years. *General Maths* scores also indicate a marginally declining trend, stabilising this session. *Mental Arithmetic* scores over the past four years are invariably low, having declined this session. The school are very aware of the need to raise attainment at this stage, with a clear raising attainment agenda focusing on Literacy boosting, writing support, Numeracy and Maths "Probes" and Precision Teaching for strengthening learner confidence and skills across Numeracy concepts. Supported by an "across level" Quality Assurance and Moderation Support Officer (QAMSO) workings at National level, practitioners are supported in their professional judgments on learner level achievements and further intervention required. Targeted Pupil Equity Funding (PEF)

interventions for identified pupils both support and challenge learners in different support groups. This includes writing groups, "Talk Boost" group, phonics and spelling consolidation group and other intervention groups supporting "catch-up" and fine motor skills. School tracking and monitoring of PEF identified pupils, identifying barriers to learning and interventions to ensure equity, has potential to address gaps in attainment even further as processes naturally evolve.

P6 INCAS data indicates that pupils perform above Moray averages across *Reading*, *Mental Arithmetic* and *General Maths*. Positive attainment trends over the past four years are identified in *Reading* and positive increase in attainment is evident in *Mental Arithmetic* and *General Maths* for session 2016/2017. This is notable given average SIMD profile of the 2016/2017 cohort group (SIMD 5.5 versus Moray Average SIMD 6.4). Further moderation activity across stages, QAMSO input, learning progression development across the school for literacy and numeracy, and universal and targeted group interventions all support learner attainment. Staff across stages are working on holistic assessment development, supported by the Senior Leadership Team.

Through increased moderation activity and collegiate planning across stages embracing Education Scotland benchmarks, staff have grown 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 continued staff engagement with CfE Benchmarks in support of level achievement identification, TPJ will continue to increase in rigour. Staff across stages are reflective and recognise the importance of collegiately planning learning, teaching and assessment, and of the value of moderation both within and across stages, using available data and information to support judgments. Further development of the New Elgin Primary School Numeracy and Maths Progression has ensured full reflection against National advice (benchmarks) in support of learner attainment.

School Improvement Plan areas for development this session include core focus on assessment, moderation and reporting, raising attainment in literacy and numeracy and further impetus on development of rights respecting school. Development of moderation practice, learning conversations and holistic assessments supported by benchmarks has supported identification and implementation of universal and targeted interventions. This has been further supported by increased rigour in use of data and tracking leading to timely interventions in support of young people and alterations to learning and teaching strategies and provision of staff professional learning activities. Considered use of Pupil Equity Fund monies has resulted in supportive wellbeing interventions for identified children, ensuring the rights and entitlements of all are universal.

New Elgin Primary School have fully embraced the local authority "Tracking and Monitoring in the BGE" guidance and support tool, adapting and personalising all to suit the context of the school. Additional guidance for staff

has also been produced, supporting practitioner judgments. A comprehensive calendar of Tracking and Monitoring activities has been created, including provision for termly tracking of pupil progress and performance, SMT-Class teacher tracking conversations, PEF tracking and data analysis for interventions/impact. Through approaches to tracking and monitoring of Literacy, Numeracy and wider Health and Wellbeing in support of learners, New Elgin Primary School are working together across the school community in order to identify and address attainment gaps, identified through methodical review and interrogation of all available data across stages.

New Elgin Primary School are using data in a planned and all-inclusive fashion in order to identify gaps in learner attainment, implementing timely interventions in support of narrowing attainment gaps.

1.2 Wider school activities

The school has a vast array of wider school activities on offer for all pupils, often provided in conjunction with a range of partners, including parent and staff volunteers as well as Active Schools and other organisations.

These activities are eagerly promoted and contribute greatly to the ethos of the school and are celebrated at whole school assemblies and within classrooms, along with out of school achievements. The new reporting format the school is working on provides an opportunity to record this information and share with parents on a regular basis.

Opportunities for pupils include House Captains for P7s, Pupil Council for nursery up to P7 pupils, as well as a range of school groups: including Rights Respecting Schools, Eco, JRSO, Health and Wellbeing, Bikeability, sporting clubs and support for homework. Pupils have an opportunity to take on leadership roles within the school as house captains, buddies, JRSO and Eco group members and a particular event was organising a family learning event on dental health in conjunction with Child Smile.

Performance and shows are a large part of what makes New Elgin Primary unique and the children love showcasing their achievements and abilities. Parents also appreciate the value that this provides for their children and the importance that this has in enhancing the school community. Support staff play a vital role in the wider life of the school and are positive in the aspects of leadership and opportunity which is afforded to them.

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 and contributes to the strong positive ethos in the school. 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.

A large number of photographs and canvas prints around the school showcase pupil activities throughout the years for a variety of events. Pupil

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

1.3 ASN provision

2017 census - 301 pupils registered with an ASN (SEEMiS) equating to **56.7%** of school roll (531) – well above the Moray primary school average (33%) (2017/18).

The senior management team have a shared responsibility for ASN with one deputy head with specific role in managing and supporting the ASN staff.

There is on-going development of processes to direct support to pupils and classes. At the start of this session training was provided for all staff in relation to staged intervention and systems put in place to embed the practice. There are proforma which evidence the staged intervention approach and support the process. The DHT meets on a fortnightly basis with the ASN team to discuss any referrals and consider appropriate support.

The ASN team whose role is supporting classroom teachers with mainly literacy and numeracy have experienced some pressures this session. The issue of space was a theme arising in relation to delivering support both with PSA and Teaching staff. The impact on both effective provision and morale was acknowledged by the team. There had been times when continuity had also been impacted due to ASN staff providing cover for Teacher absences. A need for further consideration as to how the Hub sits within meeting pupil needs across the team and how these could be developed was acknowledged, with plans in place to address these arising needs.

Managing challenging behaviour with high needs pupils continues to cause concern and further training is planned by the central support trainers.

Planning, monitoring and tracking pupil progress is in transition to the new formats as recommended in the ASN Handbook. The Boxall on line resource is used to support staff to plan and identify both targets and strategy for pupils accessing Nurture and the Hub. The use of detailed pastoral notes provided a record of pressures and needs arising. Team and child planning meetings contribute to effective partnership working and the minutes and planning documents evidence this. Robust evaluation and recording evidence of progress are areas for development which are planned later in the session. Supporting with the contribution/voice of the pupil within the process is an area which has also been identified.

One of the key areas of growth and progress in meeting needs has been with nurture and flexible curriculum in response. The school is a recipient of the Marjorie Boxall Quality Mark Award for nurture groups (2016). The nurture room and delivery of nurture experiences for identified groups has been well established and makes a significant contribution. This year the PEF funding has been used to expand and develop this with the setting up of The Hub. This facility has been staffed with two Home Link Workers and PSAs and is

managed by a Principal Teacher with the promoted aspect funded through PEF.

The hub provides a range of curriculum experiences – kitchen club, Lego-starter, art breakfast writing groups literacy, friendship and break-time support for identified pupils. The environment is low arousal with visual timetables and TEACCH approaches. There is evidence of robust planning with evaluations, next steps and feedback to class teachers.

The PSA team are confident in their roles and responsibilities and were observed working with a range of pupils in many contexts. They participate in the planning and evaluation and identify training, communication, being part of the team and feeling valued as key strengths. There were examples of leadership roles with Bikeability and school shows.

Parents who came to the forum were in agreement that the school were meeting pupils needs with an imaginative and responsive approach which gave them confidence. They felt that the school implemented early intervention and proactive measures which contributed to effective provision and prevented issues arising. If something wasn't working they didn't give up and instead would identify another approach. They felt communication was a key strength and cited examples of quickly returned phone call, access to school and staff to discuss any concerns and opportunities to visit on open afternoons as well as home school diary in certain circumstances. A specific example of good practice in involvement of parents with target setting was highlighted in relationship to the provision within the Hub.

The ethos and inclusive practice evidenced, both with observations and through supporting paperwork, was a strength which ran across the school. Pupils were keen to be supported and to offer support to others. The capacity for development and improvement is strong with good leadership and committed staff who have shared values which support inclusive practice.

1.4 Curriculum

The school have recently led a consultation of the curriculum this session to review the current curriculum in place involving a range of stakeholders; teaching staff, support staff, pupil and parents. This was done in order to progress the curriculum further and build on existing strengths within the school, including the Dove approach, nurture and ethos.

The uniqueness of New Elgin was identified as a main area to progress with in order to focus on the local context and further embed the vision, values and aims within the school. This will form the basis of the revised curriculum and will be further developed during this session, including the progress in developing a curriculum rationale; an initiative that all staff will take a strategic role in.

Staff have a positive understanding of assessment and moderation process which has contributed to a sound basis for teacher professional judgement decisions and are regularly engaging with benchmarks as part of the

progression across and within curricular areas. Literacy and numeracy is embedded within the curriculum structure in the school and the children benefit from a progressive curriculum which addresses targets and next steps for improvement. The school had a successful maths setting approach which is complemented by the challenge of maths “probes” which staff and children value in challenging learning and achieving notable progress.

Skills development is evident in some classes and most staff includes aspects of Bloom’s Taxonomy as a focus for this within the curriculum; this provides a focus for the opportunities being gained from the inclusion of skills for work within the language of learning. The next steps are to further develop their skills structure using the Moray Framework as a guide within the curriculum to support learning pathways.

Parents understand most aspects of the curriculum delivery through successful shared learning sessions and other initiatives. A natural next step for curriculum design is to further progress and support family learning opportunities within the school.

The range of clubs and activities along with the visiting specialist provision also contributes positively to the design principles of the New Elgin curriculum.

1.5 Learning & Teaching

All classes, the nursery and the learning hub were visited with a wide range of lessons observed and the majority of teachers receiving two learning visits from the review team. The learning environment is calm and purposeful and very inclusive. Learning areas are welcoming, very well organised and corridors showcase children’s experiences with high quality photographs and television screens. Across the school, almost all children were eager and active participants in their learning and were keen to share their learning with team members. Relationships between pupils and staff were very positive and respectful. Children across the school and nursery love learning and are eager to improve and do their best for teachers and themselves. Praise is natural in almost all classes and efforts rewarded through DOVE points or class marbles.

There are examples of exemplary practice in learning and teaching across stages and this should be routinely shared in order to achieve greater consistency. At all stages learning intentions and success criteria were shared with children and there was evidence that children used and understood the language of learning. Teachers’ explanations were clear and almost all children understood the tasks they were expected to complete. In the best lessons there were clear links or references made to prior learning and teachers were highlighting some of the skills children were developing or using. Staff know the children well and work hard to provide them with the best possible learning experiences. In the best lessons, children worked closely with their teacher to co-create success criteria. In the majority of lessons experiences were appropriately challenging and enjoyable although in a few lessons there was a lack of pace and differentiation to meet learners’

needs. There were a few examples where children were given choice in what activities they completed or the context for learning.

The school was well resourced in terms of ICT, however there were few examples of how this was being used to enhance learning. Opportunities to do this should be explored which could further improve children's learning experiences. Teachers effectively demonstrated their use of questioning and in the best lessons this probed for deeper understanding. Children were eager participants in their learning and most were ambitious to achieve and attain.

Teachers are growing in confidence in including assessment routinely as part of the planning of learning and teaching. Children across the school were developing their skills in self and peer assessment with examples of highly effective practice across stages. This is ensuring that children know where they are in their learning and how to improve, as well as encouraging them to support and challenge their peers. In the best lessons plenary sessions were used to provide further opportunities for children to reflect on their learning with children becoming increasingly confident in knowing how successful they were. The school makes effective use of Quality Assurance and Moderation Support Officers (QAMSOs) to improve teachers' understanding of standards. As a result teachers' professional judgements are becoming increasingly robust and learning is progressive for the majority of children.

The school is very data rich and is becoming more skilled in using this data to ensure timely interventions for individuals and targeted groups of children. An example of this is the way in which the school is using its Pupil Equity Funding and the work that is developing in the learning hub as a result. Teachers and support staff are working very well as a team providing children in the nursery and school with a wide range of learning experiences. A helpful start has been made to sharing learning and parents would welcome this being developed further so that they can both support their children as well as develop their confidence in continuing learning at home as a family.

1.6 School buildings

Condition: standard C (2016)

Suitability: standard B (2016)

The Headteacher makes good use of her budget to ensure the school is well presented and well maintained. The fabric of the school is enhanced by a wide range of photographs, canvases and pupil work to showcase and improve all aspects of school life.

1.7 Pastoral Care

New Elgin Primary School aims to provide a welcoming, stimulating and happy, inclusive environment where each individual demonstrates determination, outstanding achievement, values and excellence (DOVE). Shared values that underpin this school vision are achievement, enjoyment, respect, responsibility and teamwork.

School vision, values and wider aims are embedded within the culture and ethos of the school as evident from discussions across all focus groups undertaken (Pupils across stages, Nursery Parents, Primary School Parents, Teaching Staff, Non-teaching staff). Children feel safe and fully supported and know who to go to with any concerns. Parents value the school's sense of community and the inclusive nature of the school, where nurture is a whole school approach. Staff – both teaching and non-teaching – are committed to the school and are reflective practitioners, aiming to get it right for every child in their care.

New Elgin Primary School has a positive ethos of achievement for all, highly regarded across the wider school community as a “school of choice” for learner wellbeing, attainment and achievement. This includes solutions-orientated approaches to dealing with any behavioural challenge and early intervention in order to support learning needs. Parents value how issues are dealt with sensitively and with care by all staff.

Careful use of PEF funding has led to development of a Learning Hub in support of identified children, ensuring no child is at risk of missing out. A targeted “Breakfast Club” also supports identified learners and their wider Health and Wellbeing. Interventions in support of learning and achievement as outlined in section 1.1 (Attainment) further ensure learner equity.

Staff are working together to ensure all children feel safe, nurtured and included with full entitlement to their rights as set out in the articles of the United Nations Convention on the Rights of Child (UNCRC). Through this rights-respecting approach, children have access to pastoral care and support both within and outwith the classroom environment. Child's voice features considerably in supporting direction of school improvement agenda in the formal and informal curriculum.

1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 95.1% (Moray 95.2%) (2916/17)

Violence / Aggression against staff: 83 incidents recorded involving 9 different individuals (2016/17)

There were 21 exclusion incidents involving 9 different pupils (2016/17)

2. School roll

2.1 Roll and roll forecast

The School Roll in 2017 is 531. Since 2001 the roll has increased by 198

Forecasted roll: 2021 – 454 pupils

Estimated decrease by 77 pupils over next 5 years.

2.2 Inward placing requests

Net placings over last 3 years: 2013/14: -15, 2014/15: -20, 2015/16: -41, 2016/17: 12

Inward placing requests - 2017/18 to date: 21

- 2.3 Outward placing requests
Outward placing requests – 2017/18 to date: 11
- 2.4 Roll as percentage of capacity
2017 School Roll: 97% of functional capacity
- 2.5 Class composition
2017 – 19 classes: 15 single stage & 4 composite classes
(Classes: Composite – P1/2, P4/5, P5/6 & P6/7)
- 2.6 Number of teachers
2017 - Teachers FTE – 27.4 (30 staff)
(this includes 20.6 teachers and 1 HT, 2.8 DHT, 1CT & 2PT)
- 2.7 School roll
2017 School Roll: 531
- 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 £2516.
- 3.2 Financial trends
School devolved budget (including carry forward) for 2016/17 had a 3.82% underspend.
- 3.3 Financial plans
The headteacher has made good use of her budget to date to maintain the school to a positive standard; the decoration and condition is evident throughout and staff and pupils work well to maintain this standard.

Conclusions

On the basis of the evaluations of criteria 1-3 New Elgin 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

There is ongoing house building being undertaken in Elgin and this will no doubt have a pressure on New Elgin Primary School although some of this will be alleviated with the new build of Linkwood Primary School and its ongoing growth.

Strengths

- The very strong leadership from the headteacher and senior leadership team, promoting a culture of leadership at all levels and self evaluation for self improvement
- A very positive, inclusive ethos which permeates throughout the school community
- Consistent and shared approach to the clear vision, values and aims of the school
- A collegiate staff who are fully committed to developing their practice in order to improve learner's experiences and raise attainment
- Children are ambassadors to promoting all aspects of school life, benefitting from a range of opportunities and support
- The school is held in very high regard within the community and parents are proud of the role they play in the school's success

Areas for Improvement

- Further develop consistent approaches to learning, teaching and assessment across the school, building on strong practice already evident
- Following recent consultation, continue to implement the developments within the curriculum, including skills and opportunities for family learning
- Continue to develop tracking and monitoring processes, including the evaluation of PEF funding for targeted groups in line with staged intervention approaches