

Eastern Primary School

School Improvement Report Session 2022-2023



Eastern Primary School

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This document shares and celebrates the improvements in our School and embraces all ages and stages.
It is based upon our School Improvement Plan for session 2022 - 2023

To nurture unique individuals who are motivated, caring and eager to be challenged, within a supportive community, with high expectations for all, where anything is possible.



At Eastern Primary School everyone:

*will feel **Safe** will be **Healthy** will be **Achieving**
will feel **Nurtured** will be **Active** will feel **Respected**
will be **Responsible** will feel **Included***

Context of the School:

Eastern Primary School is situated in the centre of Broughty Ferry, next to Grove Academy, our associated secondary school. Our school is located within a large Victorian building, which was previously used as a secondary school. The building has had various modernisation projects and an extension (The Centenary Wing) over its lifetime. We have a long standing, strong presence in the community and are supported by families and local residents who are always happy to support any school events.

At present, we have a school roll of 430 children including our Nursey Class of 52 children, the Primary Years are organised into 14 different classes of mainly single stage groups with one composite class at the P7 and P6 stages. Eastern Primary School has enhanced provision status with an inclusive approach for all our learners. Our enhanced provision allows us to support children with significant additional support needs whose address places them in a catchment school in the Ferry Ward of the city and some from beyond.

We have a Head Teacher, Depute Head Teacher and 2 Principal Teachers (one with a specific remit for additional support). We have 28 teachers, 10 of whom are part time. An Admin Officer supports the business of our school. 7 Primary and Early Years Support Assistant with hours ranging from 6.25 to 39hours. 8 Learning and Care assistants (including a senior) with varying hours. Our nursery is staffed with a Senior Early Years' Practitioner and 7 Early Years Educators, 3 Early Years' Support Assistants. Our School and Family Development worker supports families to participate, engage and be able to learn with our school community.

We are part of the Grove Academy Cluster and work closely with our cluster primaries and secondary school. Our school has a very wide catchment area, which includes local children and some from throughout the city. Eastern Primary School (including Nursery) has a small number of pupils living within SIMD 1 (5%) and SIMD 5 (45%). Just over 9% of our pupils benefit from free school meal provision.

19% of our learners are bilingual, with varying stages of language acquisition ranging from "New to English" to "Fluent".

Attainment Data 2022- 2023

(percentages)

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	94	96	96	94
Primary 4 (CFE 1 st Level)	85	83	88	83
Primary 7 (CFE 2 nd Level)	87	87	96	89
AGGREGATE	89	89	93	89

Review of Improvement Progress for Session 2022-2023

School Improvement Priority 1: LEADERSHIP and MANAGEMENT

Progress and Impact:

Review and develop our School Vision, Values and Aims

- *Our School Vision Values and Aims group consulted with school staff, children and the Parent Council to establish our school values. Our Values of KINDNESS, AMBITION, RESPONSIBILITY and COMMUNITY describe how all our interactions with others will be delivered. This year we developed our Vision, which is "To nurture unique individuals who are motivated, caring and eager to be challenged, within a supportive community, with high expectations for all, where anything is possible." Having discussed and explored our aims as a school we took the decision that the SHANARRI wellbeing indicators sum up our common goal and that every person in our community should experience these at Eastern.*

Further develop a Quality Assurance system that involves the whole school community to improve our school experiences for children, families and school staff

- *A calendar of Quality Assurance Activity was used to support the management and delivery of our roles for school improvement and the desire to deliver excellent experiences for our community.*
- *Almost All staff have had Professional Review and Development time with a colleague which has recognised their achievements, reviewed their learning and identified professional learning which will benefit the staff member and their learners.*
- *Professional Support Visits provided a reflective look at learning and teaching within our school. Our Education Officer provided a level of moderation in this exercise by completing one round of visits for a number of teaching staff. These have helped to inform our self-evaluation of service delivery whilst allowing supportive critical look at professional practice.*
- *Discussions with our Pupil Council have been guided by Education Scotland's publication "How good is OUR school?" Our pupils see our school as a safe and caring environment for learning. They told us that their learning was challenging and enjoyable, they received supportive feedback and that their literacy and numeracy skills were developing. Their learning took place in a range of contexts within and out with the school.*
- *Our school staff have had opportunities to reflect on 8 quality Indicators within Education Scotland's How good is our school? 4th edition and this has also informed our self evaluation process.*

Moderation for consistency and sharing of good practice

- *We engaged with Dundee City Council's Pedagogy Team this session to explore our planning, delivery and understanding of Listening and Talking within the curriculum. This has encouraged our teachers to look more closely at the expectations related to this area at each progressive pathway.*
- *We have used attainment data this session to have more rigorous professional discussions with teaching staff around support and achievement levels.*
- *All teaching staff have been involved in moderation opportunities throughout the year to develop consistent expectations, planned curriculum delivery and assessments.*

Next Steps:

- Engage in further study of our Listening and Talking curriculum through Voice 21
- Develop a consistent approach to assessment and the recording of individual successes and development needs,

School Improvement Priority 2: LEARNING PROVISION

Progress and Impact:

Providing a consistently effective model of learning and teaching across the school

- *Engagement with Dundee City Council's pedagogy team has allowed our teachers the opportunity to meet, discuss and develop their practice in learning and teaching. This planned programme of expectations around the planning of learning, delivery of learning and feedback has allowed all our teachers to identify good practice and develop our "**Eastern Standard for Learning and Teaching**"*
- *Our learners tell us that their learning is interesting, engaging and enjoyable.*
- *Our attainment in writing rose from 78% to 89%*
- *Our Attainment in reading rose from 88% to 89%*
- *Our attainment in numeracy rose from 84% to 89%*

Develop a progressive approach to technology (Design and Make) across the school

- *A small working group of teachers had reviewed the guidance around technology curriculum and developed this into a planned learning framework that sits alongside our thematic approach to Social and Science Subjects. CLPL sessions were held to support teachers and build their confidence in their delivery of this aspect of the curriculum.*

Improving our Writing through CAR and consistency of approach

- *Our Every Dundee Learner Matters school improvement group from the previous session was extended to include two more year groups where assessments were made to allow a baseline to be established. These assessments were used to identify collective areas of "learning need" in writing for each class. These areas were then given targeted teaching and quality feedback on a frequent basis each week. The successes of the children were measured, tracked and shared with the children leading to significant improvements for all involved.*
- *The use of "Explicitly Teaching Text Types" was used throughout the school to focus children's understanding of what was required to achieve expected standards in writing.*

Next Steps:

- **Further develop our STEM delivery across the school, including training for teachers.**
- **Further extend the small scale project of intense writing to other areas in the school**
- **Extend our knowledge and professional judgement to assess Listening and Talking**
- **Ensure a clear pathway through our reading curriculum**
- **Strengthen our consistency in assessment and recording across the school**

School Improvement Priority 3:

SUCSESSES and ACHIEVEMENTS

Embedding UNCRC into our curriculum

- *A working group identified areas within our curriculum which made appropriate links to deliver the rights of a child. Opportunities for accentuating the understanding of the rights within the charter in our curriculum are now included in our planning progressions and can be delivered by class teachers.*

Looking at the Data and the Learners in our school

- *All teachers within the school used the Seemis Progress and Achievement module to record and track teacher judgement for all learners in Listening and Talking, Reading, Writing and Numeracy. This exercise was carried out three times this year allowing us to see progress made on an individual basis. Through this information teachers were able to identify those in need of additional support, to meet expected levels of achievement.*
- *In addition to this, teachers have also completed progress tracking spreadsheets which allow them to see individual progress and milestones being met. This exercise supports teachers in predicting the achievements of children throughout the year.*
- *Through the above analysis Attainment meetings were held to provide support and challenge for our teachers. Keeping the emphasis on improvement for all.*

Other work and life of the school.

- *All classes have made use of learning opportunities outwith the boundaries of the school. The Science Centre, a local farm, the Botanic Gardens and the local area in Broughty Ferry are some of the locations which have provided great sources of learning.*
- *A range of visitors have shared their expertise with the children, including the Broughty Lifeboat Crew, Emergency Service professionals, NYCOS and the Dundee Music Services team who provided tuition in Drumming.*
- *Our P6 group were given the opportunity to visit the Caird Hall and learn about its Pipe organ.*
- *P7 pupils were provided with experience of the Mandarin language through partnership with Grove's Modern Language Department.*
- *Senior Pupils from Grove Academy shared their learning about the War Graves associated with Remembrance Day and other senior pupils supported physical activity sessions including football coaching and dance*
- *A group of senior Grove pupils delivered theatre arts workshops for our P7 year group*
- *Our Instrumental Specialists recruited groups of new pupils to begin the development of String and Brass groups within the school. A group of twelve P5 string players and P6 Brass instrumentalists began to learn their new instruments this year.*
- *We partnered with Dundee Rotary and the Masonic Lodge to take part in a charity cyclathon which allowed our P5, 6 and 7 children the opportunity to use the skills learned in Bikeability sessions in a real life adventure, cycling to the V&A and back. All year groups including our nursery were able to take part in a cyclathon activity.*
- *Our P1 pupils entertained parents with their nativity performance of a Christmas Recipe*
- *P7 pupils shared their learning and experiences of 7 years with parents at their Leavers Assembly.*
- *One of our Primary Seven girls won a silver medal in the city wide Cross Country event*
- *Our choir entertained local community members at the Broughty Ferry Dementia Café.*
- *The P6 Lego club competed in a city wide STEM challenge*
- *Almost all of our P7 children took part in our residential trip to Dalguise, experiencing achievement and independence whilst building their P7 relationships.*
- *P6 classes ran a Fair Trade Café which raised awareness and pupil understanding of Fair Trade products*
- *Pamela Butchart a local author visited our P3 classes on World Book Day*
- *All staff explored supports for those children, colleagues and families who may be encountering challenges due to trauma through the national training for Trauma Informed Practice*
- *A comprehensive programme of transition activities for our new P1 pupils and their families has supported and welcomed them into our school.*
- *Our Parents engaged well with the inception of the Parent Portal system which allows Data transfer more securely and efficiently across the school.*
- *With the lifting of COVID restrictions we revisited a number of social events across the school to rebuild the sense of community. Our Christmas Fair, Christmas Singalong and two school Discos raised funds for the school and provided enjoyment for the children and families. Our introduction of a Beetle Drive and Bing events added to the school calendar. We reintroduced our Summer Fair for the first time in 10 years.*

Next Steps:

- **Build opportunities for UNCRC links within our Values**
- **Continue to develop our community links with our local area**

Improvement Priorities for Session 2023-2024

1. LEADERSHIP and MANAGEMENT

- Promote and ensure that all members of the school community are familiar and share the values of our school
- Develop further opportunities for Pupil Voice to be heard and acted upon throughout our school
- Create a Resource Map to support the development of Reading, using the organiser sub divisions (enjoyment and choice, tools for reading, finding and using, understanding, analysing and evaluating) to ensure complete reading experiences and outcomes
- Establish a manageable and valuable record system that allows us to have confidence in our assessment judgement and be able to evidence children's learning and progress
- Develop a system of planning and tracking progress for those with an alternative and adapted curriculum

2. LEARNING PROVISION

- In Listening and Talking, build a context driven curriculum that is consistently embedded across different phases and subject disciplines.
- Further develop our STEM delivery across the school, including further training for teachers.
- Extend the small scale project of intense writing to other areas in the school
- Embed our writing associated with explicitly teaching text types into our programmes, making use of our new writing resource in conjunction with other writing opportunities.
- Further develop Writing Folio evidence and teacher judgement moderation
- Implement the values of UNCRC within our curriculum

3. SUCCESSES and ACHIEVEMENTS

- Develop further Community links
- RAISE ATTAINMENT IN NUMERACY by 1% from 89% to 90% (CFE teacher judgement returns ACEL P1,4 and 7)
- RAISE ATTAINMENT IN READING by 2% from 89% to 91% (CFE teacher judgement returns ACEL P1,4 and 7)
- RAISE ATTAINMENT IN WRITING by 1% from 89% to 90% (CFE teacher judgement returns ACEL P1,4 and 7)
- RAISE ATTENDANCE by 3% from 94.2% to 96.9%

Please visit www.careinspectorate.com or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

<https://parentzone.org.uk/>

Further Information can be found at:

[EASTERN PRIMARY SCHOOL WEBSITE](#)



National Improvement Framework

<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS

[External Link](#) 'Tayside_Plan 1a.pdf'

Dundee Education Plan

https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf