

WESTERTON PRIMARY SCHOOL



Standards and Quality Report June 2021

Standards and Quality Report 2020/21

We produce an annual Standards and Quality Report (SQR) to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2020-21. Ordinarily, the SQR documents the outcomes and impact of improvement actions over the course of three terms of the academic session.

Due to the closure of the school in January 2021, planned improvement work was revised in term 2 of the school session to take account of the closure. Improvement work was centred appropriately and successfully around: the provision of home learning for children; organisation and delivery of emergency childcare for keyworkers via Hubs; and, the provision of pastoral support for vulnerable children and families.

Importantly, staff continued in term 2 to undertake and participate in a range of professional learning and development to support both: where possible, the identified priorities of the improvement plan; and, digital learning and teaching during the term 2 closure. On our full time return in term 3, staff focussed on identifying gaps, focussing on the health and wellbeing needs of our children, as well as, continuing with the priorities within our improvement plan.

The further closure of the school reduced the time available to progress improvement work as planned, therefore, the priorities identified in the improvement plan for session 2020-2021 remain relevant and will continue to be progressed in session 2021-2022.

Taking all of this in to account, this report provides a helpful summary of successes and achievements across three terms of the academic session: August 2020 – June 2021, including the period of closure in term 2.

OUR VISION

Westerton Primary School provides a safe and positive learning environment in which our children can flourish in order to reach their full potential. We are fully committed to working in partnership with parents, carers and the wider community to ensure Westerton Primary provides the highest quality of education across all curricular areas, with the needs of the whole child – emotional, social, academic, physical and spiritual – being recognised, nurtured and developed.

OUR AIMS

- To provide a stimulating and challenging environment in which the children are supported, motivated and engaged in their learning.
- To encourage teamwork between the children, parents, staff and outside agencies for the benefit of each child within the school community.

- To help children develop a knowledge and understanding of issues affecting their health and wellbeing so that they can make informed choices for their future
- To develop knowledge and understanding of social and cultural diversity so that everyone feels valued and respected.
- To encourage children to take responsibility for maintaining a high standard of behaviour at all times.
- To encourage children to value and take pride in all that they do.

OUR VALUES

Happiness

Believe

Achieve

OUR EXPECTATIONS

Be Ready

Be Safe

Be Respectful

Context of the school:

Westerton Garden Suburb was established in the early 1900s as an innovative solution to the problems of the health and welfare of the working classes of nearby Glasgow. Westerton has the distinction of being Scotland's first Garden Suburb.

Westerton Primary School is situated on a hill overlooking the original 'Village' and the now extended Westerton community.

The school was opened in 1961. It is a two-storey building with eight classrooms. There is a hall/dining room, computer suite, General Purpose room, staff resource base and office block. A further six classrooms are situated in hatted accommodation in the playground.

In session 2020/2021 the roll was 285, organised into 11 classes with a staffing compliment of 13.81 FTE (Full Time Equivalent). Our Senior Leadership Team currently includes a Head Teacher, who took post in April 2017, one Depute Head Teacher and a Principal Teacher. Our teaching staff consists of 8 full time and 6 part time class teachers and 2 probationary teachers. In addition, there is a compliment of 2 classroom assistants and 3 support for learning assistants, all of whom offer extensive and much needed support within the school context. Staff and pupils receive support from our Educational Psychologist. In addition to this we have a peripatetic violin instructor. Our school office team consist of 2 members who work on a full and a part time basis.

Placing requests account for 18% of our pupils. We know from our SIMD Profile that our school population includes families from a wide variety of social-economic backgrounds with 9% categorised as most deprived. In P4-7 6% of our pupils have free school meal entitlement and are represented across all SIMD organisers.

Our school benefits from a very active Parent Council and receive very good support from our committed Parent Teacher Association who raise considerable funds for the school. The school continues to develop strong and supportive links with the local community including Westerton Gala Committee, Westerton Parish Church, Westerton Tennis Club and Westerton Nursery.

In Westerton Primary School we are committed to developing in all children, the capacity for independent thought; the importance of learning from others and the belief that with time, effort, practice and persistence; personal success can be achieved. We are a Growth Mindset School.

We are a proud learning community with an identity set against strong values and an ethos underpinned by our W.E.S.T.E.R.T.O.N. acronym – **Welcoming, Enthusiastic, Supportive, Talented, Excellent, Resilient, Thoughtful, Optimistic and Nurturing!**



School priority 1: Health and Wellbeing – Nurture, transitions and family engagement**Link to NIF Priorities & Drivers:**

Teacher Professionalism
School Improvement
School Leadership

Link to EDC NIF Implementation Plan:

Improvement in children and young people's health and wellbeing
Closing the attainment gap between most and least disadvantaged

HGIOS?4 QIs

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.1 Safeguarding and Child Protection
- 2.7 Partnerships
- 3.1 Improving Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and Achievement

Progress and impact:

At Westerton Primary, we continue to prioritise the wellbeing of our pupils and their readiness to learn in school. We identify and assess the H&WB for our P4-7 pupils using SHANARRI indicators across the whole school in line with the GIRFEC principles, ensuring pupil and parent voice are at the centre of all pupil support. In order to ensure that we track out pupils' H&WB over the course of the year, the children complete a questionnaire at the start of each session and towards the end of the session. After completion of each one the results are analysed by the SLT and any issues/concerns raised are addressed timeously through conversations with the children. This has been further embedded this session and is now an integral part of our HBW tracking. This session we introduced this to our Primary 3 cohort of children. Once gathered, the information from pupils is uploaded into a new excel table providing detailed analysis of results. We are able to see trends and have valuable professional dialogue around the HWB needs of our pupils. This is then updated monthly by the class teachers to enable us to track continuously throughout the session and identify any needs and address them as they arise. Our younger pupils now have a deeper understanding of the SHANARRI terms and can relate their own experiences and feeling to them in a meaningful way. In addition, our health and wellbeing programmes are flexible and are designed to meet the needs of pupils as they arise.

During lockdown, SLT kept in regular contact with parents/carers of ASN/vulnerable children and any other children that were highlighted by staff as requiring support. Pupil health and wellbeing was further embedded in our remote learning through daily Westerton Workouts by Mr Brown and yoga sessions with Mrs Slaven. In response to our parental questionnaires wellbeing became a focus on Fridays, with activities set based around our health and wellbeing curriculum.

We have a number of children who have benefitted from participation in counselling through our partnership working with LifeLink. This service has had a very positive impact on almost all those children put forward for it. For our younger children we have Mrs Shields, who is a trained counsellor, who works with them when the need presents. The length of engagement with Life Link or Mrs Shields is dependent on the needs of individual children. Close working with families at this time has been critical in ensuring maximum impact. Our DHT participated in LIAM (Let's Introduce Anxiety Management) training this session and has worked with a number of children over the course of the session who have been struggling with anxiety on their return to school. The feedback from both parents and pupils who have participate has been excellent. All of the pupils who have taken part in the programme have verbally stated how useful it has been. There has been a noted improvement in both self-confidence and self-regulation and the pupils are able to use the strategies taught and transfer these into real life situations. Parents have commented on being able to see their children use these strategies and feel they have developed a life skill which will enable them to achieve more successes in all areas of life. As well as individual input on managing anxiety, all classes from P4-P7 took part in an anxiety workshop to support all children on their return to full time education.

As a staff, we continue our work on embedding a nurturing approach both within the school and the wider community. This approach has had a very positive impact on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. Through our continued membership within the Wellbeing and Inclusion Group within EDC, we participate in regular thorough self-evaluation in relation to health and wellbeing, as well as, having the opportunity to share examples of good practice.

We made the 6 Principles of Nurture a focus this session and developed a programme of events to ensure all stakeholders were skilled both in the understanding of these principles and in the meaningful use of nurture within our daily practice. Our Ed Psych carried out training with all staff both teaching and non-teaching. Staff completed self-evaluation around 'How nurturing is my classroom?' which enabled all staff to find a personal area to develop. A workshop around nurture and the 6 principles was carried out for parents and feedback from this was excellent with almost all parents commending the school on its approach to ensuring mental health was key in our return to school. All classes carried out blether station activities around the 6 principles, and rich evidence was gathered to show the understanding of what nurture looks like, feels like and sounds like at each stage. Our School Captains reworded the 6 nurture principles into more child friendly language and led whole school assemblies on these ensuring pupil voice. These are displayed around the school and are being embedded along with our values and expectations by all staff. A whole school display was then created by the School Captains to capture the importance of nurture in our school journey and to bring us all together in this time of zones and 'bubbles'. The impact can be seen in the positive attitude of our whole school community; although our open door policy is a 2m distance policy with no parents currently permitted in the building, we have successfully created a welcoming ethos and community feel during this challenging year.

We have further refined our Universal and Targeted approaches to meeting learner's needs across the school as a result of our intelligent use of assessment and tracking information. Westerton Primary pupils are viewed, treated and celebrated as unique individuals and all staff are highly committed to meeting the specific needs of every child. GIRFEC overviews are created for each class to ensure communication around support and interventions as well as involvement of partnership agencies. Staff record notes of significant observations against the GIRFEC Health & Wellbeing indicators.

All pupils are fully involved in writing their Classroom Charters in line with the UNCRC articles and the school values. Children throughout the school are given many opportunities to take on leadership roles and ensure their pupil voice is heard. These opportunities include; Pupil Council, Sports Council, JRSO, House Captains and Vice Captains, Buddies, paired reading, monitors, Play Pals.

After a very successful trial of our Junior Duke Award scheme, we are now into our second year, having widened it out to P4, P6 & P7 as well as continuing with P5. The uptake for participation in this has been extremely positive, with the majority of the children taking part achieving their award before the end of term 3. Due to the popularity of this and the impact that it has on wider achievement, this will continue next session and we will look to introduce the Mini Duke to P2 & P3.

Last session, we looked at revising our behaviour policy through our professional reading of Paul Dix. Unfortunately, due to lockdown, we were unable to complete this at the time. However, we

completed the creation of our new Behaviour Blueprint in February 2021 in consultation with staff, pupils and parents. This is now referred to and used consistently across the school. Early indications show that the behaviour of almost all our pupils continues to be very good. The school, with support from parents and partner agencies, will continue to provide support for those who face significant barriers to learning in terms of their presentation, attitude to learning and in regulating their emotions.

All staff commented on how much they enjoyed professional reading as a staff and were keen to continue this practice as part of their CLPL. The SLT identified 'Inside I'm Hurting' by Louise Bomber as a valuable text. It will enable staff to engage in professional dialogue around strategies in supporting children from an attachment perspective. The themes in the book purposefully link in to our work in the areas of nurture, school values and our behaviour blueprint. We have embarked upon reading the first few chapters as a whole staff and will continue this into next session.

We had planned for wider achievement to be a focus this session but unfortunately due to lockdown this was not possible. We have spent time as a SLT and, through staff consultation, now have ready pupil 'Achievement Journals'. These have been created for each stage and consist of tasks which will allow pupils to be creative, independent and to develop life skills, which will work in tandem with our Junior Duke Awards. These will also ensure a strong home school communication link. Our Parent Council are very supportive and delighted with the development and introduction of these. We will closely monitor their effectiveness and impact next session.

We have been responsive to the challenges of keeping the school spirit alive during this period by holding virtual assemblies with a focus on health and wellbeing and celebrating achievement. These have been predominantly lead by the SLT, although we have ensured pupil voice through our School Captains, JRSO's and Pupil Council with opportunities provided to lead focussed assemblies. As an SLT we have helped to embed our school values and expectations through whole school assemblies with varying focus from SHANARRI indicators to nurture principles.

Through rigorous staff self-evaluation all staff collectively feel that we provide highly effective transitions at all points. This session has proved extremely challenging but we have worked collegiately with nurseries and secondary schools to ensure our pupils needs are met and that pupils are prepared for these next steps in their academic journey. Our class to class transitions are very thorough and well prepared, with relevant pupils' wellbeing and academic information being passed on effectively. We have used the digital platform of Teams to engage with our families and help them to feel welcomed and part of our school community.

Our DHT has been part of the EDC HWB Strategy Group for the past two years. This involvement in the strategic wellbeing paper with a nurture focus has allowed us to be clear of the direction that EDC wishes to take in these area and enabled us to work collegiately with other schools in the authority to ensure our pupils wellbeing is at the heart of all that we do.

Staff wellbeing has been a successful focus this session. We are very much a team here at Westerton. We have made sure that time has been effectively spent to ensure that all staff feel valued. Small tokens of thanks were posted out during lockdown. Staff commented that this gesture made them feel cared for and part of a team. As an SLT we regularly called all staff to check in with them, not just about work but to have those personal conversations that were missing due to not meeting together in the usual way and then more so during remote learning, when

working from home. Our DHT is embarking on Coaching Conversations training in September 2021 which will help to build capacity within our SLT to ensure staff wellbeing is paramount.

Next Steps:

- To continue to monitor the impact of the updated Behaviour Blueprint
- To continue to make effective use of Boxall assessment to inform interventions, which will ensure that pupils’ mental health and wellbeing is assessed, targeted and monitored appropriately.
- To introduce the Achievement Journals, to ensure pupils’ wider achievements are recorded and celebrated consistently across the school.
- Consultation with staff and pupils in order that pupils take more leadership in planning health and wellbeing activities and events.
- To improve all learning environments: learning walls and the display of learners’ work outwith classrooms to be used to maximise pupil ownership and pupil voice.
- Introduction of the Mini Junior Duke Awards to P2 & P3.

School priority 2: Raise attainment and achievement, Indoor & Outdoor learning. (learning loss, family engagement, indoor learning through enquiry and play, outdoor learning through enquiry and play)

Link to NIF Priorities and Drivers:

Teacher Professionalism
 Assessment of children’s progress
 School Improvement

Link to EDC NIF Implementation Plan:

Improvement in attainment in Numeracy
 Improvement in attainment in Literacy
 Closing the attainment gap between most and least disadvantaged

HGIOS?4 QIs

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.2Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

Progress and impact:

During term 1 of this session, ongoing summative and formative assessment was used to inform learning and teaching, as well as, identify any loss of learning as a result of the first lockdown from March 2020. From the gathering of the assessment data, all teachers had evidence to show what the learners in their class knew, understood and were able to do. They used this information to inform planning for next steps in learning, as well as, enabling our children to know themselves as learners.

Throughout the session standardised assessments were used in reading, writing and numeracy. These standardised assessments were used diagnostically to identify strengths, gaps and next steps. As well as the standardised assessments, all staff used holistic assessments to assess knowledge and skills acquired over an extended period of time. Having gathered this robust evidence over term 1, meant that when we entered the second lockdown in January 2021, all teachers had a sound knowledge of the needs of the learners in their class. This was extremely beneficial, as it enabled staff to plan and deliver remote learning effectively.

Returning after the second lockdown, all teachers carried out appropriate assessments to identify gaps in learning caused by non-engagement in remote learning. Analysis of the data gathered

across the school showed that writing was the area where the biggest gaps were evident. Assessment data confirmed teacher’s professional judgement in reading and numeracy with few children not achieving at their level.

Due to the restrictions that were placed on us this session, almost all staff have embraced the opportunities for outdoor learning. At Westerton, we have agreed that outdoor learning is a broad term that includes learning and playing outdoors using school grounds, local areas, involvement in community projects, environmental education, and recreational and adventure activities. Staff are ensuring that outdoor learning is serving as a means for children to access a range of curricular areas, and allow freedom for the development of creativity, investigation and exploration. In order for children to follow their own interests and engage fully in the learning, our outdoor learning is open-ended, with opportunities for risk taking, collaboration, expansive play and lots of personal choice. The responsibility for learning and play outdoors is shared between the adults and the children, where adults take on the role as facilitator. Early indications are showing that our outdoor learning opportunities are enhancing learning and is fundamental for children to thrive in health, wellbeing and development. Some of the key benefits that we are observing are: increased physical activity, promotion of mental, social and emotional wellbeing by helping to reduce stress, increase self-esteem and confidence, develop resilience and manage risks, promoting the development of social skills, essential to helping children build lasting relationships, increase in creativity, imagination and understanding. This allows opportunities for challenge, enquiry, critical thinking and reflection, and helping children to understand, value, enjoy and protect the natural world as they become more connected to their environment.

Next Steps:

- To continue to provide high quality differentiated learning experiences for all learners, across all curricular areas.
- To ensure pupils across the school consistently have the opportunity to co-create and create learning intentions and success criteria.
- To embed opportunities for pupils to engage in high quality peer and self-assessment.
- To provide increased opportunities for pupils to lead learning and to increase leadership roles for them across the ethos and life of the school.
- To review our approaches to assessment to ensure processes and systems are meaningful, relevant and manageable.
- To review our approaches to target setting to ensure these reflect the personal needs and interests of all learners.

School priority 3: Digital learning model: In school and home learning provision.

Link to NIF Priorities & Drivers:

Teacher Professionalism
 School Improvement
 School Leadership

Link to EDC NIF Implementation Plan:

Improvement in attainment in Literacy
 Improvement in attainment in Numeracy
 Closing the attainment gap between most and least disadvantaged

HGIOS?4 QIs

1.2 Leadership of Learning
 1.3 Leadership of Change
 2.2Curriculum
 2.3 Learning, Teaching and Assessment
 3.2 Raising Attainment and Achievement

Progress and impact:

A successful IT refresh, with replacement interactive whiteboards in all classes in our huts, and 12 additional iPads, as well as 19 laptops have enhanced our digital provision. All staff engaged in significant CLPL training in Microsoft Teams. Through this training the development of staff skills and confidence in the use of digital technology in teaching and learning has increased immensely. All staff facilitated live lessons during lockdown. As well as live lessons, teaching was also done through pre-recorded lessons and voiceover PowerPoint presentations. All staff also created interactive classrooms in order to enhance the remote learning that they were providing. Prior to the period of our second lockdown all classes continued with the use of Teams and used it regularly with pupils, upskilling them throughout term 1. Survey results for each class revealed almost all learners engaged in Teams throughout lockdown this session. Engagement in online learning is monitored through class Insight data. Analysis of this revealed almost all children had engaged in Teams. Building on the skills that our children now have and in line with CfE Experiences and Outcomes, our Digital leader developed a digital skills progression pathway from Early to Second Level. This will be in use next session.

Digital learning family engagement was facilitated by supports in the form of 'How to...' Guides, Thinglinks to show how to access digital platforms and resources and a 'Digi Doctor' that was on hand to assist with any problems encountered with technology. We also produced and distributed a Remote Learning Handbook that was designed to provide parents/carers with an overview of the remote learning provision at Westerton Primary.

As we have been unable to have parents into the school this session, we have produced a number of 'events' virtually to ensure our families remain as much a part of our school community as possible. In order to accommodate this all teaching staff produced Meet the teacher videos, we had regular virtual assemblies, as well as a virtual Nativity performance for parents to watch. In addition to this we have delivered a huge part of our P1 Induction programme through digital technologies. Our P7 transition events have followed a similar pattern, where the children have had weekly opportunities to engage in Teams meetings with staff from Boclair Academy. Our children who require to participate in our enhanced transition programme have had extra virtual meetings and a visit to the school building.

Seesaw was rolled out following the period of home learning. It has been utilised by all classes as a way of recording children's learning and achievement. Almost all children now have a Seesaw account with at least one family member connected to each. It has proven to be an effective way to promote learning conversations at home and at school. Parental feedback thus far has been positive and families have engaged by commenting on their child's learning through the Seesaw Family app. Introducing pupils to Seesaw has also been a useful way to develop their skills across a range of digital literacy & computing science focuses including word processing, media capture, graphics, drawing, and online safety.

Next Steps

- There is scope for further improvement in the area of digital learning. A focus on a progressive framework on digital learning across all stages will be implemented through our bespoke pathway.
- Our 'Techspert Programme' will be introduced at all stages to encourage and motivate our pupils in the area of digital literacy. Impact will be carefully monitored.
- The use of Seesaw as a reporting tool will continue ensuring consistency across all classes.
- Continued CLPL in digital technologies.

COVID-19 and Remote Learning January till March 2021

The team at Westerton Primary School demonstrated an exceptional level of commitment during lockdown and their engagement across the whole school community was commendable. The following achievements should be noted:

- All P1-7 All teachers engaged with their classes on Microsoft Teams daily. Children were encouraged to log on daily to Teams and interact with their friends and teacher. Teachers worked extremely hard to continue to develop the strong staff/children relationships that were in place before lockdown. Children reported that they enjoyed being able to chat with their friends and teacher via Teams during lockdown. Almost all teachers provided live lessons for their class on a regular basis.
- Various whole school activities and competitions were set up by staff, including Quizzes, Sumdog Competitions. Many families participated and shared their successes via Teams. This also allowed the SLT to provide feedback and have interactions with pupils as well.
- Throughout lockdown, SLT contacted various vulnerable families each week and offered further support where necessary.
- All Teachers provided a high level of pastoral support and communicated regularly using a variety of communication tools e.g. email, via Teams and video messages.
- Teachers differentiated learning. The assignments function on Teams was well utilised to allow teachers to set differentiated tasks and to provide individual, targeted feedback to pupils. Teachers commented that it was a positive step forward in providing more targeted learning for pupils. Some teachers also conducted surveys to ask pupils their thoughts on the type of tasks teachers were providing each week. This then helped to inform their planning for future home learning grids. Live lessons were also differentiated where appropriate.
- Phone calls were made to families with low levels of engagement. In some cases, laptops or other forms of learning (e.g. packs of learning resources, booklets, worksheets) were offered to families. Numerous families were also emailed the home learning grid for the week directly.
- All teachers had weekly tracking meetings with SLT.
- Our staff team worked collaboratively using digital technologies. A range of tools were used for this such as WhatsApp, Teams and Glow.
- Teachers quickly addressed ICT issues for pupils. Teachers regularly recorded instruction videos that they shared with pupils to help overcome ICT issues. As a school we also made good use of the strong links with the Local Authority IT Team to help us deal with issues we were unable to solve ourselves.

Pupil Equity Fund

The Scottish Government has committed additional funding of £30434 to Westerton Primary School to be targeted specifically in closing the poverty related attainment gap. This funding will be used to provide support for those children specifically affected by poverty, in achieving their full potential. Through our consultation with all stakeholders, we have planned a number of creative and innovative approaches to increasing attainment in Literacy, Numeracy and Health and Wellbeing.

Key priorities for School Recovery Planning 2021-22

In line with guidance from the National Improvement Framework, the key priorities for Westerton Primary for session 2021/22 are:

- High quality learning, teaching and assessment
- Improvement in children's general health and wellbeing, including tracking wider achievements

What is our capacity for continuous improvement?

The school's dedicated team of staff, our many enthusiastic pupils and our supportive parent body and parish are highly committed to improving the school and seeing it reach its full potential; this is clearly reflected in our vision and aims. The views of all stakeholders are actively sought and all parents and carers have the opportunity to give feedback. Staff are able to engage in professional dialogue around the current performance of the school with regards to the quality indicators. They are able to justify their opinions about current strengths, areas for improvement and the evidence to support these judgements. The robust procedures for self-evaluation underpin the high quality of education being delivered in Westerton Primary School. The school engages with the Features of highly effective practice and Challenge questions of HGIOS4, and alongside the wide range of data we collate, this helps us to identify our key strengths and next steps on our journey of improvement. The School Improvement Plan is an authentic working document which will support continuous improvement and genuine change across the school. Staff across the school are committed to developing their practice, which has had a positive impact on outcomes for our learners across the school. Both Teaching and Support Staff, through the Professional Review and Development and Professional Development and Review processes have been afforded opportunities for both professional and personal development. An ethos of collegiate working is evident in most cases, leading to continuous improvement in learning and teaching and improved outcomes for our children. Almost all staff are willing to embrace change and evaluate the impact of improvements, working together to ensure that change is implemented effectively. All teaching staff participate in regular professional dialogue with members of our Senior Leadership Team and use assessment and tracking procedures effectively in order to ensure the needs of every child in their care are met. Some class teachers are beginning to take on leadership roles in curricular areas to facilitate change and to motivate, support and inspire others.

We are developing effective mechanisms to consult with all stakeholders and this will continue to be a priority when facilitating change of any kind.

The school closure and COVID pandemic have impacted progress with our School Improvement Plan. Identified priority areas will be followed up next session. We are increasingly advised by performance data, such as pupil attainment data, identifying clearly ‘what’ we need to improve.

✓ We will continue to ensure that all pupils benefit and make progress as a direct result of consistently high quality learning, teaching and assessment across the school. We will continue to plan high quality lessons which provide opportunities for pupils to apply Literacy and Numeracy knowledge and skills across other curricular areas and in a range of meaningful real-life contexts. We will embed the use of national benchmarks to help plan learning, teaching and assessment and to support teachers’ professional judgements

✓ We will focus on health and wellbeing to ensure children feel safe, happy and confident at school and that they are appropriately supported and challenged in their learning. We will continue to provide a warm, nurturing and inclusive environment. We will monitor the impact of our Behaviour Blueprint in order to minimise any inappropriate behaviours.

The school will look to consult with staff and pupils in order that pupils take more leadership in planning health and wellbeing activities and events. We continue to gather a wide range of data to track and monitor the progress of all pupils, including those supported through the pupil equity fund and those with additional support needs, across all areas of the curriculum to ensure that they are supported and challenged appropriately.

NIF quality indicators

Quality indicator	School self-evaluation	Inspection / Authority evaluation
1.3 Leadership of change	4	N/A
2.3 Learning, teaching and assessment	4	N/A
3.1 Ensuring wellbeing, equity and inclusion	5	N/A
3.2 Raising attainment and achievement	4	N/A

This concludes Westerton Primary School Report 2020/21.