



sustainable thriving achieving

East Dunbartonshire Council

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Westerton Primary School



Standards and Quality Report 2021/22

Context of the school:

Westerton Primary School is a non-denominational, co-educational school serving the community of Westerton. The school was opened in 1961 and consists of a two-storey building with eight classrooms and a further six classrooms situated in modular accommodation in the playground.

Before coming to school, most of our P1 pupils attend an early years centre and almost all our P7 pupils transition to our associated secondary school, Boclair Academy. There are 299 pupils on our school roll, organised into 11 classes. Our teaching team consists of 13.6 FTE (Full Time Equivalent). Our Senior Leadership Team includes a Head Teacher, a Depute Head Teacher and a Principal Teacher. There is a complement of 2 classroom assistants, 3 Support for Learning Assistants and an Administrative and Clerical Assistant, all of whom offer support across the school. In addition to this we have peripatetic violin and trumpet instructors.

Our SIMD Profile shows our school population includes families from a variety of social-economic backgrounds. We received £30,295 Pupil Equity Funding to reduce the poverty related attainment gap. It was agreed following consultation with stakeholders that this would be used to employ additional staff to support our most vulnerable pupils through planned, targeted interventions in Numeracy, Health & Wellbeing and Digital Technology. The attendance of our school is very high. We have had no exclusions this session. We have a close working relationship with our families and regular meetings with the attendance officer.

Our outdoor learning space has been well used during the session. Parental engagement through SEESAW has been very good with parents commenting positively on the insights into school life it offers. The two-way communication between home and school has been invaluable to support home learning and keep parents informed of progress and achievements.

Our school benefits from an 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 Care Home, Westerton Tennis Club and Westerton Nursery.

Our Standards and Quality report has been created in consultation with children and young people, staff, parents/carers and community stakeholders. It tells the story of our school's performance, successes and achievements in Session 2021/22 and summarises our priorities for next year.

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

Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising attainment through high quality learning, teaching and assessment

NIF Priority
 • Improvement in attainment, particularly in literacy and numeracy
 • Closing the attainment gap
 NIF Driver
 school leadership
 performance information

HGIOS4 QIs
 QI 2.3 Learning, Teaching & Assessment
 QI 3.2 Raising attainment and achievement

Progress and Impact:

All teaching staff participated in West Partnership Improving Our Classrooms (IOC) programme of professional learning which develops a consistent whole school approach to learning, teaching and assessment.

As part of the IOC programme data informed tracking meetings have been developed with focused professional discussions using a Fact, Story, Action approach. Teachers have a strengthened knowledge of all their pupils to identify and tackle potential barriers to learning. Positive teacher feedback has identified that the high quality of IOC professional learning has had a positive impact on their learning and teaching.

All teachers have engaged with professional learning relating to features of highly effective practice in differentiation and the effective use of Learning Intentions (LI) and Success Criteria (SC). Observations and self-evaluation show very good improvements in the use of Learning Intentions and Success Criteria. Pupils are aware of the purpose of LI and SC and can clearly identify how to achieve success in their learning.

Differentiation is in place in all classes ensuring learning is supported and extended appropriately. There is effective teaching, planning and assessment in place for pupils. Through observation and discussion, it is evident that teachers use clear explanations and higher order thinking skills across the curriculum. Teachers show creativity in their delivery and build on prior knowledge and provide stimulating learning environments. All teachers provide quality written and verbal feedback which can be evidenced through jotter monitoring and observations. Pupil learning conversations show a clear understanding of what they are learning and why. Pupils knew their targets and how to progress towards them. Staff evaluations support this view, reporting increased pupil engagement and motivation during lessons and improved application of skills across the curriculum.

Staff self-evaluation has shown that teacher skill and confidence in differentiation, effective use of LI and SC as well as metacognition has improved. Engagement in IOC has also led to improvements in reflective practice, activating prior knowledge, effective questioning, collaborative/effective feedback, formative assessment and use of plenaries. While these were already areas of strength staff felt these have been further reinforced and embedded in their daily practice.

In numeracy, improvements in attainment have been evident in targeted intervention groups (TIG) for P3 - P7. Almost all pupils have made very good progress and assessment data supports this. Staff have undertaken a range of CLPL in relation to Maths. Number Talks, bar modelling and numeracy blueprints training has enabled staff to develop their teaching approaches across all stages which can be seen in class observations and in evidence provided as part of the moderation process. Observation of pupils shows they are able to articulate their thinking more and are learning efficient strategies to solve problems. Moderation and professional discussion around assessment has led to more robust professional judgements about achievement of a level in Maths.

Parental self-evaluation feedback for numeracy and maths has been very positive. Comments included, 'My child loves problem solving activities and has developed more confidence in maths.'

Next Steps:

- Incorporate peer visits into the collegiate calendar and identify further collaborative working opportunities e.g. collaborative practitioner enquiry to improve learning and teaching.
- Continue to embed high quality learning, teaching and assessment strategies through West Partnership quality assurance processes e.g. moderation and tracking frameworks.
- Engage and involve parents/carers in supporting numeracy at home.

School priority 2: Improvement in children's health and wellbeing

NIF Priority

•Improvement in children and young people's health and wellbeing

Choose an item.

NIF Driver

school leadership

assessment of children's progress

HGIOS4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 2.4 Personalised Support

Progress and Impact:

Very good progress has been made within this improvement priority. A focus on supporting pupil's health and wellbeing and embedding a nurture approach across the school has included all stakeholders. All staff have engaged in professional reading to deepen knowledge of the Six Principles of Nurture and have begun implementing activities in their classes.

Pupils have actively been involved in our nurture journey. Assemblies have taken place including the House Captains in which the Nurture Principles were put into child-friendly language. A parental information session has also taken place. Most pupils are aware of the SHANNARRI indicators and the Nurture Principles, this is evidenced through classwork, focus group discussions and the EDC HWB survey. Development of emotional literacy skills has helped children to discuss and deal with their feelings effectively. Staff and parent self-evaluation has shown there to be a very good understanding and application of the Nurture Principles. Parents and carers have been fully involved in our nurture journey and this extends to new P1 parents who are included from induction.

A behaviour blueprint has been developed and shared across the school community. The blueprint is in use across the school and continues to be embedded in practice. At the start of the session pupils revisit the blueprint when creating their class charter. Positive behaviour is celebrated in a number of ways including special assemblies. Pupils, parents and staff have found promoting positive behaviour to be an effective approach.

Supporting pupil's emotional and mental health has been facilitated through the use of the EDC Health and Wellbeing Tracker and Boxall profiles. Subsequent data analysis has allowed us to act upon issues quickly and effectively through early intervention. Improvements in mental and emotional health has been evidenced through Lifelink, LIAM, Zones of Regulation, Active Schools, Carers Link and CLPL in emotional regulation. We have effective PSG and TAC meetings with strong partnership working to support pupils.

We ensure pupils are consulted in all matters of concern regarding school improvement. The Junior Leadership Team, House and Vice Captains and EDC Pupil representatives play a vital role in gathering pupil voice. There are strong, positive relationships across the school community which are based on mutual respect and shared values. Partnership working has brought clear benefits for pupils in their learning and wider achievements. Engagement in the Junior Duke programme by the majority of P2-P7 pupils has been highly successful with over 1,100 challenges completed this session. Parental feedback has been very positive and most questionnaire responses suggest they are delighted with the school's involvement with the Junior Duke programme. Parental comments include, 'It's good for giving the children life skills and it encourages them to push themselves.'

Next Steps:

- Focus on play to continue to improve health and wellbeing.
- Identify pupils not engaging with Junior Duke and after school activities to ensure inclusivity and extend the reach of Junior Dukes to include P1 pupils.
- Seasons for Growth training for identified staff to support pupils through bereavement and loss.

Progress in National Improvement Framework (NIF) priorities

A brief summary of progress in each of the national priorities is included below:

Improvement in attainment, particularly in literacy and numeracy

Attainment data in literacy and numeracy is based upon standardised assessments, teacher summative assessments and teacher formative assessments through observations and ongoing classwork. Staff engage with learning benchmarks to enable them to make confident professional judgements about achievement of a level. This data shows a consistently high standard with most pupils attaining appropriate levels in literacy and numeracy at every stage.

Our data shows consistently high standards across all stages with good attainment over time. We have comparator data to track cohorts of learners across Curriculum for Excellence levels over time. Since 2015/16, data for achievement of curriculum for excellence levels in Numeracy, Reading, Writing and Listening and Talking has remained above national averages. In 2021-22 our pupils made very good progress in numeracy with most pupils attaining appropriate levels. Attainment in P1 has stayed consistently high with almost all learners achieving early level. Most of our P4's and P7's achieved their appropriate level in numeracy this year. In literacy our P7 cohort has seen a slight dip in reading and writing from first to second level. Early identification of any difficulties and targeted interventions are ensuring continuous improvement within individual learning journeys.

Closing the attainment gap between the most and least disadvantaged children and young people;

The promotion of equity is integral to the work of the school. At Westerton we have clear processes of tracking attainment across a number of demographics including SIMD and FME. Planned programmes and interventions for equity ensure the success and achievement for all pupils. The progress of our pupils who experience barriers to their learning is closely monitored and support is targeted and tracked. We use evidence-based interventions and strategies and evaluate their impact throughout the year. The Senior Leadership Team worked with class teachers and specialist teachers to review assessment evidence and analyse data, identifying existing or emerging gaps in attainment and achievement between our most and least disadvantaged children and young people, and those most adversely impacted by the pandemic.

Pupil Equity Funding was used to support our most vulnerable pupils through planned, targeted interventions in numeracy, literacy and health and wellbeing. We continue to target the gaps between the least and the most. All staff are aware of the need to close the poverty related attainment gap and use a range of data to help them identify vulnerable pupils and provide additional support as required.

Improvement in children and young people's health and wellbeing;

All staff are fully aware of their responsibilities with regard to GIRFEC and understand the wellbeing indicators. All staff are proactive in responding to any noted concern and undertake annual training with regard to Child Protection procedures. The school and staff are all committed to providing a safe and nurturing learning environment. Central to the work of the school is ensuring the wellbeing of and improving outcomes for all children and young people

and their families. Health and Wellbeing Trackers are in use and any concerns raised are addressed through 1-1 discussions between the pupil and a trusted adult. There are strong, positive relationships across the school community which are based on mutual respect and shared values. This partnership working brings clear benefits for pupils in their learning and wider achievements.

It is widely recognised that the pandemic and school closures had an impact on the physical and mental health of children. For that reason, we have had a major focus on supporting children's health and wellbeing through trauma-informed training for all staff and revisiting nurturing approaches. The Senior Leadership Team met regularly with class teachers to track pupil wellbeing, ensuring that targeted supports were identified and put in place to support vulnerable children and families. Looking ahead to next session, mental health will continue to be a priority for school improvement, with a focus on: raising awareness of the EDC Mental Health Strategy; further developing opportunities for play based approaches to learning and providing contexts for outdoor learning.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	almost all	all	almost all
First level by end of P4	most	most	almost all	most
Second level by end of P7	most	majority	all	most

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

In session 2021-22 Pupil Equity Funding secured additional staffing, digital technology as well as literacy and numeracy resources to raise attainment for children at risk of not achieving, with a particular focus on narrowing the poverty related attainment gap. PEF has helped close our poverty gaps, gender gaps and ASN gaps.

Summary of PEF interventions and next steps:

- Investments in digital technology to enhance and support teaching and learning have benefitted all pupils. Interactive whiteboards have now been installed in almost all classes. Pupil evaluations report improvements in engagement and enjoyment for all. SMT observations confirm more stimulating and interactive lesson content is benefiting all pupils.
- Professional learning in numeracy has been delivered by our teacher leaders in number talks, numeracy blue prints, maths recovery and White Rose Maths assessment approaches. These approaches are in use in all classes and have led to improvements in teaching and learning in numeracy. Teachers evaluated the training as having a high impact on teaching and learning
- Targeted numeracy intervention groups for pupils from P3 to P7 have led to improvements for almost all children who participated. Data informed practice has identified clear next steps for all learners, some of whom are now on track or have moved up a group.
- SLA participation in numeracy CLPL from our numeracy QIO and our Maths Champions has led to support staff each having their own toolkit for in-class support. They can quickly identify pupils requiring additional input and can use concrete materials effectively to support. Teaching staff have commented how useful this is to support differentiation.
- Differentiated resources have been purchased to improve comprehension skills with a clear focus on explicit teaching of reading comprehension strategies. These are now in use across all stages however, skills based comprehension approaches are in the initial stages of implementation. Pupil and teacher evaluations suggest a positive impact already.

- Comprehension Lifters have provided interdisciplinary learning contexts for focused group work in reading. Teacher feedback is positive; targeted pupils are benefiting from a more structured approach and small group input.
- Resources purchased to develop skills relating to tools for writing have seen improvements in editing and proofreading skills, as well as spelling and grammar. These resources are being used across all stages.
- Targeted approaches are in place to support children with identified literacy differences. Support staff have been trained in Toe by Toe, the use of Barrington Stokes phonetic dictionaries and how to support children using ICT. Almost all teachers found the additionality in support staff has facilitated a number of interventions in a sustained and consistent manner and has improved differentiation for targeted individuals and groups.
- A small gender gap persists in literacy across the school with fewer boys attaining overall. Approaches to close these gaps will inform our next improvement plan. We will seek pupil views to ensure we have a wide variety of resources which are appealing to boys and girls.
- Self-evaluation has shown we have an attainment gap in reading. We will focus on working to close this as part of our School Improvement Plan.
- Targeted approaches to support children's health and wellbeing, including emotion coaching training for all staff has taken place. Almost all staff have a consistent and caring approach and are well equipped to support the emotional needs of children. Examination of Boxall profiles have led to a deeper understanding of needs. LIAM sessions for individual pupils, Active School targeted support, Lifelink sessions and circle of friends have benefited all who have participated. Children are now able to use strategies to overcome anxiety and maintain friendships. Mental health will continue to be a focus as we emerge from the pandemic. We will work with children, staff, parents and Education Psychologist to ensure effective support continues to be offered.

The school has continued to promote actions to mitigate the impact of poverty, including approaches to reducing the Cost of the School Day. Pupil Equity Funding will continue to be used to provide uniforms, school supplies and provide funding for children and young people to participate in community experiences, including curricular and extra-curricular activities.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	not applicable
2.3 Learning, teaching and assessment	Very good	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Very good	not applicable
3.2 Raising attainment and achievement	Very good	not applicable

Summary of School Improvement priorities for Session 2022/23

1. Literacy - Writing
2. Literacy – Reading
3. Junior Dukes (PEF)

What is our capacity for continuous improvement?

Our school community has shown great resilience this year, managing the competing demands and challenges created by the Covid-19 pandemic. Children, staff and parents/carers have continued to work within mitigations, being responsive to changing needs and ensuring that our children have been safe, happy and learning.

The school has worked through priorities in the school improvement plan. The school was responsive to this, prioritising and adapting on and on-going basis and all planned activities have now been completed.

We have welcomed recent changes to Covid-19 guidance that have allowed us to begin to reintroduce extra-curricular experiences and we look forward to working closely with parents/carers to re-establish mechanisms for parental engagement and involvement.

All staff in Westerton are committed to high standards and improving outcomes for all children. Parents and pupils comment positively on the work of the school and will continue to be involved. The school has a clear vision for improvement over the next 3 years and is very well placed to achieve this, through collaboration with children and young people, staff, parents/carers, partners and community stakeholders. We are confident that the School's self-evaluation mechanisms are leading to improvements. The next steps will be part of Westerton's School Improvement Plan 2022-2025 or will be addressed through the ongoing life of the school.