

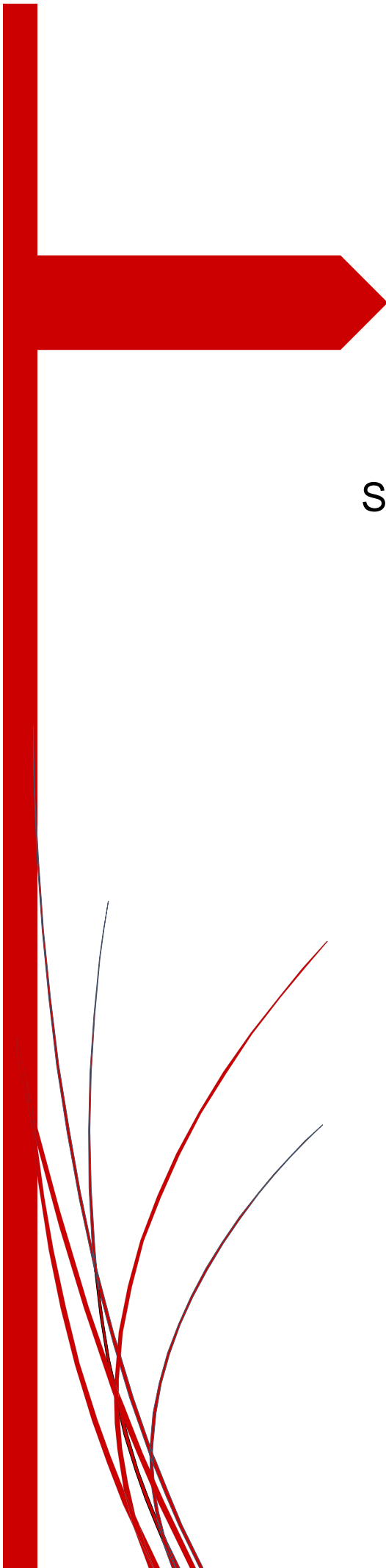


sustainable thriving achieving

**East Dunbartonshire Council**

[www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

Westerton Primary School  
Standards and Quality Report  
2022/23



## **Context of the School**

Westerton Primary 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. Education Scotland inspected Westerton Primary School session 2022-2023 and the inspection report can be viewed on our website. [www.westerton.e-dunbarton.sch.uk](http://www.westerton.e-dunbarton.sch.uk)

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 295 pupils on our school roll, organised into 11 classes. Our teaching team consists of 14.01 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, an Administrative Assistant and a 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 £23,275 Pupil Equity Funding to reduce the poverty related attainment gap. Attendance at our school is very good. We have a close working relationship with our families and the head teacher meets regularly with the attendance officer.

Communication between home and school via digital platforms, written reports and bi-annual parent teacher interviews keeps parents informed of progress and achievements. Our school benefits from an active Parent Council and committed Parent Teacher Association. We have developed 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 2022/23 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 in writing	
<p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b> curriculum and assessment school improvement</p>	<p><b>HGIOS4 QIs</b></p> <p style="text-align: center;">QI 1.2 Leadership of Learning</p> <p style="text-align: center;">QI 2.2 Curriculum</p> <p style="text-align: center;">QI 2.3 Learning, Teaching &amp; Assessment</p>
<p><b><u>Progress and Impact:</u></b></p> <p>Attainment in writing was the main priority for Westerton this session. A significant amount of resource was allocated to writing with a focus on improving engagement of learners and raising attainment. Attention was given to all aspects of the learning and teaching cycle leading to improvements in planning, teaching and assessment. Quality assurance procedures focusing on literacy allowed us to evaluate the impact of planned improvements and identify areas of expertise and support. Writing improvements have been supported by our Literacy Champions who worked with schools across the authority to develop new planning formats with consistent skills progression.</p> <p>All pupils have participated in engaging writing lessons following teacher collaboration, practitioner enquiry and professional learning which has improved confidence and skill in the delivery of writing lessons for most staff. Pupil and staff feedback highlight the positive impact of focused professional enquiry which has taken a research and data informed approach to writing interventions (including spelling, phonics, writing, reading, grammar and digital technology).</p> <p>Almost all staff participated in professional learning in writing which has supported the implementation of a genre approach across the school. Almost all teachers are using genre related writing resources and making good use of model text exemplars to highlight to learners the genre features. Samples of pupil's work and observations of teaching and learning evidence improvements in standards of writing across personal, procedural, recount and imaginative writing genres. A clear and consistent writing pedagogy is ensuring learners are engaged in all aspects of the writing process.</p> <p>Genre specific success criteria are in use at each stage. By using success criteria learners can identify how to be successful and what skills are required to progress further. Almost all teachers deliver structured writing lessons and are able to differentiate across levels. Almost all staff feel more confident in the teaching of writing within the four focused genres. Moderation of writing assessments has supported teacher professional judgement. Benchmarking using levelled examples and samples from other schools has further supported assessment of curricular levels. Training of the Principal Teacher in the role of Quality Assurance and Moderation Support Officer (QAMSO) has provided further support to staff ensuring confident professional judgements are made of learners' written work. Levelled samples across the genres have been collated to benchmark future learning, teaching and assessment.</p> <p>Teacher collaboration to create an 'Excellent Writing Lesson' has led to more engaging lessons for all learners and the incorporation of Film Literacy into lessons has further enhanced learning and teaching. Staff have accessed Screen Education Scotland resources to provide pupils with stimulating and engaging lesson content. All classes visited the cinema and participated in writing workshops as a stimulus for writing. Follow up activities as well as positive feedback from pupils support the efficacy of both approaches. As requested by learners, free writing journals have been supplied to all pupils and have been well used in personal learning time and play.</p>	

Written work, observations of teaching and learning and conversations with pupils show almost all pupils are motivated and engaged in writing lessons. Comments from pupils include 'I love writing it's like pressing your imagination on a piece of paper.' Observations show improvements to the structure and content of most lessons with learning intentions and success criteria shared and discussed, quality feedback identifying next steps in learning are given, differentiation and formative assessment strategies are in place in all classrooms.

Strategies for supporting writing have been effective with very good progress made for individual and groups of pupils. Following training in immersive reader, dictate and C-pens, all staff can integrate digital technology to support pupils with writing. Sumdog spelling and grammar have been used to support and challenge learning.

**Next Steps:**

Literacy Champions will redraft writing planners to incorporate all permeations of composite classes. We will identify appropriate spelling and grammar resources and implement effective spelling approaches across P3-P7.

Clear and progressive planners from Early to Second Level in spelling and grammar will be created to support writing improvements.

We will continue to engage in the learning teaching and assessment cycle for two further genres.

**School priority 2: Reading – Improving Engagement and Enjoyment**

**NIF Priority**

Improvement in attainment, particularly in literacy and numeracy.  
Closing the attainment gap between the most and least disadvantaged children

**NIF Driver**

curriculum and assessment  
teacher professionalism  
school improvement  
parent / carer involvement and engagement

**HGIOS4 QIs**

QI 1.1 Self evaluation for self improvement

QI 2.3 Learning, Teaching & Assessment

QI 1.5 Management of resources to promote equity

**Progress and Impact:**

This session we secured Reading School accreditation by progressing our Reading Schools action plan in all classes. Self-evaluation across the school community identified our priorities with the views of pupils, teachers and parents guiding our direction. Books and reading materials have been selected by pupils to ensure they are contemporary, diverse and relevant to the needs, interests and experiences of our learners. Themed materials to reinforce our school values and to support pupil wellbeing have been chosen by the Reading Reps. These materials have been accessed by all classes and are used regularly to successfully support individual pupils with self-regulation, anxiety, diversity and a variety of additional support needs. Book lists of contemporary children's literature at all levels have been shared across the school to ensure reading materials are fresh and exciting for our learners. New class novel sets and dyslexia friendly novels have been introduced, selected by learners.

Leadership roles for pupils have been central to our Reading School journey with Reading Reps appointed to all classes. Reading Reps have led reading events including P1-3 Read, Write, Count book gifting, World Book Day and Book Week Scotland celebrations. Reps have promoted reading across the school in assemblies, on Twitter and on Seesaw. An enthusiasm for reading has been developed in classes by promoting ERIC time (Everyone Reading in Class) and through the development of fun reading activities such as book Jenga.

Reading buddies have been established across the majority of classes with regular peer reading between younger and older pupils. Reading buddies have met regularly throughout the year to build fluency, confidence and enjoyment of reading for all participants. There has been a significant investment in developing our school library and we have established libraries in all classrooms and re-stocked existing class libraries. All learners have access to comfortable reading spaces in their classrooms and can

choose from a wide variety of reading materials. Class Reading Reps designed the school library and have played an active role in sourcing, sorting and recommending books to others. The school library is accessed regularly by all children in the school with positive feedback from pupils who report on the wide range of books and magazines to choose from.

Partnerships across the community have been established, all classes have enjoyed visits to Westerton library. Volunteers from Westerton Fairlie Memorial Parish Church, author visits, Westerton Care Home visits and parent volunteers have provided further opportunities to enhance reading for pleasure for all learners.

Reading School teacher-leaders and SLT have participated in professional development through Scottish Book Trust and sharing of good practice has taken place to promote reading across the school. Following a school-wide consultation, our homework policy has been reviewed this session which has placed reading for pleasure as a central home learning activity.

Supporting teachers to identify and close phonological gaps in reading has improved through participation in phonics professional learning and teacher collaboration. Expertise within the staff team has further supported colleagues to ensure difficulties are identified early and supported appropriately. Small group and one to one support using phonic reading books and dictionaries have improved the development of phonic skills for pupils. Inclusive technology has been introduced with reading pens and Immersive Reader available to support learners where appropriate. Targeted support in reading has been highly effective with very good progress being made by almost all pupils within their learning pathways. Evidence from pupil assessments and positive parental feedback shows improvements to learners' confidence and skill in reading.

**Next Steps:**

We will build on current progress by continuing to participate in the Reading Schools programme and implement actions identified through self-evaluation including parental engagement opportunities, working in partnership with The Parent Council.

We will develop consistent spelling / phonics approaches and identify new spelling resources to support this.

We will focus on developing reading strategies and apply these consistently across the school.

### School priority 3: Pupil Equity – Junior Duke

#### NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all

#### NIF Driver

parent / carer involvement and engagement

#### HGIOS4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 3.3 Increasing creativity and employability

#### Progress and Impact:

Increasing pupil participation in Junior Duke has been a school priority, to develop essential life skills in our pupils. Participants have commented positively on the programme highlighting how activities undertaken have enhanced problem solving, communication, teamwork, perseverance, resilience and leadership skills. This session we have built on previous year's participation in Junior Duke by offering the Micro Duke to pupils in Primary 1. The decision to include this stage was made to ensure all pupils have the opportunity to take part in the Junior Duke programme building up skills throughout their primary experience. The majority of our P1 pupils who took part in Micro Duke found it to be a positive and worthwhile experience as evidenced through feedback from parents and pupils. Participation in Junior Duke is now more equitable being offered across the whole school.

Across P1 to P7, almost all participants in the Junior Duke programme have felt a sense of achievement upon completion of tasks as evidenced below. School celebrations, assemblies and end of term Junior Duke Garden Parties have contributed to the overall positive experience for our learners and families. Themes from parental feedback include improvements in skills and qualities such as, responsibility, confidence, knowledge, self-discipline, personal achievement and the development of life skills. Pupil feedback highlights how much our learners have enjoyed taking part in the wide range of activities, comments include:

- I liked caring for others because I got to knit and feel proud that what I knitted will be part of a big blanket that will be sent to help people in Africa.
- I liked the shopping challenge, I liked helping Mummy.
- I liked all the challenges because they were all new things.
- I liked the swimming, I want to be a Marine Biologist and when I go to Skye I can go swimming.
- Probably I liked the art because we laughed a lot and had lots of fun.
- I really enjoyed the first aid because I got to learn with my friends.
- The cookery was good because it was the first time I made a full meal for my family and it was fun.
- I liked the cookery challenge because usually my Mum cooks for me but this time I did it for myself.
- Crocheting was fun, hard at first, but I learned how to do it.

Taking on board parental feedback, and to ensure equity of opportunity for all learners, this year we incorporated Junior Duke tasks within the school day. Developing partnerships with external providers such as Sustrans and St. John's Ambulance has supported families with the completion of first aid and cycling challenges. Afterschool sessions and lunch time drop-ins have enabled us to further support families by offering practical help for activities such as knitting. We provided incentives throughout the year to encourage pupils to complete tasks on an ongoing basis. This has led to almost all participants completing in time to attend the Garden Party Badge Event in the Summer Term. 'Marching forward in March', house points and inter-class competitions have contributed to the timely completion of Junior Duke for almost all participants and feedback confirms this has reduced the pressure on our families.

This session, the Junior Duke Programme was offered to all pupils across the school with financial support available as required. Bespoke support is routinely offered to pupils who require it, removing any potential barriers to participation in the Junior Duke Programme. Data shows the majority of pupils residing in SIMD 1 and 2 are taking part in Junior Duke and most have successfully gained their appropriate Junior Duke Badge this session. We have continued to maintain very good levels of participation this session with the majority of pupils continuing to take part, experience success and develop a wide range of skills.

**Next Steps:**

We will continue to improve positive engagement in the Junior Duke programme and support participation of children affected by poverty to ensure equity for all.

Proactively we will continue to support families by working with third parties to deliver tasks in school where possible.

We will consult the school community to find ways to further enhance the experience of pupils who participate in Junior Duke as they progress up the school as well as celebrate other wider achievements of our learners.

## Progress in National Improvement Framework (NIF) priorities

- **Placing the human needs and rights of every child and young person at the centre of education**

There has been a school wide focus on improving pupil voice through increasing opportunities for participation in teaching and learning. A staff toolkit to elicit pupil voice has been developed collaboratively and class meetings have been established across the school to provide an inclusive and democratic school system to support a Rights Respecting Culture. All children, including children with additional support needs, have their views elicited in a variety of ways which informs planning, teaching and assessment of learning. Quality assurance processes have been adapted to ensure pupil voice contributes to meaningful and authentic change. All classes develop a class charter at the start of the year and these are displayed in every classroom and referred to regularly. We have a wide range of pupil committees providing leadership opportunities ensuring our pupils are consulted in decisions which affect them. Pupils in the school are consulted on and contribute to school improvement planning, policy development and assemblies. Pupils have opportunities to participate in committees, class meetings and lead learning. We also have two pupils who are part of EDC pupil forum representing Westerton pupils at authority level. The Junior Leadership Team have used HGOURS to explore school belonging from P1-P7 which has led to a greater understanding of what is important to our pupils. We will be further progressing rights based learning in session 2023-2024, when we will be working towards becoming a UNCRC Rights Respecting School.

- **Improvement in children and young people's health and wellbeing**

All staff are aware of their responsibilities with regard to GIRFEC and understand the wellbeing indicators and their child protection responsibilities. All staff are committed to providing a safe and nurturing learning environment and support all children to realise their full potential. Results of our annual EDC Health and wellbeing surveys show our work to be highly effective with consistently positive responses from most of our pupils. Tracked results give the school detailed information from all children on the wellbeing indicators. Any individual concerns are followed up with one-to-one conversations and interventions applied as appropriate. The school has made good use of Lifelink counselling services with individual and group sessions offered for P6 and P7 pupils. Seasons for Growth groups have supported pupils who have suffered loss or bereavement. Awareness raising activities to support diversity have taken place including Autism Awareness, Show Racism the Red Card and Comic Relief. The Senior Leadership Team meet regularly with the Educational Psychologist in Pupil Support Group and Team Around the Child meetings to ensure all children are supported when a need has been identified. Individual wellbeing assessments are carried out with pupils with targeted support plans and individual 'My targets' trackers have been developed to gather pupil views. Almost all staff have completed nurture training and there is a dedicated member of staff to provide LIAM sessions for our older children. The Shine Survey has been carried out with P6 and P7 pupils this session showing strengths and areas for improvement which are being addressed through Health and Wellbeing Curricular planning. Planned use of health and wellbeing packages such as Growth Mindset, Bounceback, Promoting Alternative Thinking Skills (PATHS) facilitate further development of emotional awareness and resilience in our pupils. Health and Wellbeing work includes engagement in two hours of PE weekly (both indoors and outdoors), promotion of healthy eating including Fairtrade, healthy eating focused weeks, growing and cooking of food, work around staying safe (roads, internet, substances) and positive, healthy relationships with others. Agencies such as Active Schools, Sustrans, SFA, Forest Schools and the NSPCC, complement the work planned by teachers. Partnerships with parents have further enhanced health and wellbeing learning this session.

- **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, clothing grants and FME. Planned programmes and interventions for equity ensure the success and achievement of 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 impact throughout the year. The Senior Leadership Team work with 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. We have an ongoing focus on developing strong partnerships with parents to support our pupils.

Pupil Equity Funding in session 2022-23 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 we use a range of data to identify vulnerable pupils and to provide additional support as required. The school has a data informed approach to targeting need. Data relating to children who reside in less affluent areas, receive free school meals or clothing grants show most of these children to be attaining their appropriate levels.

We are aware of the pervasive effects of poverty on attainment and direct equity funding towards additional staffing, resources to support SIP priorities as well as targeted interventions for wider achievements to ensure attainment and opportunities to achieve are not detrimentally affected by poverty. 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.

- **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 and moderation to enable them to make confident professional judgements about achievement of a level. NSA data has supported teacher professional judgements at P1, P4 and P7 stages. Our data shows a consistently high standard with most pupils attaining appropriate levels in reading, writing, listening and talking and numeracy and maths at every stage. When looking at comparator data to track cohorts of learners across Curriculum for Excellence levels over time we can see that there has been consistently strong attainment in maths and literacy since 2015/16. We have a robust tracking system with termly tracking meetings and professional dialogue between teachers and SLT to ensure effective targeted approaches are simultaneously raising the bar and closing the gap in literacy and numeracy.

Prior to session 2022-23 we had a focus on numeracy and maths. Our priorities have moved to literacy this session and we will continue to focus on literacy next session. Our core priority has been to raise attainment in writing and this has been the focus of our collegiate work this session. New resources, professional learning and moderation activities have resulted in an improvement in engagement and raising of attainment across targeted cohorts. Children are making good progress in writing and are writing for a range of purposes embracing opportunities for interdisciplinary learning, applying writing skills to a variety of contexts, including play. Our focus on reading has been to improve engagement and enjoyment which has resulted in us gaining our Reading Schools Award this session. Pupil Reading Reps and Staff Reading School teacher leaders have improved reading engagement through a targeted approach. This has seen the establishment of class and school libraries, peer reading opportunities and author visits. Opportunities for pupils to lead learning and access challenging and engaging texts have been a feature of Reading Schools work.

- **Achievement of Curriculum for Excellence (ACEL) data**

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	almost all	almost all
First level by end of P4	most	most	all	most
Second level by end of P7	almost all	almost all	almost all	almost all

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

In session 2022-23 Pupil Equity Funding secured additional staffing, resources to support our literacy priorities, health and wellbeing interventions as well as ensuring Junior Duke was equitable and accessible to all families. By allocating pupil equity funding towards support assistants, learners have received effective support, resulting in notable improvements in literacy and numeracy outcomes for identified pupils. Pupil Equity Funding has been targeted to help close our poverty gaps, gender gaps and ASN gaps this session.

Pupil Equity Funding has enabled us to invest in up to date and engaging reading materials. Pupils have selected books and resources which has resulted in class libraries stocked with books the children want to read and teachers report most children are more positively disposed towards reading, using class libraries and reading for pleasure more frequently. Pupil Equity Funding has allowed us to add dyslexia friendly resources to class libraries and we have introduced dyslexia friendly novels and technology from P4 to P7. Comprehension resources have been purchased providing a greater variety of materials by which pupils can apply their reading skills. Subscription to Reading Stars online reading project has further enhanced pupil engagement in reading. Pupil and teacher evaluations suggest there has been a positive impact overall on Pupil Equity Funded reading improvements. Assessment evidence shows the gender and poverty gap is closing and pupils with ASN are making good progress through a combination of consistent support and the use of technology. Data shows pupil attainment in reading would benefit from prioritising reading for another year to ensure change is sustained and embedded.

This year Pupil Equity Funding has supported improvements in writing. Work has focused on all aspects of the learning, teaching and assessment cycle within writing. Teachers have worked collaboratively to develop writing lessons and have engaged in the West Partnership moderation framework and practitioner enquiry to the benefit of all pupils. Folders of genre evidence across all stages have been created and provide a benchmark for future reference. We have invested in new writing resources, and professional learning, with a clear focus on the genres of writing which has supported teachers in the planning and delivery of lessons. Assessment and quality assurance activities show most learners can successfully apply their writing skills to a range of contexts. Pupil Equity funding has secured writing workshops for all classes with positive pupil and teacher feedback. Pupil voice requested individual writing journals and materials which have been highly successful in encouraging reluctant writers. Teachers report pupils are more frequently choosing to write in play and personal learning time. Overall, attainment in writing has improved across the school and for pupils affected by poverty.

### Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good
3.2 Raising attainment and achievement	Very good	Very good

### Summary of School Improvement priorities for Session 2023/24

- 1. Reading
  - Develop a consistent approach to reading, spelling and phonics
  - Continue our Reading Schools journey
- 2. Writing
  - Further improve learning, teaching and assessment of writing
  - Continue to support pupils with literacy differences
  - Embed writing approaches and resources from our first cycle of improvement
- 3. Rights based learning

- Improve understanding of children's rights as identified in UNCRC
- Work towards becoming a Rights Respecting School
- Review our Vision, Values and Aims, incorporating children's rights

### **What is our capacity for continuous improvement?**

All staff in Westerton are committed to high standards and to improving outcomes for children. Parents and pupils comment positively on the work of the school and will continue to be involved in improving attainment and achievement in the wider school context. We are confident that the school's self-evaluation processes are leading to improvements. The next steps, identified through our self-evaluation, will be part of Westerton's School Improvement Plan 2023-2026 or will be addressed through the ongoing life and work of the school.