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East Dunbartonshire Council

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Westerton Primary School



Standards and Quality Report 2023/24



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 (<http://www.westerton.e-dunbarton.sch.uk/school-info/hmie-inspection-reports/>) and on Education Scotland's website (<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=5154>)

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 287 pupils on our school roll, organised into 11 classes. Our teaching staff consists of 14.01 FTE (Full Time Equivalent). Our Senior Leadership Team includes a Head Teacher, a Depute Head Teacher and a Principal Teacher. We have two Classroom Assistants, three 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 Instrumental Music Instructors for strings and brass.

Our SIMD profile shows our school population includes families from a variety of social-economic backgrounds. We received £25,498 Pupil Equity Funding to reduce the poverty related attainment gap. Pupil attendance at Westerton is very good. We work closely with our families to promote positive attendance of all our pupils.

Communication between home and school via digital platforms, written reports and bi-annual parent teacher interviews keep 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 Parish Church, Westerton Care Home, Bearsden Festival, Westerton Tennis Club and Westerton Nursery. In addition to this, pupils and staff support a wide variety of charitable events and activities throughout the year.

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 2023/24 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

UNCRC rights linked to school improvement priorities session 2023-24

Article 12 - I have the right to be listened to and taken seriously

Article 23 - If I am disabled, I have the right to special care and education

Article 28 - I have the right to an education

Article 29 - I have the right to an education which develops my personality, talents and abilities

Article 31 - I have a right to rest, relax and play

Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising Attainment in Writing	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver school improvement curriculum and assessment parent / carer involvement and engagement</p>	<p>HGIOS4 QIs QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.5 Family Learning</p>
<p>Progress and Impact: We have made very good progress in raising attainment in writing in year two of focused improvements. Attainment in writing is above national and EDC levels for Early, First, and Second. Almost all children are achieving their appropriate levels in writing, attainment has improved 6% from last year. Additional support from teacher and Support for Learning Assistants has positively impacted progress for almost all pupils on individual learning pathways as evidenced in assessment data.</p> <p>All learners have participated in engaging writing lessons. Collegiate time has focused on the two remaining genres, information writing and persuasive writing. Professional learning on the features of each genre, opportunities for teacher collaboration as well as incorporating pupil voice and choice in writing has been instrumental in improving the experience and attainment of our learners. All staff engaged with the West Partnership Practitioner Moderation Templates during collaborative sessions, leading to the development of lesson plans and more accurate assessments of written work. We now have a bank of writing samples for six writing genres with clear success criteria in the form of 'writing tickets' to reference for future planning and benchmarking. Analysis of pupil writing samples reveals improvements in organisation, coherence, and use of genre-specific features. All pupils have the necessary tools and strategies to navigate different writing genres effectively, contributing to the development of confident and skilled writers.</p> <p>Teacher questionnaires indicate increased confidence and knowledge in teaching writing, greater awareness of available resources for planning and delivering engaging lessons, and improved accuracy in assessing writing against national benchmarks. Self-evaluation shows confidence in teaching persuasive writing has increased by 20% across the staff team. Teachers report improved confidence in assessing writing, enhanced by authority-wide assessment moderation at Early, First, and Second levels. Teachers' professional judgements are accurate and reflective of national criteria. All staff understand standards and expectations and can confidently report on curriculum levels in writing.</p> <p>Learner feedback continues to highlight the importance of pupil choice in improving engagement and motivation during writing lessons. Creative approaches to engage learners have been used including Into Film cinema visits and persuasive writing workshops. These events have provided enriching writing experiences which is reflected in the following pupil testimonials:</p> <p style="text-align: center;"><i>"It was funny, entertaining, and it made persuasive writing fun!"</i> P7 pupil</p> <p style="text-align: center;"><i>"I learned why persuading someone can be important."</i> P4 pupil</p> <p>Professional learning has supported the implementation of active spelling approaches, enhancing teacher's and pupil's knowledge of language. Consistent implementation of a whole-school systematic synthetic phonics approach has led to a clearer understanding of spelling strategies across all stages, allowing for targeted intervention and early identification of gaps. Our emphasis on spelling has already produced positive results. All teachers have increased the amount of time dedicated each week to</p>	

teaching spelling, which has had a beneficial effect on learners. Nearly all teachers now feel more confident in teaching a variety of spelling strategies and have incorporated pupil-led learning opportunities into their spelling activities.

"We have noticed an increase in confidence and greater levels of independence amongst all children, with a significant impact on children who usually find spelling difficult."

Class teacher's practitioner enquiry

Technical aspects of writing have been a focus of our improvements. Alongside developing planning formats for spelling, handwriting, grammar and punctuation, we have reviewed our presentation guidelines and developed a correction code. Pupils now benefit from a consistent approach when different teachers set and mark their work.

Next Steps:

- Continue to support children to make progress in their literacy through consistent teacher and SLA/CA support for learning.
- Continue to embed the genre approach to writing and monitor impact.
- Continue to motivate learners through innovative lessons and provide opportunities for pupil choice and voice in writing.
- Continue to monitor the impact of spelling, handwriting and grammar improvements.
- Develop parental information to provide support to families with writing at home.
- Continue to model high expectations of presentation through adherence to presentation guidelines and consistent application of the correction code.
- P1 and P2 phonics into spelling guide to be created in line with P3 to P7 guides.

School priority 2: Raising Attainment in Reading

NIF Priority

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

NIF Driver

school improvement
curriculum and assessment

HGIOS4 QIs

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

QI 1.5 Management of resources to promote equity

Progress and Impact:

We have made very good progress in raising attainment in reading, with attainment above national and EDC targets for Early, First, and Second levels. Almost all children are achieving their appropriate curricular level in reading, with a 6% increase in attainment this year. Additional support from teachers and Support for Learning Assistants has positively impacted progress for nearly all pupils on individual learning pathways, as evidenced by assessment data.

This session, we have focused collegiate time and resources on deepening reading pedagogy. Teachers have engaged in professional learning from Education Scotland's Literacy Team, leading to improved confidence in the use of reading strategies and differentiation. Some staff have conducted practitioner enquiries, engaged in professional reading and research, and Reading Leads have participated in Reading Schools CLPL. Staff surveys indicate improvements in confidence and knowledge in teaching reading, with staff effectively using reading comprehension strategies and supporting resources. All pupils have benefited from opportunities to develop their reading comprehension skills, as evidenced in quality assurance processes. Learning conversations with pupils show there is enhanced metacognition, greater reflection before during and after reading, with the overall impression of learners becoming 'thinking readers'.

Participation in authority-wide reading moderation for Early, First, and Second levels has improved confidence in assessing achievement of curricular levels. All teachers are now familiar with reading intervention lessons, Stile and Phonic Books, to further support learners. Toe by Toe and Rainbow Reading have provided tailored support, and children with identified literacy differences are consulted to create their own 'learning toolkit' of supports. All children requiring support with developing reading skills are effectively assisted through differentiation and have access to digital tools, such as iPads, laptops, and C-pens.

Participation in Reading Schools has led to more engaging approaches to reading, including reading buddies, reading circles, group reading, paired reading, and outdoor reading opportunities. Additionally, we have established ERIC (Everyone Reading in Class) and DEAR (Drop Everything and Read) time.

"The children are very focused during ERIC time and struggle to put their book down at the end."
Class teacher

Our involvement in a wide range of reading-focused activities, such as World Book Day, Book Week Scotland, Read, Write, Count book bag gifting, family reading Kahoot!, author visits, after-school book clubs and Family Reading event, has further enriched our reading culture.

Class libraries have been enhanced with new reading materials selected by the pupils, reflecting their interests. These libraries have become inviting spaces with bean bags and cushions, encouraging more children to read for pleasure. The school library has been organised to make it easier for children to find books during timetabled visits. Children have opportunities to record and log their reading progress, and reading incentives such as certificates and displays of book reviews and recommendations have further improved motivation to read for pleasure. Reading has been celebrated in the local community with pupil's work displayed in Gavin's Mill and Tesco. Reading recommendations have been introduced in school assemblies, where learners actively promote and recommend books to each other.

All classes have visited the local library, raising the profile of reading, and expanding the range of available reading materials. Librarians have encouraged all children to use the library, demonstrated how to find and order books, and introduced them to audio and digital books. Pupils have also benefited from being reading role models to residents in Westerton Care Home, Westerton Nursery children and other classes. Pupil Reading Reps have developed their leadership skills through implementing our action plan for developing a school-wide reading culture and have met with other schools to co-create and innovate.

"I like coming to Reading Schools meetings because they are fun and we get to talk about books and how to make the library better."
Class Reading Rep

Our Reading Schools evidence has been submitted and we await feedback on Silver and Gold accreditation.

Next Steps:

- Continue to support children to make progress in their literacy through consistent teacher and SLA/CA support for learning and with the use of digital technology.
- Class teachers to maintain and update reading resources for their stage and include reading resource record in handover materials.
- Continue to embed our reading culture in the school to reflect Reading Schools status.
- World Book Day and Book Week Scotland to be established features of the school calendar.
- Existing reading reps to continue next session to maintain current progress.

School priority 3: Rights based learning and the UNCRC

NIF Priority

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

HGIOS4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 1.3 Leadership of Change

NIF Driver school leadership curriculum and assessment	QI 1.5 Management of resources to promote equity
<p><u>Progress and Impact:</u></p> <p>We have made very good progress in our rights journey. This session, we participated in the Rights Respecting Schools programme, securing Rights Committed Bronze accreditation and we also gained our Eco Schools Green Flag award.</p> <p>At the start of the session, our Rights Group was formed to develop an action plan based on the three rights-respecting strands: Teaching and Learning About Rights, Teaching and Learning Through Rights, and Teaching and Learning for Rights. The Rights Group has engaged in activities to raise awareness of rights and the articles of the UNCRC, including assembly presentations, workshops, class visits, and sharing resources about rights. All classes have a class charter with links to the articles of the UNCRC displayed and referred to. Rights have been integrated into the curriculum, with collegiate sessions focusing on linking articles to curricular areas. Professional learning with staff and the wider school community has increased awareness of the Articles of the Convention on the Rights of the Child, as evidenced by RRS questionnaires. As a result, all pupils and adults in the school actively respect children's rights.</p> <p>Information-sharing at parents' evenings, with the Parent Council and in the school newsletters has been an integral part of the journey. School communications and social media posts emphasise rights, and pupil voice is actively sought in all areas of school life, largely facilitated through pupil committees and the establishment of monthly class meetings. All children are consulted on school issues through class meetings, the minutes of which are reviewed at staff meetings and assemblies. This has promoted respectful collaboration between adults and children, providing meaningful opportunities for pupil participation. Key issues raised in class meetings have led to the development of toilet, playground, and lunchtime charters. This session, to further enhance pupil participation, we have created opportunities for whole-school committee involvement for every child. Building positive relationships is central to our school ethos, and learners have further developed their sense of school belonging through our rights-respecting journey, as evidenced in pupil feedback.</p> <p>Respecting children's rights is at the heart of our ethos and vision. In consultation with the school community, our vision, values, and aims have been reviewed and adapted to reflect the importance of children's rights. This has led to the incorporation of the following school aim: to promote children's sense of belonging through rights-based learning.</p> <p>We have submitted collated evidence and are awaiting feedback for silver accreditation.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Launch our revised Vision, Values and Aims to the school community. • Further communicate with the wider school community through the production of information leaflets. • Continue to link rights to curriculum learning. • Further explore the Global Goals and incorporate in curriculum planning. • Continue with whole school committee participation. 	

Progress in National Improvement Framework (NIF) priorities

- **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. This session we have set stretch aims for future cohorts to achieve ambitious Curriculum for Excellence Levels using East Dunbartonshire's stretch aim tracking tool.

Our priorities have had a literacy focus for a second year. Our core priorities have led to a 6% increase in our ACEL data this year for both reading and writing. We have increased support for learning in reading and writing and enhanced availability of digital supports. These enhancements have made a significant impact on the individual pathways of almost all identified learners.

- **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 Head Teacher works 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 2023-24 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 at or above their appropriate levels. Learners not attaining as expected are supported through targeted interventions and wider school improvement priorities.

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 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, 'Talking Mats' and 'My World Triangle' are used to gather pupil views which are always central to any decisions taken. Most staff have completed nurture training and there is a dedicated member of staff to provide LIAM sessions for our older children. The Shine Survey is carried out every two years with P6 and P7 pupils highlighting strengths and areas for improvement. 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, Scottish Football Association (SFA), Celtic FC Foundation, Scottish Professional Football League Trust (SPFLT), Clyde River Foundation, Forest Schools and the NSPCC, complement the work planned by teachers. Partnerships with parents have further enhanced learning this session.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	almost all	almost all
First level by end of P4	almost all	almost all	all	all
Second level by end of P7	almost all	almost all	all	all

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

In session 2023-24 Pupil Equity Funding secured additional staffing, resources to support our literacy priorities as well as health and wellbeing and nurture interventions. Pupil Equity Funding has been targeted to help close our poverty gaps, gender gaps and ASN gaps this session. By directing Pupil Equity Funding to Support for Learning Assistants, learners have received effective support, resulting in notable improvements in literacy and numeracy outcomes for identified pupils.

Pupil Equity Funding has supported improvements in writing, investments have been made in grammar, handwriting and spelling programmes of study. We have implemented systematic synthetic phonics across the school and aim to fully embed these new approaches next session. Pupil Equity Funding has supported reading improvements. We have invested in a wide variety of new reading materials. Pupils have selected books and resources to top up class libraries to encourage reading for pleasure amongst our learners. Pupil Equity Funding has enabled us to add further class novel sets and additional dyslexia friendly novels to all stages and to enhance digital technology for learning. Resources to target comprehension strategies have also been purchased for P2 to P7. Assessment evidence shows the gender and poverty gap is narrowing and pupils with ASN are making good progress through a combination of consistent support and the use of

technology and nurture. Data shows pupil attainment in reading and writing is very good and we will aim to embed improvements in practice.

Pupil Equity Funding has enabled us to renew our subscriptions to Seesaw and Sumdog to support family engagement in children's learning. Seesaw is utilised effectively by all classes to showcase and support learning and to highlight progress towards personal targets. We trialled additional literacy Sumdog features this session which we will not continue next session due to low learner engagement. We will continue to offer Sumdog Maths for all pupils next session to develop learners' numeracy and maths skills.

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

Quality indicator	School self-evaluation	Inspection/ Authority evaluation (2021)
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 2024/25

- Health, wellbeing and inclusion
 - Implementing the Circle Framework of Inclusive Practice
 - Implementing the Promise to improve the journey of care experienced children
 - Implementing Relationships, Sexual Health and Parenting national programme
- Play and Enquiry approaches
 - Developing play and enquiry pedagogy amongst staff
 - Offering pupil voice and choice in learning
- Rights based learning and the UNCRC (Year 2)
 - Implementing our action plan for gold RRS

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 alongside the Local Authority Service Plan, will be part of Westerton's School Improvement Plan 2024-2027 or will be addressed through the ongoing life and work of the school