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**East Dunbartonshire Council**

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# Westerton Primary School



## Standards and Quality Report 2024/25

## Context of the School

Westerton Primary School is a co-educational, non-denominational school, sitting in the heart of the Westerton suburb within East Dunbartonshire. 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 positive inspection report can be viewed on both Education Scotland's website and our own.

Before coming to school, most of our P1 pupils attend an Early Years Centre and almost all of our P7 pupil's transition to our associated secondary school, Boclair Academy. In session 2024-25 our school roll was 276, organised into 11 classes. Our teaching team consists of 14.61 FTE (Full Time Equivalent) which includes the Head Teacher, a Depute Head Teacher and a Principal Teacher. There are 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 peripatetic violin and trumpet instructors. Our new Westerton Welcome Board was created following pupil consultation using the Circle.



Our school population includes families from a wide variety of cultural and social-economic backgrounds. Placing requests make up 20% of our school including children from Glasgow, West Dunbartonshire, Edinburgh, Stirlingshire and other areas of East Dunbartonshire. Approximately 3% of our pupils receive Free School Meals and almost half (48%) of our pupils live in the most affluent postcodes in SIMD 9-10. We received £23,275 Pupil Equity Funding to reduce the poverty related attainment gap and we targeted it to support children in their learning and to support family engagement.

We have a close working relationship with our families. 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 Boclair Community Church, Westerton Library, Westerton Care Home, Westerton Gala Committee, 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 2024-25 and summarises our priorities for next year.

Our School Vision, Values and Aims were refreshed this session in consultation with the school community and are as follows:



## WESTERTON PRIMARY SCHOOL

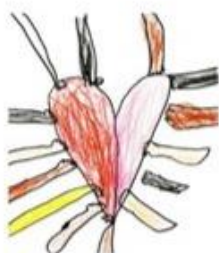


### Our School Vision

Together, we create a safe, happy and nurturing environment where every child grows, learns and thrives.

### Our Values

Be kind, be happy, believe in yourself, and achieve your best.



Be Kind



Be Happy



Believe in  
Yourself



Achieve  
Your Best

### Our Aims

To be a welcoming and inclusive community where every child feels valued, supported and inspired to learn. To promote teamwork, celebrate diversity, encourage responsibility, and uphold children's rights in all aspects of school life.

## Progress in School Improvement Plan (SIP) priorities

| School priority 1: Wellbeing and Inclusion  |  |   |
|---|--|---|
| NIF Priority  | Placing the human rights and needs of every child and young person at the centre | HGIOS?4 QIs                                 |
|   | Improvement in children and young people's health and wellbeing                  | QI 1.1 Self evaluation for self improvement |
|   | Closing the attainment gap between the most and least disadvantaged children     | QI 2.1 Safeguarding and child protection    |
| NIF Driver  | school leadership  | QI 2.4 Personalised Support                 |
|   | teacher professionalism  | QI 3.1 Wellbeing, equality & inclusion      |
|   | parent / carer involvement and engagement  | QI 2.7 Partnerships                         |
|   | school improvement   |   |
| <b>Progress and Impact</b><br><p>We have made very good progress in embedding inclusive, health promoting practice across the school. All staff engaged with the Circle Framework, leading to more consistent approaches with positive impacts on learner engagement and readiness to learn. Our commitment to care experienced children has been recognised through the 'We Promise' award, reflecting the strong nurturing ethos across the school. The successful implementation of RSHP, underpinned by staff collaboration and parental engagement, has enhanced pupils' knowledge and confidence in making informed choices. These collective achievements demonstrate our strong culture of inclusion and wellbeing, with evidence of improved outcomes for most of our learners.</p>  |  |   |
| <b>The Circle</b><br><p>All staff at Westerton Primary, both teaching and non-teaching, have engaged with the Circle Framework to deepen their understanding of inclusion and to ensure all learners with additional support needs are supported effectively within inclusive learning environments. Staff completed pre and post questionnaires to reflect on key aspects of their classrooms, including the physical and social environment, as well as structures and routines. This reflective process enabled staff to identify priorities for improvement and begin implementing change. Analysis of pupil feedback and observations of teaching and learning have contributed to adaptations to classroom spaces and the school. A more consistent whole-school approach is increasingly evident in the three core areas of the Circle making a positive impact on most of our learners. Our Circle Advisor has participated in ongoing Professional Learning Community (PLC) sessions facilitated by the local authority, which provided valuable opportunities to collaborate with colleagues from other settings and share practice around effective implementation of the framework.</p> <p>The use of the Circle Inclusive Classroom Scale (CICS) was used by staff to evaluate and adapt their classroom environments. Peer observations, learning walks and reciprocal visits to Colquhoun Park Primary enabled staff to share good practice and consider alternative approaches. Almost all staff gave positive feedback following reciprocal visits highlighting the importance of collaboration and sharing good practice. Teacher comments included, '<i>professional dialogue with colleagues, especially those at similar stages was very useful.</i>' Almost all practitioners reported that engaging with the Circle has had a positive impact on them and their learners.</p> <p>Children shared their views on the Circle framework through a pupil friendly CICS. These insights showed most children are now more aware of the supports and strategies available in their learning environments. A consistent approach to inclusive practice has begun to emerge, supported by Westerton's own Circle Consistencies document, to be included in forward plans and our staff guide. Positive pupil experiences are evidenced in teacher practitioner enquiries. Pupil feedback suggests children value the benefits the Circle has brought, for example the opportunity to have a soft start '... helps me stay steady in the morning' and 'It readies me for the day' The impact the Circle is having is beginning to be reflected in staff practice and pupil experiences, which will lay the foundations for future sustainable change across the school.</p> |  |   |
| <b>The Promise</b><br><p>This session, almost all staff completed training on The Promise to improve outcomes for care-experienced children. Collectively the school was awarded the 'We Promise' Award, recognising our commitment to creating a safe, inclusive, and nurturing environment for all children and with a focus on those who have been care experienced. Inclusive practice of staff was further supported by professional learning relating</p>   |  |   |



to East Dunbartonshire Council's Including Every Learner Policy and Guidance. Staff have reflected critically on what works well and what could be improved.

### **Relationships, Sexual Health and Parenting (RSHP)**

All teaching staff engaged in professional learning to implement the RSHP curriculum. A baseline audit of staff confidence and knowledge was carried out with results informing future support and planning. Time was allocated for staff to explore the RSHP resource, understand policy drivers, and plan stage-appropriate content collaboratively. Planning formats across all stages were updated to ensure progression and alignment with national guidance. Parental engagement included consultation with the Parent Council, a parent information session, and awareness raising of RSHP resources via the school website and email. Pupils have increased their knowledge and understanding of RSHP themes, improved self-esteem, and enhanced ability to make informed choices about their health and wellbeing.

### **Next Steps**

- Continue to embed the Circle Framework across the school with a focus on supporting individual learners using the Circle Participation Scale (CPS).
- Continue to embed The Promise in everyday practice and revisit training materials as required.
- Continue to gather feedback on RSHP to inform future delivery.

### **Links to UNCRC**

Article 2 – Supported through inclusive practice and equity for all learners via the CIRCLE framework.  
 Article 3 – Reflected in child-centred planning and decisions made in the best interests of the learner.  
 Article 12 – Embedded through pupil voice and participation in learning and support planning.  
 Article 23 – Addressed by targeted supports and adaptations to ensure full participation for learners with disabilities.  
 Article 28 – Delivered through accessible, inclusive education for all.  
 Article 29 – Promoted through RSHP and wider curriculum opportunities that develop the whole child.

## **School priority 2: Rights Based Learning**

NIF Priority Placing the human rights and needs of every child and young person at the centre  
 Improvement in children and young people's health and wellbeing

NIF Driver teacher professionalism  
 parent / carer involvement and engagement  
 school leadership

HGIOS?4 QIs

QI 1.2 Leadership of Learning

QI 3.1 Wellbeing, equality & inclusion

QI 2.2 Curriculum

### **Progress and Impact**

We have made very good progress in our Rights journey having achieved Silver Rights Respecting Schools accreditation in October 2024. We are now actively working towards Gold by focusing on the recommendations suggested in our RRSA accreditation report. Our approach to embedding the United Nations Convention on the Rights of the Child (UNCRC) has had a demonstrable and positive impact by embedding a culture of respect, participation, and empowerment across the school community. Rights-based learning is being written in our curriculum planning documentation, it is now reflected in our school ethos, relationships, and decision-making processes.

Children confidently articulate the ABCDE of rights and demonstrate a high level of awareness of global goals, sustainability, and the role of duty bearers. Rights are highly visible in the school environment, and there is a shared language of dignity, equity, and participation. Our parents value the work around rights and see their importance as evidenced in the following comments.

*"Rights are very visible around the school from the moment you walk in"*

*"Raising a generation of children aware of their rights will then help future generations also"*

*"Giving kids a voice, building their confidence, letting them know they are important, and the importance of being kind and inclusive"*

All children are empowered to contribute to decisions which affect them. Mechanisms have been developed to incorporate learner voice into school improvement planning, classroom practice, ASN meetings, assemblies, class charters, school policies, committees, quality assurance and curriculum planning. This has provided opportunities for authentic pupil participation. This has been supported by staff engagement in professional development and collaborative working led by our Rights Leads.

Significant progress has been made in embedding Rights and Global Goals across the curriculum. All classes have showcased their learning around Global Goals in assemblies. Children demonstrate a clear understanding of how the Global Goals relate to their rights, and they can articulate these links confidently. Evidence from assemblies, video recordings, and digital platforms such as Seesaw shows that children are making strong connections between their learning, global issues and their role as rights holders. Our annual wellbeing survey evidences a 20% increase in the number of pupils who report feeling 'Respected' compared to last year.

The ethos of Westerton Primary is firmly grounded in children's rights, and this is increasingly visible in all aspects of school life. Each class co-create a Class Charter at the start of the session, which is referred to regularly in discussions about relationships and expectations. These charters are prominently displayed in classrooms, and the entrance to the school. Our revised Vision, Values and Aims (VVA), now reflects our rights-focused approach and was created in consultation with children, staff and families. Artwork from pupils is used to illustrate our values, reinforcing pupil voice and ownership. Our values form the foundation of day-to-day interactions, learning experiences and wider school culture.

Pupil participation opportunities are incorporated into school improvement and decision-making processes. Our 'Committees 12' participation model ensures that all children have the opportunity to engage in leadership and collaborative work across the year by joining a committee to take forward its priorities. Class meetings are embedded and take place monthly, with issues raised, tracked and fed into staff and assembly agendas. The Junior Leadership Team, alongside wider committees, have engaged in evaluating the school using 'How Good is OUR School?' frameworks and have identified the theme our school and community as an area of focus. Children can see the impact of their contributions, which has resulted in a strong sense of empowerment and shared responsibility. This ethos of pupil participation is also reflected in school events, assemblies and curriculum planning, ensuring children's views shape their learning.

*"It's important that every person's ideas are listened to." (teacher comment)*

A Rights Policy has been created which includes guidance on how rights are taught both explicitly and implicitly. Resources such as signage, library collections, inclusive art resources, a Global Goals lunch club and the regular use of Picture News and Newsround in classes reinforce rights language and deepen understanding of global issues. Through these initiatives, children have a growing awareness of the principles of the UNCRC and how they shape their daily experiences.

Staff confidence in teaching rights and Global Goals has strengthened significantly over the session. Rights Leads have accessed professional learning, including those offered by WOSDEC and SCOTDEC, which have been shared with the staff team. Professional learning opportunities have been accessed by teaching and support staff, and the PRD process has supported focused conversations around rights-based learning.

Forwards planning templates have been updated to ensure teachers find opportunities to link the UNCRC articles and Global Goals to teaching and learning, and forward plans now include an overview of rights across the curriculum. Staff regularly reflect on practice and engage with current global issues, helping to maintain a rights respecting culture across the school.

#### **Next Steps:**

- Continue to refine and embed forward planning templates to include explicit rights and Global Goals connections across more curricular areas.
- Strengthen partnerships (e.g. Westerton Care Home, Cairnhill Woods, Keep Scotland Beautiful) to enhance real-world connections in our Rights and Global Citizenship work.
- Enhance our focus on Rights and Learning for Sustainability through play and enquiry based learning opportunities.
- Support campaign fundraising that promote children's rights locally and globally.

### **Links to UNCRC**

Article 12 – Pupils are given meaningful opportunities to share their views and influence decisions through pupil voice groups and class charters.

Article 28 – Children’s right to education is supported through inclusive, engaging learning experiences.

Article 29 – The curriculum is designed to develop each learner’s personality, talents, and abilities.

Article 42 – Children are taught about their rights and how these apply in everyday life through Rights Respecting Schools work.

### **School priority 3: Play and Enquiry**

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

Improvement in children and young people’s health and wellbeing

NIF Driver      teacher professionalism  
curriculum and assessment

HGIOS?4 QIs

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

QI 2.4 Personalised Support

Q! 3.3 Increasing creativity and employability

### **Progress and Impact**

We have made very good progress in embedding high-quality learning through play and enquiry as a central pedagogical approach across all stages. Staff development, enhanced resources, and a strong focus on child-led, rights-based learning have ensured all children benefit from enriched, responsive environments. Improvements have been noted in learner motivation, independence and depth of understanding through adapted pedagogy. Professional learning, peer observations, and curriculum planning, underpinned by national frameworks, have developed our shared understanding of effective play and enquiry pedagogy. Improved outcomes and experiences for children are evidenced in play observation, practitioner enquiry and captured in the views of the children who comment positively on the opportunities play and enquiry bring including drawing and crafting, art, construction, playing games and introducing choice boards. Children clearly value these approaches for their social opportunities, ‘Playing with friends’ and emotional regulation benefits, as it ‘Calms you down.’

A baseline audit, completed by the majority of staff using the Education Scotland EDC Play to Learn framework, has provided insight into practitioner strengths and areas for development. This, in turn, informed targeted professional learning, including practitioner enquiries in play and enquiry, engagement with Realising the Ambition, the West Partnership Principles, and the EDC Play and Enquiry strategy. Staff have attended CLPL sessions focused on observation, questioning, and intentional planning. These inputs have strengthened professional confidence and practice, with child-led play now a consistent feature of weekly classroom experiences. Almost all staff participated in play or enquiry focused collaborative practitioner enquiries. Pupil voice within these enquiries highlighted the importance children place on opportunities to be creative through child-led play and enquiry as evidenced in the following pupil comments.

*“We can make cool stuff and use our imagination more.”*

*“I like doing stuff I like.”*

Children are visibly benefitting from play enabling environments where their interests, ideas and rights shape the learning. Soft start boards and play resources have been co-designed with children, developing independence, creativity, and ownership. Outdoor learning was explored through Forest School training and community-based experiences such as visits to Cairnhill Woods. Staff engaged in professional learning led by EDC STEM Officer in the use of ‘Make Do’ kits and participated in a practical session on Kapla. This developed staff confidence in supporting play activities leading to increased creativity, problem solving, and collaboration skills among learners. Observations and quality assurance evidence show that children are more engaged, confident, and curious in play rich environments. Pupils are confidently applying their knowledge and skills across the curriculum. Adult interactions have become more responsive, deepening learning through more skilled questioning.

Classroom environments have been enhanced following peer visits, with staff identifying and developing specific areas of play. Organisation of resources, bolstered by community donations and budget, has further improved access and quality. Play experiences are now visibly linked to children's rights and are regularly celebrated, for example through whole-school engagement with the International Day of Play and Outdoor Classroom Day, as evidenced on Seesaw.

The distributed leadership of our play teacher leaders have been instrumental in driving improvement, and our Play Ambassador continues to contribute to authority-wide developments through the EDC play steering group. External engagement included a visit to a school in West Dunbartonshire which has contributed to our outward-looking, improvement-focused ethos in the area of play and enquiry. Children are benefitting from a coherent, whole-school approach where all adults understand and value the principles of play and enquiry-based learning.

#### **Next Steps:**

- Completion and further analysis of Area 6 of the EDC play audit tool to inform CLPL and play into enquiry.
- Develop a tracking and assessment tool to evaluate the impact of play and enquiry.
- Create a play into enquiry progression overview incorporating Skills Development Scotland Meta Skills Framework.
- Develop a play/ enquiry school-wide approach to social subjects and STEM.

#### **Links to UNCRC**

Article 12 – Pupils shape play and enquiry experiences, encouraging choice, curiosity, and agency.

Article 13 – Children are free to express ideas and explore through creative, open-ended play and enquiry.

Article 28 – Access to high-quality, inclusive learning experiences through play and enquiry supporting engagement and equity.

Article 29 – Play and enquiry promote holistic development, nurturing creativity, confidence, and critical thinking.

Article 31 – Recognises children's right to play, rest, and leisure as integral to learning and wellbeing.

### **Progress in National Improvement Framework (NIF) priorities**

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

Placing the human rights and needs of every child at Westerton Primary School is central to our shared ethos. This session we have continued to build upon our strong foundation as a Silver Rights Respecting School, with Rights education embedded as a core driver of school improvement. Throughout session 2024–2025, we have significantly strengthened the rights-respecting culture across the school community. Our Rights Policy underpins this work and has guided explicit teaching alongside wider implicit understanding about Rights. Children's Rights are increasingly embedded across the curriculum through intentional planning and thematic links, including Learning for Sustainability through the Global Goals. Class discussions routinely reference rights, ensuring they become part of everyday learning.

Pupil voice is firmly established as a feature of learning and teaching and embedded within our quality assurance processes. Children's views are sought, valued and acted upon. Our class charters, created collaboratively at the start of the session, are revisited regularly and continue to influence positive relationships and behaviour in line with our reviewed behaviour blueprint and refreshed school vision, values and aims. These documents reflect our commitment to a child-centred ethos.

The school continues to offer opportunities for pupil leadership through class meetings, assemblies, and our wide range of committees. The 'Committees 12' model has been fully rolled out this session, ensuring that every pupil is involved in taking forward school priorities. Pupil-led learning weeks such as Internet Safety Week, Maths Week and Science Week have given children agency in shaping the curriculum and the learning experiences of themselves and others. The Junior Leadership Team has used the HGIOURS framework to capture the perspectives of children across the school.

This session we have further strengthened our inclusive practices by engaging with the CIRCLE framework and securing the 'We Promise' award. This recognises our sustained efforts to improve outcomes for care-experienced children and all who require nurture and support. Staff have engaged in professional learning to support inclusive pedagogy, and child-centred planning approaches are increasingly evident across all



stages. Our ongoing commitment to children's rights is a defining feature of the ethos and culture at Westerton Primary School, guiding decisions, relationships and curriculum design at every level.

- **Improvement in children and young people's health and wellbeing; Improvement in attainment, particularly in literacy and numeracy**

Attainment in literacy and numeracy at Westerton Primary School remains consistently strong. ACEL data demonstrates performance above both East Dunbartonshire Council and national averages. Children's progress is tracked robustly through teacher professional judgement, benchmark moderation, and standardised assessments, including NSA data at P1, P4, and P7 stages.

Pupils at Westerton have sustained high levels of attainment in reading, writing, listening and talking, and numeracy over time. We have a well-established system of termly tracking meetings and professional dialogue between staff and the senior leadership team to ensure appropriate support and challenge for all learners. Moderation and engagement with benchmarks continue to support the reliability of teacher judgements and drive attainment forward.

During the previous session, our school improvement priorities focused on literacy, particularly writing and reading for enjoyment. These priorities led to improved engagement and attainment in writing across targeted cohorts and resulted in our achievement of the Reading Schools Award. The impact of that work continues to be visible, with children confidently applying literacy skills in interdisciplinary and play-based contexts.

While literacy and numeracy remain a central focus of teaching and learning, our school improvement priorities have shifted to other areas. We continue to maintain high levels of attainment in literacy and numeracy through embedded practice, high expectations, and a consistent approach to curriculum, assessment, and pedagogy.

Our P7 cohort participated in persuasive writing moderation with Bocclair Academy and associated primaries. Teacher feedback was positive, they gained valuable insights into expected standards at the point of transition with agreement on the CfE levels of almost all pupils transferring to secondary. Raising spelling and grammar expectations in writing was highlighted as our next steps for S1 transitions, and S1 work samples will be viewed by P7 teachers to identify progression targets.

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

The link between equity and attainment is closely monitored across key indicators including SIMD, free school meal entitlement, and clothing grant status. Our fact-story-action approach in tracking meetings ensures that professional discussions are both data-driven and contextualised, with a focus on securing the best possible outcomes for all learners.

Pupil Equity Funding in session 2024–25 has been used to provide targeted staffing and additional resources to support progress in literacy, numeracy, and health and wellbeing. Support staff and teacher additionality have provided regular, planned interventions, which are tracked and evaluated termly. Children have benefitted from consistent access to targeted support, with improvements evidenced in pre and post intervention assessments.

The school continues to promote equity through practical offers of support such as school supplies, uniform provision, and enabling participation in all aspects of school life. We work in close partnership with parents to ensure that no child misses out on opportunities due to financial barriers.

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

A nurturing, inclusive approach underpins our health and wellbeing provision. Each year all pupils take part in our annual wellbeing survey, this year's data showed positive scores for almost all pupil's wellbeing across the school. The Shine Survey has been used this session to gather insights from P6 and P7 pupils, and this data is shaping our curricular planning. The Shine highlighted the general health of our P6 and P7 children are above national averages and 89% reported liking school a lot or a bit. This year our P6 cohort also benefited from participating in the iheart wellbeing programme, Lifelink counselling sessions, and positive interventions based on the Circle Framework. These supports ensure that the needs of individual children are identified and met.

*"It helped us understand why we might feel stressed, upset and anxious and it gave us ideas to help, like meditation."* (Pupil comment on iheart)

Play and enquiry-based learning are being developed across the school, and 'soft starts' are available to identified pupils, creating a calm start to the day. We continue to provide a wide range of extracurricular

opportunities including Forest Schools, sports clubs, global goals clubs, and after-school activities, all of which contribute to children's confidence and wellbeing.

We continue to offer all our children the opportunity to participate in the Junior Duke Award, with 64% of all pupils currently taking part. The programme promotes independence, resilience, and life skills through completion of a variety of challenges, supported by strong home-school links and high levels of parental engagement.

Pupil voice is a key feature of our health and wellbeing work. Through monthly class meetings, pupil leadership committees, and whole-school events such as themed assemblies, "Wider Achievements" and "Tea with Miss T" celebration, children are empowered to share their views, celebrate achievements, and influence school life. Diversity, inclusion and respect are promoted through activities such as Deaf Awareness Week, Comic Relief, Show Racism the Red Card and wider community partnerships.

### **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                                 | almost all | almost all | almost all          | all                    |
| First level by end of P4                                 | almost all | most       | almost all          | almost all             |
| Second level by end of P7                                | most       | most       | all                 | most                   |

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

During session 2024-25, Westerton Primary School used Pupil Equity Funding (PEF) to support the attainment, wellbeing, and engagement of identified children. Funding was aligned with our school improvement priorities and focused on reducing the poverty-related attainment gap, as well as addressing ASN (Additional Support Needs) disparities.

Additional staffing was secured through PEF to enhance support for literacy, numeracy, and health and wellbeing. This included support assistants and teacher additionality. Timetabled support for learning increased, ensuring consistent and regular interventions. Identified pupils made measurable progress, with improved outcomes in both literacy and numeracy as evidenced through pre-and post-intervention assessments and pupil's work. The targeted nature of this support has been instrumental in closing identified attainment gaps for children identified as at risk of not attaining their expected CfE levels.

PEF enabled the school to invest in resources to support whole-school improvement priorities, particularly in resourcing play-based approaches. These were implemented across all stages, contributing positively to pupil motivation, choice, and engagement in learning. Staff, pupil and parent feedback highlighted increased enjoyment and ownership of learning, particularly among those who benefitted from targeted health and wellbeing interventions.

Investment in digital technology was made through PEF to support a learning online environment. Devices and online subscriptions have been integrated into support programmes for children with ASN, enabling them to access learning in more flexible and responsive ways. This approach has been validated by self-evaluation and is now embedded as a sustainable strategy to enhance inclusive practice. Children receiving this targeted support have shown good progress with improved confidence and engagement in their learning.

To support engagement and differentiation in reading, the school used PEF to expand group reading schemes and novel collections. These resources allowed for better-matched texts, encouraging engagement and progression in reading for identified children. In addition, a school-wide subscription to Seesaw has strengthened home-school links, allowing families to engage with children's learning journeys. Children use Seesaw to track and reflect on their progress towards termly learning targets, increasing ownership and accountability in their learning.

Continuation of our Sumdog subscription was supported through consultation to enhance numeracy learning at home and at school. Its adaptive nature has allowed children to access differentiated support and challenge, depending on their individual needs. Staff continue to report improved engagement and confidence in numeracy tasks as a result of this digital intervention. PEF was also used to upgrade the school's walkie-talkie system. This improvement has had a positive impact on communication, security, and safety across the school.

Pupil Equity Funding in session 2024-25 has supported a wide-ranging and responsive approach to equity and excellence. Through strategic staffing, targeted interventions, inclusive technology, and enhanced resources, children at Westerton Primary have benefitted from improvements in attainment, wellbeing, and engagement. Ongoing tracking by Support for Learning staff ensures that impact is effectively monitored, and future planning is evidence-informed.

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

| Quality indicator                            | School self-evaluation | Inspection/ Authority 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 2025/26

- Priority 1: Play and Enquiry Based Learning
- Priority 2: Science, Technology, Engineering and Maths (STEM) / Developing the Young Workforce (DYW)
- Priority 3: Health, Wellbeing and Inclusion (the Circle and Rights-Based Learning)

### 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 2025-2028 or will be addressed through the ongoing life and work of the school. Our children feel a strong sense of belonging with the school.

We are well supported by our Parent Council and Parent Teacher Association and have built strong partnerships with external providers - including Kings Foundation, the Police and Fire Service, the local library, Active Schools, volunteers, parents, and local sports clubs - extending learning beyond the classroom, supporting wellbeing, developing skills, and contributing to improved attainment. This ongoing collaboration reflects our capacity for continuous improvement as we actively seek new opportunities to enhance learners' experiences and outcomes through community engagement.

Through ongoing self-evaluation, professional reflection, and moderation across benchmarks, we continually evolve our curriculum to meet the needs of our learners in a changing world. Our quality assurance processes and commitment to professional development underpin our drive to provide the best possible opportunities and to strive for excellence in teaching and learning.