



Standards and Quality Report 2016/17

OUR VISION

Westerton Primary School provides a secure 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 – spiritual, physical, academic, emotional and social – 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

Respect

Responsibility

Happiness

Achievement

Honesty

Confidence

Context of the school:

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

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

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

In session 2016/2017 the roll was 282, spread over eleven classes with a staffing allocation of 13.8 FTE (Full Time Equivalent). Our Senior Management Team currently includes a newly appointed Head Teacher, a Depute Head and a Principal Teacher. Staff and pupils receive support from our Education Support Team staff and our Educational Psychologist. In addition to this we have a peripatetic violin instructor.

We are well served by our support staff; two excellent classroom assistants, an office team and two support for learning assistants.

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

School priority 1: Achieving equity: ensuring every child has the same opportunity to succeed; ensuring wellbeing, equality and inclusion	
NIF Priority: Improvement in children and young people's health and wellbeing. NIF Driver: Teacher Professionalism, Assessment of Children's Progress	HGIOS?4 QIs 2.4 Personalised Support 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement
Progress and impact: All staff are aware of the nurture principles and provide a supportive environment which encourages children to value one another's achievements and ensures a positive climate for children to learn. The learning environment is used well to support learners and staff provide well-judged individual and group activities to meet a range of needs. We take a positive and proactive approach to ensure that issues, such as, the learning environment, family circumstances, health needs, social or emotional factors which may hinder learning, are quickly identified and addressed effectively. When support needs are identified, staff follow a clear route of assessment, using HWB indicators and data to ensure that specific needs are targeted. New format Universal Support Plans are in place to provide a coherent, holistic overview of pupils' needs and supports. These USPs ensure a more focussed format in monitoring learning and progress. SMT provide dedicated support in the completion of associated paperwork and ensure that ASN are addressed promptly and with clear parental links made throughout. We take a positive and proactive approach to ensuring that issues such as the learning environment, family circumstances, health needs, social or emotional factors which may hinder learning, are quickly	

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identified and addressed effectively. Seasons for Growth programmes run throughout the session to support children with social and emotional needs and feedback from both pupils and parents has shown that attending these sessions has had a very positive impact on the overall wellbeing of the individuals involved.

The systematic use of GIRFEC Principals and Pastoral Notes, help ensure children are receiving the support they need and almost all staff are able to make well informed judgements of how best to meet the needs of individual pupils in their care. The use of detailed school based tracking sheets has been effective in ensuring that most staff are aware of and are supporting children within the most deprived SIMD categories. These tracking sheets have also proved beneficial during termly professional dialogue and transition periods. Children and their families are well supported in their move from nursery to primary school. Parents are informed about the work of the school during a well-attended transition programme. Strong links continue with Bocclair Academy in developing a shared understanding of the curriculum and standards. A wide range of joint activities support P7 children in feeling confident for their entry into S1. Enhanced transition programmes are in place to support children with particular needs to ensure a smooth transition both to primary school and in to secondary education.

Our PT works closely with our Active Schools Coordinator to provide an extensive range of curricular and extra-curricular activities to all stages across the session, including Sustrans iBike Programme and SFA Skills Development. Tracking procedures are in place to monitor participation for all children.

We have an Anti-Bullying Ambassador trained by 'Respect Me', who has worked closely with our DHT to review and update our guidelines around acceptable/unacceptable behaviours. In consultation with all stakeholders, we are currently in the process of producing new school guidelines in this area. Respect Me and Social Media Awareness (Community Police) information workshops provided for parents and carers.

Leader of Learning opportunity has been undertaken by a class teacher to become the school's Autism Advisor. Our Autism Advisor is working closely with Support for Learning Coordinator to audit current practice and create next steps for Westerton Primary. This will continue into next session.

All children are aware of the Rights of the Child and participated in the creation of a Class Charter.

Next Steps:

- Continue to embed the Nurture Principles with staff and parents, incorporating Restorative Practices.
- Whole staff training in PATHS.
- Introduction to the concept of Growth Mindset for staff and pupils.
- Apply for first stage of Rights Respecting Schools accreditation from UNICEF.
- Implementation of new Wellbeing Policy.

School priority 2: Achieving excellence through raising attainment: ensuring that every child achieves high standards in literacy and numeracy and the right range of skills and achievements to allow them to succeed. Closing the attainment gap between the most and least disadvantaged children

NIF Priority:

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

NIF Driver:

School Improvement, School Leadership,

HGIOS?4 QIs

- 1.1 Self-Evaluation for Self-Improvement
- 1.2 Leadership of Learning
- 2.3 Learning, Teaching and Assessment
- 2.6 Transitions
- 3.2 Raising Attainment and Achievement

Teacher Professionalism, Assessment of Children's Progress, Performance Information	
<p>Progress and impact:</p> <p>All pupils are involved in target setting for Numeracy and Literacy on a termly basis. High quality conversations with children around these targets showed the children's understanding of their own strengths and areas for development. The children are more aware of their skills development in Literacy and Numeracy.</p> <p>Revised planning formats are in use which are more focussed and concise. Our Quality Assurance Programme has provided opportunities for high quality professional dialogue around meeting learner's needs through, planning, tracking and assessment. This programme also includes classroom observations, peer observations, learning walks and pupil focus groups. This diverse programme provides a holistic overview of pupils' learning and progress, offering a platform to celebrate and share.</p> <p>Maths Recovery training has been undertaken by a class teacher and information shared with whole staff. Further work in this area to be undertaken next session and impact measured.</p> <p>New progression frameworks for Numeracy and Reading were introduced in March 2017, incorporating a periodic assessment programme to replace our biannual assessment weeks. An audit of current resources was carried out and, in consultation with staff, supplementary materials were purchased in order to enhance learning experiences. A planned evaluation of these frameworks will take place next session.</p> <p>Group tracking sheets were updated at the beginning of the session with SIMD and Risk Matrix data in order to raise teacher awareness and ensure equity for all children. Time has been used during collegiate sessions ensuring staff have a full understanding of data and the implications associated with it. This information is also used during termly professional dialogue to monitor progress and highlight those children not on target to achieve a level. Purposeful targeted intervention is then provided to ensure the needs of every child are met. Allocated EST time was deployed to target identified individuals and year groups as appropriate. The impact of this is being closely monitored.</p> <p>All staff participated in collaborative raising attainment enquiry groups which encompassed Reading, Writing and Numeracy. The findings from the writing group have had a positive impact on the school's approach to skills development, target setting and assessment. Our Numeracy group piloted the introduction of Bloom's questions in some classes, in order to incorporate higher order thinking skills into lessons. This still has to be evaluated and introduced to all classes. The Reading group are working on encouraging children to read for enjoyment. This is also still ongoing.</p> <p>Staff confidence in achievement of a level has been increased through collegiate work and moderation activities on familiarisation of the Benchmarks in Literacy and Numeracy. Formative and summative assessment, along with staff professional judgement, ensures accurate knowledge of children's abilities and range of skills.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to implement new maths progression framework • Audit Reading programme/resources for P4-7 • Implement a play approach with P1-3, with a particular focus on Literacy • SEAL Training for P1 & P2 teaching staff 	

School priority 3: Moderation of significant aspects of Talking and Listening (Cluster)	
<p>NIF Priority: Improvement in attainment in Literacy.</p> <p>NIF Driver: Teacher Professionalism, assessment of</p>	<p>HGIOS?4 QIs</p> <p>1.2 Leadership of Learning</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching and Assessment</p>

Children's Progress, School Improvement	3.2 Raising Attainment and Achievement
<p>Progress and impact:</p> <p>Staff are more confident in the moderation process and are very familiar with the Benchmarks and organisers for Talking and Listening and using these to ensure achievement of a level. Having worked collegiately with colleagues across the cluster, staff have a better shared understanding of standards and expectations of Talking and Listening.</p> <p>Staff will have access to a variety of exemplifications within levels of Talking and Listening activities, which can be used to enhance learning and teaching in this area. As well as these resources, staff will also be able to reference a moderation booklet to assist with the assessment process.</p> <p>Learners have experienced a greater range of Talking and Listening activities and a more indepth knowledge of self-evaluating their own progress in this area. Through these experiences, the children have a greater awareness of the tools used to assess Talking and Listening and more confidence in what the expectations on them are within this area of the curriculum.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Further embed the use of the Talking and Listening Benchmarks and Moderation Booklet in order to assist with the delivery and assessment of this area of the curriculum. 	

Key priorities for improvement planning 2017-18

- **Improve Reading skills of all our pupils enabling them to achieve the appropriate levels at all stages.**
- **Raise attainment in Numeracy in Primary 1 & 2, through increased ability in core numeracy skills, mental agility and the application of knowledge in real life contexts.**
- **Improve the engagement of pupils, staff and parents in Wellbeing to create a climate of mutual respect, increase achievement and develop greater aspirations.**

What is our capacity for continuous improvement?

Staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. Learning and Teaching is at the heart of all that we do and this is clearly reflected in our self-evaluation process. An ethos of collegiate working is evident, leading to continuous improvement in learning and teaching and improved outcomes for our children. All staff are willing to embrace change and evaluate the impact of improvements, working together to ensure that change is implemented effectively. Teaching staff participate in regular professional dialogue with members of our Senior Management Team and use assessment and tracking procedures effectively in order to ensure the needs of every child in their care are met. Class teachers are beginning to take on leadership roles in curricular areas to facilitate change and to motivate, support and inspire others.

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

NIF quality indicators

Quality indicator	School self-evaluation	Inspection Authority evaluation (If available)
1.3 Leadership of change	3	
2.3 Learning, teaching and assessment	4	
3.1 Ensuring wellbeing, equity and inclusion	4	
3.2 Raising attainment and achievement	3	