

Wester Cleddens Primary



Session

2019 – 2020



Happy Together, Learning Together, Achieving Together to STRIVE to be the best we can be in our Inclusive and United Community.

Our Context at Wester Cleddens Primary School

Happy Together, Learning Together and Achieving Together to be the best we can be in our inclusive and united community, is our vision for all our pupils and staff; and alongside our school aims of, **Safe, Together, Respected, Included, Valued and Equity for All**, we aim to ensure all our children and staff are nurtured and engaged in every learning experience. To achieve this, we have a continuous cycle of self-evaluation, Looking Inwards, Looking Forwards and Looking Outwards ensuring high quality leadership, management, and teaching.

Our Standards and Quality report is normally part of our self-evaluation process allowing us to look inwards, reflecting on our progress towards implementing our School Improvement Plan; looking forward and identifying our next steps for Session 20/21. However, due to the significant period of school closure our normal Self-Evaluation calendar of practice has been affected. Subsequently, we have put together an overview of the school and information we do have regarding our development and progress, has been collated. This information and directives from the government and local authority will form what will be our School Recovery Plan for Session 20/21.

Overview of the school

Wester Cleddens Primary and ELR (Enhanced Learning Resources) has a school role of 264 and a teaching staff of 16.7. Our SIMD (Scottish Index of Multiple Deprivation) is spread across all deciles:

- SIMD 1 and 2 = 9.7% of pupils.
- SIMD 3 and 4 = 10.3% of pupils.
- SIMD 5 and 6 = 6.1% of pupils.
- SIMD 7 and 8 = 20.4% of pupils.
- SIMD 9 and 10 = 48.2% of pupils.
- Unknown = 5.3% of pupils

Free school entitlement during Session 2019/2020 was 7%. Pupil Equity Fund allocation for session 2019/2020 was £20,520 which was used to support Raising Attainment for all pupils in Literacy, Numeracy and Health and Wellbeing. We ensure equity for all pupils by carefully monitoring and tracking pupil progress in Literacy, Numeracy and Health and Wellbeing and providing responsive Universal and Targeted support. The school also provides high quality provision for Wellbeing and Inclusion ensuring that the needs of all learners are met effectively.

Within the school, we have an established ELR, which provides provision for children with a variety of additional support needs across East Dunbartonshire Council from Primary 1 to Primary 7. The ELR is managed by the Head Teacher and the Principal Teacher for the ELR. Children attend the ELR on a fulltime basis and access the mainstream school for varying levels of inclusion based on the needs of the child. Places at the ELR are allocated based on assessment by the Team Around the Child (TAC), in line with EDC 'Including Every Learner' policies. The ELR has an Early Years Assessment and Observation Nursery for children aged 3 to 5 and places are allocated through assessment and referral by the TAC and 'Including Every Learner' policies.

Effective learning and teaching ensure that attainment across the school is in line with or above National Averages in Reading, Writing, Listening and Talking and Maths. Comparing attainment by percentage year, on year, at Early, First and Second Level is not comparable. At WCPS we monitor the progress of each year group, year on year.

2019/2020	Reading	Writing	Listening and Talking	Maths
Early (P1)	84%	82%	88%	82%
First (P4)	84%	82%	87%	89%
Second (P7)	79%	79%	85%	85%

Wester Cleddens Primary staff are committed and enthusiastic and as part of ongoing Professional Learning, are building their own capacity in providing high quality learning and teaching experiences for all pupils. All staff value CLPL and undertake professional enquiry in Numeracy and Literacy to improve pedagogy.

School Priority 1: To continue to raise attainment in Reading through high quality learning and teaching from Primary 1 – Primary 7

NIF Priority:

- Improvement in attainment, particularly in Literacy and Numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver:

- School Improvement
- Teacher Professionalism
- Parental Engagement

HGIOS 4 QIs:

- 2.3 Learning, Teaching and Assessment
- 3.2 Raising attainment and achievement

PEF Organiser:

- 5. Promoting high-quality learning experiences
- 11. Professional Learning and leadership

Progress

- Due to significant period of school closure, a variety of targets were started but not completed.
- An Active Literacy approach was introduced/explored and has started to permeate planning for reading.
- In depth, talk/discussion has started to become embedded in the reading-based activities.
- A bank of before/during and after activities were collated and moderated and shared for all staff to utilise effectively during reading sessions.
- Class Teachers have taken on a variety of leadership roles to support other members of staff on development of phonological awareness and reading intervention (e.g. Read, Write, Inc 1:1 tutoring) and Support Staff have been involved in leading interventions throughout the school.
- Parent resources were introduced to enhance home learning (e.g. 6 comprehension strategies and higher order questioning prompts)
- Class Teachers worked collegiately to moderate planning for reading using CfE Benchmarks; benchmarks were aligned/progression highlighted and used for planning.

Impact

Measuring impact is has been affected due to the significant school closure, however, the following points have been raised:

- Planning for reading using a skills-based approach started taking place and an Active Literacy pedagogy have continued to be implemented throughout classes.
- Pupil voice demonstrated that pupils have increased confidence discussing texts and are working with greater levels of engagement, and they are experiencing higher level of enjoyment when exploring texts.
- Staff are becoming increasingly skilled in creating and implementing a the weekly reading programme.
- Targeted support for pupils in Primary 1 to 7 had continued to be provided by the Education Support Teacher, Class Teachers and PEF funded Support for Learning Assistant. Resources including, Rapid Reading and Read Write Inc. were effectively implemented to help raising attainment for identified pupils.

School priority 2 (Mainstream Only): To raise attainment in Spelling through the implementation of high-quality learning and teaching from Primary 1 to Primary 7.

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy.

NIF Driver:

- School Improvement
- Teacher Professionalism
- Parental Engagement

HGIOS 4 QIs:

- 2.3 Learning, Teaching and Assessment
- 3.2 Raising attainment and achievement

PEF Organiser:

- 5. Promoting high-quality learning experiences
- 11. Professional Learning and leadership

Progress

- Majority of targets were achieved during Aug- March 2020, prior to school closure.
- All Class Teachers have been trained in the effective assessment and delivery of spelling.
- Spelling is now assessed holistically, allowing a more accurate picture of pupil's application of spelling skills and development.
- A School policy has been created in collaboration with staff during collegiate sessions.
- Parent Guides have been created and shared on our School Website. Unfortunately, due to school closure workshops were not able to take place during this session.
- Video examples for different spelling strategies were created for Parents and shared via our school Wester Cleddens Primary You Tube Channel and used to support Home Learning, during school closure. These videos will continue to be developed to enhance family learning.

Impact

Measuring impact is difficult due to the significant school closure, however, the following points have been raised:

- All children within the school were assessed and placed at appropriate spelling levels, ensuring that children are being challenged and supported appropriately.
- All Class Teachers are now confident in the effective practice of Active Spelling pedagogy and have implemented this within their own class setting. There is a clear, progressive, and consistent approach to spelling, across the school.
- Pupil engagement with spelling has increased and pupils talk confidently about the different activities and skills they apply when completing spelling activities or independent literacy work.
- Sight vocabulary has increased because of a higher number of common words being introduced through new spelling programme.
- PEF intervention funding further enhanced the development of spelling for individual pupils identified for targeted support.
- Parents now have access videos to support spelling development at home.

School priority 3 (ELR Only): To improve the mental, emotional, and social wellbeing of pupils through the development of effective assessment and tracking of HWB and Language and Communication.

NIF Priority: Improvement in children and young people's health and wellbeing.

NIF Driver:

- School Improvement
- Teacher Professionalism
- Assessment of Children's Progress

HGIOS 4 QI:

- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring wellbeing, equality, and inclusion

PEF Organiser:

- 2. Social and emotional wellbeing
- 6. Differentiated support

Progress

- Due to significant period of school closure, some targets were not completed.
- Teachers have implemented a timetable to develop HWB profiles of each individual pupil within the ELR.
- 3 targeted areas were covered and developed by ELR Class Teachers.
- Each Class Teacher led a defined area, based on their interests and strengths.
The 3 areas covered were:
 1. Social and Emotional Behavioural Group
 2. Speech and Language Group
 3. Play Group
- To confirm the focus for each targeted group, baseline assessment was completed.
- Assessments included the following:
 1. Boxall
 2. Teaching Talking
 3. Pen Portraits
- 6-month targeted support was planned over 3 afternoons a week from Aug- Feb (prior to school closure).
- In Feb 2020 baseline assessment was repeated and progress was tracked.
- significant impact.
- Not all Moderation activities that had been planned for were completed due to significant period of school closure. However, ELR Class Teachers, and staff still participated in a variety of moderation activities during collegiate sessions.

Impact

- Teacher knowledge and skills have increased regarding assessments used to provide targeted support
- Additional targeted support for all ELR pupils has been established
- Significant impact on targeted area, which has been evidenced by second assessments, floor books (which includes pupil voice, teacher voice and clearly demonstrates progress)
- The Teaching Talking assessment has also evidenced impact on development of speech and language skills

School priority 4 (Minor Focus):

To continue to raise attainment across the curriculum using effective pedagogy and AiFL strategies.

NIF Priority:

- Improvement in attainment, particularly in Literacy and Numeracy

NIF Driver:

- School Improvement
- Teacher Professionalism
- Assessment of Children's Progress

HGIOS 4 QI:

- 2.3 Learning, teaching and assessment

PEF Organiser:

- 5. Promoting a high-quality learning experience

Progress

1. INSET and collegiate sessions delivered, developing whole school approach to AiFL.
2. All staff participated in a pre-evaluation of current practices, identifying strategies currently applied that demonstrate AiFL through staff group activity.
3. All staff explored and discussed HGIOS quality indicator 2.3.
4. A range of classroom examples (*pupil work and planners*) were anonymised and moderated to evaluate use of AiFL moving beyond use of randomising and two stars and a wish.
5. SLT quality assurance observations recognised progression in involving pupils in the assessment process as well as **assessment in action** – greater use of succinct constructive feedback.
6. Following discussion with QIO, was agreed that this focus would permeate across Major focus 1 and 2 and not be covered separately.

Impact

1. Class Teachers practicing and becoming more confident in offering opportunities for pupil co-constructed learning intentions and success criteria.
2. Learning intentions reflect skills being developed and not product/outcome.
3. Greater pupil involvement in the assessment process through self and peer assessment opportunities.
4. Pupils are talking about learning and more regularly identifying next steps and metacognition is evident in some stages.
5. Class Teachers are further developing effective questioning techniques as a form of assessment.
6. Pupil achievement profiles under development with a view to moving to digital platforms –ownership for pupils and reporting to parents – triangulation of involvement.

Key priorities for improvement planning 2020 -2021

Due to the national school closure that has taken place, our improvement planning this session is focussed on recovery planning and will be the following areas:

1. Health and Wellbeing, particularly nurture.
2. Family engagement.
3. Transitions.
4. Continuing to ensure equity and excellence including educational continuity:
 - Learning loss
 - Continuing to raise attainment and achievement.
 - The blended digital learning model: In school and home learning provision. This provision will support the further development of digital learning and will support contingency planning should there be any disruption to learning due to the COVID virus. The full time in-school provision will be supported by home digital learning.

What is our capacity for continuous improvement?

At Wester Cleddens we have effective self-evaluation and consultative processes in place to ensure that we work in partnership with our school community to identify our next steps for improvement, however, these will require adapting to ensure that we continue to have things in place that will work with current restrictions in place nationally.

During school closure, normal practice has been significantly affected. Where possible, this has been managed using Microsoft Forms and Teams to gather Parental, Pupil and Staff voice. Our normal self-evaluation processes have had to be adapted and some have not taken place. The school has been through a significant period of change over the last session, with 3 different Head Teachers in post and the impact of school closure.

Quality Indicator	School Self-Evaluation	Inspection/Authority Evaluation <i>(If Available)</i>
1.3 Leadership of Change	Very Good	Very Good (HMIE)
2.3 Learning, teaching and assessment	Good	Good (HMIE)
3.1 Ensuring wellbeing, equity, and inclusion	Very Good	Very Good (HMIE)
3.2 Raising attainment and achievement	Good	Good (HMIE)