

Wester Cleddens Primary

Standards and Quality Report

2020-2021



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk

Context of the 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 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 21/22. This session, our School Improvement Plan (SIP) followed a slightly different format due to the significant period of school closure from March 2020 – August 2020. A School Recovery Plan was created, in line with local and national guidance, focussing on improvement and developments required to help support the return to school for our pupils, staff and WCPS community and ensure we were effectively prepared for any future closures.

Self-Evaluation of our School Recovery Plan has helped to inform and identify our priorities for School Improvement Planning for Session 2021-2022.

Overview of the school

Wester Cleddens Primary and ELR (Enhanced Learning Resources) has a school role of 272 and a teaching staff of 16.7. Our SIMD (Scottish Index of Multiple Deprivation) is spread across all deciles:

- SIMD 1 and 2 = 6% of pupils.
- SIMD 3 and 4 = 10% of pupils.
- SIMD 5 and 6 = 4% of pupils.
- SIMD 7 and 8 = 27% of pupils.
- SIMD 9 and 10 = 53% of pupils.

Free School Meal Entitlement during Session 2020/2021 was 7%. Pupil Equity Fund allocation for session 2020/2021 was £17,974 which was used to support Raising Attainment for all pupils in Literacy, Numeracy and Health and Wellbeing, through our School Recovery Plan. 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.

2020/2021	Reading	Writing	Listening and Talking	Maths
Early (P1)	88%	83%	91%	91%
First (P4)	86%	75%	82%	75%
Second (P7)	82%	79%	89%	82%

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, through a variety of CLPL opportunities.

Throughout this session, our school has supported children, families and our school community through a variety of means, and this is evidenced throughout the overviews of key priorities highlighted below. Feedback was gathered from parents, pupils and staff throughout the session and used to adapt our approaches to learning, teaching and support, as appropriate. A further survey was created to gather feedback towards the end of the session to help further inform our areas for improvement.

As we progress into Session 2021-2022, we will continue to build on 'Next Steps' highlighted below, within our School Improvement Plan (where appropriate), alongside identified areas for improvement which have been highlighted through data gathered from assessments, tracking and monitoring and pupil, parent and staff feedback.

School Priority: Health and Wellbeing including Nurture

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy.

NIF Driver:

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

HGIOS 4 QIs:

- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring Wellbeing, Equality, and Inclusion
- 3.2 Raising Attainment and Achievement

Progress and Impact:

- Almost all of our targets were completed throughout this session, with some requiring further development into Session 2021-2022.
- Clear overview of information about changes within the school was shared with WCPS families, pupils and staff prior to returning to school. Staggered start and finish times were put in place throughout the year to support restrictions in place and to ensure that children, parents and staff felt safe with exits and entries into and out of the school.
- Pupil friendly 'check-ins' were used throughout the year to monitor children's HWB, building on previous practice within the school. This included, being a pilot school of a new HWB assessment tool being developed in EDC. Where concerns were highlighted, this was monitored by SLT, in discussion with Class Teachers and pupils and shared with parents, where required. Supports were put in place, where required/appropriate e.g. access to The Spark counselling service and/or adaptations to the school day were organised. Our HWB champion/lead will now develop the HWB assessment approach across the school, providing training for Class Teachers.
- New SHANARRI assessment booklets were created for pupils within our ELR and children with ASN who may benefit from an adapted approach, by one of our Principal Teachers within the ELR and implemented as appropriate. This ensured pupil voice was captured more effectively, as evidenced in completed SHANNARI booklets.
- All staff undertook a variety of professional learning including: PAtHS refresh, Emotion Works, Compassionate Classrooms, Nurture, ACES. This helped to ensure an understanding of how restrictions in place and the closure of schools may have impacted children, how we can support effectively and appropriately, within school.
- Our whole school assemblies continued throughout the session via Teams, led by SLT and staff leading on HWB and other areas of the curriculum. This ensured a sense of school community continued, although restrictions were in place.
- In addition to the above, our Buddy System was developed to ensure a wide variety of activities took place across our P6-P7 and P1-P2 buddies, with many events happening through Teams. This included the creation of videos, buddy reading sessions, buddy challenges, buddy letters and a video to support the P7 Leavers assembly. This ensured that the school community and relationships that had been formed between buddies could continue with restrictions in place. This was particularly successful with our P1 and P6 Buddies, who although could not physically play together, they were able to interact frequently in different, well planned and organised activities.
- Internet Safety and safe use of Social Media, was developed through HWB lessons and through assemblies and this was subsequently highlighted again when the school moved to Remote Learning. During Remote Learning, a balance of activities was implemented to ensure appropriate on/off screen time.
- SLT worked closely with families to support HWB concerns, ensuring families knew they could contact the school. This ensured that during Remote Learning, there was support from SLT on hand via phone calls, or video calls. This practice continued with 'in-school' provision, with frequent supportive calls and meetings taking place for families, where required.
- Outdoor learning development took place throughout the session, with CLPL undertaken by key staff leading on this area. An Outdoor Learning Committee was established. Playground development took place, building on whole school pupil voice and this continues to be developed. Some developments were impacted due to lockdown and delays on sourcing materials. Outdoor Learning Week took place, utilising the local community and providing support to staff who are new to outdoor learning approaches. Further development, in Outdoor Learning approaches to take place.
- Our ELR continued to work closely with our link Speech and Language Therapist (SALT) around progress with Language and Communication Friendly indicators 1 and 2, which will be moderated when restrictions allow. Support from SALT is also in place around Indicator 3, with strategies being shared with ELR staff. Moderation will take place when restrictions allow.

Next Steps:

- As a whole school, build on previous work on recording Wider Achievements and refresh this to meet the needs of our growing school, including looking at award schemes that can be used to develop skills for life, learning and world of work (Developing Young Workforce, DYW) e.g. John Muir Award.
- To develop whole school use of HWB assessment tool, following pilot trial.
- To build upon initial development of Emotion Works that took place remotely across the wider school this session
- Whole school development focussing on updates, in line with UNCRC. Starting with Staff development, and building
- Re-establish Rights Ambassadors within the school, in line with UNCRC.
- Refresh and update Anti-Bullying Policy and the schools Promoting Positive Relationships Policy, in line with UNCRC updates and ensuring Pupil, Parent and Staff are involved in process.
- Within in our ELR, to continue moderation of HWB assessment, with Boxall, Leuven Scale and Teaching Talking being used as a baseline, with progress evidence in HWB tracker within ELR.
- Training on new RSHPE resources to take place for staff.
- Continued development of Outdoor Learning approaches throughout the school. This will also link into the Wider Achievements development.

School Priority: Family Engagement**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

Progress and Impact:

- All targets were completed throughout the session.
- Review of communication with WCPS Families took place early in session and was used to help support modes of communication throughout the session, ensuring it was clear how different information would be shared.
- All targets in place relating to equity and equality of provision for all pupils in respect to Remote/Home Learning provision, were completed. This included ensuring Home Learning packs met the needs of individual pupils, with additional resources provided where required. Videos to support use of resources and support with accessing digital resources was provided by the school by a variety of means (including phone calls, in school support, video meets).
- A Digital Support Working Group was set up to respond to support parents or pupils may require with Home or Remote Learning. Ensuring swift support in place where required, minimising disruption to learning.
- Class Teams pages were adapted following feedback, and learning updates shared using Teams, both for individual and class reporting.
- SLT and class teachers, provided support via Teams Meetings with WCPS families, where required.

Next Steps:

- Parent Workshops will be developed next session, in line with developments taking place with Reading and Numeracy. In addition to this, we will also focus on a Writing workshop.

School Priority: Transitions

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy.

NIF Driver:

- School Improvement
- Teacher Professionalism
- Parental Engagement

2.3 Learning, Teaching and Assessment

3.1 Ensuring Wellbeing, Equality, and Inclusion

3.2 Raising Attainment and Achievement

Progress and Impact:

- Almost all targets were achieved this session.
- Enhanced transitions were organised and provided for children identified across the school who required these or would benefit from this.
- Meet the Teacher videos were created for all classes to support the transition back to school, providing brief information to both pupils and parents.
- Clear and consistent routines were put in place and communicated timely to parents, pupils and staff. Visual timetables and overviews of school playground and school were put in place to support. Children quickly familiarised themselves with new routines and zones in place.
- Phased returns took place for children, where required and were reviewed regularly through TAC meetings/phone calls/Team Meets with SLT and families involved. This helped to ensure appropriate supports were in place and where required were adapted.
- Transition time was allocated for all staff to ensure time was provided for sharing of information before children returned to school and this was supported by SLT, as appropriate.
- A clear and agreed process was in place in the event of a class having to self-isolate or in the event of school closure. This information was shared with parents in a timely manner when required, and helped to ensure a smooth transition to Remote Learning, which is evident in our feedback from parent body and pupil feedback.
- We continued to review what was in place following any class self-isolating and during period of Remote Learning. This allowed us to make appropriate changes, where possible and required. This included building upon feedback from Pupils, Parents and Staff.
- Our Primary 1 Transition events were adapted in line with guidance in place, however, we were able to successfully provide an opportunity for all Primary 1 pupils to visit the school prior to starting and answer questions either pupils and/or parents had regarding starting school. A variety of videos, including staff videos and information videos were provided to all parents and shared via our School Website and Twitter, as part of our Transition TV process. We also built on previous established good practice, with our welcome packs for children being enhanced with further resources to support transition to school and all new pupils receiving a Teddy Wester to support the transition to school. Feedback from what was offered and put in place was very positive and this was used to help shape our transition for June 2021. Our Primary 1 pupils transitioning to school in August 2020 was positive, and the introduction of 'Our Class Learning Journey' on Teams, helped to support this transition and provide an insight into daily life in the classroom, whilst our normal transition events could not take place.
- This session, we built upon our transition from June 2020 and we further utilised digital resources to provide information sessions for new Primary 1 parents. We created digital, interactive welcome books for all nurseries who had children who are due to start WCPS in August 2021 and held Teams sessions for parents. In addition to this, we were able to provide visits to the school for all Primary 1 pupils. Additional visits were organised, where required.
- SLT and Primary 7 class teacher, worked closely with feeder secondary schools to support Primary/Secondary Transitions. Our main feeder secondary, provided a variety of events remotely to support children transitioning to S1 in August 2021 and led on events for Parents. At WCPS, we set up a P7 Transition Team which provided a means for pupils to ask Secondary staff and their current Class Teacher and SLT questions about moving to secondary. A variety of live Team Meet Lessons with secondary staff across different subjects also took place. Enhanced transition visits to Secondary schools took place where required, in line with current guidance.

Next Steps:

- To continue to build upon the good practice established to support transitions (*e.g. If restrictions are removed, continue to look at how we can effectively use digital tools, similar to this session (e.g. ThingLink, Teams Meets etc.)*)
- Build on feedback from parents and pupils regarding transition programme for Primary 7 and new Primary 1s. This will include continuing to work in partnership with Nurseries and feeder Secondary schools and look at reporting methods during the start of session for new P1s and middle/end of session for our Primary 7 pupils.
- Continue to review transition processes in place across school at all stages.

School Priority: Continuing to Ensure Equity and Educational Continuity: In School and Home Learning

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy.

NIF Driver:

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

HGIOS 4 QIs:

2.3 Learning, Teaching and Assessment

3.1 Ensuring Wellbeing, Equality, and Inclusion

3.2 Raising Attainment and Achievement

Progress and Impact:

- Almost all targets were achieved throughout the session.
- Throughout session 2020/2021 we have focussed on ensuring we are meeting the needs of all children during both 'In School' and 'Remote Learning'. Following surveys of Parents, Pupils and Staff, we built on our previous approach to Remote Learning that took place in the session 2019-2020.
- There was a clear and agreed model of Remote Learning across the school, to ensure consistency. All Class Teachers created videos and lessons, based on the West Partnership approach, and these were made accessible through Class Teams using our school You Tube channel for links. This allowed children and Parents to access at different times of the day or week. We now have a bank of video resources for phonics, maths and writing which can be used to enhance learning within school and accessed at home where required.
- Home Learning packs were created for all pupils and were sent home with accompanying videos and guides. The materials were welcomed by Parents and ensured that when/if a class had to move to Remote Learning, resources were ready in hand to support. These materials also supported the development of Home Learning, which moved to a digital approach this session. Packs were differentiated appropriately to ensure accessibility for all. This helped to raise engagement for our pupils within our ELR and children who had difficulty accessing digital resources for a variety of reasons.
- An audit of access to devices was carried out, following previous survey at the end of session 19/20. Where a requirement of a device was required (in line with guidance) this was allocated to families to ensure there was access to Remote Learning, should it be required. Where children and families were finding accessing Remote Learning challenging, the SLT and Class Teachers, contacted families and found alternative ways to support. This included, in school support for our most vulnerable pupils during period of Remote Learning. We also created paper resources for families which were adapted to meet the needs of individual children and delivered packs where required.

- Daily Live Meets and regular tracking of attendance took place throughout Remote Learning and this helped to ensure a high level of attendance and engagement. Our Daily Live Meets took place over 45 minute sessions each day (shorter for ELR classes) and focussed on the daily overview of work and also key areas, either Numeracy, Reading, Writing or Spelling. There was a clear timetable followed by all staff to support families at home and those with siblings.
- Daily Assignments were given for Literacy and Numeracy and this was tracked on a regular basis by SLT. Support was provided where appropriate, through phone calls, video calls and offering in school support (in line with guidance in place). A consistent approach throughout the school to assignments and tracking by class teachers, as well as SLT, helped to ensure there was a smooth transition back to school. Assessments following return, allowed us to identify where further support and development of skills are required.
- Textbooks, Workbooks, additional resources (Numicon, clocks etc.) were provided by the school and sent home to support, adding further structure to the support at home and further supported the balance of on-screen and off-screen activities, and helping to reduce input required from parents, increasing independence. This was in addition to off-screen activities given by the class teachers which were not paper focussed.
- Microsoft Teams pages were adapted following previous audit, to help streamline accessibility. All children were given access to Teams early in the school session, to support independence with Home Learning and how to navigate in the event of Remote Learning. This helped with smooth transition to Remote Learning in January and supported Home Learning during within school provision.
- All school staff undertook a variety of Digital Learning CLPL, with many sessions led by our school Digital Leader/Champion who also led this training across the Local Authority. This included training on the effective use of tools to support independent use, e.g., Immersive Reader, Class Notebook, Assignments, and tracking functions within Teams. All Class Teachers led Daily Live Sessions throughout the period of Remote Learning and during any Class Closure.
- Delivery of targeted support for children identified through tracking and monitoring, ensuring children identified where receiving appropriate support for Reading, Writing, Numeracy and Maths and HWB, this included partnership working The Spark counselling services. Our Education Support Teacher, provided remote learning and within school support for identified children and our School Support Staff also provided additional reading and maths support.

Next Steps:

- To continue to build on Digital Leaders work that has been completed this session and work towards achieving our Digital Schools Award
- To build on Numeracy and Maths strategies and interventions to support 'In school' and if required 'Remote Learning'.
- To continue to build on previous Reading improvement priority in place, prior to session 2020-2021, ensuring consistent approach throughout school and build staff confidence and skill.
- To provide further digital CLPL opportunities for all staff
- Workshops for Parents (including new parents, who may not have used Teams previously) focussing on Numeracy, Reading and Writing strategies and expectations, building on information shared through videos and guides.

Key Priorities for School Improvement Planning 2021-2022

Through our Self-Evaluation processes, we are now able to focus on next steps for our School Improvement Planning for session 2021-2022. As highlighted in overviews above, there are next steps which will be developed this session, however, these may not form part of our major priorities.

Our key priorities for session 2021 -2022 will be the following:

1. To raise attainment in Numeracy through the implementation of high-quality learning and teaching from Primary 1 to Primary
2. To continue to raise attainment in Reading through the implementation of high-quality learning and teaching from Primary 1 to Primary 7
3. Health and Wellbeing

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. This session, due to restrictions in place we have had to adapt how we seek views and have continued to utilise Forms to support this.

Within the last session, we have appointed a new permanent Depute Head Teacher and within our ELR, we have appointed a new 0.4 Principal Teacher. The school has been through another period of significant change this session, due to the impact of COVID19 and this has seen a number of new staff join the school on a temporary basis.

Our normal self-evaluation processes have been adapted, and this has pre-dominantly focussed on remote self-evaluation practices, mainly gathering information and feedback from parents, pupils and staff through Microsoft Forms and through tracking and monitoring of teaching.

Quality Indicator	School Self-Evaluation	Inspection/ Authority Evaluation (if applicable)
1.3 Leadership of Change	Very Good	Very 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	Good	Good