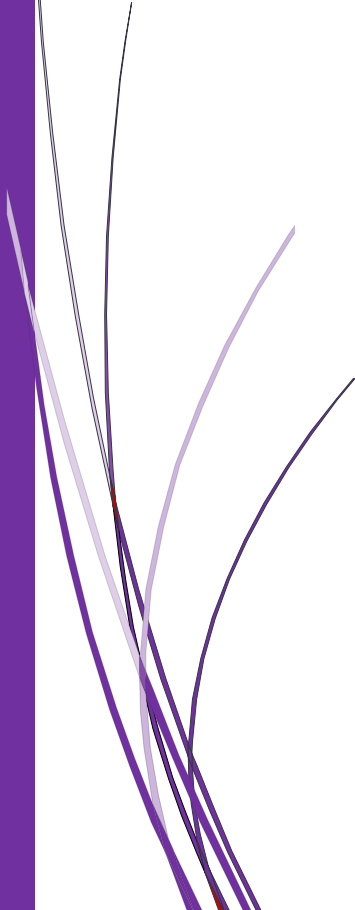


Wester Cleddens Primary School  
and  
Enhanced Learning Resource



Standards and Quality Report  
2021/22



## 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.

Wester Cleddens Primary and Enhanced Learning Resource (ELR) is a non-demonational, coeducational school serving the community of Bishopbriggs. Prior to joining Wester Cleddens, the majority of P1 pupils attend local authority early years centres, and most of our P7 pupils transition to our associated secondary school, Bishopbriggs Academy. There are 288 children and young people registered on our School Roll, arranged into 11 classes within our wider school/mainstream setting and 3 classes within our Enhanced Learning Resource. Our ELR provides provision for children with a variety of additional support needs across East Dunbartonshire Council from Primary 1 to Primary 7 and is managed by the Head Teacher and Principal Teacher (ELR). Classes within our ELR vary in composition in terms of age, stage and number of pupils. Children attend the ELR on a fulltime basis and access the wider school setting for varying levels of inclusion based on the needs of the individual child.

Our teaching team across the entire school consists of 19 full time equivalent teachers. Within this allocation, there is 1 Head Teacher, 1 Depute Head, 1 Principal Teacher (Wider school/Mainstream setting), 1 Principal Teacher (ELR) and a 0.2 Education Support Teacher. The school is very well supported by an Administrative Assistant, Clerical Assistant, Classroom Assistants and Support for Learning Assistants. Our ELR has 2 Early Years Workers (EYW) providing outreach support across the Local Authority. We also work in close partnership with our Active Schools Coordinator, visiting Educational Psychologist, link Speech and Language Therapist and visiting Instrumental Music Instructors.

We are proud of our diverse community at Wester Cleddens Primary and ELR. Our Scottish Index of Multiple Deprivation (SIMD) is spread across all deciles. Most of our pupils reside in Quintile 5, with some residing in Quintile 2-4 and a few in Quintile 1.

Free School Meal Entitlement (FME) is 3%, with 4.7% of our families accessing Clothing Grants. 14% of our pupils speak more than 1 language at home; with 22 different languages spoken across our WCPS family community.

This session we received £21,557 from the Pupil Equity Fund (PEF) to reduce the poverty related attainment gap. There was a 15% uplift in pupil equity funding this year to reflect the challenges created through the pandemic. The school identified children and young people who were adversely impacted by the pandemic and targeted resources to support. Following consultation with stakeholders, it was agreed that Pupil Equity Funding would be used to employ additional staffing to support our most vulnerable pupils through planned, targeted interventions in aspects of Literacy, Numeracy and Health & Wellbeing and identified resources to support this. These interventions focused on narrowing attainment gaps that emerged in Reading, Writing and Numeracy between our most and least disadvantaged pupils during the pandemic. Attendance is rigorously monitored and any issues are addressed promptly in order to best support our families. Our average attendance rate for this school year was 94.79%, with one exclusion.

At Wester Cleddens, we have established strong partnerships across our community to support children and families. We have an active Parent Council and Parent Teacher Association (PTA) who continue to meet online and provide a high level of support to the school.

Further information regarding the context of the school can be found on our school website at <http://www.westercleddens.e-dunbarton.sch.uk/>

Our Standards and Quality report has been created in consultation with our Children and Young People, Parents/Carers, Staff Team and community stakeholders. It tells the story of our school's performance, successes and achievements in Session 2021/22 and summarises our priorities for next year. There were no inspection or authority review processes this year, due to the Covid-19 pandemic.

## Progress in School Improvement Plan (SIP) priorities

School Priority: Numeracy	
<p><b>NIF Priority:</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> </ul> <p><b>NIF Driver:</b></p> <ul style="list-style-type: none"> <li>School Improvement</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> </ul>	<p><b>HGIOS 4 QIs:</b></p> <ul style="list-style-type: none"> <li>2.3 Learning, Teaching and Assessment</li> <li>3.2 Raising Attainment and Achievement</li> </ul>
<p><b>Progress and Impact:</b></p> <ul style="list-style-type: none"> <li>The school has made good progress with this improvement priority in Year 1 of a 3 Year plan, with most targets being achieved and is well placed to continue to improve next session.</li> <li>Almost all staff completed training in the effective use of Numeracy Blueprint/Count On Us boards, and how these can be effectively used to support mathematical thinking, independence and pupil progress within the classroom. All pupils now have access to these boards and almost all pupils use the boards on a daily basis to support Numeracy and Maths activities. Feedback from pupils' highlights that they find using the boards useful to support them solve maths questions and explain their thinking.</li> <li>In-Service day training on Number Talks led by our Maths Champions took place, with almost all staff attending. Feedback from staff was positive with comments including <i>"This made me realise the importance of discussing strategies to find out the numerous ways to work out one number problem."</i> and <i>"Professional discussion with colleagues on how they teach mental maths strategies and participating in the role of the learner."</i> highlighting what staff found most useful about the training. Following training, all staff implemented Number Talks within their class, groups or individual pupils they work with on a regular basis, ensuring consistency in practice across the school. The impact of Number Talks approach is evident from Pupil Voice gathered, with almost all children stating they find talking about the strategies they have used to solve a maths question or activity and listening to other pupils' strategies, one of the most useful ways to help support them with their learning in Maths. Staff also identified that implementing the Number Talks approach is helpful in assessing pupils understanding in more depth.</li> <li>We have continued to develop Play Pedagogy within our Primary 1, P2 and our Enhanced Learning Resource Classes to support development of Numeracy and Maths. Evidence collated from our ELR shows increased engagement in almost all pupils through adapted approaches to Play Pedagogy. Progress in Maths has been observed, however, further development on adapting our Maths programme to address barriers to learning requires refinement. Attainment data from our Primary 2 cohort highlights an increase in attainment in Maths this session. Observation data from our P1 cohort highlights an increased awareness from staff of pupils' abilities, knowledge and application of Maths and Numeracy through play based assessments. This resulted in adaptations to the Primary 1 programme of learning for Maths and Numeracy to ensure all children were being appropriately challenged and supported.</li> <li>We had a successful Maths Week across the school organised and led by one of our Maths Champions. This focussed on including parental involvement around the application of Maths and Numeracy in the wider world of work and learners as leaders, with our Primary 6 and Primary 7 pupils creating maths strategy videos to support pupils throughout the school and to be shared with the wider school community. The impact on confidence of pupils involved in creating the videos was observed by Class Teachers and SLT and it was identified that this would be an area to look at develop further.</li> <li>We worked in partnership with the Quality Improvement Officer (QIO) with remit of Maths Lead for the Local Authority, looking specifically at the importance of Place Value and children's development and understanding of this. This involved all teaching staff participating in this training. This led to the development of a small scale project led by our school's Digital Lead, in collaboration with Depute Head. This project was shared with the Local Authority and Education Scotland. It built upon work implemented by our Maths Champion during Maths Week and training delivered by QIO (Maths Lead). Evidence collated identified increased confidence of pupils involved within the project and an understanding of Place Value, in addition to the development of digital skills. Further information can be found by clicking on the link below:</li> <li><a href="https://www.thinglink.com/card/1572900740333043713">https://www.thinglink.com/card/1572900740333043713</a></li> </ul> <p><b>Next Steps (Year 2):</b></p> <ul style="list-style-type: none"> <li>Improve moderation of Maths and Numeracy across the whole school setting to ensure children are making very good progress in their learning and appropriate challenge and support is in place.</li> <li>Development of Maths and Numeracy whole school policy.</li> <li>Effectively use data to target supporting narrowing school's own attainment gap.</li> <li>Continue to build on Digital Pedagogy implemented this session to support learner participation and confidence within Maths.</li> <li>Offer further Maths workshops and opportunities for our WCPS Families to participate in.</li> </ul>	

- Ensuring Number Talks hand signals are embedded across the school.

### School Priority: Reading

#### 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

#### Progress and Impact:

- Most targets were achieved this session, with good progress made across this improvement priority and we are well placed to look at continued progress next session.
- A Literacy week model was implemented across the school at the start of the session and training was shared initially by our Depute Head. Data gathered, from staff and pupils has highlighted that further refinement of the Literacy week model and additional moderation is required to increase confidence and consistency of approaches.
- We were delighted that our Buddy Reading scheme could commence again, following lifting of restrictions and our pupils have commented positively on the enjoyment of reading with buddies, which in turn has enhanced motivation for reading for enjoyment in class.
- Staff training was undertaken by majority of our support staff focussing on Read, Write, Inc., Moondog, Rapid Readers.
- Team teaching and modelling took place in some classes this session and all staff involved commented positively on having the opportunity to work alongside the Senior Leadership Team to enhance learning and support within the class. This ensured that almost all learners were supported and challenged appropriately.

#### Next Steps:

- Await feedback from Reading School Accreditation application and use feedback to help plan next steps to build on good practice currently in place.
- Moderation of Reading across all stages and levels to develop a shared understanding of standards and expectations to support professional judgements when reporting on CFE Levels.
- Training for all staff on reading interventions, including awareness of Read, Write, Inc, Moondog and Rapid Readers resources.
- Continued focus on how a variety of different resources can be used to support and address barriers to learning within the classroom and how we effectively evidence application of reading skills.
- Build on reading workshops involving families and opportunities for families to be involved in reading experiences within the school.
- Introduce Buddy Reading approach earlier in session.

### School Priority: Health and Wellbeing (*including ELR specific developments*)

#### NIF Priority:

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people

#### NIF Driver:

- School Improvement
- School Leaderships
- Teacher Professionalism
- Parental Engagement

#### HGIOS 4 QIs:

- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 3.1 Ensuring Wellbeing, Equality, and Inclusion

#### Progress and Impact:

- Almost all targets were achieved this session and very good progress has been made in this improvement area.
- We implemented our Health and Wellbeing (HWB) tracker throughout the school and used this to assess wellbeing within the school on a termly basis in addition to daily observations. Through implementing this approach, we have been able to identify any concerns or worries raised by children promptly and work with pupils, teachers, support

staff and families to address. Almost all of WCPS families surveyed identified that they feel their child's wellbeing is well supported at school and almost all pupils can identify who they could speak to if they had a worry.

- Almost all teaching staff undertook training on the United Nations Convention on the Rights of the Child (UNCRC) provided by WODSEC, with almost all staff highlighting it has raised their awareness of expectations and understanding of Rights of the Child and the implementation of the UNCRC Bill. This provides a secure foundation for the school to build upon with our Wester Cleddens community as we progress into the next session.
- Our Principal Teacher led on the development of UNCRC across the school community this session, and we now have an established Rights Ambassadors pupil group within the school who have made very good progress on development of understanding about Rights of Child across the school. We have 2 Rights' Ambassadors representing the school as part of the Local Authority's Pupil Forum group supporting development at Local Authority level. Our pupils' across the school now have an increased understanding of Rights of the Child and almost all pupils have stated they believe children's rights are important part of Wester Cleddens Primary and ELR. Our Rights Ambassadors have been leaders of learning, leading assemblies and whole school events with pupils commenting *"I love learning about Rights and I love learning about STRIVE", "I love assembly especially when it is all about Rights Ambassadors and Rights. I love hearing about it and learning about our Rights". "School values are so important to the whole school. Respect and Safe are two of our values."* We are currently applying for our Bronze accreditation for UNCRC Rights Respecting School Award.
- We have continued to develop our partnerships with the wider community, making learning about the Rights of the Child, meaningful to all pupils. This has included working with Better Briggs, Babes in the Wood, Refuweegee and with restrictions lifting, in person events and discussion groups with members of these organisations, led by our Rights Ambassadors. Working with partnerships within our wider community, has involved all children in raising awareness of the importance and impact of charities and how this relates to the rights of the child, with the Rights Ambassadors taking on a lead role.
- Snap Shot jotters were introduced as a mechanism to share learning progress of all pupils, while parents were unable to access the school building. Feedback highlighted that this was well received by almost all families. This gave children an opportunity to discuss their learning and pieces of work they were proud of with their families. In addition to this, 'Our Class Learning Journeys' on Teams remained to ensure weekly sharing of learning and experiences within school were shared with our school community and this continues to be valued by WCPS Families.
- With the lifting of restrictions, we have quickly re-established opportunities within the school for our pupils to participate in lunchtime and after school club across a wide variety of curricular areas including Art, Drama, Sports, Coding; this has included re-establishing our Primary 7 Active Leaders in partnership with our Active Schools Coordinator. Pupils, Parents and Staff have all commented on the positive impact on emotional and physical wellbeing.

#### **Next Steps:**

- In collaboration with all stakeholders, update our Wellbeing Policy incorporating UNCRC.
- Development of Wider Achievement Awards, including working with partner agencies to support this.
- Whole school development and implementation of RHSPE
- Develop Emotion Works approach throughout the school
- Pupil Profiles to be developed.
- Further adapt our wellbeing assessments to make these more accessible to all learners
- Apply for Silver Accreditation for Rights Respecting Schools.

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

### **Improvement in attainment, particularly in literacy and numeracy**

We now have comparator data to track cohorts of learning across Curriculum for Excellence Levels over time. However, this has been impacted by the hold of data collection in 2019/20, as a result of the Covid-19 pandemic. Within the school, it is important to highlight that since 2015/2016 our school roll has increased by more than 100 pupils, and this will have an impact on some of our data over time. Our attainment across Curriculum for Excellence level in Numeracy, Reading, Writing and Listening and Talking has remained above national averages; at school level there have been increases in attainment in some curricular areas and dips in comparison to previous session data. At P1, we have seen an increase in attainment from session 20/21 in Reading and Writing and a small dip within Maths. At P4, we have seen an increase in attainment in Reading and Maths, and a small dip in Writing. At P7, we have seen an increase in attainment in Maths and a decrease in Reading and Writing.

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

The Senior Leadership Team have continued to work with Class Teachers to review assessment evidence and analyse data, identifying exiting or emerging gaps in attainment and achievement between our most and least disadvantaged children and young people, and those most adversely impacted by the pandemic. Pupil Equity Funding was used support our most vulnerable

pupils through planned, targeted interventions across aspects of Literacy, Numeracy and Health and Wellbeing. These interventions focused on narrowing attainment gaps that emerged in Reading, Writing and Numeracy between our most and least disadvantaged pupils during the pandemic.

### Improvement in children and young people’s health and wellbeing

It is widely recognised that the pandemic and school closures had an impact on the physical and emotional wellbeing of children. As mentioned in report of Health and Wellbeing priority, the Senior Leadership Team met regularly with Class Teachers to track health and wellbeing, ensuring targeted approaches were identified quickly and put in place to support our most vulnerable children and families. As we move into the new school session, we will continue to develop our mental health strategy within the school working in partnership with Lifelink counselling services, raising awareness of EDC Mental Health Strategy; updating our Wellbeing policy within the school, and looking a further development of Emotion Works throughout the school.

### Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Listening and Talking	Numeracy & Mathematics
Early level by end of P1	Most	Most	Almost All	Most
First level by end of P4	Most	Most	Most	Most
Second level by end of P7	Most	Most	Almost All	Almost All

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

Pupil Equity Funding secured staffing additionality to raise attainment for children at risk of not achieving, with a particular focus on narrowing the poverty related attainment gap. This additionality provided flexibility within our staffing to allow the following to take place:

- SLT working with Class Teachers to scrutinise data and implement further diagnostic assessments to identify gaps in learning or areas for development. This ensured that approaches to creating intervention programme focussed clearly on areas for development. This included assessment of Reading, Writing, Spelling, Maths and Numeracy and Health and Wellbeing.
- Most interventions took place across the whole week, which were led by either Class Teachers, Support Staff or the SLT.
- Regular professional meetings with Class Teachers and support teams during the intervention period revealed an increased level of pupil engagement and level of skill. For some staff, confidence in analysis of data, and ways in which to modify curriculum and learning processes increased over time and for some pupils.
- In Reading, there was noticeable progress in targeted group identified, evidenced in post assessments.
- Numeracy intervention, highlighted progress in children targeted through analysis of pre and post assessment, professional observation and dialogue.
- Health and Wellbeing intervention, showed an increase in confidence, development of emotional health, and building of relationships.

The school has continued to promote actions to mitigate impact of poverty, including approaches to reducing the Cost of the School Day.

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

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

### Summary of School Improvement priorities for Session 2022/23

- 1. Health and Wellbeing (Year 2)
- 2. Raising Attainment in Numeracy and Mathematics (Year 2)

- 3. Raising Attainment Through High Quality Learning, Teaching and Assessment in Literacy (Year 1)

### **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. Our school community continued to show great resilience this year, while managing demands and challenges created by COVID-19 pandemic. Pupils, Staff and Parents/carers have continued to work in partnership, being responsive to changing needs and ensuring that all pupils have been safe, happy and continue to learn.

We have made good progress across all improvement priorities this session, but recognise the pace of improvement has been impacted by the pandemic, including a significant change in staffing. The school have been responsive to this, prioritising and adapting on an on-going basis; we recognise that some aspects that were planned for this sessions will continue on to next year's School Improvement Plan.

We have quickly adapted to changes in Covid-19 guidance, which has allowed us to re-establish in person Parents' Evening, family attendance at Sports Afternoons, families invited to class assemblies, in person P1 and P7 Transition programmes and extra-curricular activities. As we progress into the new session we will continue to re-establish and build on further opportunities for parental engagement, involvement and family learning opportunities within the school.

The school has a clear vision for improvement over the next 3 years and is very well placed to achieve this, through continued collaboration with our Pupils, Staff, Parents/Carers, Partners and Community Stakeholders.