

Wester Cleddens Primary School
and
Enhanced Learning Resource



Standards and Quality Report
2023/2024

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-denominational, coeducational school serving the community of Bishopbriggs. Prior to joining Wester Cleddens, the majority of P1 Pupils attend local authority Early Years Centres, and almost all of our P7 Pupils transition to our associated secondary school, Bishopbriggs Academy. There are 309 children and young people registered on our School Roll, arranged into 12 classes within our wider school/mainstream setting and 4 classes within our Enhanced Learning Resource. Our ELR provides provision for Primary 1 to Primary 7 children across East Dunbartonshire Council (EDC), with a variety of additional support needs. This service 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. In addition to this, the ELR provision provides outreach support to Early Years Centres across EDC.

Our teaching team across the entire school consists of 22 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 quintiles. The majority of our Pupils reside in Quintile 5, with some residing in Quintile 2-4 and few in Quintile 1. Free School Meal Entitlement (FME) is 7%, with 9% of our families accessing Clothing Grants. 20% of our Pupils speak more than 1 language at home, with 24 different languages spoken across our WCPS family community. Further information regarding the context of the school can be found on our school website at <http://www.westercleddens.e-dunbarton.sch.uk/>.

This session we received £33,705 from the Pupil Equity Fund (PEF) to reduce the poverty related attainment gap. The school identified children and young people and used targeted resources to support. Following consultation with stakeholders, it was agreed that Pupil Equity Funding would be used to support development of our Literacy and Numeracy priorities, including resources and staff cover to support development. This also included targeted interventions and supports for Health and Wellbeing. Attendance is rigorously monitored and any issues are addressed promptly in order to best support our families. Our average attendance rate for this school session was 95.3%.

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 meet through a hybrid approach of both in-person and online meetings, to provide a high level of support to the school.

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 2023/2024 and highlights our priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School Priority: <i>Raising Attainment in Literacy - Assessment and Moderation</i>	
NIF Priority: <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children NIF Driver: <ul style="list-style-type: none"> Curriculum and Assessment Teacher Professionalism School Leadership School Improvement 	HGIOS 4 QIs: <ul style="list-style-type: none"> QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement
Progress and Impact: <ul style="list-style-type: none"> ➤ Overall good progress was made with this priority and the school is well placed to continue to improve. ➤ Most targets were achieved this session with good progress made in this priority. Attainment levels in writing have improved across our P1, P4 and P7 year groups. ➤ Almost all Class Teachers were involved in the West Partnership/East Dunbartonshire Council Assessment and Moderation Programme (<i>with focus on Writing</i>), with the majority of Staff reporting it has had an impact on learners within their associated class. ➤ Most Class Teachers engaged in professional dialogue and collaborative working with Staff across five other East Dunbartonshire Council (EDC) Primary Schools, planning, implementing lessons and moderating examples of writing and lessons across Early – Second Curriculum for Excellence (CfE) Levels. This resulted in the majority of staff feeling more confident in standards of writing and achievement of a level in regard to writing. ➤ Almost all Class Teachers undertook professional reading associated with West Partnership and EDC Assessment and Moderation programme, focussing on effective formative assessment and teaching and learning approaches. These approaches have been observed during Teaching and Learning visits and the pupils talk positively about the impact some of these strategies have in their learning. ➤ Following the assessment and moderation programme, most Class Teachers have highlighted that further review of writing criteria and moderation within the school would benefit learners in identifying strengths and areas for development. A few Class Teachers have highlighted that a review of the amount of genres taught at each stage, would be beneficial in continuing to improve quality of writing. ➤ Pupil voice has highlighted that most children across Primary 4-7 feel they are happy with their progress in writing; with less children highlighting they want help with their writing compared to session 22/23. Most Pupils stated that having time for planning their writing, was one of the most helpful strategies implemented, along with having the opportunity to see an example and discuss with their Class Teacher. ➤ This session we have used Pupil Equity Funding to support the use of digital technologies to support Writing. Pupils have highlighted the use of a laptop to support their writing is helpful and motivation and engagement of writing, using the laptop to support has been observed by Class Teachers. ➤ All Class Teachers within our ELR have undertaken training on Clicker 8, led by our Principal Teacher (ELR). This resource has then been piloted by ELR Staff, in Term 3 into Term 4 with a focus on increased engagement, well-being and independent learning skills within writing. ➤ Almost all Pupils involved in the pilot demonstrated an increase in well-being during literacy sessions when using Clicker 8. ➤ The majority of Pupils demonstrated an increase in engagement during literacy sessions. 	

- A few Pupils demonstrated an increase in independent learning strategies, showing an increased quality of writing produced; teachers highlighted that they felt more time would be needed to see an impact on independent learning.
- Whilst the timeframe of implementation was too short to demonstrate a change in CfE level, increased pupil well-being and engagement is likely to be a contributing factor to raising literacy attainment over time.
- To raise attainment in Reading through a targeted approach, our Principal Teacher completed training in Reading Recovery throughout the session. This included two Class Teachers completing a training on the implementation of Reading Recovery assessments.
- Across the session 4% of the Primary 2 year group participated in the Reading Recovery Programme (RRP), with almost all children who participated making significant progress in their Reading.
- Most children who have completed the programme, have obtained a 'Book Banding' Level that has placed them as expected to achieve First Level by the end of Primary 4, with a few working beyond expected level for this stage.
- All Pupils shared that they feel that their confidence has increased when undertaking literacy tasks within the classroom. Including the following comments:
"It was fun. I needed help in reading to sound out to read big long words. I feel like I am very good at reading now because when I first started I could hardly read and now I can very easily read and use a talking voice. It has helped my writing because I can write big long sentences but at first I was writing little sentences. I know how to spell more words."
- A few Staff observed Reading Recovery lessons delivered by the Principal Teacher. During professional discussion following the observations, relevant theory was shared as well as strategies that some have begun to implement within their classrooms to support learners during Literacy lessons.
- Feedback included the following:
"The growth in confidence in the children and in their own ability to give things a go has been enormous. Prior to the RR programme (RRP) the children were very reluctant writers and struggled with letter formation. The children now write willingly and letter formation has improved, they're also now confident with the alphabet."

"I think the (Reading Recovery) lesson was structured in a way that not only helped support the children's learning but also improved their self-confidence. I could see how easily these sessions could be tailored to suit individual needs and how quickly the teacher can make observations which will immediately impact the next steps for that individual child."

Next Steps:

- Clicker Training for whole school Staff; led by our ELR Team. Implementation of effective use of Clicker 8 for targeted support across the whole school.
- Family workshops on effective use of resources to support Writing and Reading
- Review writing criteria, including genre specific criteria across Early – Second Levels
- Review approach to writing through Pupil Enquiry Based Learning approach
- Continued opportunities for moderation of writing, across primary ELR provisions
- Embedding the Reading Recovery approach through continued sharing of pedagogical practices; including opportunities to observe and collegiate sessions and continuation of Reading Recovery intervention for identified Pupils in Primary 2 session 24/25

School Priority: Numeracy

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy.

HGIOS 4 QIs:

- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

<ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children and young people <p>NIF Driver:</p> <ul style="list-style-type: none"> • Curriculum and Assessment • School Improvement • Teacher Professionalism • Assessment of Children's progress 	
<p>Progress and Impact:</p> <ul style="list-style-type: none"> ➤ Majority of targets were achieved this session with progress made in this priority. ➤ This session our Maths leads sourced and adapted new Maths Planners to provide a more coherent approach to Maths across the school. These were piloted by all Class Teachers, following collegiate sessions on how to plan effectively around these. ➤ Our Maths Champions also provided ongoing opportunities for professional dialogue, including training sessions on Number Talks, Fractions, Count on Us Boards, Maths Recovery Strategies, effective use of differentiation. ➤ Almost all staff through a process of self-evaluation, collegiate sessions and moderation opportunities, reported that their knowledge and skills in planning for Numeracy and Maths has progressed this session. The majority of staff commented that the introduction of an adapted clear, coherent and consistent approach to planning for teaching and learning in Numeracy and Maths across the whole class was highly effective in supporting differentiation for all learners. ➤ Almost all staff highlighted their understanding of the progression across the CfE benchmarks has increased. A majority stated that they feel confident in planning for and facilitating learning opportunities that are meaningful, and offer application of skills development across other areas of the curriculum. ➤ A few staff have engaged with Pupil Enquiry Based Learning (PEBL) professional learning courses provided by East Dunbartonshire Council. They have implemented elements of a PEBL approach within their class setting and pupil engagement and motivation has increased in almost all pupils participating in this approach. This now requires further development and moderation. ➤ A few staff have highlighted that further review and adaptations to the planners is required to reduce barriers to learning where more bespoke programmes of work are in place. ➤ Our Pupil led Maths Committee offered a platform for regular pupil discussion groups across all stages in the school. This included opportunities pupils to apply a variety of their Maths skills to create surveys and analyse data for other Friday Committees within the school e.g. gathering information for the Eco-Committee. Our Maths Committee also were involved in the organisation of Maths Week activities. Pupil voice highlighted that Maths Week was one of their favourite experiences of the school session. ➤ There has been a noted increase of pupils highlighting a wider scope of Maths and Numeracy concepts that they have enjoyed learning about this year and can identify progress in this area <i>"I have enjoyed working together with my group because they can help and discuss some questions that we don't know."</i> <i>"In Maths I have enjoyed problem solving, shape and symmetry."</i> ➤ Almost all pupils now make very good use of the Count on Us boards when developing number strategies and most pupils can talk about their learning demonstrating development in metacognition skills (using mathematical language to describe the strategies they are applying). 	

Next Steps (Year 3):

- Finalise Maths and Numeracy whole school policy
- Further moderation of assessments for Maths and the approach to this across the whole school
- Continue to develop Pupil Enquiry Based Learning (PEBL) approach across further classes
- Targeted workshops for families to raise awareness of Maths and Numeracy strategies across Early – Second Level CfE

Progress in National Improvement Framework (NIF) priorities**Placing the human rights and needs of every child and young person at the centre**

During session 23/24, the school has continued to embed the United Nations Convention on the Rights of the Child (UNCRC) across the school, working towards our Gold Accreditation. We are well placed in progress in this area in regard to respecting and promoting the rights of children and young people, ensuring that children's rights are implemented, learned, understood and lived. Almost all Pupils within our P4-P7 year groups agree that Children's Rights are important at Wester Cleddens Primary and most Pupils are able to identify articles from the UNCRC. Every month children undertake activities linked the Article of the Month and this is linked in to the work they are completing in class to make real-life links to the curriculum. This sessions Pupil Forum Representatives (*including representation from our ELR*) have worked towards their Dynamic Youth Award, and continued to share updates from the school and across the authority with the school.

Pupil voice throughout the school is captured through surveys created and completed by the Pupils and Staff. These take place timeously throughout the session to help inform developments and improve our service and opportunities within the school. Pupil Leadership is encouraged throughout the school, with all children being part of a Friday Committee.

As we progress into Session 24/25, we are aiming to achieve our Gold Accreditation for Rights Respecting Schools and our Gold Reading Schools Award. As a whole school team we will be looking at our inclusive practices within the school and further developing our partnerships with our wider community; including further training on The Promise, in line with the EDC Education Service Plan.

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 existing or emerging gaps in attainment and achievement between our most and least disadvantaged children and young people. Pupil Equity Funding was used to 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; they also focussed on improving health and wellbeing outcomes for identified children.

We have continued to review the Cost of the School Day (CoSD), taking a pupil led approach with our Rights Ambassadors, including our Pupil Forum members, and working in collaboration with our Parent Teacher Association (PTA) and Parent Council and our wider school community. Within school we have continued to provide access to our 'Pre-Loved Uniform Shop', for all families to access. We have also donated items from our Pre-Loved Shop to 'Babes in the Wood', working in partnership to provide pre-loved clothes to families in the wider community. We have reduced cost of events taking place within the school with most events being free, and subsidised by Pupil Equity Funding, and our PTA. Our PTA have funded the full cost of Swimming Lessons

for all P5s. Within school, we provide stationery packs for pupils where required, and ensure all children have access to stationery. All our Pupil Led and Teacher Led extra-curricular clubs are free. We review events throughout the session to ensure that hidden costs and pressures for families are reduced. Our Home Learning strategy has reduced the reliance on Digital Technologies, reducing additional costs for accessing resources on-line for families. We have continued to promote the use of local services, including ensuring almost all children have access to the Local Library, including their own library card and know how to use this.

Improvement in attainment, particularly in literacy and numeracy

Within the school we have comparator data to track cohorts of learning across Curriculum for Excellence Levels over time. It is important to highlight that since 2016/2017 our school roll has increased by more than 100 Pupils, and this will have an impact on the validity of some of our data over time. Most of our attainment across Curriculum for Excellence levels in Numeracy, Reading, Writing and Listening and Talking remain above national averages.

At school level there have been increases in attainment in some curricular areas and dips in others in comparison to previous data. At P1, there has been an increase in attainment within Reading, with a small dip in Writing and Numeracy compared to previous cohort. At P4 there has been increase across all curricular areas in comparison to previous cohorts. Within the P4 year group overtime, there has been a slight dip in Reading and Writing and an increase in attainment in Numeracy. It is important to note, that this cohort has grown by 29% since P1. Our current P7 cohort, Writing, Listening and Talking and Numeracy attainment has increased over time; with a slight dip in Reading attainment.

Improvement in children and young people's health and wellbeing

The Senior Leadership Team continue to track Health and wellbeing, and have professional dialogue with Class Teachers and Support Staff, ensuring targeted approaches are identified quickly and put in place to support our most vulnerable children and families. We have continued to develop our Mental Health Strategy, in line with EDC Mental Health Strategy. The school works in partnership with Lifelink counselling services for identified Pupils and we continue to implement Emotion Works across the school to support emotional literacy. We have used health and wellbeing data to identify children to participate in the Seasons for Growth programme and liaise with our Inclusion Officer and Educational Psychologist, Carers' Link, and Supporting Families to look at what further supports may be appropriate for our learners. In addition to this, with a Tier 2 provision as part of our school, we have had a variety of in-house training on responding effectively to distressed/dysregulated behaviours and effectively implementing de-escalation strategies as part of trauma informed practice. This session both our Support Staff and ELR Team, have undertaken training led by our Educational Psychologist.

Video Enhanced Reflective Practice (VERP) was used a strengths-based professional development approach to enhances the reflective practice of teachers, focussing on the improvement of the emotional and social well-being of pupils. All ELR Class Teachers who participated in VERP training reported improvements in the way they communicate and attune with our children and young people; this resulted in an increase in engagement for almost all pupils.

At WCPS we are committed to delivering 2 hours of statutory PE each week, ensuring children have access to 2.5hrs of PE every week within their weekly timetable; this does not include our commitment to Daily KM which is also part of the school day. Our Primary 7 Active Leaders encourage and promote attendance at lunch time sport clubs which they organise and run (with adult supervision) following undertaking a training course led by our Active Schools Coordinator.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2024				
	Reading	Writing	Listening and Talking	Numeracy & Mathematics
Early level by end of P1	Most	Most	Almost All	Almost All
First level by end of P4	Most	Most	Almost All	Almost All
Second level by end of P7	Most	Most	Most	Most

This session we have continued to build on our achievement of gaining our Silver Reading Schools Award and our Silver Accreditation in Rights Respecting Schools in Session 22/23. Our pupil led Book Committee and pupil led Rights Ambassadors Committee, have continued to work on developments towards achieving Gold awards as we move into Session 24/25.

We have participated in the Thomas Muir Art Competition, with a few of our pupils being finalists and having their art work displayed within Thomas Muir Coffee Shop. Our Primary 6 year group entered the EDC Primary Euro-Quiz and were placed third in the competition. Our Eco-Committee have been working towards gaining our Eco-Flag, they have submitted their evidence towards gaining this and we are awaiting outcome.

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

Data relating to children who receive free meals, clothing grants and/or live in Quintile 1 has been considered when looking at a Poverty Related Attainment Gap (PRAG) within the school. The majority of pupils within this category are achieving at expected level in Maths and Numeracy, Reading and Writing, and most pupils are achieving at expected levels in Listening and Talking. Targeted intervention are reviewed for any pupil not meeting expected targets and actioned as required.

Our Pupil Equity Funding (PEF) focussed on Literacy intervention including our Reading Recovery Programme, this targeted a few children who fall into our PRAG category. This was not widened out wider year groups due to the tight restrictions around chronological age for the programme and the pedagogy around this. This intervention as noted previously, has had a significant positive outcome for almost all pupils who have been part of this programme, where they are now expected to achieve associated CfE Level. This impact has not only been in Reading, but has also raised attainment for identified pupils in Writing. In addition to this, we purchased digital technologies and software to support access, and engagement with Writing for identified pupils across the whole school, including our ELR provision. Data analysed from this intervention at this early stage of implementation, has highlighted increased engagement of almost all pupils involved and quality of writing for majority of pupils, with an increase in independence of learning.

PEF allocation was further used to support development of Maths and Numeracy, providing Class Teacher cover to support professional learning opportunities, and time to develop resources and team teaching within the school with the Maths Champions. Digital technologies were also purchased to support further interventions and working with smaller groups of children, where identified, reducing barriers to learning.

In Health and Wellbeing, PEF was allocated to provide further opportunity for our ELR pupils to develop their pro-social skills, and further development of life skills and access to the wider community. Funding was also used to support digital technologies within our nurture based room within the school, which provides an alternative learning environment for targeted groups of children, reducing anxiety and demands around the traditional methods of teaching and learning.

Self-evaluations of How Good Is Our School? (4th 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

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. We continue to be responsive to changing needs and ensuring that all Pupils are safe, happy and continue to learn. We have made good progress across improvement priorities this session and acknowledge the changes we have made in regard to school development to ensure we are meeting the needs of all learners. The school has been responsive, prioritising and adapting on an on-going basis.

We have continued to work with our Secondary school partners, and associated Early Years Centres to implement an extensive transition programme supporting our P1 and P7 Transitions. We have continued to work in close partnership with our Educational Psychologist, Speech and Language Therapist Link, Active Schools Coordinator, Inclusion Officer and Quality Improvement Officers to ensure we are effectively meeting the needs of all learners within our school and focussing on raising attainment for all learners.

Our extra-curricular activities have continued to be offered, with an increased number of clubs being led by our Pupils, developing pupil leadership. We have invited families in to work with their children through a variety of different events linked to the curriculum; this has included pupil led sessions on Read, Write, Count, Primary 1 Transitions, Stay and Play sessions and Open Events, and aim to build on this next session, using pupil and parental feedback to drive this forward.

We have continued to develop our partnership working with families with support from our partners, including holding our first ASN Coffee Morning, supported by our Principal Teacher (ELR), Depute Head Teacher (ASN Co-Ordinator) and our Educational Psychologist; providing a safe, supportive, informal and informative session for identified families. As we move forward, this will be extended to a wider audience and with increased sessions.

All Pupils have been involved in assemblies across the school session, with family audiences; with our second ELR Summer Showcase performance due to take place in June; continuing to ensure all learners have the opportunity to celebrate, perform and showcase their individual talents.

We have continued to focus on providing increased pupil led opportunities, with our Active Leaders organising, planning and leading clubs for Pupils across P1 – P6, and our P6 and P7 Pupils running a variety of clubs for younger Pupils, Art Clubs and Book Clubs. We have continued to develop our Friday Committees, and we using Pupil and Staff feedback to continue to improve these as we move in to next session.

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.

Summary of School Improvement priorities for Session 2024/2025

- 1. CIRCLE – including inclusive practices throughout the school
- 2. Raising Attainment in Literacy (Year 2)