

Wester Cleddens Primary



Standards and Quality Report

2018/2019



Happy Together, Learning Together, Achieving Together

Our Context at Wester Cleddens Primary School

Happy Together, Learning Together and Achieving Together 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 19/20.

Wester Cleddens Primary and ELR (Enhanced Learning Resources) has a school role of 250 and a teaching staff of 16.7 Our SIMD (Scottish Index of Multiple Deprivation) is spread across all deciles. SIMD 1 and 2, 12.4% of pupils. SIMD 3 and 4, 12.4% of pupils. SIMD 5 and 6, 6.4% of pupils. SIMD 7 and 8, 20.4% of pupils. SIMD 9 and 10, 43.6% of pupils. 4.8% of pupils SIMD is unknown. Free school entitlement during Session 2018/2019 was 6%. Pupil Equity Fund allocation for session 2018/2019 was £20,400 which was used to support Raising Attainment for all pupils in Literacy and Numeracy. 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.

An ELR was established in Wester Cleddens Primary during the current session. The ELR is a provision which supports children with a variety of needs across East Dunbartonshire Council from Primary 1 to Primary 7. The ELR is managed by the Head Teacher and a Principal Teacher. 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 processes. The ELR has an Early Years Assessment nursery for children aged 3 to 5 and places are allocated through assessment and referral by TAC and EYCAT.

Effective learning and teaching ensures 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.

2018/2019	Reading	Writing	Listening and Talking	Maths
Early (P1) (E) 50 children	82%	70%	74%	84%
First (P4) (E) 45 children	82%	82%	84%	84%
Second (P7) (E) 33 children	90%	84%	90%	84%

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 (Mainstream Only): To continue to raise attainment in Writing through the implementation of high quality learning and teaching from Primary 1 to Primary 7 (Year 2)

NIF Priority: Improvement in attainment, particularly in literacy and numeracy.

NIF Driver: Assessment of children's progress

HGfIOS 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

All targets were achieved during Session 2018/2109. Working collegiately with the Senior Leadership Team, staff developed and implement a progressive pathway of Grammar skills from Early to Second Level. A Grammar overview of skills to be taught was created and planners were moderated to ensure that they aligned with existing writing planners. Grammar resources were bought to support the development of teacher skills and confidence as well as providing a wealth of activities for pupils. A progressive planner for Handwriting was developed to ensure that handwriting is taught systematically and consistently. Staff worked collegiately to moderate writing genres using CfE Benchmarks and writing success criteria were aligned with the Benchmarks. Targeted support for pupils in Primary 1 to 7 was provided by the Education Support Teacher, Class Teachers and Support for Learning Assistants using Rapid Writing, Read Write Inc and the 5 minute box. PEF funding was used to support this priority. £4520 was used to appoint an Acting Principal Teacher who lead on the writing development. £93.15 from PEF was used to purchase Rapid Writing. £6125 of PEF was invested in Clicker 7 and 10 laptops to support targeted writing intervention.

Impact

Staff knowledge, confidence and skills have all improved in the pedagogy of writing as evidenced by staff surveys. Staff confidence in using the Benchmarks to assess children at Early, First and Second level has ensured higher expectations of pupil writing. Attainment data for achieving Early, First and Second Level in writing has improved at all stages evidenced through the robust tracking processes in WCPS.

School priority 2 (Mainstream Only): To continue to raise attainment in Reading through the develop of a WCPS reading culture.

NIF Priority: Improvement in attainment, particularly in literacy and numeracy.

NIF Driver: Teacher Professionalism

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

Impact

All targets were achieved during Session 2018/2019. Teaching staff undertook Practitioner Enquiries in the following areas:

1. Raising attainment of reading using a Read Write Inc approach
2. Raising attainment in reading through enjoyment and choice
3. Raising attainment in reading through parental involvement
4. The impact of book choice on reading motivation
5. In what ways can I encourage Reading for Enjoyment and choice for children who require significant support within Literacy?
6. Reading aloud: Does it improve comprehension skills of children?
7. Raising attainment in Early Years Literacy through Parental Engagement

Pupils were involved in the development of class libraries to ensure libraries became spaces, which children wanted to read in. £2365.39 of PEF was used to purchase texts, including Dyslexia friendly books for class libraries reflecting pupil choice and interest. A further £1235.85 from PEF was used to purchase furniture for class libraries to reflect their designs. £1097.02 of PEF was used to purchase book bags for Primary 1 and 2 to encourage and support parental engagement. Read Write INC was purchased using PEF costing a total of £174.71

Impact

The outcomes of the Practitioner Enquiries have been used to inform the School Improvement Plan for Session 19/20. Staff all felt that their understanding of aspects of reading development improved through their own professional reading. Pupil surveys have identified that almost all children value their class libraries and pupils are reading a wider range of genres. The impact of Read Write Inc on phonic and reading progress has been reviewed and the positive results mean that the resource will be used with a wider group of pupils during Session 19/20.

School priority 3 (ELR Only): To develop staff knowledge and skills in supporting pupils with a range of Language, Communication, Social and Emotional needs.

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

NIF Driver: School Improvement, Teacher Professionalism and Assessment of Children's Progress

HGIOS 4 QIs:

2.3 Learning, Teaching and Assessment
3.2 Raising attainment and achievement

PEF Organiser:

Differentiated support including targeted support for learning approaches.

Progress

Almost all targets were achieved during Session 2018/2019 with those that were not achieved forming part of the ELR SIP for 2019/2020. All staff participated in SPELL. Staff have worked closely with Education Psychology and Speech and Language to develop classroom organisation and management skills that follow SPELL strategies.

Impact

Staff have worked hard to use a wide range of Language and Communication strategies in classrooms resulting in a positive, calm and nurturing ethos in the ELR.

School priority 4 (ELR Only): To develop a consistent and effective approach to assessing and monitoring pupil Health and wellbeing

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

NIF Driver: School Improvement, Teacher Professionalism and Assessment of Children's Progress

HGIOS 4 QIs:

2.3 Learning, Teaching and Assessment
3.2 Raising attainment and achievement

PEF Organiser:

Differentiated support including targeted support for learning approaches.

Progress

Almost all targets were achieved during Session 2018/2019 with those that were not achieved forming part of the ELR SIP for 2019/2020. All staff have developed comprehensive Pupil Management Plans for all pupils. All teaching staff participated in Emotion Coaching and CALM training to ensure they had extensive knowledge of and understanding of de-escalation strategies. Health and wellbeing assessments have been used to identify next steps for pupils.

Impact

Staff knowledge and skills in supporting pupils with a wide range of Language, Communication, Social and Emotional needs has improved resulting in pupils feeling safe and secure in the ELR. Pupil Management Plans ensure consistency of approach when supporting pupils. CALM strategies have helped to reduce the frequency of pupils becoming de-regulated and improved staff capacity. ELR pupils have bespoke inclusion plans with the mainstream school and almost all have benefitted from developing and building relationships with mainstream peers.

Key priorities for improvement planning 2019 – 2020

1. To continue to raise attainment in Reading through the implementation of high-quality learning and teaching from Primary 1 to Primary 7
2. To raise attainment in Spelling through the implementation of high quality learning and teaching from Primary 1 to Primary 7
3. To improve the mental, emotional and social wellbeing of pupils through the development of effective assessment and tracking of HWB and Language and Communication (ELR ONLY)

What is our capacity for continuous improvement?

Our school's effective self-evaluation and consultative processes ensure that we are able to work in partnership with our school community to identify our next steps for improvement.

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