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| **Westfield Primary School and Nursery Class Improvement Report** | |
| **Context of the school:**  Westfield Primary School and Nursery Class is situated in the Westfield area of Cumbernauld. The current roll is 320 including 60 nursery children. The school’s aims are to equip children with the knowledge, skills and attributes essential to a happy and productive life in the 21st Century. Its values are: tolerance, confidence, compassion and success.  The experienced head teacher is supported by a management team of two principal teachers and two acting principal teachers. All staff demonstrate high levels of commitment and expertise throughout the school. The school has a very good reputation in the community based on its focused efforts to secure high levels of achievement, attendance and excellent behaviour. This session’s attendance has remained high at 95%.  As a school community, Westfield Primary and Nursery Class has developed a comprehensive rationale that underpins all curriculum choices and structures based on a sound understanding of the local context and national priorities. The school community is ambitious and high expectations of attainment and achievement are held by pupils, parents, staff and partner agencies. The school benefits from the universal offers provided by the education authority in line with the aims of the Scottish Attainment Challenge. Moving forward, just over **14%** an increase of almost 2% since last session of the pupils meet the threshold for Pupil Equity Funding (PEF) which is £1200 per pupil. The allocation for **2019/20 is £ 40 500**. Unfortunately the timing of the allocation and the successful application for free school meals is not always synchronized. We also have a number of families that could be described as experiencing in work poverty.  Improvement priorities for 2019/ 20 are focusing on improving assessment and moderation, Making Thinking Visible – a programme to improve and deepen children’s ability to think and STEM which stands for Science, Technology, Engineering and Maths. A key objective continues to be improving attainment and achievement for all and specifically to improve outcomes for pupils who are under- achieving due to poverty related issues.  Performance in **Reading** at P1 shows that almost all pupils have achieved the appropriate level. At P4 most pupils have achieved the appropriate level for their stage. The majority of this year’s P7 pupils achieved the appropriate level.  In **Writing,** most P1 and P4 pupils achieved the appropriate level for their stage. A majority of P7’s achieved the appropriate level.  In **Talking and Listening,** most P1 and P4 pupils achieved the appropriate level with the majority of P7s achieving their appropriate level.  In **Mathematics and Numeracy**, P1 almost all the pupils achieved the appropriate level. In P4 most of the children achieved and in P7 the majority of pupils achieved the appropriate level.  High quality learning and teaching requires several conditions, as detailed in the Scottish Government’s National Improvement Framework, and the school takes care to ensure that leadership at all levels is effective to secure improvements in attainment; teachers and support staff are trained and guided to deliver and assist high quality teaching and learning; that progress and performance across key areas is carefully tracked, monitored and analysed; that parents and carers are engaged, informed and involved in shaping their child’s learning journey and that the school regularly evaluates its effectiveness in meeting its stated aims to ensure every child, and in particular those for which there are obstacles to success, is meeting his or her potential.  It is imperative that the focus on improving attainment across the school and specifically for the pupils whose educational progress is being held back due to factors related to poverty remains strong. Some developments will take time to bed in and make a sustained improvement however it is crucial that the pupils we serve now are exposed to the best possible educational experience the school can deliver. Initiatives such as Making Thinking Visible and many of the universally offered resources and training such as Read, write, Inc. are to be commended and the staff will endeavour to implement as fully as possible methodologies proven to be effective in raising attainment. The main difficulty has been due to staff absences and class commitments that programmes have been difficult to maintain. | |
| **School priority 1: Improving Attainment in Writing** | |
| NIF Priority  Improvement in attainment, particularly in literacy and numeracy  NIF Driver  **Assessment of children’s progress** | HGIOS?4 Qis  2.3, 2.4, 2.5, 3.2, 3.3  NLC Priority  Supporting all children to reach their potential |
| Staff worked with stage colleagues and with teachers from across the cluster to assess and moderate writing. New arrangements for assessment will carry forward into the new session and this should enable teachers to have a clearer view of where children should be at different points in the session and over the three year duration of a level.  After trialling and evaluating new resources such as Big Writing staff reached the conclusion that there was no resource that met their requirements and instead new principles for writing lessons were devised and shared with staff that focused on context, genre and purpose. A clear target setting and assessment guide was also agreed with staff which will be in line with cluster assessment and moderation practice.  Interventions such as Read, Write, Inc. and IDL were carried out with small groups of children but due to staffing constraints this was not introduced as widely as we would have liked.  **Next Steps: (What are we going to do now?)**   * To continue with moderation activities across the school and cluster /Family Group * To continue to use the new assessment and moderation approach using the West Partnership materials with all pupils and especially with the PEF children throughout the whole school and to measure progress / identify interventions as they move through the stages. | |

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| **School priority 2: Improving Attainment in Numeracy** | | |
| NIF Priority  Improvement in attainment, particularly in literacy and numeracy  NIF Driver  School leadership | | HGIOS?4 QIs  2.3, 2.4, 2.5, 3.2  NLC Priority  Improving the health, wellbeing and care of the communities |
| In August 2018, the numeracy working party, led by acting principal teachers, sought to establish a numeracy baseline for all children. The PTs sought advice from colleagues in the Numeracy base as to which assessment would be most robust. In line with other schools in North Lanarkshire we then decided to use MALT tests from P2-P7. It was deemed unnecessary to test P1s as we already had baseline CEM data for this group. Initial testing was completed by the end of September 2018. Assessment results were then analysed to establish those children whose results were below the national average.  MALT test results have shown a 14% improvement from September to May across the whole school while PEF results have improved by 19%. This brings the PEF and whole school results almost in line with each other and evidences progress in closing the attainment gap.  The working party distributed completed tests to class teachers to allow them the opportunity to review scores and to inform their planning. Results were analysed to establish those children with poverty related barriers to learning whose attainment was low. The PTs then discussed results with class teachers to determine which children would most benefit from learning support in maths.  Teachers were asked to track children’s progress in mental agility using weekly Big Maths assessments. Baseline assessments showed that 32% of pupils were working at the correct Big Maths level for their stage. The working party set a target to increase this to 60% of pupils working on the correct Big Maths level. Data from June 2019 shows that 54% of children are working at that appropriate stage. As it became apparent during the course of the year that we would not meet our target, the working party considered possible factors for this underperformance. We concluded that although Big Maths was a useful programme, children were not developing their mental agility in line with expectations. The Acting PTs therefore recommended to the HT that the school move to adopting the Number Talks programme as recommended by the Numeracy CIOs.  Teacher confidence surveys were also issued to determine whether there were gaps in teachers’ knowledge or any issues with teacher confidence in this subject. Although no significant issues were identified some teachers did report that they would like to develop their pedagogical skills in maths. To this end the PTs identified appropriate training opportunities for staff. Training attended included:   * Number Talks- most staff have attended training and have been implementing strategies. Whole school implementation August 2019. * SEAL – staff from each department have been trained in using SEAL methods. Staff advised to sign up for course as soon as possible. Trained staff have been using methods to good effect. The Maths working party are currently creating bank of resources for staff use. * Catch Up Numeracy- Acting PT trained and approaches used with identified children within P7 class. * Number Box- Classroom assistant attended training and subsequently trained parent helper to deliver this intervention. Children from P4 and P5 targeted and support delivered on a daily basis. * Sumdog- All staff trained and using Sumdog to meet the needs of individual learners.   Next Steps   * Implementation of Number Talks throughout the school * Implementation of SEAL in P1-P4 * Parent workshops in number operations offered in Term 1 * MALT tests used in May 2020 to measure progress of PEF children vs control group | | |
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| NIF Priority  Improvement in attainment, particularly in literacy and numeracy  Improvement in employability skills and sustained positive school leaver destinations  Improvement in children’s and young people’s health and wellbeing  NIF Driver  Parental engagement | HGIOS?4 QIs  2.5, 3.1  NLC Priority  Supporting all children to reach their full potential  Improving the health, wellbeing and care of the communities | |
| **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**  **Homework Groups**  Teaching staff in P4 – 7 stages set up a succession of Homework After-School Clubs. The aim was to support the PEF children in Numeracy and Literacy out with the normal school day and facilitate the completion of homework tasks to extend learning. Registers show a 95% uptake of this initiative of PEF children.  Small group support was offered at P7 and an uptake of 100% of PEF children resulted in an improvement from Red to Amber at level 2 in oral Numeracy by 80% of PEF children at P7, with confidence to attempt class work increased by 90% of children attending the club. In Stages P4 – P6 a high intake of attendance, 80% approximately attending weekly, had shown an increase in oral fluency in reading and an increase numeracy ability supported by children’s responses in class and their homework task returns.  **Informing and Involving Parents in their children’s progress**  Efforts to improve parents and carers understanding of their children’s progress and to help them contribute more fully in the process resulted in better processes to share their child’s learning on a more regular basis. Examples of work assessed by teachers is sent home the week prior to Parents’ Nights so that there is time for them to digest and examine what their child is learning and producing in school.  Parents were then more able to question and discuss progress with staff and agree courses of action to further improve their child’s learning. Questionnaire responses were very positive and this has helped parents to engage more meaningfully with staff.  **Solihull Training**  Solihull training for the whole school begins in November 2019. As a staff we currently have 20% of our whole school practitioners trained. By the end of November we will be 100% trained, including ASNAs and CAs.  **CLD**  We have continued our strong relationship with our CLD Worker and courses on Parenting, Nutrition, Behaviour Management, and Autism have been run with one course repeated due to high interest. Feedback from those attending indicated value and worth especially as parents shared ideas on how to support children who are on the Autism Spectrum. Of the target families 60% were PEF and over the six week block 50% of PEF families participated every week. The partnership with CLD will continue on the maintenance programme.  **Engagement of Families – Appeals and Poverty Proofing**  The working group looked into ways to support families at specific times of the year. An appeal was set up at Christmas to support our PEF families and some borderline families through this time of the year. We identified 25 families and an approach was made to ascertain their interest in receiving Christmas presents for their child.  Of the families approached 98% accepted the offer and an appeal was sent out school wide for specific items, a link at the Clothing Bank gave larger clothing items, toys were donated and the Rotary Club of Cumbernauld donated eight Christmas dinners for PEF families. The response was overwhelming from the donations received and the gratitude of our PEF families.  This has now been extended to supporting PEF families at times when children show signs of need throughout the school year, i.e. uniforms becoming too small, holiday times approaching and families requesting leisure clothes.  **Engagement of Families – Contacts**  The inclusion of external organisations showcasing their services continues at Meet the Teacher Night and Parents’ Appointments. Local sports clubs are now invited to give information on low cost activities for children in the local community. This has proved successful and has expanded our network of after-school club activities which is of no cost to PEF children.  **Footea**  This programme carried forward with 12 PEF children invited to attend. The uptake was 75% and a mini bus was provided to take the children to Broadwood Stadium. Parental feedback was that it made life easier as trying to get to school and then to Broadwood Stadium was too tricky but collecting only at 6pm was manageable. Children reported that the football and tea given was great and all would attend again if this was an option.  Over the two year course of this priority, 90% of the aims have been achieved. The key objective of engaging parents to support their children to raise attainment in Writing, Numeracy and Health and Wellbeing shows attainment raised by SNSA data indicating more than 70% of P7 PEF children now fall into national average bands across Reading, Writing and Numeracy. At P4 SNSA data indicates that 80% of PEF children now fall into national average bands. Work is still required to sustain the level of engagement in school life of our PEF children. However, the consensus from staff is that Homework Clubs, extra-curricular activities in sport, appeals for support at specific times and facilitating outside organisations to highlight their contribution to our communities should continue in order to build upon the work already undertaken with a long term vision of becoming an embedded practice at Westfield Primary School.  **Next Steps:**   * Continue to provide support for families through our CLD worker * Continue to work on poverty proofing our school to reduce poverty related barriers to learning and achieving * Continue to provide support for children via homework clubs * Continue to involve parents in their child’s learning journey | | |

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| **Pupil Equity Fund** |
| Allocation and impact  Just over 12% of the children at Westfield qualified from April 2018 to April 2019 for **Pupil Equity Funding**. The school was allocated £36 500. The money was used to target improvements in Literacy, Numeracy and Health and Wellbeing for those children with poverty related barriers to achievement.  We continued with **Literacy** and **Numeracy** interventions such as Rainbow Reading; Catch Up Numeracy; Better Reading; better opportunities for moderation across the stages and the cluster, especially in Writing. The appointment of two acting principal teachers with a remit of improving attainment in Numeracy was beneficial. The acting PTs worked closely with working group members and staff from across the school and nursery to look more closely at methodology, assessment and resources. A part-time classroom assistant and parent helper were trained in Number Box and they worked very successfully with individual pupils to improve their understanding and skills. The acting PTs also worked directly with targeted groups of pupils to improve numeracy skills. Once again, time to carry out some of this work was curtailed by staffing shortages due to teacher absences not being covered by the authority however good progress was made and improvements in Numeracy for PEF pupil are detailed in the appendices.  Mrs Alston, PT, worked well with Speech and Language therapists and members of the ELCAT team to share knowledge and strategies such as Sunnybank Phonics. Our ELCAT provision was helpful but limited to one term. Unfortunately due to staffing shortages we did not receive any additional assistance from the Network Support Team.  To improve **Health and Well-being** as a pre-requisite for better attainment, the school continued to use the services of a **Community and Learning Development Worker (CLD)** to strengthen family engagement and to reduce barriers to learning at home such as lack of equipment and resources. Workshops for parents and carers were held in the school to help families with issues around behaviour. A small number of parents and carers attended these workshops regularly and spoke positively about the beneficial advice and support they had been given.  **Financial education and money** **advice** workshops were delivered to help develop budgeting and financial management skills which are for life and to support families that are dealing with debt or trying to manage on low incomes. At parent evenings and afternoons a range of various third sector agencies and local sports clubs attended and engaged well with families.  **The Miracle Growth Charity** worked with several pupils from across the school who had experienced grief and / or trauma. This was a ten week programme that used therapeutic approaches such as art therapy to support pupils who were in need of assistance. The evaluations were very positive and families reported improvement in well-being in almost all cases.  **Next Steps:**  Continue to strengthen **tracking arrangements** for identified children to monitor impact of interventions and success in reducing poverty related barriers to learning and well-being.  Continue to focus on improving teaching and learning in **Literacy and Numeracy.**  Continue to increase scope and breadth of **moderation** activities across the cluster and possibly Family Group.  Continue to consult, liaise and work directly with parents and carers to improve **family learning** and engagement. |

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| **Key priorities for improvement planning next session** |
| * Making Thinking Visible – whole staff involvement * STEM – science, technology, engineering and maths – working party * Assessment and Moderation – cluster wide |
| **What is our capacity for continuous improvement?** |
| The process undertaken by the school to assess progress and identify future priorities is one of rigorous self-evaluation. Over the course of the session all staff have been involved in evaluating a number of school systems and processes. Parents and children plus other stakeholders have also been engaged and involved in this practice.  By analysing pupil work, achievements, including those from out with school, attainment levels, standardised assessment results, attendance, levels of parental engagement, behaviour, homework standards, learning and teaching approaches, the work of improvement groups and whole school initiatives, the Head Teacher and Principal Teachers have been able to form judgements about what is working well and should be maintained and what needs to improve. Parents and carers have participated in this process by engaging in feedback opportunities from monthly questions from the nursery team, to answering questionnaires devised by the Parent Council. The Parent Council has acted well as representatives of the Parent Forum and have engaged in a number of evaluative activities.  All staff have engaged in the Professional Review and Development process and are able to self- evaluate by using materials and frameworks such as Education Scotland’s How Good is Our School 4?; How Good is Our Early Years and Childcare?; National Improvement framework; Building the Ambition and the GTCS’ Continuous Lifelong Professional Learning Standards, amongst other professional guidelines and literature.  Using professional research and advice such as that from the Joseph Rowntree Foundation, Durham University, the OECD and Education Scotland, staff have been able to develop techniques and approaches such as Practitioner Enquiry to identify aspects of their practice or of their pupils’ learning that they would like to consider more closely, often with a peer or mentor, and have worked to effect improvements.  Achievement and attainment is closely tracked across the school year. The management team meets regularly with staff to discuss planning and progress. Children’s work is monitored and analysed to ensure that appropriate progress is made and that additional support is provided where required. Snapshots of achievement are gathered three times a year to check position of level and expected progress. Teachers engage in moderation and stage tracking meetings to share the standards expected in Reading, Writing and Mathematics with a particular focus on children with poverty related barriers to learning. Health and Wellbeing profiles are also monitored. Staff use NL Educational Psychologists’ Resilience Materials and Aable Resources with parents and carers to provide support for children needing additional support.  The two PTs have participated in a range of Health and Wellbeing CLPL activities. Almost all nursery staff have been trained in Solihull and Thrive to Five pedagogy and practices. This training and the work with the Early Years Collaborative had a positive impact on ensuring successful transition work was in place for children coming from home to nursery and from nursery to school. All primary school staff are to receive Solihull training in November 2019.  Children with additional support needs are carefully tracked and staff work with a range of partners to provide bespoke advice and support. Parents and children contribute to Additional Support Plan (GIRFME plans) targets and evaluations. Analysis of targets along with evidence from a range of assessments such as PM Benchmarking, Puma, CEM, SNSA and YARC is used to determine levels of progress. Attainment levels dipped as forecast by staff due to the number of children at some stages needing additional support with their learning. Analysis by the senior management had identified reasons for lower results than is normally the case such as the number of children with significant additional needs that impacted on their ability to work in a whole class setting.  The uptake of after-school activities is monitored by the school, Active Schools and a Principal Teacher and analysed to check which children are not actively engaged in extra-curricular events, clubs and groups.  Where cost is identified as a barrier to participation steps are taken at assist where possible. |

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| **Assigning levels using quality indicators**  NIF quality indicators | | |
| Quality indicator | School self-evaluation | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | **5** |  |
| 2.3 Learning, teaching and assessment | **4** |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **5** |  |
| 3.2 Raising attainment and achievement | **4** |  |
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| Quality indicator | School self-evaluation |
| 1.2 Leadership of Learning | **4** |

Appendix 1

Westfield Primary School

Scottish National Standardised Assessments May 2019

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| SNSA | P1 % On Track | P4 % On Track | P7 % On Track |
| Reading | 86 | 88 | 75 |
| Writing |  | 88 | 75 |
| Numeracy | 88 | 91 | 72 |

Teachers Professional Judgement June 2019

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| Westfield | P1 (% Achieved Early Level) | P4 (%Achieved First Level) | P7 (% Achieved Second Level) | School Average  Subject |
| Reading | 93 (90+) | 83 (80-90) | 73 (70-80) | 83 (80-90) |
| Writing | 88 (80-90) | 78 (70-80) | 73 (70-80) | 80 (80-90) |
| Talking and Listening | 86 (80-90) | 81 (80-90) | 73 (70-80) | 80 (80-90) |
| Numeracy | 95 (90+) | 83 (80-90) | 70 (70-80) | 83 (80-90) |