



West Primary School and  
Early Learning and Childcare Class



## STANDARDS AND QUALITY REPORT

June 2021

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2021-2022. I hope that you find it helpful and informative.

Lynne McGinn

Head Teacher

## OUR SCHOOL

West Primary is a large, urban, non-denominational school in the West End of Paisley, housed in a building which dates from 1939. Our location means that we do not sit in the midst of our community. We have very good space for learning within the building, which staff work hard to enhance with displays of pupils' work. We make the most of the outdoor space, with various play equipment including two trim-trails and a garden which pupils regularly access. On our doorstep, we have a rich cultural heritage, which we frequently utilise for learning. We accommodate within the school building, Maxwellton Park Nursery, Homelink Services, Youth Services and Who Cares Scotland. Our current roll is 402 pupils including an early learning and childcare class of 24 children and West Language Centre, which supports pupils from across the authority with language and communication difficulties. We have a very mixed catchment area with a range of housing types and thus a diverse socio-economic and ethnic spread, with 33 % of our pupils in receipt of free school meals. We place a high value on achievement and attainment and have high expectations for all pupils.

We have used Pupil Equity Funds to employ an additional teacher, an Inclusion Support Officer, an active schools coach and an additional classroom assistant. We also have access to a home link worker, a service delivery officer, a music instructor and an EAL specialist teacher. The environmental services staff comprises of 2 senior operatives and a team of facilities operatives. Together, staff provide a warm, supportive, nurturing and caring environment for learning where children are supported to reach their full potential.

## OUR VISION, VALUES AND AIMS

Our school community has a **vision** that West Primary will be a place

**Where Everyone Succeeds Together**

Our **values** are **Respect, Trust and Honesty** and will be at the heart of all we do in West.

In West Primary School, we **aim** to be:

**Educational, Supportive and Friendly.**

## SUCSESSES AND ACHIEVEMENTS

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, pre and post lockdown, we are very proud of our successes and achievements.

- ✓ 23 P3 children completed Junior Duke Mini Gold Award and 21 P5 children completed Junior Duke Silver Award
- ✓ 10 children received Youth Scotland Hi5 Awards and 1 child was nominated as a Mindfulness in Schools Junior Ambassador
- ✓ Our House Captains organised and hosted two very successful charity events raising £894.03 for Children in Need and £458.71 for Comic Relief. £1783.79 has been donated to charity by children and staff this session
- ✓ £9228.05 has been raised, for school funds, through a variety of fundraisers enabling us to purchase boom boxes, requested by the children and 8 beautiful picnic benches
- ✓ Children had the opportunity to participate in a variety of experiences including NYCoS, Pawsb Mindfulness, Re-think food project, Beat Buddies, RIOT, John Muir Award, Evolve Programme in conjunction with Youth Services and Renfrewshire's Library Reading Challenge Project
- ✓ The John Muir Trust acknowledges West Primary School as a Provider of the John Muir Award
- ✓ In May '21 West Primary was nominated in the first ever Scottish Walking awards. West Primary School achieved outstanding success in both the Scotland and Renfrewshire Walk of Fame initiative, appearing top of the leader board on several occasions.
- ✓ In June 2021 West Primary School was nominated for a Good Diabetes Care in School Award.

# HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

## School Leadership

- During the lock down teachers and support staff were very well supported by our two digital leaders. Staff development activities were created in response to staff requests and need and this resulted in a rapid digital upskilling of all staff.
- Despite the restrictions and challenges our House Captains and Pupil Council did an excellent job organising events during school and during lockdown.
- Children at all stages were involved in making videos e.g. P1 Induction, Keeping Safe. This is a job that would have previously been done by the adults in the school.
- Following 3 full days of training 3 members of staff completed their Level 1 Non Violence Resistance (NVR) practitioners training. 5 members of staff took part in Limitless Learning (Maths) professional learning and 3 members of staff completed video interactive guidance training (VIG). 4 members of staff volunteered to mentor our newly qualified teachers.
- Some staff have taken on leadership roles linked to their skills, interests and the priorities in our school improvement plan. This enables us to be responsive to need and ensures that we all work collaboratively to improve our school and early learning and childcare class.

## Teacher Professionalism

- During the last lockdown, 88 children (23% of our school community) registered to attend the Hub. The Hub was supported by volunteer teaching staff, all support staff and our early learning and childcare officers. The level of support that was offered to the children who attended was outstanding and levels of engagement for all children who attended were commendable. Our comprehensive tracking information confirms this. The professionalism of the staff was commented on by many of our families.
- During another extended period of lockdown, the entire staff, including support staff, embraced digital platforms to provide online teaching and support for our children and families. Staff supported each other and worked incredibly hard. Feedback from parents indicates that their efforts were very much appreciated.
- Teaching staff working from home delivered high quality learning experiences via our chosen online learning platform Seesaw. Support and feedback was timely and appreciated by our parents and carers.
- All staff participated in the annual Child Protection update training, Wraparound Spelling, Independent Dyslexia Learning (IDL), Seasons for Growth and Sumdog training.
- After extensive training one member of staff qualified as an NVR Accredited Practitioner

## Parental Engagement

- West Primary School 'Session at A Glance' was issued to parents and carers in August 2020.
- Parental engagement looked totally different this session. Despite the barriers, parental engagement has probably never been better. 99.2% of families signed up to Seesaw. Communication via this platform is more efficient and it is particularly effective for our families who speak another language. Both staff and parents have benefitted from this overhaul.
- Due to restrictions face to face meetings were replaced with phone calls and uptake of this was excellent. Many parents indicated this was more convenient for them. Attempts were made to contact every family every week during lockdown. An average of 91% of Nursery, P1 and P2 families participated in an online Bedtime Story event.
- Wellbeing Wednesday and whole family activities were included in our remote learning programme. This was done to encourage family time and minimise screen time. Feedback from parents was very positive.

## Assessment of Children's Progress

- Teaching staff meet regularly to plan together and focus on assessment activities to develop a shared understanding of appropriate activities to assess children's progress. Teachers plan assessment experiences that allow children to demonstrate their application of skills independently. Teachers report increased confidence in making professional judgements about children's progress and in identifying interventions that will make a positive difference.
- An overview of key assessment events is planned and agreed through the Quality Calendar to make assessment manageable.
- Staff work collegially within their stages to discuss progress and compare standards. Data from a variety of assessment sources is used diagnostically to identify areas of development for children and to make judgements on progress and attainment.
- To support teacher judgement GL Assessments for literacy and numeracy were introduced for P3-P7.
- After an unprecedented year attainment data shows that there have been gains in attainment over almost all year groups in listening and talking. The upper school have shown a rise in attainment in reading and there has been progress in writing at the middle stages. Numeracy data indicates that there has been an increase in attainment at some stages whilst at other stages attainment has dipped slightly. This has been addressed in our priorities for improvement next session.

## School Improvement

- This session the Management Team has worked in partnership with our Local Authority Education Manager to self-evaluate remote learning. This was a successful session that allowed us to showcase very many strengths and areas in which we had improved.
- Leadership, learning, teaching, assessment, children's wellbeing and attainment and achievement has also been a focus for discussion during remote meetings with our Link Education Manager. This has also helped us to showcase our strengths and identify areas for improvement.
- Our attainment meetings and data discussions have been productive, enabling staff to focus on continuous improvement and providing opportunities to share good practice, particularly in relation to ICT. These opportunities have been invaluable.
- Despite the significant challenges we have faced with technology and the restrictions that have been in place staff have successfully managed to participate in high quality professional learning opportunities.

## Performance Information

- The Leadership Team have continued to participate in data training and all feel more data literate. Our tracking system has been further developed to allow easier and more rigorous scrutiny of data. Strategies for supporting and challenging children are identified and teachers and early years staff regularly discuss a variety of formative and summative assessment evidence. As a result, teachers and early learning and childcare officers are more confident about making judgements on achievement of Curriculum for Excellence levels in line with Benchmarks.
- Our tracking data developed during the second lockdown is extremely comprehensive. Quality assurance in reading and in health and wellbeing, during this period, highlighted many areas of strong practice and some areas for improvement.
- Planned learning conversations during attainment and inclusion meetings facilitated opportunities for members of the senior leadership team to meet regularly with teaching and early learning and childcare staff to discuss children's progress and wellbeing. We continue to develop these learning conversations to ensure there is a greater focus on supporting the most vulnerable and disadvantaged children.

## PUPIL EQUITY FUNDING

Pupil Equity Funding was predominantly used to enhance the core staffing in the school. Our Inclusion Support Officer made effective links with a number of community organisations to enable food parcels to be available to any family in need. Our PEF teacher and a classroom assistant also provided targeted interventions for identified children, particularly at the upper stages. An additional 10 Chrome books were purchased to support learning at home.

## KEY STRENGTHS OF THE SCHOOL

- ✓ The level of engagement and pastoral contact during the second lockdown was outstanding. This led to increased and improved relationships and communication between staff and parents.
- ✓ Leadership at all levels, which creates and sustains a strong, inclusive and caring climate across the school. Our shared vision and values has inspired and strengthened leadership across the nursery and the school.
- ✓ Confident, enthusiastic and motivated children who are very proud of their achievements and successes.
- ✓ Staff prioritise the wellbeing of **all** and the development of positive relationships to support successful learning across all stages.
- ✓ High quality learning experiences which are leading to raised attainment and impacting positively on children's wellbeing. This is enriched through worthwhile partnerships with families, partners and the wider community.
- ✓ A very effective and supportive Friends of the West Parent Council who work in partnership with nursery and school staff to develop and engage in activities which support the education and welfare of the children who attend West Primary, West Early Learning and Childcare Class and West Language Centre.
- ✓ Skilled and experienced staff who work extremely effectively as a team and are supportive of each other.

## OUR NEXT STEPS – PRIORITIES FOR 2021-22

We believe that we have made very good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ The health and wellbeing of our children and staff will continue to be our top priority. We will continue to develop Renfrewshire's Nurturing Relationships Approach with a focus on the RNRA Principle: All Behaviour is Communication
- ★ By upskilling staff and sharing and implementing best practice we will continue to raise attainment in literacy and numeracy and implement evidence-based approaches to the teaching of reading, writing and numeracy.
- ★ Continue to ensure that children, staff and parents are more knowledgeable and skilled in digital pedagogy
- ★ Celebrate our cultural diversity at West. Continue to create a welcoming ethos to families from other cultures by highlighting the positives of bilingualism and by raising the profile of bilingual learners in the school.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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### HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.  
Thank you.