



WESTER OVERTON PRIMARY SCHOOL

Standards and Quality Report 2022/23

Context of the school:

Our School

Wester Overton Primary and Nursery is a non-denominational provision which is part of the Strathaven Learning Community. Our new build school was opened in 2008 and comprises of a double storey building with 14 classrooms, a nursery, and a community nursery.

The school and nursery have positive links within the community, including our school chaplain, local shops & businesses, Strathaven Rotary, Strathaven Gala, Strathaven Academy and the Strathaven Round Table.

Our current roll is 360 pupils in the school and 64 children in the nursery. Our current Free Meal Entitlement is 12% of P1-7 pupils. SIMD data tells us that catchment includes families ranging from decile 2-10. The staffing complement stands at 17.9 FTE teaching staff, including the Head Teacher, 2 Depute Head Teachers and one Principal Teacher.

We have a well-established nursery provision. The nursery class is self-contained with its own entrance and distinct playroom and outdoor play area.

Aims

Our Vision, Values and Aims underpin the ethos and life of our school. We want children at Wester Overton Primary School and Nursery Class to experience an inspirational, innovative and progressive education. Our aims are as follows:

- To provide a nurturing and challenging environment for all children.
- To provide an ethos of mutual trust and respect where everyone tries their best.
- To prepare children for the future.
- To build strong community links.

Vision & Values

We take pride in the importance of being part of the Strathaven Learning Community. We have developed our School Vision and Values through whole Strathaven Learning Community collaboration.

Our learning community values:

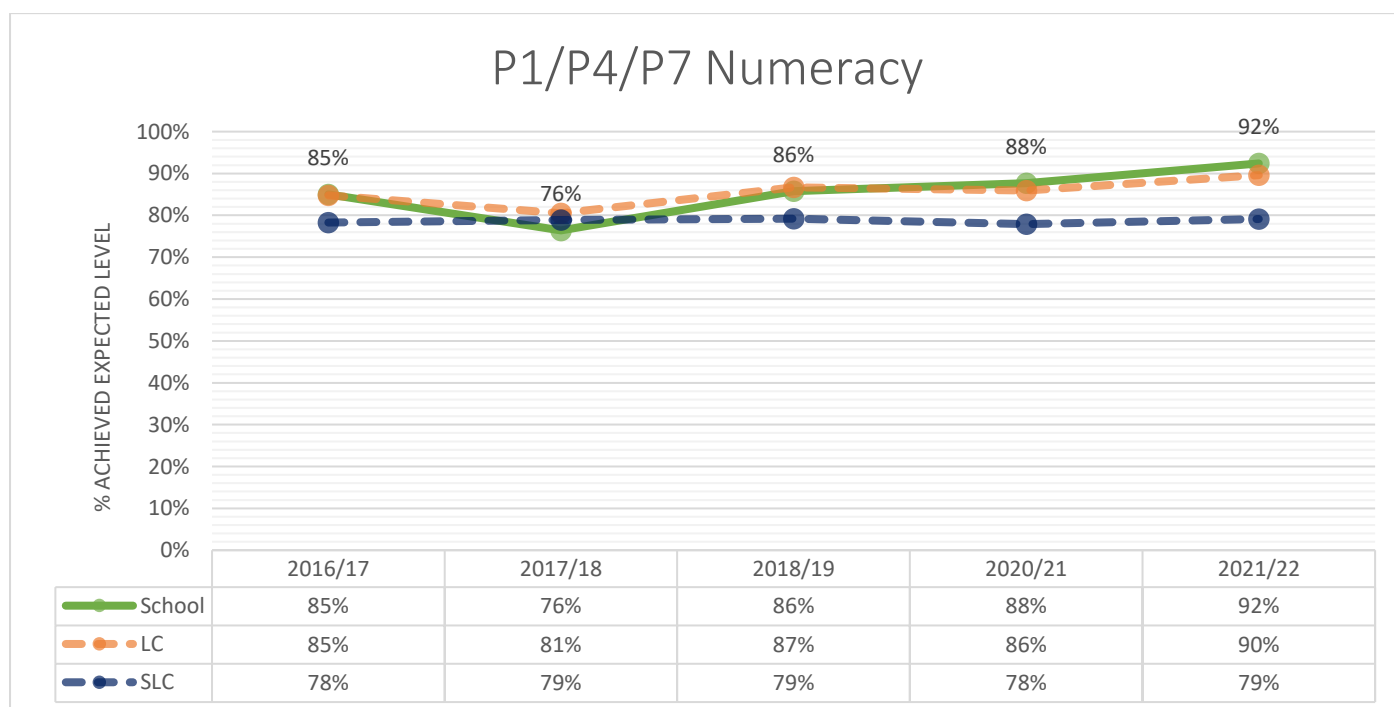
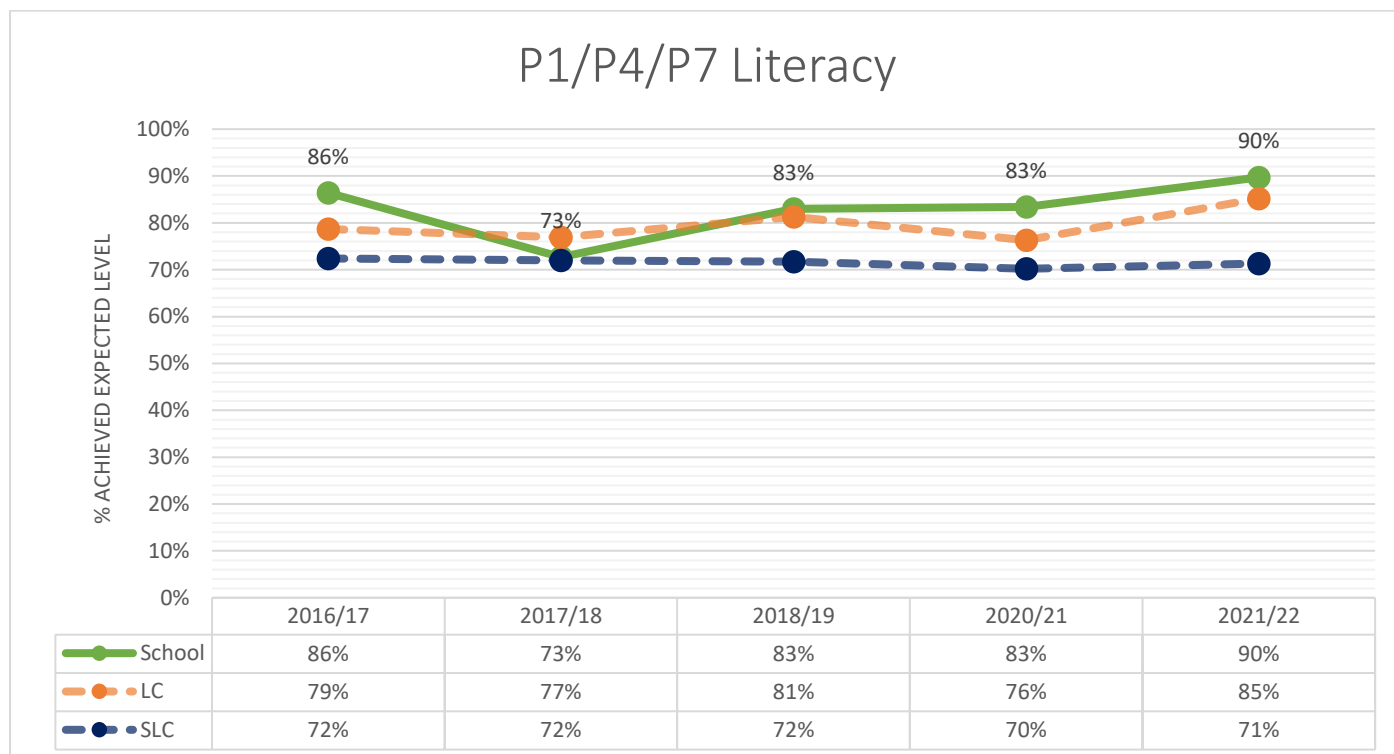
- Responsible
- Respectful
- Resilient



“Together We Thrive”

Review of Attainment from August 2021- June 2022

Throughout the year 2021-2023, and despite the impact of the global pandemic, we were able to implement our priorities in raising attainment in literacy and numeracy including implementing Talk for Writing and Number Talks across the school. 90% of pupils P1, 4 and 7 achieved expected levels in Literacy, and 92% of P1,4 and 7 pupils achieved expected levels in Numeracy. Across the school, attainment continues to improve and is above both the National and South Lanarkshire average.



Review of progress for session Aug 2022- June 2023

School priority 1: Improvement in attainment in numeracy and maths.	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.3 2.3 Learning, teaching and assessment
Strategy What did we set out to do? <ul style="list-style-type: none">•Increased attainment in Numeracy and Maths•Increased and improved staff confidence and knowledge in planning, delivering and assessing in maths and numeracy.•Improved parental engagement. Progress and Impact: What difference did we see? What did we achieve? <ul style="list-style-type: none">• Our staff developed clear use of benchmarks as part of the planning process, moderating with their stage partners, and having regular professional dialogue with SLT. When assessing pupils' progress across a level, standardised assessments provided detailed data which was used along with teacher observations, formative assessment and professional judgement to monitor progress and attainment. Assessment results were used to target interventions. Most children are now on track to achieve expected levels. Those on support plans are receiving significant and sustained interventions.• All staff have implemented Number Talks within their daily Numeracy lessons, and we have seen mental agility and confidence improve, as well as pupils' ability to talk about their own learning. Staff are continually developing confidence in using the Number Talks pedagogy.• Play pedagogy has been implemented in P1-3. This has developed our younger learners use of mathematical language in their play, and their ability to apply this learning to more abstract concepts.• Parental help booklets in mental agility, addition, subtraction, multiplication and division were made available both in print and electronically to equip parents with the means to support their children in developing numeracy skills. Termly curricular newsletters for each class are sent to parents to help them support children's learning at home in real life situations.• Teachers hosted a numeracy workshop to support parents engage with their child's learning in numeracy and maths. Parents had the opportunity to engage in digital learning, and to use the regularly used active resources used by the classes. Staff were able to support parents with methodology and terminology in numeracy and maths and suggest ways to encourage and support at home.	
Next Step(s) to inform SIP for 2023/2024: <ul style="list-style-type: none">• Further engagements with Numeracy and Maths Framework for all staff.• Increase number of staff trained in Play Pedagogy and continue to embed Play Pedagogy throughout school.• Increase opportunities to embed Outdoor Learning to increase scope for real life learning in Numeracy and Maths. This will include whole staff training to increase confidence and ability.• Increase opportunities for parental engagement.	

School priority 2: Improvement in attainment in writing.	
<p><u>NIF Priority (select from drop down menus)</u></p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u></p> <p>Teacher and practitioner professionalism</p> <p>Performance information</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u></p> <p>1.4 Leadership and management of staff</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement</p>
<p>Strategy</p> <p>What did we set out to do?</p> <ul style="list-style-type: none"> •Increased attainment in writing •Improved pupil confidence, engagement and attainment in writing. •Increased and improved staff confidence and knowledge in planning, delivering and assessing in writing through talk for Writing pedagogy. •Improved parental engagement. <p>Progress and Impact</p> <p>What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> • Members of staff attended the Talk for Writing Fiction and Non Fiction Training, and cascaded this to the rest of the staff. Staff have worked together to develop planning and assessment in writing. This has led to increased staff confidence in planning, delivering and assessing the Talk for Writing method, and increased pupil confidence, engagement and attainment in the writing process. Most children are fully engaged and achieving the expected levels in Writing, and those who have not are being given targeted support. • Play pedagogy has implemented in P1-3, which has seen an increase in children's rich use of language, leading to imaginative role play and storytelling being used as stimuli for writing. Children are also using their real life experiences as starting points for their play. Teachers use the observations from play to take forward learning. • Learners with literacy difficulties were identified and received targeted interventions. These children have developed confidence in the use of the IDL programme to improve reading and spelling, and the Google Docs speech to text to remove barriers to learning and fully engage with the writing process to produce quality writing. • <p>Next Step(s) to inform SIP for 2023/2024:</p> <ul style="list-style-type: none"> • Train 3 staff in Talk for Writing Leadership to build capacity across teaching staff. • Train Nursery Staff in talk for Writing in build links in P1 transition. • Trained staff to cascade training out to whole staff. • Due to staff absences, we did not deliver the planned parental writing workshops. These will be rescheduled next session. • Continue to use play to develop writing and language development. • Use outdoor learning to develop real life experience for writing. 	

School priority 3: Increase opportunities for all pupils to engage in the expressive arts	
<p><u>NIF Priority (select from drop down menus)</u></p> <p>Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u></p> <p>Curriculum and assessment</p> <p>Teacher professionalism</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u></p> <p>2.2 Curriculum</p> <p>1.5 Management of resources to promote equity</p> <p>3.3 Increasing creativity and employability</p>
<p>Strategy</p> <p>What did we set out to do?</p> <ul style="list-style-type: none"> •Develop pupil confidence, resilience & self-esteem •Develop communication and relationships to support mental health and emotional well-being. •Increase opportunities to develop creativity •Deepen understanding of wider world and different cultures • Pupils will experience enjoyment and enrichment in their lives through the expressive arts <p>Progress and Impact</p> <p>What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> • All staff were trained in the Charanga music programme which has increased staff confidence in delivering Music. Children are more engaged in music lessons. YMI delivers strings and woodwind tuition, so with the help of the Parent Council, new cellos and saxophones were purchased to remove expenses for families. A choir group and a dance group were created to allow children to develop and showcase their interests and talents. • Staff have collaborated to create new pathways for Expressive Arts from Nursery to P7. This has allowed us as a staff to look outward at good practice and develop planning appropriate to our setting. These pathways will be implemented and amended over the next academic year. • Play Pedagogy supported the use of rich language in creating imaginative stimuli for dance, drama, art and music. • Pupil confidence, resilience & self-esteem was developed through our stage productions, involving all children, with most children choosing to be on the stage, and others preferring to develop off stage musical theatre talents. • Expressive Arts Master Classes ran throughout the year, allowing children personalisation and choice in developing their interests in the Expressive Arts. This increased opportunities for all pupils to develop creativity and supported the development of communication and relationships to support mental health and emotional well-being. 	
<p>Next Step(s) to inform SIP for 2023/2024:</p> <ul style="list-style-type: none"> • Implement and build on new Expressive Arts planners to identify IDL links. • Continue to implement Play Pedagogy and further develop Outdoor Learning opportunities to stimulate engagement in the Expressive Arts. • Increase opportunities for engagement in after school clubs; liaise with Parent council regarding Community Choir; music and drama opportunities through performances. • Further members of staff to be trained in Play Pedagogy. • Introduce Do-Be -Mindful training across school to increase resilience and self-esteem. 	

National priority: How we are ensuring Excellence and Equity?

Strategy

To provide additional coaches for after-school clubs

- Uptake of identified pupils attending after-school clubs and homework club will increase from 50% to at least 80% by May 2023.
- Pupil resilience and confidence levels will improve for all identified pupils attending.

To increase Health and Wellbeing through Expressive Arts

By June 2023, identified children engaging in expressive arts will :

- Increase and improve confidence, resilience, self-esteem and engagement in the wider life of the school.
- Explore different forms of communication and relationships which can support mental health and emotional well-being.
- Experience opportunities to develop creativity and recognise and nurture creative and aesthetic talents.

To deliver Nurture Interventions to reduce barriers to learning

- By June 2023, all pupils targeted for Nurture interventions (25 pupils) will have improved wellbeing with barriers to learning reduced.

To increase attainment in Numeracy

- Number Talks will be fully implemented as our primary mental maths approach; All staff to be trained in using Number Talks.
- Parent workshops and play sessions to support numeracy and maths.
- Most target children to achieve level within their expected age-range for Numeracy and Mathematics, with the gap improving for the remaining pupils.
- Increase digital literacy, support and access to all learners; text to speech available for identified pupils.

To embed Play Pedagogy to improve resilience, creativity, self-esteem and social communication

- Improve transition into school, resulting in improved emotional regulation and resilience.
- Embed Play Pedagogy in P1-3.
- Begin to build play pedagogy in P4-7.
- Increase emotional regulation; social, problem solving and risk assessment skills, creativity, confidence and resilience.
- Increase physical activity leading to health benefits (physical play)
- Improve social and communication skills (play which involves social interaction with peers)
- Increased appreciation of nature and the environment (play in natural settings or with natural resources).



Progress and Impact

What difference did we see? What did we achieve?

After surveying pupils, parents and staff, our Participatory Budget from the Pupil Equity Fund was used to provide increased sporting activities. Over the course of the year, we were able to offer 18 after school clubs, specialist coaches and equipment and provide free transport to all sporting events. All children with FME attended at least one extracurricular club over the session. The school received the Gold Award from SportScotland in recognition of our extensive sports provision. All P5 children completed Bikeability Level 1 and all P6 children completed Bikeability Level 2. The school was awarded 2nd place in Scotland for the Sustrans Big Walk and Wheel. Children who missed swimming lessons due to Covid were targeted for additional free swimming lessons.

Almost all of the identified children engaging in expressive arts have increased and improved confidence, resilience, self-esteem and engagement in the wider life of the school. Most have also attended after school sports clubs. Most children have explored different forms of communication and relationships through engaging in the expressive arts which may support mental health and emotional well-being. Through mixing in different peer groups within the school, most have now experienced opportunities to develop creativity and recognise and nurture creative and aesthetic talents such as performing arts through, for example, school shows, music tuition or choir.

Nurture groups have been created and developed dynamically to meet children's needs throughout the year. We now have 6 fully trained Nurture practitioners in the school. All of the pupils targeted this year have met their initial targets. Our evaluation of children involved in Nurture groups this year has highlighted that some children may need further regular small group work to develop resilience and social communication strategies.

Analysis of numeracy data highlighted individual children across P1-7 who were at risk of disengaging with learning in maths. Most of the target group are now on track. Number Talks has been embedded throughout the school and has improved mental agility. Parent workshops in Numeracy and Maths were successful. Parents were able to drop into an informal setting for support with engaging with their child's learning at home and guidance with current methodologies. One to one sessions were also successful with the specialist support teacher providing individual guidance for parents of children with ASN.

Building on the work of our nursery, two members of P1-3 teaching staff have completed Play Pedagogy Training, leading to improved social and communication skills. The embedding of Play Pedagogy in P1-3 has resulted in improved emotional regulation and resilience. Play is also being extended into P4-7, where children have been developing resilience, creativity, collaboration and perseverance. Upper classes have successfully introduced construction resources such as Kapla and Lego. In children targeted for Nurture, we have noticed increased emotional regulation, social, problem solving and risk assessment skills, creativity, confidence and resilience when involved in play and construction activities.

We are very conscious of the financial pressures on families and have ensured that no child is disadvantaged in their educational experience here at Wester Overton, which is reflected in our Cost of the School Day policy. We continue to implement a comprehensive policy to reduce the financial burden on parents. This has included:

- free after school clubs
- Free educational visits for all pupils.
- Swimming, including travel, is free to all P5 pupils.
- School uniform, including coats and jackets, is recycled and provided free of charge to all pupils.
- All school equipment including stationery is provided free for all children.
- Bicycles are recycled and rehomed to new families, giving all children the chance to cycle to school.

Next Step(s) to inform SIP/PEF Plan for 2023/2024:

- Plan with staff a range of sports to target; liaise with the sports committee and Active Schools.
 - Bring in specialists for Expressive Arts
 - Further teachers to be trained in Nurture
 - Play Pedagogy to be extended to include Outdoor Learning, with staff training to increase physical activity leading to health benefits (physical play) and increased appreciation of nature and the environment (play in natural settings or with natural resources).
 - Do-Be-Mindful training to increase self esteem and resilience and equip staff with skills to improve mental health.
- Outdoor Learning and Play Pedagogy to be further embedded in learning in numeracy and maths, and writing.

