

# Westfield Primary School



# PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Lomond View

Westfield

EH 48 3DE



## ABOUT OUR SCHOOL

Westfield Primary School is a non-denominational school with a roll of 58 primary children. The Early Learning Centre was inactive during session 23/24 due to very low numbers. The school benefits from a mixed catchment area with a Free Meal Entitlement and Clothing Grant Entitlement of 41.8%, which is higher than the West Lothian average. The school currently has three composite classes (P1/2, P3/4, P5/6/7). There are four class teachers (two full time and two part time), one Principal Teacher and a Head Teacher, who is head of two schools. The joint leadership of the school links Westfield Primary with Torphichen Primary – both within the Linlithgow Cluster.

The school benefits from a part-time Support for Learning teacher. The school is well supported by a team of 4 Pupil Support Workers. Office support for the school is provided by one Administrative Assistant. The school runs a successful Breakfast Club, which is well attended by the school children. We have a long established Parent Council, who are active in the areas of supporting school improvements, and school fundraising. Although small in numbers, the Parent Council provide significant support for every aspect of the school and their support has a huge impact on our ability to drive forward improvements. The pupils benefit greatly from all the fundraising activities they carry out, which, this year, has focussed on improving our learning environments both indoors and outdoors.

The school is continuing to develop relationships with the Cluster Schools, with other schools within the West Lothian region and beyond, and developing national and international partnerships through our Agile Learning journey.

### IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>  
<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p><b>Our measurable outcome for session 2023/24 was to:</b> <i>embed use of systems for tracking attainment over time in all curricular areas for all stages and ensure confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment for all learners.</i></p> <p><b>NIF Driver(s):</b>  <input checked="" type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p><b>We have made good progress.</b> <b>What did we do?</b></p> <ul style="list-style-type: none"> <li>All teaching staff were trained on how to improve and embed the use of effective, task-based feedback, and almost all are using this regularly with pupils</li> <li>Introduced termly Circle of Quality Improvement trios, focussing on moderation and pedagogy to support the needs of all children, which has impacted on pedagogy within literacy and numeracy</li> <li>Revised and improved our use and analysis of summative data (SNSA/PIRA/PUMA) to inform and strengthen professional judgement, and inform next steps in learning</li> <li>All teaching staff were trained on data dialogue and the effective use of data analysis to inform practice, planning and next steps.</li> <li>All teaching staff were trained in Froebelian occupations from ELC to P7, and most are using these in practices within the learning environments</li> <li>Ensured that the Cost of the School Day is considered when planning family engagement workshops and other school events, reducing the costs to all families</li> <li>Improved opportunities for PSWs to engage in professional learning and dialogue to upskill them in strategies to meet specific needs of individual learners, equipping them with the knowledge, skills and understanding needed to effectively support and challenge identified pupils</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>Professional judgement aligns more robustly with SNSA data, and supports the planning of effective next steps for almost all pupils</li> <li>Almost all P3-4 learners engage more readily in challenging maths based problems and are more willing to take risks and challenge themselves.</li> <li>Most staff are more competent and confident with analysis of summative data, and use this to support robust professional judgement.</li> <li>Froebelian occupations are evident and progressive from P1 to P7</li> <li>Ethos surveys show that most parents are satisfied with our approaches to reducing the cost of the school day and all pupils have been on relevant excursions at no cost to families</li> <li>Most P1, P4 and P7 learners are on or above track in literacy and numeracy</li> </ul> <p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>Engage in ‘assessment making’ improvements, to develop assessment approaches that are relevant and robust</li> <li>Create a revised assessment strategy to reflect the resulting changes to assessment practices</li> <li>Revise BGE tracker to align with resulting assessment strategy</li> </ul>
<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p><b>Our measurable outcome for session 2022/23 was to:</b> <i>improve effectiveness of moderation and assessment practices to lead to evidence-based targeted supports being in place for all identified learners, and improve timetabling of resources and supports to ensure all identified learners have regular access to robust interventions.</i></p> <p><b>NIF Driver(s):</b>  <input checked="" type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p><b>We have made satisfactory progress.</b> <b>What did we do?</b></p> <p><i>‘All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school’s PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> <p><i>Please follow this link <a href="#">WPS PEF Summary Statement</a> to view our PEF Summary and find out more about our use of Pupil Equity Funding.’</i></p> <p><i>The school was awarded of Pupil Equity Funding £14,700</i></p> <p><i>The PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</i></p> <p><i>7 priorities were planned, with 14% making good or better progress, 71% moderate progress and 14% made no progress). Interventions this year have focused on addressing gaps in literacy and numeracy, and supporting emotional regulation. Examples include the introduction of a uniform clothing bank, wellbeing groups and small literacy and numeracy group interventions.</i></p> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>Some parents now regularly access the clothing bank for uniform</li> <li>50% of identified learners were back accessing learning in their class full time</li> <li>Most learners improved by at least one phase across at least two areas of the Stages of Early Arithmetic Learning tracker</li> <li>Almost all identified learners can confidently identify set 1-3 sounds from Colourful Consonants and Vowel House</li> </ul>

	<p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Improve reading fluency for identified learners at first level</li> <li>• Increase understanding of early arithmetic for identified learners at first level</li> <li>• Strengthen inclusive approaches by focussing on social communication</li> <li>• Further embed the use of Emotion Works to support wellbeing of identified learners</li> </ul>
<p>3. To improve children and young people's health &amp; wellbeing</p> <p><b>Our measurable outcome for session 23/24 was:</b> <i>to improve the effective and creative use of outdoor spaces to promote positive relationships and wellbeing, taking into account research linking the benefits of outdoor learning and green space with wellbeing.</i></p> <p><b>NIF Driver(s):</b>  <input checked="" type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner  <input type="checkbox"/> Professionalism  <input type="checkbox"/> Parental Engagement  <input type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p><b>We have made good progress.</b> <b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• Carried out audits of outdoor spaces and adapted these, with pupils, to enrich them as places of learning</li> <li>• Visited establishments where outdoor learning is celebrated and introduced some observed practices into our setting</li> <li>• All teaching staff trained in outdoor learning approaches, with a focus on relevant literacy and numeracy activities to enhance engagement and enjoyment, and all have amended their practices to an extent as a result of this training</li> <li>• Amended consultative plans to highlight opportunities for outdoor learning, bringing these to the forefront of planned learning</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• All pupils experience more learning outdoors. Outdoor learning is a daily aspect of every child's experiences in P1/2.</li> <li>• Most staff have implemented approaches developed through training, and children who have participated in this were fully engaged and demonstrated a range of relevant skills.</li> <li>• Pupils tell us that they are experiencing more outdoor learning and that this is having a positive effect on their feeling of wellbeing in school</li> </ul> <p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Widen the outdoor experiences and provocations available to all children through ensuring the opportunities for visits and excursions are maximised</li> <li>• Create a progressive pathway from early to second level for outdoor learning</li> <li>• Improve tracking and analysis of HWB data to ensure all needs are quickly identified and addressed</li> </ul>
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p><b>Our measurable outcome for session 2023/24 was to:</b> <i>to further develop agile approaches and learning spaces in order to further promote and embed learner agency, autonomy, skills and competencies, and the development of the four capacities across all contexts for learning and to review contexts for project learning to ensure that all learners are applying and increasing their achievements through active participation in their local community.</i></p> <p><b>NIF Driver(s):</b>  <input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner  <input type="checkbox"/> Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p><b>We have made good progress.</b> <b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• Continued to embed the development of partnerships with businesses to create real-life, purposeful, community based/sustainability focussed projects (including with Social Enterprise Team)</li> <li>• Improved the rigour in the individual learning pathway for each learner, with more appropriate progression being planned for and achieved across BGE and skills</li> <li>• All staff engaged with Social Enterprise training and all pupils were involved in at least one relevant Social Enterprise project this session.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• All P3-7 pupils have engaged in quality and relevant offerings or masterclasses facilitated by partners from the community and beyond, and have, as a result, demonstrated knowledge and skills on a number of relevant outcomes.</li> <li>• BGE tracking system is being used more effectively to track the experiences of all pupils from P3-7 and there is a more robust bank of evidence to track achievements and attainment across these experiences.</li> <li>• All pupils from P1-7 engaged in relevant Social Enterprise projects that developed relevant skills and impacted positively on the local and wider community.</li> </ul> <p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Achieve rigour in the individual learning pathway for each learner, ensuring appropriate progression is planned for and achieved across BGE and skills (with a particular focus on relevant assessment approaches)</li> </ul>

Attendance levels are above the West Lothian average (93.7%) as is punctuality, and we have had no exclusions.

In collaboration with Education Scotland, other local and national partners and with parents, most staff have continued to embed the creative and innovative curriculum and learning environments. Learning walks and analysis of pupil, staff

*and parent feedback (gathered using service design tools) suggest that most pupils' sense of autonomy, agency and engagement continue to increase. Pupils, parents and partners continue to be involved in our Expert Network, and are supporting the diversity and richness of learning experiences in school. Pupils continue to attend staff training days (in-service days) and have been fully involved in self-evaluation and planning activities.*

**Our Wider Achievements this year have been:**

- Achieved Gold Rights Respecting Schools award
- Hosted a visit from Japan's GUNMA Prefectural Board, who came to discuss curriculum development
- Supported other schools nationally in the development of their curriculum, through Ms Ferguson's role as an Education Scotland Associate
- Participated in Linlithgow Round Table Football Tournament, making it to the semi-finals and with players receiving Goalkeeper of the junior tournament and Integrity Award of the tournament, and the whole team receiving the Fair Play award
- Pupil Leadership Team presented to senior leaders at eh Clackmannanshire Curriculum Conference
- Achieved our third Eco Schools Green Flag Award
- First school in WL with all girls P4-7 experiencing Bloody Amazing workshops
- All P5-7 achieved, or in the process of achieving, Hi5 award for Meta Skills with Linlithgow Youth Space

**How good is our school? The quality indicators\* evidence that:**

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015)