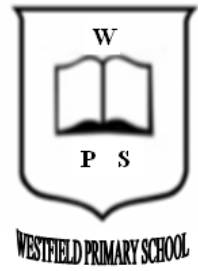




**West Lothian
Council**
Education and Cultural Services



WESTFIELD PRIMARY SCHOOL

***STANDARDS & QUALITY
REPORT***



SESSION 2008/2009

INTRODUCTION:

Westfield Primary School is pleased to share its progress in all areas of the curriculum with our pupils, parents and wider community. The staff is grateful to parents and the Parent Council for their valuable contribution and continued support throughout the session.

We would especially like to thank the children for their continued effort, enthusiasm and hard work.

We continue to establish robust self-evaluation at Westfield Primary School to enable us to meet the needs of the whole school community. We have made very good progress and our recent improvements demonstrate that the school is in a strong position to continue to improve.

BACKGROUND INFORMATION

Westfield Primary School serves the community of Westfield and families from outlying farms and villages. The school is part of the Armadale Cluster.

The displays and photographs in classrooms and corridors are very bright and colourful, and help create a very welcoming and stimulating environment for pupils, staff and visitors.

During session 2008-2009 the school roll increased to 25 pupils. The school will continue to have 2 classes and staffing will include a probationer for session 2009/10. Weekly visits from our Music Specialist, Brass Instructor and PE Specialist enhance the learning experiences for our pupils. The school has been used as a venue for Locality Planning Meetings which has helped us maintain our role as an integral part of the community both educationally and socially. The strong Parent Council provides continued support. A new nursery class opened in September 2008 to provide 3-5 education for children from Torphichen and Westfield. The nursery reached it's full capacity of 20 in January 2009.

The joint management of the school continues to link Westfield with Torphichen Primary School. With the schools being only a few miles apart, improvements in terms of formal quality assurance procedures, improvement plan priorities and in learning and teaching were successfully implemented.

Our Vision and Values

We endeavour to provide a learning environment built on mutual trust, respect and support. We are building a community based on teamwork to bring about real educational improvement which is focused on learning and where we can meet the needs of each child and develop their talents and abilities to the maximum.

In Westfield Primary School and nursery class we will:

- Provide a nurturing environment which fosters integrity, impartiality and fairness, tolerance and mutual respect.
- Promote social inclusion and value diversity.
- Continue to develop partnership working closely with people with whom we share a common purpose.
- Provide a stimulating setting to inspire all to be active, collaborative and creative within school and beyond.

Aims:

1. Attainment and Achievement

To raise standards of educational attainment for all in schools, especially in the core skills of literacy, numeracy and health and well being, and to achieve better levels in national measures of achievement including examination results through:

- Extending the range of appropriate learning and teaching strategies.
- Extending the range of assessment strategies
- The use of assessment to inform future planning
- Developing listening and talking across the curriculum.
- Implementation of active learning.
- Recognition of individual and group achievement.
- Promoting health throughout the school community.

2. Framework for Learning

To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning through:

- Providing a welcoming, safe and caring environment in which each pupil, member of staff and member of the wider community is valued and supported.
- Providing opportunities for continuing professional development in line with Curriculum for Excellence and National Priorities.
- Ensuring that opportunities are provided for all students and staff to be active and reflective learners.

3. Inclusion and Equality

To promote equality, inclusion and fairness throughout the school community through:

- Ensuring that all pupils have opportunities to learn appropriate to need.
- Providing all staff with the opportunities for continuing professional development needed to provide an inclusive classroom.
- Raising pupil awareness through initiatives such as anti-bullying and Pupil Council
- The ongoing development of anti sectarianism within the local community

4. Values and Citizenship

To share the Values and Purposes of CforE with the whole school community through:

- Developing partnership with parents, carers and the wider community
- Nurturing a sense of belonging within the school and an appreciation of diversity
- Developing pupils' capacity to work collaboratively and develop as Responsible Citizens and Effective Contributors

5. Learning for Life

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage healthy lifestyles, creativity and ambition through:

- Celebrating success
- Raising pupils' expectations of themselves as learners
- Improving pupils' capacity to participate in the learning process
- Enterprise in Education
- Being a Health Promoting School

Evidence to support this report has been gathered in the following ways:-

- Pupil work and evaluations, assessments.
- Monitoring and tracking of attainment levels
- Observation of childrens' learning and experiences
- Observations of teaching
- Planning and attainment meetings with staff
- Discussions with children
- Questionnaires
- Reports to parents
- Parent Council meetings
- Progress reports on the improvement plan
- A range of meetings and minutes
- Quantitative Data
- Direct Observation
- People's Views
- Photographic and Video
- Curricular Open Evenings
- Nationally recognised awards
- Press releases
- HMIe report

Consultation with all stakeholders through informal interviews and a broad sweep audit regularly take place in which everyone has input in identifying major success and areas for improvement. This report details the progress made with the School Improvement Plan for 08 09 and is set within the context of 'Curriculum for Excellence', 'Journey to Excellence'

and the 'National Priorities in Education', and is measured against the self-evaluation quality indicators within the HMIe document "How Good Is Our School 3?" (HGIOS 3).

In addition to the above evidence has been gathered from external sources namely:

- Local Authority Quality Assurance visits.

NOTE: The following code was applied to indicate the level of future action:

- (1) **Priority for Improvement** - will feature as a main priority in the next school improvement plan (SIP)
- (2) **Continued Development** - will feature as an additional task in SIP
- (3) **Maintenance of current practice** - not featured in SIP, but indicates that progress will be sustained and practice will be embedded

Priority 1:

To raise attainment and promote achievement by increasing pace and challenge for all pupils.

Will the increase of pace and challenge help raise attainment in core subjects?

Good progress has been made in this area. The continuation and development of literacy circles from Primary 4 - Primary 7 provides further opportunities for pupils to develop these skills. Pupils are more enthusiastic and make positive comments about this way of learning. We will continue to develop how we can make learning more relevant for our pupils next session. New resources were purchased to promote and support active learning; active literacy resource in the nursery and early stages, Pelican Interactive Reading, interactive handwriting, subscription to Education City and an interactive problem solving resource.

Evidence indicated that:

The values and principles of 'Curriculum for Excellence' are central in the working life of our school and nursery class. Teachers' topic planning focuses on ensuring that increasingly the principles are taken into account and that there are meaningful cross curricular links. We intend to continue to build on this. Pupils in primary and nursery report that learning is more enjoyable and varied. Through planned opportunities all pupils are developing the four capacities.

All of our pupils are now experiencing a wider range of active and collaborative learning opportunities within a challenge based approach. We will continue to explore and develop ways of making learning more relevant for our pupils next session.

Pupils now take more responsibility for their learning. Teacher's and support staff's skills of questioning have improved, a more co operative, collaborative approach is evident in each classroom. Pupil confidence in independent learning has resulted. Pupils and teachers work together to set targets, discuss progress and review their learning. A clearer structure exists from nursery through to P7 which aids progress and continuity. The implementation of Active Learning engages pupils more fully in their learning. All staff are aware of the role of the support for learning teacher. Pupils are secure and confident that their learning needs are being met therefore are more confident to rise to challenges set. As teachers become more confident in their understanding and are more aware of needs, they are able provide and share high expectations for all.

Able pupils are exposed to extended learning opportunities and respond well to challenges set. Most pupils are motivated learners and consistently on task within a system where teachers provide a range of stimulating and challenging learning opportunities. CPD has proved effective in equipping staff with necessary skills to meet the needs of all pupils, especially in the early years.

Teachers implement cross curricular links wherever relevant and appropriate which creates more meaningful learning experiences for pupils. Staff have a clear understanding of how to increase pace and challenge for all.

Pupils comment that learning is more fun and meaningful. Teachers have higher expectations of all learners, set time limits and deadlines. Pupils participate actively in differentiated learning. A self motivating climate is evident in each classroom, as pupils develop leadership skills. Problem Solving, Thinking Skills and Active Learning have clearly proven to be the keys to success this session.

Pupils work collaboratively and co-operatively as effective contributors and independent learners from their arrival into nursery. They are aware of their targets and how to achieve them. Staff are more reflective, sharing and learning from one another. Attainment progresses at a steady pace from the early years onwards. Pupils can demonstrate their ability to use feedback to improve their work.

Next steps:

- (3) To continue to develop a cross curricular approach taking account of the principles and outcomes of 'Curriculum for Excellence'
- (3) To continue to extend childrens' motivation and involvement in their own learning and decision making across the school through enterprise and activity based learning

Nursery Priority 1

To integrate outcomes of Curriculum for Excellence Early experiences with the existing 3-5 Curriculum and to provide high quality learning experiences with an emphasis on Numeracy and Literacy.

Very good progress has been made in this area.

Evidence indicated that:

- Pupils are challenged, stimulated and inquisitive and ask many questions throughout each session
- Quieter children are more confident
- Children make efficient use of all areas
- Pupils take ownership of their learning
- Each child's needs are identified and catered for to allow him/her to progress at an appropriate pace
- There is a focus on the pace of learning and high level of challenge for more able children resulting in more understanding
- Children's responses and contributions are extended through effective, open questioning
- Experiences which include the use of more natural materials and take account of children's individual interests, personalisation and choice enhance learning
- A wide range of learning and teaching styles are implemented to meet individual needs
- ICT is used to support and enhance the learning experiences of the children

Priority 2:

To improve attainment in mathematics by progressively improving pupils' skills and experiences in information handling, problem solving and agility in mental calculations

Will introducing more active learning approaches increase the depth of understanding for all pupils in mathematics?

Will a more practical and enterprising approach to learning improve attainment in maths?

Very Good progress was made in this area.

Evidence indicated that:

Staff and pupils embrace the changes and have taken on board the need to continuously self evaluate practice in order to continually improve.

Improved and varied experiences in maths increase depth of understanding for all. Staff share ideas and move improvements forward at a brisk pace collegiately. A larger number of people are working together to achieve success with a shared vision. Staff are more skilled in the implementation and use of programmable toys to enhance learning which enables pupils to be more independent problem solvers and successful learners. A deeper understanding of the principles and purposes of learning is apparent when speaking to pupils, support staff and teaching staff. A systematic approach is undertaken in self evaluation resulting in clear next steps for learning being identified. Pupils know and understand what their learning is, how to achieve personal goals and contribute effectively to the parental consultation process. Pupils are more skilled and confident when tackling problem solving which contributes to a more independent approach to learning. There is a significant reduction and less focus on one resource being used and more emphasis on direct, activity based teaching and learning with focus on new numeracy outcomes. This enhances understanding of the mathematical process for pupils.

Pupils are more engaged in their learning therefore achieving success in more areas. Staff Review, and teacher/pupil observations make a positive impact. Self and Peer Assessment of pupils attainment and ability ensure that pupils know how to improve. As individuals and a staff team self evaluation is making a positive difference to progress and achievement.

Next steps:

- (3) To continue to develop self evaluation skills in pupils and staff.

Priority 3:

To further develop pupils' skills and confidence in extended writing and writing for a variety of purposes.

When pupils are more actively involved in their learning will this improve the quality of extended writing?

Will writing in context improve overall skills and ability of individual pupils?

Good progress has been made in this area.

Evidence indicated that:

Because 5-14 levels, Curriculum for Excellence capacities and personal targets in Reading and Writing are shared with parents this raised their awareness of what their children are learning, how they can support them with homework and where they are going next.

Because 5-14 levels, capacities, and personal targets are shared and glued into pupils work books they are now able to identify their progress and their next steps in learning.

Diagnostic tests are administered to all pupils from P1-P7 which helps build on and improve performance discussion relating to school targets, 5-14/Nfer results focus on improvements required. Baseline assessments are carried out for all preschool pupils to inform progress and achievement and enhance the transition process. Staff work well to meet the needs of all learners based on analysis of results. The new planning format was positively evaluated by staff.

The Head Teacher regularly cross checks Language jotters to ensure results are a clear indication of progress. Lowest 20% of pupils are tracked and monitored closely and progress is more evident. Exemplars of writing are shared with staff to develop knowledge on criteria for National Assessments. This enables pace of learning to increase in line with challenge and support required.

Staff identified the factors of an excellent writing lesson and include these in long, medium and short term plans. ICT is used in writing for a variety of purposes. Support from Network Leader was sought to provide advice on quality teaching strategies and model good practice. Best practice visits to other schools were organised. All contribute to increasing staff capability and confidence. Support staff and the support for learning teacher are deployed more effectively to ensure support is provided appropriately. Timetables are regularly reviewed to ensure pupils' needs were effectively met.

An annual plan for writing ensures a variety of contexts, continuity and progression in personal, imaginative, writer's craft, informative and descriptive writing. Opportunities are provided for pupils to experience a wide variety of writing for a variety of purposes. Pupils are given opportunities to use their initiative and exercise choice in their learning to create successful learners and confident individuals.

Various writing resources were explored and positive features were identified which provided a range of stimuli to motivate pupils throughout the school. New methodology, policy and practice are implemented. Writing developments begin in the early years where pupils are exposed to a variety of different forms of writing practice.

Next steps

(3) Monitor and evaluate agreed improvements.

PROGRESS WITH KEY AREAS OF THE WORK OF THE SCHOOL

The headings within this section describe the work of our school using some of the ten dimensions of excellence identified by HMI in Journey to Excellence parts one and two.

HOW WELL DO WE:

Dimension 1

ENGAGE YOUNG PEOPLE IN THE HIGHEST QUALITY LEARNING ACTIVITIES?

1.2, 2.1, 5.2, 5.3, 5.4

Very Good progress has been made in this area

The school has made very good progress towards engaging our young people in the highest quality learning activities. A whole team approach exists in the school and everyone feels valued. School staff know the children very well. Pupils are motivated and enjoy learning. A wide range of learning and teaching approaches are used effectively to meet the needs of all learners. The school is well resourced and effective use is made of these high quality resources. Following professional reading sessions, teachers skilfully use questioning, which engages pupils and encourages higher order thinking. Pupils are encouraged to build on prior learning and to make links to new concepts. In all classes pupils' views are sought and acted on. A focus on providing tasks, which enable pupils to be active learners has continued. The pace of learning continues to increase, and many opportunities are in place for co-operative and independent learning. Teaching approaches and learning experiences provide the support and challenge needed for all learners. Learners are increasingly aware of their next steps in learning.

Next Steps - Primary and Nursery

- (3) To improve the quality of learning experiences by actively involving pupils in their own learning and by developing effective questioning for learning.
- (2) To continue to develop a cross curricular approach taking account of the experiences and outcome of 'Curriculum for Excellence'
- (2) To provide opportunities for personalisation and choice through the further development of active learning from our new nursery to P7.

Dimension 2

FOCUS ON OUTCOMES AND MAXIMISE SUCCESS FOR ALL LEARNERS

1.1, 5.1, 5.2, 5.4

Very Good progress has been made in this area

The curriculum is informed by national and local advice. Our curriculum currently develops well the four capacities, principles and outcomes for children as outlined in Curriculum for Excellence. Through consultation with our parents, pupils and all staff we plan collaboratively for successful learning, which meets the needs of all learners and develops

pupils' confidence, skills and ability to contribute. We include pupils in target setting through interactive questioning and involve them in planning for future learning. A variety of strategies are used to provide pupils and staff with quality and meaningful feedback which inform next steps. Most pupils confidently discuss their needs, strengths and preferred learning styles. We promote the individual achievements of our pupils very well and provide special places for achievements to be shared more widely. Systematic approaches are taken to track, monitor and record pupil progress and attainment. We report to parents through a 'Meet the Teacher' evening, two formal parent consultation evenings, two curriculum evenings and an optional feedback afternoon following annual pupil progress reports. Monthly newsletters were circulated and contributions made by staff and pupils to the local press and Times Educational Supplement. A general open door policy operates which includes invitations to assemblies, presentations, launches of new initiatives and concerts. There is scope for further improvement in writing and aspects of mathematics and ensuring appropriate pace and challenge to increase pupil attainment.

Pupils' Attainment:

	Actual Session 06/07	Target Session 06/07	Decile Band Session 06/07	Actual Session 07/08	Target Session 07/08	Decile Band Session 07/08	Actual Session 08/09	Target Session 08/09	Decile Band Session 08/09
Reading	94%	81%	79%	75%	75%	81%	92%	78%	80%
Writing	83%	79%	73%	75%	82%	76%	78%	78%	76%
Maths	83%	80%	83%	69%	81%	83%	78%	75%	80%

	P1	P2	P3	P4	P5	P6	P7
Talking	0 Level A	1 level A 1 level B	4 level A 1 level B	2 level B	2 level C 1 level B	1 level B 1 level C 1 level D	4 level D 3 level E
Listening	0 Level A	1 level A 1 level B	4 level A 1 level B	2 level B	2 level C 1 level B	1 level B 1 level C 1 level D	4 level D 3 level E

Next steps - Primary and Nursery:

- (3) To increasingly involve pupils more effectively in the setting of individual targets
- (3) To enable pupils to further develop the skills required to evaluate learning against clear criteria
- (2) To improve attainment in mathematics, reading and writing

Dimension 3

DEVELOP A COMMON VISION AMONG CHILDREN AND YOUNG PEOPLE, PARENTS AND STAFF

5.5, 5.6, 5.9, 6.1, 6.2, 6.3, 9.1, 9.2

Good progress has been made in this area

All pupils are aware of the high standards expected of them. Pupils are presented with appropriately challenging activities which allow them to experience success. Throughout the school creativity and innovation are promoted through extra-curricular as well as curricular activities e.g. the Christmas Concert and Scottish Curricular Evening. Active learning plays a much more focused part in our curriculum. Children are given many opportunities to become actively involved in the decision making process through participation in Eco Schools, Pupil Council, Enterprise Group as well as in class. Self-evaluation takes the form of increased professional dialogue across classes and with the Head Teacher, visits to other classes within the school and other schools within the authority. Through these, strengths were identified and development needs discussed.

Next steps for primary and nursery:

- (3) To ensure that all pupils are challenged appropriately in all areas
- (3) To continue networking with other colleagues from the authority

Dimension 4

FOSTER HIGH QUALITY LEADERSHIP AT ALL LEVELS

5.5, 5.6, 5.9, 6.1, 6.2, 6.3, 9.1, 9.2

Very Good progress has been made in this area

The Head Teacher ensures that learning is the central focus of the school and that learning priorities are linked to classroom approaches. The Head Teacher provides appropriate opportunities for staff development which improves staff skills and promotes collegiality and shared ownership. This in turn impacts positively on the individual child. Rigorous quality assurance systems are in place and regular opportunities improve effectiveness of professional dialogue. Each member of staff fulfils their coordinator role e.g. Modern Languages Coordinator, Eco-Schools Coordinator, Enterprise Coordinator. There is a positive ethos within the school where pupils demonstrate respect towards all staff members. A variety of leadership styles are employed within the pupil, parent and staff body where pace of change is managed to effectively facilitate improvements. Staff feel empowered and are able to communicate ideas.

Next steps for primary and nursery:

- (3) To continue to ensure that future staff development takes the school forward in line with National Priorities
- (3) Leadership is built at all levels

Dimension 7

REFLECT ON OUR OWN WORK AND THRIVE ON CHALLENGE

3.1, 5.9, 7.2, 8.4

Very Good progress has been made in this area

All staff, pupils and parents are involved in the review and evaluation of the School Improvement Plan both formally and informally throughout the year. Visitors are invited to see examples of good practice in terms of implementation of 'Curriculum for Excellence', pace and challenge and planning. Our teachers visit other schools across the cluster and outwith to witness examples of best practice to implement with our own pupils. Many innovative approaches have been established this year through joined up learning projects, the review of RME programmes of study and Environmental Studies programmes of study. As a team, a solution based focus exists, collegiate working features strongly in all practice and knowledge is shared from stage to stage and school to school. Skills developed through Continuous Professional Development are shared with the team to continually seek improvement. The pace of change continues to be rapid.

Next Steps for primary and nursery:

- (3) To continue to seek ways to improve practice through visits to other schools, networking events and working with our partner school on ICT initiatives
- (2) To continue to engage in effective self and peer assessment

Dimension 9

PROMOTE WELL BEING AND RESPECT

2.1, 3.1, 5.6, 5.8,

Very good progress has been made in this area

Health and well being form an integral part of our curriculum. The ethos of our school is welcoming, positive and thrives on success. Our pupils are very well cared for. All staff are trained annually in Child Protection procedures, Domestic Abuse and now will be trained in Internet Safety. Our values and mission statement are reviewed in August in consultation with our pupils. Positive behaviour is recognised and celebrated through assemblies and

class achievement boards. We continue to be a health promoting school. Our pupils recently sent out a survey to parents resulting in a fruit tuckshop and well attended breakfast club which are run as enterprise initiatives to develop maths and ICT skills in context.

Next steps for primary and nursery:

- (3) To successfully maintain this level of well being and respect through the review and evaluation of the values and mission statement

In addition to the above we have also:

- Implemented at least two hours of Physical Activity as part of our Health Promoting Schools initiative
- Invited all pupils to attend consultations with their parents / carers in March
- Enhanced the role of the Pupil Council in the decision making process
- Achieved our third Gold Award for Enterprise
- Achieved our Eco Schools Green Flag

WHAT IS OUR CAPACITY FOR IMPROVEMENT?

We are confident that the evidence and evaluations to date indicate that:

- overall, improvements have been made to achieve key outcomes and to meet the needs of almost all learners, but we need to continue to raise attainment across the school
- leadership and management are currently effective and this will need to be applied to establishing our new nursery class. Overall, we have demonstrated the capacity to continue improving.

IMPROVEMENT PRIORITIES (SESSION 2009-2010)

Priority 1

To continue to raise achievement and attainment by building on the principles of 'Curriculum for Excellence' with a focus on skills for learning, skills for life and skills for work, in literacy, numeracy and health and well being

How can we effectively provide pupils with appropriate transferable skills in core areas of the curriculum which they recognise and can use to develop their learning further?

Priority 2

To develop innovation and creativity by providing challenge through Enterprise Education, ICT, Thinking Skills and Problem Solving.

By implementing an enterprising methodology will pupils and staff be better able to think independently, work collaboratively and solve problems in a more methodical way?

Priority 3

Armada Cluster Health and Well Being initiative.