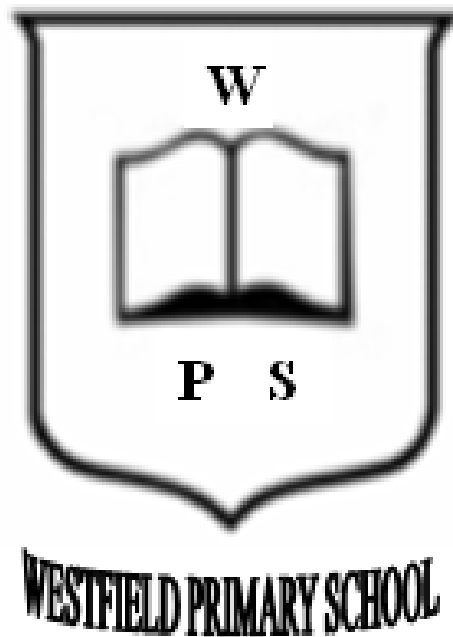




**West Lothian
Council
Education and Cultural Services**

Westfield Primary School

HMIe FOLLOW THROUGH PROGRESS REPORT



**Westfield Primary School
West Lothian Council
April 2010**

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1 The Inspection

HM Inspectorate of Education (HMIe) published a report on the inspection of Westfield Primary School in April 2008. The Education Authority in collaboration with the school produced an action plan indicating how they would address the main points for action identified in the HMIe report.

The extent to which the school was continuing to improve the quality of its work was monitored and assessed by the school's Education Officer. She has worked closely with the head teacher to evaluate the progress made in responding to the main action points raised in the original report.

2 Continuous Improvement

The Head Teacher and staff team led the school effectively through its action plan ensuring that the quality of pupils' learning experiences continues to improve. Through monitoring and evaluation of classroom practice the Head Teacher ensures that high quality learning and teaching approaches are consistent across the school. A peer observation programme and partnership working are successfully embedded. Attainment levels continue to increase steadily. Monitoring and tracking of pupil progress by the Head Teacher and class teachers ensure that all pupils, including the more able, are challenged appropriately. The Head Teacher works with staff to develop a more evaluative approach to planning. Teachers are providing pupils with focused feedback on how to improve. Self and peer evaluation have been further developed giving children greater responsibility for their own learning. The school continues to provide a climate for learning and change through the development and implementation of Curriculum for Excellence.

3 Progress towards meeting the main points for action

The initial inspection report published in April 2008 identified three points for action.

This section of the report evaluates the progress made within each of the action points and the resulting improvements made by all stakeholders.

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

The school has made very good progress with this priority

Staff have a greater understanding of how to increase pace and challenge for all. Teachers have higher expectations of all learners, set time limits and deadlines. They create a self motivating climate in the classroom.

Staff provide a range of stimulating and challenging activities for pupils. Staff are more reflective and learn from one another. Attainment progresses at a greater pace from the early years onwards.

High quality questioning is more evident across the school. Through the increased development of structured, collaborative learning opportunities, pupils have enhanced their skills in working in effective teams. Pupils are more active participants in their learning and are more motivated. The effective use of Information and Communication Technology (ICT) to develop pupils' skills and to support learning is evident across the school. Teachers make very good use of the wide range of resources now available online. New resources for literacy and numeracy are successfully implemented. The increased pace and challenge in the classroom is impacting positively on pupil progress.

Evaluation and assessment of progress gives pupils focused feedback on how to improve their work. Enhanced focus on learning outcomes is evident in planning and classroom practice. Pupils now take more responsibility for their own learning. Pupils demonstrate the ability to use feedback to improve their work. Pupil attainment has increased, enabling all pupils to make good progress. Whole school training to develop co-operative and independent learning is impacting positively on pupils' experiences. Learning is more fun and meaningful. Pupils work collaboratively and co-operatively as effective contributors and independent learners. They are aware of their targets and how to achieve them.

Almost all pupils are motivated learners and work consistently on task within a range of stimulating and challenging learning opportunities. Teachers' Continuous Professional Development is more effective through classroom observation and feedback. Staff training sessions in mathematics have focused on developing the skills of more able pupils. The peer observation programme provides opportunities for staff to observe quality questioning and share good practice. Staff training has taken place and procedures for identifying and supporting pupils with additional learning needs have been reviewed to ensure improved impact on learning targets and outcomes for all pupils.

Learning Logs are used by pupils to record their views and these are shared with parents to encourage greater involvement in their children's learning.

Teachers review their predictions of pupil attainment in English language and mathematics on a regular basis. Very good use is made of ICT interactive maths programmes to support the continued development of mathematical skills for all learners.

Pupils are challenged and supported in their learning. Higher attainment in the early years positively impacts on pupil progress across the school. Engagement and planning in relation to Curriculum for Excellence numeracy outcomes continues to be a main priority for staff working at school and cluster level.

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

The school has made very good progress with this priority.

Rigorous and systematic procedures have been further developed to ensure high quality learning and teaching and pupil attainment. A systematic and focused monitoring and tracking programme is in place. The peer observation programme, implemented within and outwith school, enables staff to reflect on their own practice. Staff feedback is very positive. The Head Teacher continues to build upon a monitoring programme of pupil work through focused classroom observations. Pupil support staff are more effectively involved in focused activities with pupils.

Clear, progressive plans are in place which include all mathematical concepts. The new format for forward planning feedback and discussion has an increased focus on pupil progress and attainment. More able pupils attain national levels earlier than expected. Plans and classroom observation show evidence of a range of differentiated learning experiences. Learning is more varied, stimulating and motivating to create depth of understanding.

Classroom monitoring shows evidence of:

- Improved pupil understanding and application of measurement;
- Improved pupil skills in mental manipulation and understanding of fractions and decimals;
- Improved pupil understanding of three dimensional shape.

Pupils are more secure and confident in mathematics. Through effective feedback pupils are able to increase mathematical competence.

Staff ensure pace of learning is sustained through effective tracking of individual pupils' progress. Identified pupils are being further challenged through increased pace and depth in their learning. Pupils are more confident in applying a wider range of strategies in a variety of problem solving situations.

Staff confidence has increased. The integration of ICT is purposeful and effective in developing pupils' mathematical skills and includes spreadsheets and databases. A range of new resources is shared with staff and is in place.

Teachers' self-evaluations are more focused on learning outcomes. Critical reflection of their own practice gives teachers more structured plans for next steps and further development.

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

The school has made very good progress with this priority.

The writing policy clearly sets out how pupils' writing skills are being developed to ensure high quality of learning for all. Pupils continue to develop and reinforce their skills in writing and improvement is sustained.

Pupils' personal targets in reading and writing are shared with parents. Improved performance analysis enables staff to identify strengths and provide appropriate support and challenge. This raises awareness of what pupils are learning, how parents can support with homework and 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. Baseline assessments are carried out for all pre school 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 Head Teacher and Principal Teacher regularly look at pupils' writing to check that progress is being made. Pupils whose attainment is in the lowest 20% are tracked and monitored closely and progress is now more evident. Examples of writing are shared with staff to develop knowledge on the criteria required for National Assessments. This enables the pace of learning to increase in line with the challenge and support required.

Teachers identify the features of an excellent writing lesson and include these in planning. ICT is used in writing for a variety of purposes. Best practice visits to other schools are regularly organised. 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 are effectively met.

An annual plan for writing ensures a variety of contexts, continuity and progression in personal, imaginative, 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.

New writing resources were purchased to further motivate pupils. New methodology, policy and practice have been implemented.

The quality of learning and teaching continues to improve for all pupils in all lessons. Teachers set higher expectations in writing. Pupils are supported and challenged appropriately and are achieving targets earlier.

4 Conclusion

The school continues to provide pupils with a high standard of education building on the key strengths identified by HMle. The excellent parental support is significant in maintaining the school's very positive ethos.

Staff reflect professionally on their practice and, through CPD and self-evaluation, have developed a wider range of opportunities for collaborative and active learning.

The school continues to have a very good capacity for improvement.

Gordon Ford
Depute Chief Executive
April 2010