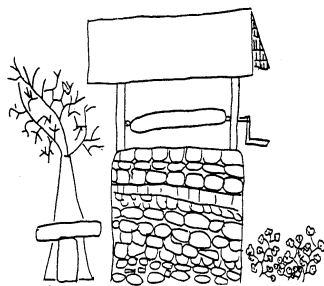




School Improvement Report

Westruther Primary School



2019-2020

Context of the School

Westruther Primary School is a small, happy and thriving village primary school where we are continually striving to provide stimulating, engaging and fun learning experiences where all our learners can reach their potential. We do this through a caring, supportive and challenging environment. We have high expectations and encourage everyone to do the best they can. Everyone in Westruther Primary School is treated with respect and kindness. We are working hard to keep our parents and community involved in our learning.

The school has 3 main learning areas, 2 classrooms - one of which is open plan with our Early Learning and Childcare (ELC) provision. There is an office at the front of the school and at the rear. There is also a small dining hall/GP room. The children have dedicated cloakroom space for coats, bags and shoes. The children use the village hall or outdoors for PE. The outdoor space is continually being developed to enhance play and learning experiences including a Community garden to the front of the school.

At the end of the school session the school had a roll of 44, divided into 3 classes, a morning nursery class of 10, a P1-4 class of 15 and a P5-7 class of 19. The free meal entitlement is well below Scottish Borders average.

The delivery of the curriculum is enhanced with a specialist PE teacher. The rest of the staff team is made up of two full time class teachers, a Pupil Support Teacher (one half-day a week), a part time Pupil Support Assistant, administrative staff, the Central Early Years Team, a part time Playground Supervisor, cook and cleaner and support from a peripatetic janitor. The Head Teacher, along with the Principal Teacher, works across two schools. This session saw the appointment of a new Head Teacher to the school who took up her post in August, at the start of the session. Westruther staff also work closely with their colleagues at their partner school, Channelkirk Primary School, looking for opportunities to enhance teaching and learning experiences for their pupils. Together the staff team provide a welcoming and caring environment where children feel safe and happy.

The school maintains a sustained focus on Education for Sustainability and this session saw the school being awarded the 'Green Flag' as an Eco School who has achieved this prestigious status.

The rurality of the school setting, staffing numbers and physical school layout play an important factor in the planning of learning experiences for learners with the focus on equity of provision. This is reflected in the school's Curriculum Rational and within our Vision, Value and Aims .

The Vision and Aim for our school is...

'For everyone to do W.E.L.L. at Westruther'



Wellbeing, Excellence & Equity and Learning for Life

Our school Values make us S.M.A.R.T.

S M A R T

SUCCESSFUL MOTIVATED AMBITIOUS RESILIENT TOLERANT

Review of Progress 2019-2020

Partnerships with Parents:

The incoming HT, Charlotte Shortel, offered **'Meet the HT drop in'** sessions to families and the wider community early in her Headship. These were well attended with approximately 60% of families represented. This gave families a chance to meet the new HT in an informal setting and parents were able to engage in low-key consultation about the strengths of the school, the needs of the school and their expectations of a HT. These responses fed into the HTs strategic planning for school development. 4 key areas were acted upon promptly –

1. The need to update Homework Policy (consultation with parents, pupils and staff cumulating with a change of policy after Oct break).
2. The need for pupils to participate in as wide a range of experiences as possible – ongoing throughout the year – joint planning with partner school Westruther PS to access educational trips, sports events and joint learning experiences (e.g. Mini-Dance Festival). Families supported the schools with transportation to and from these events.
3. The need for greater clarity about the curriculum in order for parents to support their pupils – Curriculum overviews developed and Learning Profiles redesigned.
4. The need for clarity around expectations for behaviour and high expectations throughout the school. This led to staff re-envisioning the School Rules into 3 Expectations for all - 'Ready, Respect, Safe' and the formulating of a Relationships Policy (Oct 2019)

The Parent Council is proactive and supportive of the school. They have tried different meeting times this session to encourage as wide a group of parents as possible to be able to participate. In addition, the Parent Council provide a crèche service for the duration of Parent Council meetings to support parental attendance. They have continued to raise funds to enhance the learning and social experiences of pupils. The Parent Council was asked by the HT to survey the Westruther community with regard to increasing the involvement of the Wider Community in supporting the curriculum and learning experiences. This was agreed to but interrupted due to COVID and school closure. This will be reconsidered next session in the current context.

Parents were invited to volunteer to work with the HT in **3 Working Groups** this session on the following themes:

Participation in School Improvement Planning process; Redrafting the School and ELC Handbooks (Producing a Parent Quick Guide); Improving Parental Engagement. There was a good response to this invitation - groups were formed and dates organised. COVID restrictions halted progress. This format and engagement in Parental Working Groups will be reconsidered next session in the current context.

Family Learning – the PT offered a session to P1 parents on Emerging Literacy, which was well attended. This will be offered again next session, with an intention to extend to include ELC families. Family engagement will be a priority for the ELC next session.

Raising Pupils with Confidence course was planned to be offered by HT in the summer term which wasn't possible due to school closure. This will be reconsidered next session in the current context.

Home Learning (during the COVID-19 School Closure period)

At the point of closure, every pupil in P1-7 was issued with a 'Paper Pack' of work and learning resources – estimated to be 4- 6 weeks' worth of learning activities. Within the first 2 weeks of closure, families were issued with logins and associated instructions in order for pupils to access Microsoft Teams. Technical support was given by the PT. Pupils were asked to login and were able to communicate with each other and their teacher. The school ensured this reached 100% of pupils. Daily online teacher support was available with Home Learning – either through Teams or email. Families were surveyed to ensure the timing of issuing online learning was appropriate. At this point teachers begin uploading weekly assignments to Teams. Pupil engagement was tracked weekly by teachers and periodically by the HT. At the week ending 5.4.20 weekly engagement was at 100% for P4-7 and 71% for P1-3 as reported by parents. Special days such as Sports Days and Uniform days were also well supported.

ELC families received a weekly newsletter with a weekly challenge and links to other appropriate resources. ELC families were encouraged to contribute to the newsletter by sending in photos of their child participating in the weekly challenge.

Priority for Improvement 1 :

To improve the quality of learning, teaching and assessment through in depth engagement with the Moderation Cycle.

NIF Priority: 1

NIF Drivers: 1,2,5

SBC Framework:

HGIOS 4

QI: 1.1, 1.2, 2.3, 3.2

Reporting on progress including successful strategies:

- **First Action from SIP : “Create more opportunities for regular feedback and professional discussion about the quality of learning and teaching across the school and opportunities to look outward at both practical practice, pedagogy and national expectations/key messages to support thinking, understanding and practice.”**

All teaching staff took part in CAT sessions on Learning Intentions (LI), Success Criteria (SC) and Feedback, with a focus on research, key documents and application to the specific context of a small school, multi-composite class. This led to redrafting these elements of the Learning and Teaching Toolkit.

All teachers took part in Learning and Teaching observations – both by SMT and peer teachers. All teachers participated in professional dialogue around these observations and classroom practice enthusiastically and readily identified actions to follow up on.

Teaching staff created a Relationships Policy after considering current documents and research. All school staff involved in supporting the expectations of Pupils to be ‘Ready, Respect, Safe’ and are able to give ‘Positive Notes Home’ to communicate successes to parents. These messages were reinforced with specific assemblies by the HT and class activities.

All teaching staff received a copy of ‘The Learning Rainforest’ by Tom Sherrington and were given some reading time out of class. In addition, at May INSET, time was given to engage with chapters of the book connected with ‘Establishing the Conditions’, introduced to the ‘The Learning Rainforest and Channelkirk and Westruther Schools’ (which is a bespoke version of this analogy) and teachers identified individual actions in this area.

Writing Assessment Criteria were introduced to support teacher judgments in attainment in writing and to support identifying and communicating to pupil next steps in learning.

Whole school annual screening in spelling and reading was re-established.

Learning Profiles were redesigned with a greater focus and clarity LI, SC and next steps in learning in key areas of curriculum.

- **Second Action from SIP: “Engage in practitioner enquiry to focus on and improve key aspects of the moderation cycle and leadership of change within individual practice”.**

This action was not implemented this session.

- **Third Action from SIP : “Engage with cluster learning which is planned around moderation”.**

The Principal Teacher was part of the planning and implementation leadership group for the Cluster moderation CATs this session, working with other middle leaders across the cluster to deliver the CATs to the teachers. The Principal teacher also attended a SEIC Moderation event, and QAMSO training on a similar theme which developed her understanding further. All teachers attended CAT Cluster moderation sessions. All class

teachers participated in activities to identify high quality assessments. All classes implemented a planned High Quality assessment (Numeracy based) as required as part of this engagement and participated in cross cluster professional dialogue around this task. The final moderation CAT session was affected by school closure, but the HT prepared a Moderation Cycle with details of moderation activities in place across the partner schools – this can be shared next session.

- **Fourth Action from SIP : “*Practitioners across Early Level to engage with Emerging Literacy to raise attainment*” – see below (Improvement Priority 3).**
- **Fifth Action from SIP: “*Further collaboration across partner schools and stages to improve key aspects within the moderation cycle e.g. planning*”.**

Teachers planned every term with the corresponding teacher from Channelkirk Primary School. This led to Interdisciplinary Learning and other areas of the curriculum being implemented simultaneously across the two schools. Teachers were able to moderate planning and implementation of these areas of the curriculum. They were also able to engage in planning joint educational trips and other enriching experiences, including pupils visiting and sharing learning across both schools.

ELC staff worked collegiately with Channelkirk ELC staff to create Curriculum Rationales for each of their settings. They also visited each other’s settings, shared current documentation, and began an evaluation process to identify improvements required. A shared approach to planning was agreed and continues to be evaluated and developed. ELC staff across both settings engaged in HGIOELC evaluative activities to identify gradings for key areas of their practice. ELC staff are referring to Realising the Ambition 2020 National Best Practice Guidance on key pedagogical strategies and best practice to enhance practitioner pedagogical leadership skills. Open discussions have been held between all ELC staff across both schools, evaluating current practice (looking inwards) and planning future enhancement (looking outwards) to incorporate national approaches to play-based learning opportunities. ELC staff undertook reflective activities with Channelkirk ELC staff to plan priorities for next year’s ELC actions in next year’s School Improvement Plan.

Outcomes for learners :

- **First Action from SIP: “*Create more opportunities for regular feedback and professional discussion about the quality of learning and teaching across the school and opportunities to look outward at both practical practice, pedagogy and national expectations/key messages to support thinking, understanding and practice.*”**

All teachers having a shared understanding of the importance and expectations of sharing Learning Intentions and Success Criteria. All teachers are reporting confidence in identifying how to communicate LI and SC in effective ways. Teachers report that supportive peer observations have provided honest and open dialogue between teachers to support with all elements of the moderation cycle, particularly LI and SC. This is resulting in more clarity for pupils in understanding what they need to do to experience success.

All teachers are able to make more accurate judgments about attainment in Writing, and identify next steps more effectively.

Teachers are planning and identifying different and effective methods of Feedback, although this needs to be considered further next session (interrupted by school closure.)

Learning Profiles were redesigned and were being collated for sending home at point of school closure, these need implemented and evaluated next session.

The School Expectations of 'Ready, Respect and Safe' have supported teachers in communicating clearly the school's continued high standards. In the playground and dining hall, support staff are reinforcing expectations consistently. Teachers are reporting as fully and enthusiastically engaged with 'The Learning Rainforest' by Tom Sherrington and some have read more than required. Teachers are enthusiastic about using this 'rainforest' analogy for supporting our understanding around research and practical implementations of excellent teaching and learning and assessment.

ELC received their new furniture package to prepare for the extended day provision commencing August 2020 just prior to lockdown.

- **Third Action from SIP:** *“Engage with cluster learning which is planned around moderation”.*

All teachers attended cluster moderation sessions to develop a shared understanding of high-quality assessments. Teachers are clearer on the content that should make up high quality assessments as well as the frequency they should be carried out with pupils. By creating, moderating and implementing the assessments, teachers have gained confidence in the process as well as their judgements. Cluster moderation has also involved reflecting on feedback related to high quality assessments which teachers have further explored during school CAT sessions.

- **Fifth Action from SIP:** *“Further collaboration across partner schools and stages to improve key aspects within the moderation cycle e.g. planning”.*

Moderating planning has led to increased teacher confidence and a widening of ideas, resources and experiences for pupils. This supported teacher judgements and reduced teacher workloads.

This has in turn, led to a wider range of educational experiences offered to pupils within a wider peer group when the two schools were together. Pupils experienced an enhanced curriculum with learning experiences outside the school on offer regularly. This has led to increased confidence in our pupils in socialising with pupils from their partner school, and working with teachers from their partner school. A number of older pupils took part in SBC sports events as part of joint teams.

Next Steps (with obvious adjustments needed to accommodate COVID / Recovery Curriculum requirements)-

- Further development of the Learning, Teaching and Assessment Toolkit – including identifying tools and resources for teachers.
- Further Professional Reading and understanding built around the analogy of 'The Learning Rainforest at WR and CK schools' – including engagement with SBC L,T & A strategy.
- Revisiting the Assessment and reporting calendars including Parents evenings, Learning Profiles and Annual reports.
- Continue to implement rigorous Quality Assurance Calendar.

Review of Progress 2019-20

Priority for Improvement 2:

To raise attainment in Literacy and Numeracy by engagement in SBC Literacy and Numeracy Strategies. To improve the structure and delivery of the curriculum with a particular focus on Health and Well Being and Interdisciplinary Learning.

NIF Priority: 1,2,3,4

NIF Drivers: 1,2,4,5

SBC Framework:

HGIOS 4

QI: 2.2, 3.1, 3.2

Reporting on progress including successful strategies:

Engaging in SBC Literacy Strategy:

A teacher from WR PS volunteered to take on the Literacy Champion role across both schools. She attended all meetings. She shared resources and key learning with teachers. Teachers planned collegiately across both schools to increase pupils' access to a literacy rich environment and promote a love of reading for enjoyment. Reading buddies were established across the 2 classes which met regularly. A whole school focus week was very successful for Book Week Scotland. Both classes committed to having an identified 'Book Nook' at all times. Audio books were made consistent use of. **Both classes engaged with the First Minister's Book Challenges??**. Teachers and pupils engaged in daily opportunities to read for enjoyment. ELC staff continue to commit to daily stories, songs and rhymes.

Engaging in SBC Numeracy Strategy:

A teacher from CK PS volunteered to take on the Literacy Champion role across both schools. She attended all meetings. She shared resources and key learning with teachers. All teachers attended Cluster INSET 'La Salle' Training on the use of manipulatives to support numerical understanding. Manipulatives were purchased for all classrooms to support the implementation of these methodologies with pupils. Teachers participated with enthusiasm and rated the training as being beneficial and having an impact on their practise. Teachers were observed and monitored using the manipulatives with individuals, groups and whole classes from P1-P7. In school evaluative discussions following La Salle training, numeracy pedagogy and pupil attainment led to a collegiate decision to plan word problems into weekly learning tasks. In addition, staff reflected on achievement in mental agility as an area requiring addressing. The 'Big Maths' resource Beat That's were introduced as a weekly learning activity to support mental fluency in the 4 number processes.

Interdisciplinary Learning:

A whole school, 3 year rolling IDL programme was developed by The PT with HT support. This includes National Benchmarks for all areas of the curriculum, allowing for depth of planning. It also allows for monitoring of coverage of the curriculum and breadth of experiences offered. It involves Global Goals for sustainability, skills for Developing the Young Workforce, and Children's Rights. Teachers were introduced to the programme for annual planning for session 2020-21.

Health and Wellbeing (HWB):

Resilience Programme

The school continues to follow SBC's expected delivery of the whole school **Building Confidence** programme through assemblies and classwork. Support materials were purchased in the form of the recommended texts that accompany the programme.

Cluster Pupil Equity Fund Coaching Model

The Principal Teacher underwent training to be able to deliver the Cluster Coaching model in 1 to 1 coaching sessions for identified pupils who were supported in weekly coaching sessions using the Wellbeing Indicators. This was implemented in Westruther PS.

Wellbeing Indicators

The Earlston Cluster Wellbeing Indicators Progression was shared with staff. Classroom and assembly activities were planned and implemented on Safe, Respected and Included as they linked well with other existing work. The HT undertook Wellbeing Webs with the older class to reinforce understanding of the indicators and to assess areas of specific need for the school. ELC staff used the language of Wellbeing indicators regularly in discussions with pupils.

Diversity Week

All teachers attended a cluster LGBT awareness training. Teachers planned and delivered a Diversity themed week with the HT, involving class and assembly activities. Learning was planned across both classes, covered the Protected Characteristics, hidden disabilities, protection in law and was supported by new storybooks related to the theme. The week concluded in a Purple Friday assembly celebrating LGBT equality as part of a cluster wide focus. A Whole School Diversity display was produced to celebrate and record the week's learning.

Relationships, Sexual Health and Parenthood and Drugs and Alcohol pathways and programmes.

Teachers were introduced to the new Scottish resource Relationships, Sexual Health and Parenthood Scottish online resource at <https://rshp.scot/>. This was integrated into HWB teaching and learning immediately.

Teachers were introduced to the new SBC resource and progressions supporting delivery of Drugs and Alcohol education. This was integrated into HWB teaching and learning immediately.

Outcomes for learners:

Engaging with SBC Literacy and Numeracy strategies:

Teachers reported pupils' attitudes to reading had improved and pupils were enthusiastic about the variety of reading activities and books on offer. Pupils were observed having an increased concentration and stamina when reading for enjoyment independently. Pupils were reading more material and a wider range of texts.

Attainment in reading remains good, it is appreciated that the benefits on attainment from reading for enjoyment are wide reaching and will be seen over time.

Pupils reported a greater understanding of how concrete materials could aid understanding, even in the upper stages. Teachers reported the La Salle training aligned with the Active Maths activities in the current core Numeracy teaching resource and enhanced these practical teaching approaches further. Pupils were developing an understanding of how different manipulatives might be used to support understanding and calculations with specific concepts or problems. Pupils were beginning to use manipulatives more independently.

Teachers report pupils are completing word problems with more accuracy and confidence over time. Teachers report that pupils are demonstrating an increased mental agility. Both these areas need continued focus and consistency to improve attainment in Numeracy over time.

Interdisciplinary Learning:

Teachers reported confidence in the format and coverage in the newly designed IDL programme – as yet not implemented.

Health and Wellbeing (HWB):

Resilience Programme

Teachers report that pupils continue to build up a shared language of resilience and effective strategies. Pupils engage enthusiastically with the programme and resources.

Cluster Pupil Equity Fund Coaching Model

This was one of many supports offered to specific pupils, but was reported to give unique insights into a child's thoughts. Pupils were reported to have followed up on actions identified in coaching sessions. Conclusions and final evaluations were interrupted by school closure.

Wellbeing Indicators

Pupils demonstrate some familiarity with the Wellbeing indicators – often referring to them as 'Shanarri'. Pupils linked the indicator 'Inclusion' to Diversity week activities easily. Older pupils were able to make judgements for themselves about how they feel with regard to each indicator.

Data collected was to inform future individual pupil / class / whole school input (interrupted by school closure).

Diversity Week

Staff reported an increased confidence approaching issues around LGBT education. Pupils were able to comment on their understanding of equality and acceptance.

Relationships, Sexual Health & Parenthood and Drugs & Alcohol pathways and programmes.

Teachers reported the progression of learning identified in these programmes are supportive in their planning. Teachers reported that the understanding expected would require some time to cover with pupils.

Next Steps (with obvious adjustments needed to accommodate COVID / Recovery Curriculum requirements)-

- Maintain a whole school commitment to the love of reading for enjoyment. Develop further approaches to teaching reading. Continue to improve library stock and resources.
- Implement the new IDL programme and create an accompanying rationale.
- Embed the use of manipulatives in numeracy teaching across all stages.
- Monitor and embed all new and current HWB programmes.
- Develop further use and understanding of Wellbeing Indicators. Further employ coaching support to specific pupils where appropriate.

Review of Progress 2019-20

Priority for Improvement 3. Engaging with SBC Emerging Literacy Strategy (Workstream 2)

- Increased teacher confidence in the assessment of early literacy skills.
- Teachers increasingly able to identify gaps and strengths contributing to progress in Literacy
- Our pupils will experience a developmentally appropriate literacy curriculum
- Increased numbers of pupils acquiring the necessary knowledge and skills to achieve Early level in Listening and Talking, Reading and Writing by the end of Primary 1.

NIF Priority: 1

NIF Drivers: 2, 3, 4

SBC Framework:

HGIOS 4? HGIOELC

QI: 1.3, 2.3, 2.5, 2.7, 3.2

Progress including successful strategies

Channelkirk ELC, P1 and SMT staff were well represented at every Emerging Literacy Training session. Accompanying Resources were organised by the PT and CT. All P1 pupils underwent initial and continuous assessment of their Emerging Literacy Skills. All P1 progress in key literacy skills were effectively tracked. All P1 parents were invited to a P1 Parents' Emerging Literacy Information Session. This was well attended. Information was issued to those parents not in attendance. P1 parents were given specific information pertaining to their child's development needs and resources to support this area which they could use at home. All P1 children were supported individually to meet their development needs – often using support staff to implement these activities under teacher instruction and supervision.

ELC staff prioritised development of 'Concepts of Print' through daily learning routines. ELC staff ensured opportunities for Rhyme in oral language in frequent daily activities. ELC staff provided play-based learning opportunities/ experiences which manipulated/targeted both gross/fine motor skills/muscles assisting emerging literacy development/skills. ELC staff used the developmental overviews to record observation / tracking findings to continually assess pupil attainment. ELC staff began to consider the use of the Highland progression and tracking sheets, alongside current planning and tracking to evaluate and identify development needs.

Outcomes for learners

The P1 teacher reported confidence assessing Emerging Literacy skills using the assessments provided. P1 children experienced a differentiated, personalised curriculum. P1 literacy groups were fluid. P1 pupils were provided with a developmentally responsive and appropriate curriculum. The P1 teacher and support staff had access to shared organised, high quality resources to support specific areas of learning. This led to a more coherent learning experience. Some P1 pupils were further supported to meet their developmental needs at home. All P1 pupils made appropriate progress in Early Level Literacy skills. (This was obviously interrupted by school closure). ELC staff had a clear understanding of the key areas of Emerging Literacy and foundational experiences which could be offered in ELC and their pedagogical leadership skills in promoting these key aspects remains strong. ELC staff were able to track and monitor progress easily with developmental overview sheets – this fed back into the intentional promotion planning process in order to better meet pupil needs.

Next Steps (with obvious adjustments needed to accommodate COVID / Recovery Curriculum requirements)-

- Participate in SBC Emerging Literacy programme as expected as Workstream 2 cohort.
- Develop further the planning, tracking and monitoring of Literacy in ELC.
- Provide Family Learning experience on Emerging Literacy for ELC parents.
- Embed good practice from this session – involving support staff where possible – PSAs, SfLT.

Key Improvement Priorities for 2020-2021

Evaluate the following QIs against the six point scale:

Excellent	this aspect of the school's work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remains some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	ELC self-evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement/ Securing children's progress	Good	Good
Additional Q.I.s		
2.4 Personalised Support	Good	Good
3.3 Creativity and Employability	Good	Good

Our capacity for continuous improvement is: Very Good

Key priorities which will feature in the school improvement plan for 2020-21:

1. Improve Teaching, Learning and Assessment (L,T & A)

- Engagement in robust Quality Assurance Calendar
- Development of L, T & A Toolkit and resources (The Learning Rainforest at WR & CK Schools)
- Engagement in SBC's L, T & A strategy
- Incorporate new technology (Ipads) into T, L & A
- Develop Assessment Calendar

2. Further develop Curriculum framework

- Approach to teaching Reading and Listening & Talking
- Engagement in SBC's Literacy and Numeracy Strategies
- Implement new IDL programme
- Embed HWB programmes and Nurture Approach

3. Increase Parental Engagement

- Increase opportunities for Family Learning
- Increase parental engagement in life of the school
- Increase parental engagement in their child's Learning Journey

ELC Priorities

- Further develop pedagogical approach in line with Realising the Ambition, including 2 year olds
- Provide quality experiences across full day provision (expansion year)
- Develop further observation, assessment, planning, tracking strategies
- Increase Parental engagement