

QUALITY DEVELOPMENT SCHOOL REVIEW

WESTBURN PRIMARY SCHOOL

JULY 2005

EDINBURGH
THE UNIVERSITY OF

EDINBURGH

THE SCHOOL IN CONTEXT

PUPIL ATTAINMENT

THE SCHOOL DEVELOPMENT PLAN**REVIEW PROCEDURES**

PARENTS' VIEWS

FINDINGS OF THE REVIEW

1 LEARNING AND TEACHING

Strengths

Areas for development

2 SUPPORT FOR PUPILS

Strengths

Areas for development

3 CONTINUITY AND PROGRESSION IN LEARNING INCLUDING TRANSITIONS

Strengths

Areas for development

SUMMARY

COMMENDABLE FEATURES

Areas for development by the school

CONCLUSION

Areas for development by the authority

THE SCHOOL IN CONTEXT

Westburn Primary School is a non denominational primary school built in 1976 which serves the area of south west Edinburgh. The catchment area consists of high social deprivation.

Westburn Primary School has nine classrooms. The school building also includes an activity bay, an infant library, an upper library, a television bay, a resource room, a meeting room, a medical room, a computer suite and a gym hall. The school grounds have a large slabbed and tarmaced area, two grass areas and woodland. The nursery area has a soft play surface as well as grass and slabbed areas. There are two internal courtyards with shrubs. These courtyards are mainly slabbed.

The current school roll is 188. There are eight classes in the school, organised as follows:

Nursery Class				
AM	PM	F/T	P1	P2
10	10	16	16	23
P3	P4	P5	P6	P7
17	17	25	24	30

Eight district pupils enrolled in P1 in August 2004 and 14 district pupils enrolled elsewhere. There were also eight non-district pupils enrolled in P1.

Absence rates for 2003–2004 was 29 half days per pupil. This compares with authority and national averages of 18. There were six formal exclusions during the same period.

The teaching staff in 2004–2005 was:

Basic Complement	PA/SfL*
9.1FTE**	1.23 FTE
Visiting Specialist(s)	Absence Cover
0.24 FTE	0.26 FTE

*Positive action/support for learning

**Full time equivalent

The headteacher (HT) has no teaching commitment. She is supported by the deputy headteacher (DHT) who has a shared teaching commitment in P5 and P7. There is one principal teacher (PT) and visiting teachers for physical education (PE) and art.

The pupil teacher ratio is 17:1. In addition, 11 support staff are allocated to a range of whole-school responsibilities.

The HT and all members of the teaching and support staff have entered the professional review and staff development and review scheme.

The pupil unit cost for 2003–2004 was £3010, compared to authority and national averages of £2858 and £2866 respectively. There is a School Board.

PUPIL ATTAINMENT

National testing in reading, writing and mathematics is fully established at all stages. The school's current performance in relation to national 5–14 attainment targets is:

	'00	'01	'02	'03	'04	'05*
Reading	59%	60%	63%	54%	56%	68%
Writing	48%	46%	51%	47%	50%	63%
Mathematics	48%	65%	54%	62%	51%	70%

* 2005 target

Nineteen pupils, one of whom has a Record of Needs, have been referred to psychological services.

THE SCHOOL DEVELOPMENT PLAN

The current school development plan covers the period 2004–2005 and targets the following main priorities:

- ✧ to develop art and design;
- ✧ to develop drama;
- ✧ to raise attainment in reading;

- ❁ to develop technology education 5–14;
- ❁ to develop assessment within planning, teaching, recording, reporting and evaluation;
- ❁ to support the emotional, personal and social development of children 3–5;
- ❁ to develop an equal opportunities policy;
- ❁ to develop a whole school programme and policy for information communications technology (ICT);
- ❁ to develop a learning and teaching policy which reflects current thinking; and
- ❁ to raise attainment through the provision of individualised educational programmes (IEPs) for children 3–5.

The review programme based on the standards and quality (S&Q) report comprised two key areas:

- ❁ learning and teaching;
- ❁ support for pupils;

plus the authority theme:

- ❁ continuity and progression in learning including transitions.

REVIEW PROCEDURES

Westburn Primary School was reviewed by a team from the Quality Services and Education Support Services Groups of the Education Department during February 2005. The review was based on the school's own S&Q report for session 2003–2004. This was considered by the team to be of a good quality and to form an acceptable basis for review.

The review team considered statements made by the school about two key areas in the S&Q report, along with the authority theme, and made their evaluation on the basis of evidence provided by the school and their own observations. The results of their findings are given below as a commentary on the school's report.

In order to make their evaluation, the team consulted a number of school documents, including the school development plan, interviewed samples of pupils, staff and parents, and observed learning and teaching. In total, 21 lessons were observed. A questionnaire was issued to a sample of parents.

Thirty nine questionnaires were sent to parents of school pupils and 12 were returned.

Eighteen questionnaires were sent out to nursery parents and two were returned.

PARENTS' VIEWS

Almost all school parents said that:

- ❁ their child found the activities stimulating and challenging;
- ❁ their child was encouraged to work to the best of his/her ability; and
- ❁ the school had good materials and equipment for learning and teaching.

Most parents said that:

- ❁ their child enjoyed being at the school;
- ❁ their child was treated fairly by his/her teachers; and
- ❁ the school had explained to them what part they could play in their child's education.

FINDINGS OF THE REVIEW

1 LEARNING AND TEACHING

The review team agreed with most of the following statements from the school's S&Q report:

- ❁ There is a purposeful learning environment at most stages.
- ❁ Pupils are encouraged to exercise initiative and take responsibility for their learning.
- ❁ Teachers' planning incorporates learning outcomes, assessment opportunities and the next steps in pupils' learning.

THE SCHOOL IN CONTEXT
PUPIL ATTAINMENT
THE SCHOOL DEVELOPMENT PLAN
REVIEW PROCEDURES
PARENTS' VIEWS
FINDINGS OF THE REVIEW
1 LEARNING AND TEACHING
Strengths
Areas for development
2 SUPPORT FOR PUPILS
Strengths
Areas for development
3 CONTINUITY AND PROGRESSION IN LEARNING INCLUDING TRANSITIONS
Strengths
Areas for development
SUMMARY
COMMENDABLE FEATURES
Areas for development by the school
CONCLUSION
Areas for development by the authority

THE SCHOOL IN CONTEXT

PUPIL ATTAINMENT

THE SCHOOL DEVELOPMENT PLAN**REVIEW PROCEDURES**

PARENTS' VIEWS

FINDINGS OF THE REVIEW**1 LEARNING AND TEACHING**

Strengths

Areas for development

2 SUPPORT FOR PUPILS

Strengths

Areas for development

3 CONTINUITY AND PROGRESSION IN

LEARNING INCLUDING TRANSITIONS

Strengths

Areas for development

SUMMARY

COMMENDABLE FEATURES

Areas for development by the school

CONCLUSION

Areas for development by the authority

- ✿ Teachers make effective use of a variety of teaching methods and differentiated approaches.
- ✿ A number of staff have taken part in the authority's enhancing classroom practice project.
- ✿ Enterprise education activities encourage pupils to develop a range of skills and take ownership of their own learning.

Overall learning and teaching in the school is good.

Strengths in learning and teaching

The development of early years programmes and setting in mathematics and language from P2 had helped to develop purposeful learning environments in most classes.

Many pupils from the nursery class to P7 demonstrated their developing ability to take responsibility for their own learning. They were enthusiastic about projects they planned and organised.

There was evidence that some upper school pupils had begun to develop their own learning targets. This had been achieved by pupils keeping a learning log and discussing progress and development areas with their class teacher.

Teachers and specialist teachers planned for all areas of the curriculum. Assessment strategies were clearly stated and evidence filed appropriately. The identification of the next steps in learning was developing in all plans.

Teaching approaches were generally varied ensuring a balance between whole class, group and individual activities. The use of formative assessment approaches was developing in line with the draft learning and teaching policy.

Learning outcomes of lessons were shared with pupils in a number of classes through discussion and written statements.

Commendably, a number of staff were undertaking the authority led enhanced classroom practice programme. Opportunities to share experiences and discuss approaches were being developed.

There was a positive approach to continuing professional development ably managed by the DHT.

The school had encouraged and developed enterprise education opportunities at all stages. Staff, pupils and parents considered the projects to be stimulating and worthwhile. Pupils were encouraged to take responsibility for planning and developing the projects. The school business manager and a number of external agencies had been involved in advising pupils on various aspects of their projects.

Areas for development in learning and teaching

The school should develop an agreed process for communicating pupil behaviour and progress between the class teacher and the set group teachers to ensure consistency and continuity in learning.

The school should develop pupils' awareness of their own learning targets at all stages and encourage them to assess their progress.

The school should continue to track pupil attainment. All forward plans should highlight individual/group progress and the intention and timescale for formally assessing pupils. This will ensure an appropriate pace of learning for all pupils.

The school should continue to develop formative assessment approaches. The HT should ensure consistency of approach throughout the school by continuing to develop the agreed systematic monitoring programme.

2 SUPPORT FOR PUPILS

The review team agreed with most of the following statements from the school's S&Q report:

- ❁ Learning opportunities in the nursery class are appropriately planned to meet children's needs.
- ❁ The quality of pastoral care for the pupils and their personal and social development is very high.
- ❁ Effective arrangements are in place throughout the school for the care and welfare of pupils.
- ❁ The behaviour coordinator (BeCo) provides support in all aspects of behaviour management in both school and playground.
- ❁ The support for learning teacher has been involved in setting in mathematics and language from P2-P7.
- ❁ IEPs are effectively in place from nursery to P7.
- ❁ A cluster away day was held for P7 pupils to help the transition into secondary school.

Overall support for pupils was good.

Strengths in support for pupils

Nursery staff planned appropriately learning opportunities for all children. Children and parents were confident and comfortable with nursery routines and the support offered.

Pupils' personal and social development had a high priority in the school. This area was planned by all teachers and included assessment of learning. Teachers had begun to identify and record the next-steps in learning for individual pupils.

Pupils said they felt safe in the school and were clear about procedures for seeking help with problems.

Parents interviewed felt their children were safe and well cared for and were happy to go to school. They knew the procedures to follow

if there were problems and were confident that staff would deal effectively with any issues raised.

Pupils, staff and parents clearly understood the positive behaviour procedures in place. All were confident of the effectiveness of the system.

The BeCo was newly in post and had discussed approaches to behaviour management with staff. Strategies agreed previously were considered to be effective. The BeCo intended to attend further authority training.

There was an effective child protection policy in place.

There was evidence of a calm and supportive ethos in most classrooms, which contributed to an effective learning environment.

The support for learning teacher effectively participated in mathematics and language setting from P2 to P7. She provided high quality support for both individual and small groups of pupils.

Learning assistants had planned liaison time with the support for learning teacher where they worked closely and effectively with an individual pupil. They kept detailed logs of the work undertaken.

Commendably, the support for learning teacher worked with all ability levels and had identified appropriate work for able pupils.

Support staff were a valuable resource within the school and were used very effectively in supporting pupils both in and out of class.

The school had made good progress in developing IEPs from nursery to P7.

Areas for development in support for pupils

The nursery staff should continue to analyse their assessment of children's learning to ensure that they identify next steps in their learning.

THE SCHOOL IN CONTEXT
PUPIL ATTAINMENT
THE SCHOOL DEVELOPMENT PLAN
REVIEW PROCEDURES
PARENTS' VIEWS
FINDINGS OF THE REVIEW
1 LEARNING AND TEACHING
Strengths
Areas for development
2 SUPPORT FOR PUPILS
Strengths
Areas for development
3 CONTINUITY AND PROGRESSION IN LEARNING INCLUDING TRANSITIONS
Strengths
Areas for development
SUMMARY
COMMENDABLE FEATURES
Areas for development by the school
CONCLUSION
Areas for development by the authority

THE SCHOOL IN CONTEXT
PUPIL ATTAINMENT
THE SCHOOL DEVELOPMENT PLAN
REVIEW PROCEDURES
PARENTS' VIEWS
FINDINGS OF THE REVIEW
1 LEARNING AND TEACHING
Strengths
Areas for development
2 SUPPORT FOR PUPILS
Strengths
Areas for development
3 CONTINUITY AND PROGRESSION IN LEARNING INCLUDING TRANSITIONS
Strengths
Areas for development
SUMMARY
COMMENDABLE FEATURES
Areas for development by the school
CONCLUSION
Areas for development by the authority

The school should ensure that all staff are trained in child protection legislation and are aware of school procedures.

The school should ensure that all learning assistants are aware of their roles and expectations throughout the school.

The good progress made in developing IEPs should be further developed to involve parents, pupils and staff more actively in implementing strategies to ensure that targets are met.

The procedures in place for implementing legislation on additional support needs should be revised to ensure that they are in line with local and national advice.

3 CONTINUITY AND PROGRESSION IN LEARNING INCLUDING TRANSITIONS

The review team agreed with most of the statements from the school's S&Q report:

- ❁ The nursery to P1 transition programme prepares children and parents very well for school entry.
- ❁ The Renfrewshire Science Programme provides continuity and progression for children from P1 to P7.
- ❁ The City of Edinburgh mathematics programme is beginning to have a positive impact on some children at the upper stage.
- ❁ Teachers' assessment information is used to provide accurate and up-to-date information to other members of staff and parents.
- ❁ Links with mathematics staff at Wester Hailes Education Centre are ensuring continuity of learning from P7 to S1.
- ❁ The school has developed a very good transition programme for pupils moving from P7 to S1.

Overall, continuity and progression in learning including transitions was good.

Strengths in continuity and progression in learning including transitions

Nursery staff had developed very good systems and procedures for supporting children during transition into nursery and P1.

Parents new to nursery were given comprehensive booklets on nursery procedures and a positive behaviour guideline.

P1 teachers spent time with the nursery pupils prior to P1 entry.

Parents and children were invited to P1 open day before starting school. Parents were given a very good Moving On leaflet to help them support their children's entry into P1.

The Renfrewshire science programme was in place at all stages. Teachers, pupils and parents were enthusiastic about the programme and the learning outcomes. Teachers demonstrated developing confidence in the delivery of the programme. Assessment information was clearly documented and there was very good evidence in P7 of pupils developing a good understanding of knowledge and understanding of the topics taught.

The school had introduced the authority mathematics programme for levels D and E. This had proved to be effective with a number of pupils in P7 working confidently towards Level E.

Teachers collated comprehensive assessment files of pupil progress. Parents were informed of progress during parents' meetings, an open afternoon and through the annual progress report.

The school had developed very good links with Wester Hailes Education Centre (WHEC) mathematics staff. This setting in S1 ensured seamless progression from P7 for all pupils.

The school had joined the cluster schools in developing a very comprehensive transition programme for pupils moving from P7 to S1. Pupils and parents welcomed the programme which ensured that there were very good links with

the secondary school before the move into S1. WHEC staff also welcomed the ongoing contact.

The school provided comprehensive information to all receiving secondary schools and encouraged P7 pupils to join in the relevant open days.

Areas for development in continuity and progression in learning including transitions

The nursery staff should include a section in the pupil profile to identify next steps in learning for all three year old children.

Early years staff should continue with the planned development of a transition policy.

The school should continue to support and develop the very good cluster links which are ensuring continuity in learning during transition from P7 to S1.

SUMMARY

Commendable features

- ✿ The HT's commitment to developing positive links, with the cluster primary schools and WHEC effectively supports pupils moving into secondary school.
- ✿ The very positive approach taken by all staff to the personal and social development of all pupils.
- ✿ There is very good use of praise evident throughout the school which impacts positively on behaviour and learning.
- ✿ There is very good support for children and parents moving into nursery and from nursery into P1.
- ✿ The business manager and support staff make a very positive whole school contribution.

Areas for development by the school

- ✿ The school should continue to develop and monitor the approaches to formative assessment in line with the draft learning and teaching policy.

- ✿ The HT and DHT should ensure that assessment information is regularly reviewed in all classes. Pupils' attainment should be clearly identified to ensure they progress at the appropriate rate.
- ✿ The school should continue with the good progress made in developing the target setting process within IEPs for pupils with additional support needs. The process should be further developed to involve parents, pupils and staff more actively in implementing strategies to ensure that targets are met.
- ✿ The school should review and develop communication systems to ensure that all staff are clear about their roles and responsibilities and have the necessary information to work effectively as part of the whole school team.

CONCLUSION

The school's self-evaluation, as represented in its S&Q report, was considered to be mostly well-judged. Overall, the school's S&Q report is a good reflection of the current development position.

Areas for development by the authority

- ✿ Areas of good practice identified in this report should be entered on the database of good practice.
- ✿ The school should now be supported in the preparation of an action plan to address the main recommendations in this report.

Very good:	Major Strengths
Good:	Strengths outweigh weaknesses
Fair:	Some important weaknesses
Unsatisfactory:	Major weaknesses
Almost all:	90% plus
Most:	75% plus
Majority:	50% plus
Some:	15% plus
Few:	Less than 15%

THE SCHOOL IN CONTEXT
PUPIL ATTAINMENT
THE SCHOOL DEVELOPMENT PLAN
REVIEW PROCEDURES
PARENTS' VIEWS
FINDINGS OF THE REVIEW
1 LEARNING AND TEACHING
Strengths
Areas for development
2 SUPPORT FOR PUPILS
Strengths
Areas for development
3 CONTINUITY AND PROGRESSION IN LEARNING INCLUDING TRANSITIONS
Strengths
Areas for development
SUMMARY
Commendable features
Areas for development by the school
CONCLUSION
Areas for development by the authority

