West Dunbartonshire COUNCIL

Standards and Quality Report

2016 / 2017

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About our School: Vision, Values and Aims

WHITECROOK PRIMARY SCHOOL AND CUNARD SCHOOLS VISION:

'Caring, sharing and inspiring together'

At Whitecrook and Cunard Schools we value:

Respect, Equality, Honesty and Compassion

Our Aims are as follows:
We aim to enable everyone at Whitecrook and Cunard Schools to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

now and throughout their future lives.

To achieve our aim, we will:

- Deliver courses and activities which meet the needs of all learners.
- Provide services and manage resources to support learning.
- Value differences, promote equal opportunities and foster inclusion.
- Promote partnership, collegiality and community participation.
- Celebrate success.
- Monitor, evaluate and review the quality of our service.

About our School: Context

Whitecrook Primary School is a non-denominational school which provides education for children from P1 to P7. The school is situated in the Whitecrook area of Clydebank, close to the Forth and Clyde Canal and Clydebank Shopping Centre. Classrooms are housed in the lower floor of a large building which is surrounded by a mixture of tarmac and grassed playing fields. The upper floor is occupied by Cunard School.

We communicate regularly with parents through termly newsletters and when appropriate by text message and email. We arrange a variety of opportunities for parents to be involved in the life of the school. We have a Parent Council, chaired by Tracy Michie (a P2 parent) and meetings are held on the first Wednesday of the month at 6:30pm.

Whitecrook School is situated in West Dunbartonshire Council; a Scottish Attainment Challenge Authority aiming to reduce the poverty related attainment gap.

At Whitecrook Primary School:

- 62% of our pupils live in deciles 1 and 2
- 15% live in decile 3
- 23% live in deciles 4-7
- 0% of pupils live in deciles 8-10.

What evidence have we used to evaluate our work?

- Self Evaluation activities
- Attainment data
- Working parties
- Parental questionnaires
- Google Classroom surveys
- Moderation exercises
- Class visits
- Tracking and monitoring data
- Summative assessments
- Holistic assessments
- Teacher planned assessments
- Stakeholder response

What were our priorities for session 2016/17?

PRIORITIES:

Priority 1 (LLC): To improve attainment in maths/numeracy within BGE.

Priority 2 (LLC): To improve learning, attainment and achievement in STEM within BGE.

Priority 3 (LLC): To improve attainment at Early Level through the development of Early Level Play and Reciprocal Teaching.

Priority 4 (LLC): To develop literacy skills at BGE.

Priority 5 (LLC): Assessment & Moderation.

Priority 6 (LLC): Languages 1+2.

Priority 7 (School): Self Evaluation.

School Priority 1:

<table>
<tr><td colspan="2">School Priority 1: To improve attainment in maths/numeracy within BGE</td></tr>
<tr><td>NIF Priority:

Improvement in attainment, particularly in literacy and numeracy;
Closing the attainment gap between the most and least disadvantaged children;</td><td rowspan="2">HGIOS?4 QIs

1.1 self-evaluation for self-improvement
2.3 learning, teaching and assessment
3.2 raising attainment and achievement</td></tr>
<tr><td>NIF Driver:

Teacher professionalism
Assessment of Pupil progress
School improvement</td></tr>
<tr><td colspan="2">Progress and Impact:

● We completed the Local Learning Community benchmark assessment in September and again in May to review progress in mathematics. Almost all pupils' attainment scores increased in terms of their knowledge and understanding of mathematical concepts.
● Staff were involved in a moderation exercise using the NAR flowchart and Benchmarks. This ensured a clear understanding of standards of achievement of a level.
● Class peer visits focused on assessment in maths and planning for improvement in this area – Some staff identified next steps in terms of assessment to ensure pupil voice/ personalisation is being developed.
● The mathematics working party continued this year with representation from early, first and second level. The mathematics working party prepared data and considered the validity and rigor of the information to plan for next steps in learning. The baseline and follow up assessments were aligned with the mathematics organisers to further identify interventions for equity for 2017-18.
● The Playzone has been used this session to develop play based learning through mathematics. Early indications show that the organisers developed e.g. money/ time have seen improvements. Pupil motivation has increased in the area of mathematics through</td></tr>
</table>

the planning boards and play based opportunities.

- The follow up data showed a need to further develop Problem Solving Skills and the application of mental maths strategies. This was supported by data collected from GL assessments. These areas will feature in the 2017-18 School Improvement Plan.
- Staff worked on a Collaborative Action Research project with Cunard School, Gavinburn School and Carleith Primary delivering fractions learning through Cognitively Guided Instruction – Data reflects that there has been an improvement in the area of fractions, however that the pupils require more practice in this approach to learning.
- Progression grids were provided for every record of work, these will be replaced by the Local Authority Rasing attainment progression pathways after their launch in September.
- Staff in Cunard School worked with the Raising Attainment in Mathematics team in the use of Number Talk. As a direct result of this, pupils are able to describe their mathematics thinking and strategies for addition/ subtraction. Three pupils in Cunard school have now achieved first level phase one mathematics, using the strategies developed during the number talk sessions.
- All staff are using Tom Renwick progression pathways for development of mental agility. Staff reported that they are more confident in teaching strategies and children have improved in recall.

Next Steps:

1. To develop a shared understanding across both schools of what an excellent mathematics lesson looks like; class visits will be focused on this work.
2. To use the ELCC baseline reports to continually track pupil progress in mathematics at early level.
3. To further develop use of LLC baseline tool to plan, track and identify need for progress in maths.
4. Collaborative working to assess data to plan for play based learning opportunities.
5. Continue to equip children with the language of learning to discuss what mental maths strategies are being used and to increase mental agility.
6. Work in collaboration with STEM working party to combine targets and enhance real life problem solving contexts through STEM challenges.
7. Create lending library of maths packs to take home to encourage increased parental engagement in using mental maths strategies to improve attainment in numeracy.

School Priority 2:

<table>
<tr><td colspan="2">School Priority 2: To improve learning, attainment and achievement in STEM within BGE</td></tr>
<tr><td>NIF Priority:

Improvement in attainment, particularly in literacy and numeracy;
Closing the attainment gap between the most and least disadvantaged children;</td><td rowspan="2">HGIOS?4 QIs

1.1 self-evaluation for self-improvement
1.5 management of resources to promote equity
2.3 learning, teaching and assessment
3.2 raising attainment and achievement
3.3 increasing creativity and employability</td></tr>
<tr><td>NIF Driver:

School improvement
Performance information</td></tr>
<tr><td colspan="2">Progress and Impact:

● A member of Cunard Staff joined the LLC working party for STEM and this has enhanced the learning provision through a shared understanding of standards in this key priority. Collaborative working across schools has been invaluable in the development of skills and knowledge.
● Staff and pupil evaluations conducted in September 2016, showed that STEM challenges completed last year enabled the majority of pupils to demonstrate the transferability of science skills. The majority of pupils identified talking and listening and problem solving as the skills they developed most.
● The survey showed that it was not clear to all respondents how the STEM challenges were a vehicle for raising attainment in mathematics and literacy as a result the working party mapped the challenges to the key literacy and numeracy benchmarks.
● Mapping the STEM challenges to key literacy and numeracy benchmarks enabled the working party to identify rigorous assessment practices, enabling individual teachers to collate evidence towards pupils' achievement of a level in literacy and mathematics. The mapping exercise highlighted that further STEM challenges would require development to ensure a breadth of experience across the mathematics and literacy organisers.</td></tr>
</table>

- Food for Thought funding was used to equip a STEM space with
- A ‘STEM Design Team’ was created to begin designing and planning our STEM hub space. The design team visited several local STEM hubs to gain inspiration. Pupils created a plan and room layout for Cunard and Whitecrook’s space.
- The STEM Hub allows pupils access to – food technology resources, wood work resources, electronics and coding resources, ICT facilities and a further funding bid has been input to enhance outdoor learning facilities linked to the STEM hub.
- A number of staff across both Cunard and Whitecrook Schools were trained this year in Inspire and Challenge methodology, delivered by the Glasgow Science Centre. All staff have now piloted lessons following this methodology and the Science Centre will continue to work with the schools next year to develop our STEM interventions for particular mathematics organisers.

Next Steps:

- Use mathematics attainment data to target specific groups of pupils and cohorts to raise attainment and achievement in mathematics in a measurable way through STEM learning.
- Share the vision and planning for the STEM hub and its use by all classes and teachers.
- Ongoing resourcing and enhancing of the STEM space as additional funding becomes available – priority next session will be given to the development of outdoor STEM spaces.
- ‘Inspire and Challenge’ trained staff to deliver in service/ collegiate training to all staff members across Whitecrook and Cunard to ensure the philosophy and methodologies are being used through STEM subjects.

School Priority 3:

<table>
<tr><td colspan="2">School Priority 3: To improve attainment at Early Level through the development of Early Level Play and Reciprocal Teaching.</td></tr>
<tr><td>NIF Priority:

Improvement in attainment, particularly in literacy and numeracy;
Closing the attainment gap between the most and least disadvantaged children

INFORMATION, TEACHER PROFESSIONALISM, ASSESSMENT OF CHILDREN'S PROGRESS</td><td rowspan="2">HGIOS?4 QIs

1.1 Self Evaluation for Self-Improvement
1.2 Leadership of Learning
1.3 Leadership of change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.5 Family Learning
2.6 Transitions
3.2 Raising Attainment and Achievement</td></tr>
<tr><td>NIF Driver:
School Improvement
Parental Involvement
School Leadership
Performance</td></tr>
<tr><td colspan="2">Progress and Impact:
All early level learners completed a baseline assessment before transferring to Whitecrook and a follow up in May. The follow up showed that almost all pupils had made progress in early level literacy and numeracy. The Word reading test was the weakest area, however only 5/ 29 scored in the low scale and all five are receiving intervention for their reading to ensure equity.
In Whitecrook, 75% of Primary 1s achieved early level in Reading, 72% in writing and 65% in listening and talking.</td></tr>
</table>

- Primary 2 and 3 teachers were trained in Play based learning in order to ensure progression in methodology. Play based learning boards have been used consistently in P1-3 classes in Whitecrook.
- A play zone dedicated to developing mathematics skills through play has been created and is impacting on pupils engagement in their learning leading to resilience. In Whitecrook the P1-3 pupils have play diaries where children can document their learning.
- Early and First level teachers audited resources to ensure quality of provision for play based learning, new resources were purchased and organised into the Numeracy and maths organisers, for ease of use.
- Primary 4-7 teachers were trained at twilight sessions funded by the LLC, after this all staff had a shared understanding of learning through play. At an in service input staff planned how to deliver learning in mathematics and literacy through play. All then delivered this through engagement with Heinemann Active Maths resources as well as Mrs Maths resources.
- Class visits focusing on the learning environment saw a move towards obvious zoning in the P1-3 classrooms, in fitting with the Play Based Learning training.

Next Steps:

- Play zone to be further developed as an approach to developing Writing as well as mathematics.
- More opportunities to develop space in classrooms to reflect play based learning methodology across both schools.
- Implement annual Reciprocal Teaching pre and post assessment of all P1 children – September 2017

School Priority 4

<table>
<tr><td colspan="2">School Priority 3: To develop literacy skills at BGE</td></tr>
<tr><td>NIF Priority:

Raising Attainment/Improving Learning</td><td rowspan="2">HGIOS?4 QIs

1.1 Self-evaluation for Self-improvement.
1.2 Leadership for Change.
2.3 Teaching, Learning and Assessment.
2.5 Family Learning.
3.2 Raising Attainment and Achievement.</td></tr>
<tr><td>NIF Driver:

School Improvement, School Leadership, Teacher Professionalism, Assessment of Children’s Progress</td></tr>
<tr><td colspan="2">Progress and Impact:

● Implementation of Reciprocal Reading at Early Level has developed Reciprocal Reading skills at Early Level, leading to raised attainment in Literacy.
● Introduction of Pre/Post Assessments in Reciprocal Reading at Early Level giving a mechanism to track/ monitor impact of Reciprocal Reading at all levels.
● Development of Literacy Policy by working party has ensured a consistent, cohesive guidance to teaching of Literacy.
● Staff participation in Big Writing training arranged by LLC has increased confidence and skill amongst all staff in teaching of Big Writing.
● Staff engagement with Literacy Bundles, Benchmarks and Pathways of Progression to ensure a clear pathway for the teaching of literacy organisers. Further moderation to take place to ensure a shared standard of achievement and a more focused approach to the delivery of Literacy across the curriculum.
● Auditing of Literacy resources and identification of appropriate interventions which can be used for additional support – A strategy for intervention will come from this audit and from literacy attainment data.
● Staff engagement in Self –Evaluation activities relating to teaching of reading, this is beginning to increase the variety of approaches/ strategies used within teaching of reading.
● Exploration of Foundations of Writing resources and yearly overview in order to develop a structured approach to development of emergent writing.</td></tr>
</table>

Next Steps:

- Continue to promote development of Reciprocal Reading and Tools for reading skills. This will be a focus for raising attainment in reading in the 2017-18 School Improvement Plan.
- Further embed Big Writing and align class visits and peer learning with the training completed.
- Opportunities for moderation of writing amongst staff and through the Local Learning Community.
- Review and update reading programmes to ensure progression of skills. (Engage with the new progression pathways in development at LA level.
- Staff engagement in LLC Writing focus group.

School Priority 5

<table>
<tr><td colspan="2">School Priority 3: Assessment & Moderation</td></tr>
<tr><td>NIF Priority:

Raising Attainment/Improving Learning</td><td rowspan="2">HGIOS?4 QIs

1.1 Self Evaluation for Self Improvement
1.2 Leadership of Learning
1.3 Leadership of Change
2.3 Learning, teaching and assessment
2.6 Transitions
2.7 Partnerships
3.2 Raising attainment and achievement</td></tr>
<tr><td>NIF Driver:

School Improvement
School Leadership
Teacher Professionalism
Performance Information
Assessment of children’s progress.</td></tr>
<tr><td colspan="2">Progress and Impact:

● In order to share a standard and structured approach to assessment and moderation all staff took part in collegiate sessions related to NAR Flow Chart and the Literacy and Numeracy Benchmarks.
● Collegiate sessions also focused on the variety of evidence collected to continually improve learning and teaching. Staff engaged and have collected throughout the school year a variety of evidence e.g. holistic, teacher planned and summative.
● A programme of standardised assessments was shared and implemented ensuring a baseline and follow up was completed and that this assessment evidence was used to plan for next steps in learning.
● Further focus on standardised assessments in maths and spelling was conducted to ensure that the assessment day was reliable and rigorous. This year being the pilot year; improvements will continue in the coming years to ensure attainment data over time is collected.
● Peer visits focused on continuous assessment and how the provision for immediate feedback/ next steps could be improved – Staff used self evaluation discussions to ensure next steps were planned and implemented in classes.
● Tracking and monitoring meetings in three pilot classes focused more rigorously on planning for next steps in learning based on data analysis. This will be rolled out across all classes in 2017-18.</td></tr>
</table>

- Achievement of a Level data was collected for Scottish Government in June – Interventions are now planned for the coming year to ensure those who are not reaching national expectations are being supported in their learning effectively.
- Follow up assessments completed in May have been used to share with new teachers at transition time, in order for staff to continue levels of progress at a brisk pace.

Next Steps:

- Further engagement with Literacy and Numeracy benchmarks.
- Staff to further develop support plans as a working document.
- Create a literacy strategy with planned and clear interventions for those pupils who are not attaining at national benchmark.
- Create a numeracy strategy with planned and clear interventions for those pupils not attaining at national benchmark.
- Continue to use the LA Tracking tool to calculate risk and ensure pupil needs are being met.

School Priority 6

<table>
<tr><td colspan="2">School Priority 3: Languages 1+ 2</td></tr>
<tr><td>NIF Priority:

Raising Attainment/Improving Learning</td><td rowspan="2">HGIOS?4 QIs

1.2 Leadership of Learning
2.2 Curriculum
2.3 Learning, teaching and assessment
2.5 Family learning
3.2 Raising attainment and achievement
3.3 Creativity and employability</td></tr>
<tr><td>NIF Driver:

School Improvement
School Leadership
Teacher Professionalism</td></tr>
<tr><td colspan="2">Progress and Impact:

● Year 3 of languages 1 + 2 implemented by all class teachers.
● Languages 1 + 2 co-ordinators feedback learning and information at in service days.
● Staff member in upper school in Whitecrook trained in French as well as Spanish.
● Learners experiencing challenging, but high quality learning opportunities.</td></tr>
<tr><td colspan="2">Next Steps:

● Year 4 of languages 1 + 2 to be implemented by all class teachers.
● Interdisciplinary learning related to L3 will be completed in P5-7
● Languages co-ordinator to liaise across the LLC and share information with all staff</td></tr>
</table>

School Priority 7

<table>
<tr><td colspan="2">School Priority 3: Self evaluation</td></tr>
<tr><td>NIF Priority:

Improving Learning</td><td rowspan="2">HGIOS?4 QIs

1.1 Self evaluation for self improvement</td></tr>
<tr><td>NIF Driver:

School Improvement
School Leadership
Teacher Professionalism</td></tr>
<tr><td colspan="2">Progress and Impact:

• A self-evaluation calendar was compiled and shared. (See self-evaluation calendar for full detail.)
• Our Vision and Values have been used to create class charters and as the theme for assemblies, this along with the implementation of PAThS has helped pupil's resilience and problem solving strategies.
• Staff have collegiately planned in areas such as Play Based Learning and CAR Project.
• Peer class visits took place across the school year focused on assessment of writing and mathematics, staff are beginning to have a shared understanding of levels of learning, however could benefit from further moderation activity to ensure this understanding is robust.
• Tracking Meetings have focused on attainment data and evidence; all data is now saved in a central location to inform meetings.
• Working Parties have fed back once per term to ensure all staff were aware of the developments across the Improvement Plan. (Literacy, STEM, Mathematics,) this has enabled staff to work across working parties e.g. Maths and STEM.
• All teaching staff have used the GTC(S) coaching wheel to identify next steps in professional development. Next session this will be aligned with the improvement plan.
• All collegiate and in service activities begin with an element of self evaluation using HGIOS 4 reflective questions and features of highly effective practice. As a staff we assess where we are, how we know and what we should do next. This structure is something all staff are familiar with now and it is becoming embedded.</td></tr>
</table>

- Tracking meetings have been amended this year to reflect the benchmarks in literacy and numeracy. All staff have engaged with these benchmarks and are beginning to discuss where pupils are in their learning related to these. This in turn helps for planning next steps in learning for cohorts of learners, individual learners and groups of learners.

Next Steps:

- Further develop tracking meetings to continually improve.
- Peer class visits to be aligned to the school improvement plan.
- Continue to use self-evaluation to plan strategic next steps.
- Create and share monitoring and tracking calendar as well as self-evaluation calendar for 2017-18.

What is our capacity for continuous improvement?

Within Whitecrook Primary School we aim to continuously improve in line with HGIOS 4 framework. In order to do this, we have included self evaluation for self improvement in our improvement plan 2016-17 and will continue to have a sharp focus on self evaluation to raise attainment in 2017-18. This will include further interrogation and triangulation of data to plan for next steps in learning; through transition and tracking meetings.

We have further strengthened leadership at all levels across the school, with many staff leading improvements and working parties being instrumental in driving improvements forward across both Whitecrook and Cunard Schools. The working parties have remained the same for the last two years in order to embed changes and see impact of planned improvements.

We have a monitoring and tracking calendar and an evaluation audit calendar. This includes a range of self evaluation activities including peer visits to classes across Whitecrook School, so that staff can look inward using the 'how are we doing,' 'how do we know?' and what are we going to do now? approach.
For some areas of our improvement plan we have also looked outwards at areas of good practice. Especially in terms of play based learning and STEM and our pupils have also evaluated areas for improvement in STEM learning.
Looking forwards we are beginning to focus on a more skill based approach to developing learning and raising attainment in numeracy and literacy. This is reflected in our PEF planning and in our School Improvement Plan 2017-18.

1.3 - Leadership of Change

Quality Indicator 1.3 - Leadership of Change	Level: 3
Theme:	School Evaluation
Developing a shared vision, values and aims relevant to the school and its community	4
Strategic planning for continuous improvement	3
Implementing improvement and change	4

2.3 - Learning, Teaching and Assessment

Quality Indicator 2.3 - Learning, Teaching and Assessment	Level: 4
Theme:	School Evaluation
Learning and engagement	4
Quality of Teaching	4
Effective use of assessment	4
Planning, tracking and monitoring	3

3.1 - Ensuring wellbeing, equality and inclusion

Quality Indicator 3.1 - Ensuring wellbeing, equality and inclusion	Level: 4
Theme:	School Evaluation
Wellbeing	4
Fulfilment of statutory duties	4
Inclusion and equality	4

3.2 - Raising Attainment and Achievement

Quality Indicator 3.2 - Raising Attainment and Achievement	Level: 3
Theme:	School Evaluation
Attainment in Literacy and Numeracy	4
Attainment over time	3
Overall quality of learners' achievement	3
Equity for all learners	3

Next Steps: Priorities for session 2017/18

PRIORITY ONE: Excellence and Equity in BGE (Focus on teaching and learning strategies and the attainment agenda, Pupil Equity Plans.)

PRIORITY TWO: Raising attainment and achievement (Mathematics, especially problem solving/ STEM interventions, Literacy, especially writing and tools for reading.)

PRIORITY THREE: Assessment and Moderation (Writing Focus.)

PRIORITY FOUR: Languages 1 + 2

PRIORITY FIVE: Developing the Young Workforce (Focus on developing skills for Pupil leadership and promoting pupil voice.)