

Summarised inspection findings

West Primary School

Renfrewshire Council

20 June 2023

Key contextual information

West Primary School is a non-denominational school located in the West End of Paisley. The school serves a diverse socio-economic and multi-cultural community. Gaelic Medium Education for Renfrewshire learners was introduced in August 2022.

The September 2022 pupil census identified 53.6% of the school roll as living in the 20% most deprived datazones in Scotland. 31% of P5 to P7 pupils were registered for free school meals compared to 25% in Renfrewshire.

There is an increase recently in the number of children for whom English is an additional language. This is a feature of the school's local context.

At the time of the inspection, the school roll is 414 with 199 boys and 215 girls.

Children's learning is delivered through 16 teaching groups, one of which is a Gaelic Medium composite group of P1 to P3 children.

In addressing the impact of the pandemic, senior leaders and staff identify the following priorities. They will continue to support the health and wellbeing of children, families, and staff, continue to raise attainment in literacy and numeracy and ensure that children, staff and parents are more skilled in digital technology.

West Primary School nursery class was inspected by the Care Inspectorate within the past 18 months. Therefore the local authority and headteacher had the option whether to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Children learn in an environment that is supportive and inclusive. Across the school, all children and staff understand the school values of honesty, trust, and respect. Relationships across the school community are positive. Children are polite and respectful to each other and to adults. They are supportive and help each other in class. Staff know children well and are well placed to support them in their learning. Most children enjoy school. They feel that they are treated with respect and are encouraged to express their views and opinions. Almost all children indicate that they are motivated to do their best and are confident in speaking to someone should they have a question, or an issue arise. They appreciate the range of wider activities that develop their skills, interests and understanding of their community and beyond. Displays in class and around the school capture the breadth of children's experiences well, evidence progress and reinforce learning.

- The school library and recently developed class libraries are effectively encouraging positive reading habits and promoting reading for pleasure. This is successfully creating a culture of reading. A lending library is providing families with access to reading resources for personal and family use and is developing further children's interest in reading. Texts are available in different languages, including Gaelic, to reflect the cultural diversity of the school and the number of children who have English as an additional language. It is also a celebration of other languages and cultures. Similarly, parents record stories in their own language as a wider school resource.
- Most children are motivated in their learning. In most lessons, children are aware of the purpose of the learning and are attentive and engaged. Teachers should provide children with increased opportunities to develop their skills as independent learners. Overall, most children respond well when given the opportunity to work together. Teachers should continue to reflect on the pace and challenge in learning to ensure that all children remain fully engaged.
- Teachers use questioning well to clarify children's understanding and information recall. There is room to extend the depth of questioning further to promote higher-order thinking and investigative skills. A more consistent approach to high-quality feedback will help children understand better what they need to do to improve. This will help children build on their strengths and identify areas of learning that they require more time to develop. Teachers support children well to see the relevance of their learning to the world of work, through science, technology, engineering and mathematics (STEM) activities. Teachers should extend and build on this effective practice in linking children's learning with real life contexts. When sharing success criteria with children, teachers should focus more explicitly on the skills children are developing rather than the successful completion of tasks.
- Teachers use the outdoors to support learning in a few activities. Senior leaders and staff should continue with their plans to maximise use of the school's outdoor environment to enhance further children's learning.
- A majority of children in P1 and P2 learn through a well-considered play pedagogy approach. Teachers should continue to reflect on the balance between adult-directed and child-initiated experiences as children progress through the curriculum. An appropriate balance offers children meaningful opportunities to further develop confidence, social skills, curiosity and imagination.
- In a majority of lessons, teachers deliver learning to children as a whole class. In a few lessons, teachers support children very well to progress with their individual learning needs. Teachers should enable children to engage more in collaborative learning experiences within groups. When given the opportunity to do so, children are accepting responsibility for leading their learning.
- Staff have developed well their understanding and use of digital tools to support children's learning. This has resulted in the school receiving a national digital school award. As planned, staff should continue to develop children's digital literacy skills. Teachers and children share learning in school with parents using a social media platform. This is increasing parents' and carers' engagement in their children's learning.
- Overall, teachers' approaches to assessment help them understand the progress children are making with their learning. Teachers use a range of assessment approaches well across the year to evidence effectively where children are with their learning. All teachers use learning intentions and success criteria during plenary sessions to check on children's progress during learning.

- Senior leaders support teachers very well to engage in a range of moderation activities. Teachers liaise effectively with stage partners, cluster schools and colleagues in the local authority. This is improving the validity and reliability of evidence. Teachers' confidence in judgements about the progress children are making has increased as a result. This is supporting staff when evaluating the impact of whole school initiatives and more targeted interventions, particularly relating to children's progress in literacy, numeracy, and health and wellbeing.
- In a majority of classes, teachers support children well to self-assess their work. For example, in writing activities, children reflect on identified criteria and record whether they are confident, need support or feel they have not met the criteria. Teachers should now use children's self-assessment information to differentiate learning appropriately.
- Teachers have adopted a consistent approach to planning learning and teaching. This is supporting them deliver progressive learning experiences across all curriculum areas. Teachers, supported by senior leaders, have well-developed arrangements to track and monitor children's progress. Teachers draw on a range of assessment information to support their professional judgement. Arrangements to track children's progress is sufficiently robust and is building an accurate profile of children's attainment over time. Professional learning including moderation activities are confirming the accuracy of this information.
- All teachers meet regularly with senior leaders and staff from the school's 'Success Squad' to track children's progress. They meet termly to review planning, information, and data to consider children who may benefit from interventions to support their learning or wellbeing. Staff support children who face barriers to their learning effectively through a range of interventions such as a lunchtime attainment club and the 'Success Squad'.
- All teachers have developed a comprehensive overview of the needs of children in their class. They use this information well to plan support. In doing so, they ensure most children receive timely individual support and can access almost all of their learning within their class setting. This is helping children make progress with their learning. Teachers, in liaison with senior leaders, identify appropriate outcomes for children. This helps them track and monitor the majority of interventions for children with additional support needs. Senior leaders and staff should develop further the arrangements to measure the progress of children who access individual interventions. This will provide senior leaders with evidence on which to evaluate the impact of interventions, and plan further supports.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- School data indicates that overall attainment in literacy and numeracy is good. At early and first level, a majority of children are achieving well in reading, writing, and numeracy and mathematics. Most children are achieving well in listening and talking. In session 2021/22, children's attainment by the end of P7 shows consolidation of earlier learning. This is reflected in the school's attainment data. At second level, most children are achieving well in reading, writing, listening and talking, and numeracy and mathematics. Assessment information presented by the school indicates that attainment levels for the current session are likely to be broadly in line at early, first, and second level. By the end of P7, teachers predict most children to achieve second level in reading, listening and talking, and numeracy and mathematics. A majority of children are predicted to achieve second level in writing.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English.

Listening and talking

- Most children listen well during classroom activities. Across the school, children develop their talking skills in a range of group activities. They explain their thoughts with others in class and in conversations with staff. Most children work cooperatively and are respectful of other's views. At early level, most children take turns and share their ideas. Almost all children at early level understand and follow instructions correctly. They listen to information shared with them and use this to undertake different activities effectively. Children at early level should continue to develop skills in listening and talking within groups. At first level, most children listen and respond appropriately and contribute well to discussions. At first level, teachers should support children to develop further their range of questions so that they can deepen their understanding of relevant information. At second level, most children listen well to instructions and ask questions to clarify their understanding. They are confident in discussing preferences for books they enjoy reading. Teachers should continue to support children build on the ideas of others and express their views clearly and effectively.

Reading

- The school is encouraging an effective culture of reading. Classrooms are literacy rich. Across the school, children explain strategies they have learned, to read unfamiliar or tricky words. They have access to and enjoy reading a wide range of non-fiction and fiction texts, appropriate to their level. Almost all children at early level respond well while retelling a story they have heard. They use appropriate actions and expression when doing so. At first and second level, a majority of children read with confidence and with increasing fluency and expression. At first level, children ask and respond to questions about the texts they are reading. They should now develop their understanding of features of non-fiction texts. At second level, most children

correctly explain their understanding of the difference between fact and opinion. Children now need to widen their use of different types of questions to show deeper understanding of texts. Teachers should continue to build on the positive start to promoting reading across all stages in the school.

Writing

- At early level, a majority of children create imaginative stories with support and use a range of approaches to structure sentences. Teachers should continue to develop approaches to writing to build on this positive start. At first and second level, almost all children enjoy and engage very well in creating texts for a range of purposes. Most children plan and organise ideas and information to create their own stories and poems. They use interesting language to describe events and characters. Across first and second level, children are increasingly improving their spelling of words. There is a need for children to review and self-correct their spelling and writing. Overall, staff should continue to support all children to write high-quality texts.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children can identify and write numbers to 20 confidently. They know the number before, after and between. Most children are developing confidence in addition skills to 20. Most children at first level have an understanding of place value. By the end of first level, most children demonstrate mental skills appropriate for their stage. They estimate and round numbers to the nearest 100. Most children solve problems by calculating durations of time. Most children working towards second level are confident rounding with larger numbers and exploring place value and decimals to two decimal places. They are confident in money calculations. Most children use their knowledge of fractions and decimals to solve problems. Children across the school use appropriate units of measure to calculate length and distance.

Shape, position and movement

- At early level, most children can name familiar two-dimensional shapes. They use two-dimensional shapes to create recognisable objects within their environment. At first level, most children identify a range of two-dimensional shapes and three-dimensional objects. They identify lines of symmetry in two-dimensional shapes. Most children identify right angles and find them in the environment. At second level, most children are confident in discussing the key properties of two-dimensional and three-dimensional shapes. They understand the relationship between radius and diameter and describe acute, obtuse, and reflex angles accurately.

Information handling

- At early level, most children create simple bar graphs and collect and organise objects. At first level, most children present data appropriately in bar graphs and tables and extract key information. At second level, most children use a range of strategies to collect data. They are able to present this data in a range of graphs and charts, including Venn diagrams.

Attainment over time

- Children for whom English is a new additional language are making strong progress in language acquisition.
- School data recognises the impact of the pandemic on children's readiness to learn and their levels of attainment in literacy and numeracy. Staff place a particular focus on improving children's skills in reading, writing and numeracy within their school improvement priorities. Evidence is beginning to show improvements in for example spelling.

- Teachers use wellbeing plans to identify interventions to reduce barriers to learning for individuals. In measuring children's progress, teachers should continue to review and focus on how they can accelerate progress for all children with barriers to learning and engagement.

Overall quality of learner's achievements

- Pupil voice activities effectively seek the views of children. Children play an active role in the life of the school. Children value the opportunities they have to assume responsibilities. They speak warmly of their roles, for example, as members of the pupil council, nursery ambassadors, reading and writing buddies, digital leaders, and pupil librarians. As a result, children who access these opportunities are developing well their confidence, social skills, and leadership skills. Staff should continue to widen the offer to include as many children as possible, including children at early level.
- Children celebrate their achievements in school, with parents and the wider community. Visual displays reinforce an ethos of celebration and capture accurately wider aspects of children's learning. Achievements beyond school are equally valued. Social media, local newspaper coverage, named awards, including Star of the Week, are received well by children, parents, and the wider community. They are helping to build children's confidence and self-esteem.
- Children are developing their insights through activities within and beyond the classroom. They develop their skills well and gain accreditation through accessing a range of youth achievement awards. Children's participation is not only widening interests and experiences, they are also increasing their independence, confidence levels and promoting lifeskills.
- Children are developing their interests and talents through a range of clubs including sporting activities on offer during and beyond the school day and delivered by staff and partners. Children in P6 and P7, in liaison with Renfrewshire Music services, learn a range of instruments with the opportunity to showcase their talents through performance.
- School staff track children's participation in the activities offered. They actively encourage children to become involved and will work to remove any obstacles. Staff should now build on existing practices to support children to reflect on the skills they are developing. This will further children's understanding of themselves and how they can build on earlier successes.

Equity for all learners

- Staff display a strong understanding of the school's local context and the challenges facing children in their learning and wellbeing. A range of strategies address the needs of individuals and groups of children. Staff are alert to the diverse needs of children as learners. Close liaison with a range of partners provides effective support to families. This partnership working reflects a strong commitment to removing barriers to children engaging fully in the life and work of the school.
- Staff use the information gathered on children's progress effectively to identify children who would benefit from targeted interventions. They collaborate effectively with partners to plan and support children for whom English is an additional language (EAL) or who face the impact of socio-economic factors.
- Senior leaders use Pupil Equity Funding effectively to improve outcomes for children. They ensure financial and personal support to remove barriers to participation and promote inclusion. Additional staffing supports individual children and families and delivers support programmes. The school's 'Success Squad' provides high quality nurturing support and is targeting effectively literacy, numeracy, and wellbeing issues. School staff collaborate closely with local authority EAL support and other personnel to support children in accessing the curriculum. Evidence

gathered indicates that, for identified children, these initiatives are having a positive impact in improving engagement and attainment levels.

- Children and staff celebrate cultural diversity with whole school events. Children participate in the 'Mother Tongue Other Tongue' creative writing competitions. This is reinforcing successfully the school's values and helping all children appreciate their place in the world.

Quality of provision of Gaelic Medium Education

Establishing Gaelic Medium provision within West Primary School is making good progress. The provision opened in August 2022 as a result of parental requests based in legislation duties for Gaelic. The responsibility for Gaelic Medium provision lies with the local authority. At the time of the inspection, children from across the authority attended the Gaelic Medium class, P1 to P3. The headteacher and principal teacher of Gaelic Medium Education, who is also the class teacher, are committed to the continuous improvement and growth of Gaelic Education within the school community. Children in English Medium engage in Gaelic activities in weekly clubs and during Seachdain na Gàidhlig (World Gaelic Week). The headteacher should continue to liaise with the local authority in the delivery of Gaelic Medium Education from nursery across all stages of learning, and extending into the secondary stages.

As the numbers learning through Gaelic is small, attainment and progress will be expressed in 'overall' statements, rather than for specific year groups to ensure individuals are not identified.

QI 2.3 Learning, teaching and assessment

- Staff and children enjoy positive relationships within the class for Gàidhlig Medium Education. As a result, children are confident and feel secure. Staff know children well and plan appropriate experiences to meet individual needs. A range of total immersion approaches is used effectively within the multi-stage class. Children receive frequent and skilful fluent interactions in Gaelic as they engage in their learning. Staff make use of the digital online programme, 'Misneachd through e-Sgoil', to allow children to hear other dialects and to support children's conversational skills in Gaelic. Staff encourage speakers of Gaelic to visit the class and also provide opportunities for children to engage in activities with children from a larger Gaelic school. This effective partnership, made possible through an additional Gaelic funding application, further promotes children's confidence and their skills in conversation.
- Staff use oral feedback effectively to help children to reflect on their learning. They share learning with parents and provide useful information on Gaelic to support parents with their child's learning. This is contributing to the notable progress children are already making in their understanding and responses in Gaelic. Staff have adapted a comprehensive progression pathway in literacy and Gàidhlig to meet the needs of the Gaelic Medium class. They have also developed a detailed Gàidhlig language assessment tool. This is used regularly to track the progress children make in listening and talking across early and first levels. Staff should continue to collaborate with other provisions for Gàidhlig Medium Education to share approaches to teaching and moderate learning in Gaelic.

QI 3.2 Raising attainment and achievement

- Overall, children are making good progress in listening and talking, reading, and writing. They follow instructions appropriately and are already beginning to use Gaelic phrases in their responses to questions. At early level, children are acquiring Gaelic language through a range of total immersion play experiences. Children need to remember the importance of turn taking and to listen carefully while other children are speaking within the class. They are acquiring a phonological awareness and grammatical structures through a range of effective total immersion approaches including singing. At first level, children listen well to a story and can retell it by acting it out and joining in using repeated phrases. This is helping them as they begin to develop fluency in talking and reading. Children enjoy accessing a story online in class and also access books from the range of Gaelic online texts available for home learning. In writing, children can sequence events within a story plan. There is scope for individuals who have completed early level to extend their writing. Children need to add more

detail to their drawings and ensure that they are consistently forming letters correctly and neatly within sentences.

- At early level, children are using numbers to count and to add objects within 20. They create patterns using pegs and can name the colours they use correctly in Gaelic. Children at first level can recall and link multiplication and division facts within the multiplication tables from two to five. They should now build on this understanding by using these facts in more real-life contexts. Children are confident at showing and telling times in hours and half hours, appropriate to their age and stage. Teachers prioritise developing fluency in Gaelic, which influences how they deliver the experiences and outcomes for numeracy and mathematics. Children apply language of measurement in a cooking activity. They explain position and movement accurately as they move objects around a magnetic track that they have designed. Children would benefit from more regular opportunities to use information handling.
- Children's progress in Gaelic and achievements are celebrated through a class reward system. Gaelic is visible around the school and featured prominently in the school nativity performance. Children in English Medium are learning Gaelic through a lunchtime club and frequently visit the Gaelic Medium class to share their learning with children. Homework support sessions are offered to support family learning in Gaelic.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.