

18 March 2025

Dear Parent/Carer

In December 2023, HM Inspectors published a letter on Westpark School and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school and Aberdeen City Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

**Staff in the school and nursery need to develop further their approaches to gathering information from observations or assessments of children's progress. They need to use this information more effectively so that children can build on what they can already do.**

Staff in the nursery and school are working well together, embracing new approaches and challenges. Senior leaders lead the team effectively. This has helped senior leaders and staff to make strong progress in this area for improvement. Staff in the school and nursery have engaged well with professional learning, which is helping them to improve their assessment approaches. As a result, across the school and nursery teachers and practitioners are now gathering more accurate information on children's progress regularly. This is supporting them to plan lessons, which build more effectively on what children can already do. Staff across the school and nursery are developing their skills in observing play and learning.

School leaders recognise that new processes and approaches take time to implement and embed into practice. Staff confidence in assessment of children's work has increased. This is having a positive impact on the validity and reliability of the information staff gather on children's progress. There are now early signs that children are making improved progress from their prior learning. Senior leaders now need to ensure that assessments of children's work becomes embedded in how staff plan children's learning. Moving forward, staff should continue to develop how they ensure assessment approaches are applied consistently across the school. This should include engaging with colleagues from other schools and settings. Teachers need to work together to develop a consistent approach to how they gather and retain evidence of children's learning. This should include considering how children's learning can be shared with parents. This will help staff, children and parents see how children's skills are progressing over time.

**All staff, including senior leaders, should deliver consistently high-quality learning and teaching which provides children with increased pace and challenge. They need to ensure lessons have a clear focus on children making greater progress.**

Senior leaders and the staff team have developed a set of expectations for all teachers working in the school. This includes clear guidance on effective learning and teaching. The document helps staff to know what high-quality learning and teaching looks like at Westpark School. Most staff apply the guidance with confidence. Senior leaders should continue to

monitor learning and teaching regularly to ensure all children experience high-quality learning and teaching across the school. Staff are developing their skills and confidence in using questioning and feedback to support children to understand their learning and how successful they have been. Teachers should continue to strengthen their use of these approaches to ensure all children know what they are learning and the steps they need to take to achieve success. In doing so, they should use more child-friendly language.

Practitioners and teachers are developing their knowledge of effective approaches to play in the nursery and across the early level classes in the school. They should continue this positive work to ensure an appropriate balance of adult led and child-initiated learning. School leaders and staff should continue to explore the balance between play and other learning activities to ensure children make improved progress in their learning.

Children now have increased opportunities to learn in differentiated groups. In literacy and numeracy, most tasks and activities offer appropriate challenge. Children also have opportunities to choose the level of challenge to support them to achieve success. Moving forward teachers should continue to support children to present their work well across all curriculum areas.

**Senior leaders and teachers need to ensure that regular checks of children's progress lead to improvements in their attainment.**

Senior leaders and teachers have made improvements in developing and implementing their approaches to how they check children's progress.

Senior leaders have drawn together a range of data on children's progress. They have an improved picture of how successfully all children are progressing in their learning. Teachers use this information well to identify children who are not making appropriate progress. They are beginning to explore how this data can be used to track and monitor the progress of individual children and groups of learners. Senior leaders should continue to develop their skills in analysing data to help ensure children improve their skills continuously as they move through the school.

Teachers and senior leaders are now gathering and analysing a wider range of information and data. This is not yet leading to sustained improvements in children's attainment. Teachers now need to ensure that checks on children's progress supports them to plan learning, which leads to improvement in children's attainment.

Senior leaders track and monitor children's attendance regularly. They employ local authority approaches to improve children's attendance effectively. Senior leaders and staff work well with partners to support a few children who struggle to attend school on a regular basis. Partners are helping to improve a few children's attendance successfully. Senior leaders should now build on this to ensure these children make improved progress in their learning.

### What happens next?

The school has made some progress since the original inspection. A number of new approaches and processes require to be fully embedded and applied consistently to support improvements in attainment. We will therefore ask for a report on progress within one year of the inspection. This report will inform any decision made by Education Scotland regarding further engagement. This may include another inspection visit. When such a decision is made, we will write to you again detailing the improvements the school has made and outlining any further action, agreed with Aberdeen City Council that we intend to take.

Graeme Gordon  
HM Inspector