

School Improvement Priorities 2017/18

To increase all staff, pupil and parent awareness of wellbeing indicators

- Continuum of support overview in nursery and school that tracks wellbeing needs of all children
- Strategies in place to ensure all children feel listened to

To improve the quality of teaching and learning in order to raise attainment and close the attainment gap.

- Increase attainment in numeracy and literacy and close gap through effective support and challenge
- Creative teaching and learning leading to engaged learners
- Effective cycle of planning, assessment, evaluation and tracking and monitoring in order to meet pupils' needs through pace, support and challenge and progressive skills development
- Early intervention of specific Literacy and Numeracy interventions to develop pupil knowledge, understanding and skill

Quality parental engagement to improve learning outcomes for all children.

- Parents as active participants in the child's learning and development
- Positive behaviours in school and in the wider community
- Increased community involvement and business links
- To improve pupil awareness of skills for learning, life and work to lead to a positive destination
- Online learners journeys to share achievements in school and at home and to show progression

Our Achievements this year have included:

Young Writer of the Year winner in P1 and in P4

Successful Art Exhibition

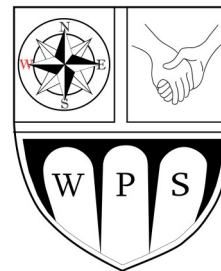
Well attended and productive community Eco Action day and Family Picnic

Weekly whole school assemblies celebrating success

Enhanced community relationships through links with Blackfaulds Nursing Home

Participation in Tim Peak's Rocket Science project

Westfield Primary School



Progress Report

2016/17

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How well did we do in 2016/17?

About Our School

Westfield Primary School is a non-denominational school with a roll of 52 primary children and 33 am and pm nursery children who come from Torphichen and Westfield. The school currently has 3 composite classes with 3 class teachers, an acting Depute Head Teacher and Head Teacher for three schools. The joint leadership of the school links Windyknowe Primary (Armadale Cluster), Torphichen Primary with Westfield Primary (Linlithgow cluster). The school benefits from a Music and P.E specialist. The school is well supported by a team of 3 Pupil Support Workers who assist pupils in class and a nursery nurse. Clerical support is provided by one Administrative Assistant. The school runs a successful Breakfast Club which is well attended by the children. We have a long established and fully supportive Parent Council, who are very active in school, especially in the areas of fundraising. The parent council provide significant support to every aspect of the school and its place in the community. The pupils benefit greatly from all the fundraising activities they carry out. The school is continuing to develop relationships with the Cluster Schools, Quality Improvement Partnership schools, local community, and the local church.

In May 2017, the whole school community reviewed our vision and values and agreed that:

Westfield is a place to SMILE: Succeed, Motivate, Inspire, Learn and Excel

What we planned to improve last session?

Area for development 1

- To raise attainment and achievement in literacy and numeracy, having high expectations for all children

Area for development 2

- To increase pace of change through effective leadership in order to achieve desired positive impact on learners

Priority 1

We have made satisfactory progress in this area.

An audit of literacy and numeracy resources took place and new resources have been purchased, which support, challenge and motivate learners. New and robust planning, assessment and tracking and monitoring systems are in place, to ensure that the teaching and learning taking place is relevant and skill based and meets the needs of all of our learners all of the time. Numeracy and literacy teaching and learning policies have been reviewed and shared with all staff to ensure a consistent approach across all classes and a coherent quality assurance system is being followed to monitor and evaluate the impact of this. Targets for numeracy and literacy are in all learners' jotters and staff and pupils are beginning to use these to direct learning conversations. A new model of support for learning across numeracy and literacy has also been introduced in order to appropriately support and challenge all learners.

What does this mean for our pupils?

* Pupils are motivated and engaged	* Pupils' achievements are being carefully tracked and monitored
* Pupil are aware of what they are learning and what success looks like in their learning	* Pupils are appropriately supported and challenged
* Pupils are beginning to identify their next steps and targets in numeracy and literacy learning	* Pupils enjoy a range of activities across numeracy and literacy to meet different learning styles

Priority 2

We have made good progress in this area.

We have a new management structure in place, consisting of a head teacher and a depute head teacher. They have worked closely with staff (in school and across clusters), parents and pupils to develop a clear strategic direction for the school which is understood by all and which is underpinned by the new shared vision, values and aims. Updated remits ensure that all staff and pupils have a clear understanding of the expectations of their role in teaching and learning. A wide range of CLPL (Career-Long Professional Learning) has been undertaken by all staff, increasing their capacity to lead change through a range of initiatives, and more time and space is provided to engage in professional dialogue and rigorous self evaluation around current national policy. A range of relevant and effective systems and processes have been created to support and develop the quality of teaching and learning.

What does this mean for our pupils?

* Pupils feel more valued and are involved in decision making processes across the school	* Pupils are involved in a range of community initiatives that enrich their learning experience
* Pupils have ownership of the vision and values that underpin our school community	* Pupils now enjoy improved outdoor and indoor learning environments
* Pupils are experiencing consistently high levels of teaching and learning	* Pupils are involved in meaningful weekly outdoor learning experiences