

Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2024/25

West Coats PS



Context of school

'We provide a safe, secure and nurturing environment. Through high quality learning and teaching we inspire young learners to achieve success across the curriculum and reach their full potential.'

West Coats Primary School is a non-denominational school serving the central area of Cambuslang in South Lanarkshire. The original school, now a listed building, opened in 1896. The school undertook extensive modernisation and reopened to pupils in 2016. The refurbished building provides an excellent, modern learning environment in which our children learn and achieve whilst maintaining its original Victorian features.

The current roll is 397 pupils over 15 classes. The Head Teacher took up post in August 2023 and is supported by two Depute Head Teachers and a Principal Teacher.

Our Aims:

Our school will be safe, nurturing and engaging.

We will work with families and the wider community.

Our children will be life long learners.

Our values are ***kindness, confidence*** and ***excellence*** and this permeates everything we do at West Coats Primary School.

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Strategic Improvement Priorities over 3 year cycle Timescale: 2023-2026

Strategic Priority	Year 1	Year 2	Year 3
1. (inc LC Priority)	Embark on Improving Our Schools (IOS) – raise attainment in Numeracy through a consistent approach to mathematical pedagogy and enhanced use of data at all levels	IOS identify one feature of Highly Effective Practice identified at the end of Session 2023-24 through rigorous self-evaluation and identify curricular area to raise attainment	IOS identify one feature of Highly Effective Practice identified at the end of Session 2024-25 through rigorous self-evaluation and identify curricular area to raise attainment
2.	Raise attainment in writing through a consistent, progressive approach to teaching technical aspects of writing which includes effective use of formative assessment and enhanced use of data at all levels.	Raise attainment in writing through a consistent and progressive approach to teaching creative aspects of writing with a particular focus on linking reading and writing, and enhanced use of data at all levels.	Raise attainment in writing through a consistent approach to moderating and validating the assessment of writing across West Coats Primary School and within the learning community.
3. (inc LC Priority)	Improve attendance and participation for target group of learners	Further develop parental involvement and engagement	Embed Family Engagement strategy

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Evaluation of Priority for Improvement 2024/2025

The school is reviewing its approach to planning, teaching and moderating numeracy to improve attainment across the learning community with a particular focus on the application of numeracy and mathematics in single and multi-step word problems.

HMI identified that:

Teachers have engaged in professional learning in school to develop further their understanding of national standards in literacy and numeracy. As planned, teachers should extend their professional learning to include moderation activities with other schools. There is a need for them to make increasingly robust and reliable professional judgements about children's achievement of a level.

Numeracy and Mathematics

All teachers have taken part in professional learning designed to strengthen the way we teach Numeracy and Mathematics. In most classes, children are confidently choosing from a range of resources to support their understanding and apply their learning. During learning walks and professional learning visits, many children were able to talk clearly about their progress and explain the next steps in their learning journey.

Literacy

Teachers engaged in professional discussions throughout the year (November, January and June) using our "fact, story and action" approach. Almost all staff reported feeling more confident in using assessment information to plan support that closely matches pupils' needs. Many children taking part in targeted literacy interventions have shown increased confidence and clear progress in their reading and writing skills. A sample group of children from each class took part in quality checks of reading using PM Benchmarking. We were pleased to see that most children demonstrated strong decoding skills, with some showing particular strengths in retelling and comprehension. As a next step, our senior leadership team will continue to work with staff to ensure a consistent whole-school approach to teaching reading. This will help all children develop a balanced set of reading skills and support further improvements in literacy.

Looking Ahead

Recent improvements in attainment reflect the increasingly robust professional judgements made by our teachers. As we move into session 2025/2026, our key focus will continue to be delivering consistently high-quality teaching and learning in both Literacy and Numeracy, ensuring that every child is supported to achieve their full potential.

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Evaluation of Priority for Improvement 2024/2025

Rationale for strategic priority	During session 2023/2024, Cathkin Learning Community schools have analysed attainment in Numeracy using standardised assessments, observed teaching and learning, focus groups and school / thematic HMI inspections. The analysis of attainment identifies that children are competent in number processes however find greater difficulty applying this to single and multi step word problems and discussing strategies confidently.
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Numeracy and Mathematics

All teachers have taken part in professional learning to strengthen teaching and learning in Numeracy and Mathematics. In most classes, children are able to choose resources independently and use these effectively to support their growing understanding. During learning walks and professional learning visits, many children spoke confidently about their progress in numeracy and were able to identify their next steps.

Teachers engaged in professional dialogue across the year (November, January and June) using our "fact, story and action" approach. Almost all staff reported feeling more confident in using data to plan support closely matched to pupils' needs. Many children who received targeted support made clear progress and showed increased confidence.

We were delighted that a group of parents of Primary 1 children took part in the *Multiply Project* alongside their child. Following the project, all parents reported greater confidence in supporting their child's numeracy and mathematics learning at home, strengthening the important link between school and family learning.

Looking Ahead

Improvements in attainment continue to reflect the increasingly robust professional judgements made by our teachers. Moving forward, our key focus for session 2025/2026 will be to deliver consistently high-quality teaching and learning in both Literacy and Numeracy, ensuring every child receives the right support to achieve their full potential.

All teachers at West Coats are participating in professional learning offered by the Curriculum and Quality Improvement Service during session 2025/2026 to develop pedagogy using the verbal, concrete, pictorial, abstract approach to teaching numeracy and maths.

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Evaluation of Priority for Improvement 2024/2025

Rationale for strategic priority	<p>During the school inspection in session in January 2024, His Majesty's Inspectors highlighted the need to need to improve the reliability of teacher professional judgement and to:</p> <ul style="list-style-type: none"> • Continue to develop high-quality learning and teaching across the school. Ensure all children experience appropriate levels of challenge across the curriculum. • Build on approaches to checking the progress children make as they move through the school. Make effective use of the information gathered to plan learning that ensures all children make the best possible progress.
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Professional Learning and Teaching Practice

All teachers have taken part in the West Partnership *Improving Our School* sessions, worked in professional learning trios, and carried out classroom environment audits. Learning walks and professional dialogue show that almost all children understand the purpose of their learning and the steps they need to take to be successful. Staff confidence continues to grow, particularly in identifying next steps for learners and engaging in supportive and challenging professional discussions with colleagues.

Literacy Support and Progress

All children who required additional support in writing have taken part in targeted interventions to help improve their literacy skills. Most teachers reported greater confidence in tracking children's progress, using benchmarks more effectively, and identifying both barriers and interventions that can support pupils to achieve success. Continued focus will ensure all staff feel confident and consistent in using data to guide meaningful conversations that lead to improved outcomes for every child.

Looking Ahead

Attainment data in literacy highlights the importance of continuing to strengthen reading and writing skills. Moving forward, our focus will be on delivering high-quality learning, teaching and assessment approaches, making full use of the *Creating a Balanced Reader and Writer* materials. This will support all learners to make strong progress and develop as confident, skilled readers and writers.

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Evaluation of Priority for Improvement 2024/2025

Rationale for strategic priority	<p>Over the course of the school session 2023-2024, there have been a range of opportunities to strengthen relationships within and outwith the school community. The Education Scotland inspection report published in March 2024 highlighted that:</p> <p><i>“The headteacher has led the staff team successfully to improve links with parents and the wider school community. This approach is impacting positively on attendance and the quality of children’s experiences.”</i></p>
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Family Engagement and Community Involvement

West Coats Primary School has made strong progress in developing a wide range of opportunities for families to be actively involved in school life. Highlights have included class cafés, learning showcases, parent consultations, the *Multiply Project*, pupil performances, exhibitions, and meet-the-teacher events. These activities have given parents valuable opportunities to connect with their child’s learning and engage with the wider school community.

Parent Voice and Participation

Feedback from parents has been gathered through consultations, event evaluations, and informal conversations, and this continues to help shape future activities. While response rates remain below 30%, the feedback received has been highly valuable and participation rates are showing steady improvement. We will continue to build on this progress to ensure more families have opportunities to share their views and experiences.

Impact of Engagement

The wide range of activities has strengthened relationships between the school and families. Many parents have reported feeling more involved in their child’s learning and in school life. Events that provide a window into classroom learning and practical strategies for supporting children at home have been especially well received. The majority of feedback reflects growing confidence among parents and improved partnership working, while the school recognises there is still more to do to fully embed a culture of inclusive, meaningful, and sustained family engagement.

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Evaluation of Priority for Improvement 2024/2025

Rationale for strategic priority	<p>During session 2023/2024, Cathkin Learning Community schools have analysed attendance data and taken forward a range of interventions to improve attendance at school.</p> <p>Two learning community schools have been involved in the local authority working group to improve attendance and punctuality and good practice was identified by HMI within the learning community.</p> <p>During session 2024/2025, the learning community head teachers will focus on consistency of approach to improving children's attendance at school by sharing good practice and further developing a learning community model that supports and challenges each school to improve.</p>
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Consistent Approach to Attendance

The Cathkin Learning Community has worked together to develop and begin implementing a shared approach to supporting pupil attendance. South Lanarkshire Council's good practice guidelines are now embedded across all schools, creating greater continuity in the support learners receive. This consistency is already leading to smoother transitions between schools, stronger learner engagement, and a shared language of learning that is beginning to positively influence attendance. Attendance data is carefully monitored across all schools in the community, with targeted interventions and supportive strategies put in place for individual pupils and groups. Families are actively involved in these conversations to help address barriers to attendance.

Collaborative Working

Head teachers from across the learning community meet each term to engage in collaborative data analysis, strategic planning, and professional dialogue. These meetings ensure that good practice is shared effectively and consistently, and that progress is monitored in a systematic way.

Next Steps

As we move forward, support staff will receive training to ensure reasons for absence are accurately and consistently recorded in SEEMIS. This will allow schools to analyse attendance patterns in greater depth, identify underlying causes, and design more effective, tailored interventions to support improved pupil attendance.

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Next Step(s) and rationale to inform PEF spend session 2025/2026.

Improve attainment in literacy and numeracy

- By prioritising reading across all curricular areas, we will address barriers to learning, particularly for pupils identified as at risk of not achieving.
- Targeted use of Pupil Equity Funding will enable focused interventions, consistently high quality pedagogy and equitable access to high quality reading opportunities, ensuring all learners develop the skills needed to attain in literacy.
- Embedding the Concrete-Pictorial-Abstract (CPA) approach will support all learners, particularly those at risk of underachievement, to build secure, conceptual understanding. Targeted use of Pupil Equity Funding will help close the attainment gap by providing structured, equitable learning experiences that enable all pupils to confidently master and apply key mathematical skills.

Family Support Worker

- Children and families have been identified to receive support from the Barnardo's Family Support Worker.

Outdoor Play and Learning

- During the 2024/2025 session, parents and pupils identified improving the outdoor environment as a key priority to support health and wellbeing. By enhancing our outdoor environment, we aim to provide equitable opportunities for all learners to play, be active, and develop social and emotional skills. This will contribute to reducing the poverty related attainment and wellbeing gap.

Expressive Arts

- At West Coats, we are committed to providing equity of opportunity by ensuring all children have access to learning a musical instrument. Removing financial barriers allows every pupil to develop new skills, build confidence, and benefit from the cognitive, social, and emotional advantages of music education.