

Summarised inspection findings

Westfield Primary School

North Lanarkshire Council

18 August 2026

Key contextual information

Westfield Primary School is situated in the town of Cumbernauld in North Lanarkshire Council. The headteacher has been in post for two years and is supported by a deputy headteacher and a principal teacher. At the time of inspection there were 263 children on the school roll, arranged across 10 classes. Approximately 37% of children receive additional support for their learning.

In June 2026, 13% of children in P6 and P7 were in receipt of free school meals. The majority of children live in deciles 3 and 4 of the Scottish Index of Multiple Deprivation.

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

- Across the school there is a welcoming and inclusive ethos. Staff work successfully together to provide attractive and well organised learning environments. All staff know children and their families well and relationships across the school are supportive and caring. Staff model the school values of kindness, achievement, inclusion, respect and resilience through their effective teamwork and collaboration. As a result, most children demonstrate these values successfully in their interactions with each other. Almost all children are polite and respectful towards others and engage positively in their learning and play.
- Children have positive relationships with each other and with all staff. Staff recently evaluated learning environments to ensure that all children experience learning in nurturing, responsive and inclusive classrooms. Almost all teachers use visuals, social stories and emotional check-ins well to build children's independence in managing their feelings. Children's engagement and readiness to learn is increasing as a result. At times, a few children require additional support to regulate their emotions. Staff use bespoke strategies and spaces sensitively to support children, including the use of sensory resources in "The Chill Room". Children are learning to regulate their emotions which results in them re-engaging quickly in learning. Almost all children behave well and engage positively in learning.
- Most teachers use a recently reviewed learning and teaching policy to support increasingly consistent approaches to learning and teaching across the school. This policy sets out the clear expectations of what learning and teaching should look like in the classroom. In almost all lessons, teachers provide children with clear explanations and instructions. Teachers share the purpose of learning and measures of success with children. This helps children to know what they need to do to be successful in their learning. Almost all teachers refer to prior learning,

building successfully upon what children already know. Teachers' clear explanations of planned learning support children well to have a secure understanding of what they are learning and why. As a result, children can articulate well the purpose of their learning and explain with confidence, successful strategies they use in lessons.

- Almost all children follow teachers' instructions well. They are motivated in learning during active learning tasks which are well-matched to their learning needs. However, in a minority of lessons, children's learning is overly teacher led which impacts on the pace of learning. Across the school, the pace of learning needs to be improved. A few children would benefit from greater challenge and increased opportunities to explore more depth in their learning. Teachers should ensure that tasks are set at the right level of difficulty. This should help to provide children with more opportunities to have greater independence in, and leadership of, their learning.
- Across the school, teachers use questioning well to support children's understanding of key learning concepts and build on children's prior learning. Where teachers use skilled questioning effectively, children's learning is enhanced and extended. Staff should now develop further their questioning strategies to ensure higher order thinking skills are developed progressively across the school.
- Children working at early level experience high-quality learning activities through play. Teachers at the early stages plan and collaborate well together to create attractive learning spaces which promote sustained play and learning. Children benefit from learning in the discovery, creative and social zones where they access a range of contexts to help develop their curiosity and creativity. For example, staff have created construction areas, themed role play contexts and investigation zones. Staff observe children's interactions and interact skilfully to enhance and extend children's learning, where appropriate. There is a careful balance of child-led and adult-initiated learning activities. Children are becoming increasingly independent and able to problem-solve together. As planned, staff should continue to build on this positive approach and engage further with local authority and national practice guidance.
- Teachers use interactive whiteboards well to introduce activities, structure learning and motivate learners, using resources such as multi-media video clips. In a few lessons, children use digital technology to carry out research and access commercially produced games and software to support learning. A few children who require support with learning use assistive technology appropriately to access various learning tasks and activities. All staff now need to extend children's use of digital tools and resources more consistently and creatively across the curriculum.
- In most lessons, children use self- and peer-assessment strategies to reflect upon their learning and understand better what they have done well. In almost all lessons, teachers use well-timed praise and helpful verbal feedback to support children in their learning. In the majority of lessons, teachers link their verbal feedback to what children have been learning. However, the frequency and quality of written feedback provided to children across the curriculum is variable. Senior leaders and staff now need to develop a more consistent approach to the use of high-quality written feedback across the school. This should help children better understand how they are progressing in their learning and what they need to do next to improve their learning.

- Senior leaders have created an annual assessment calendar. This includes a range of assessment opportunities including summative and diagnostic assessments. This approach is supporting teachers to be consistent in their use of assessment across the school. It is helping them to inform their decisions about children's progress and next steps in learning. Teachers are making increasingly confident professional judgements about children's progress in their learning.
- Teachers have worked collegiately on moderation within the school and across the cluster. Senior leaders have successfully planned and led moderation activities, including the moderation of high-quality assessments and writing. All teachers value the opportunities they have for moderation. They are beginning to use national Benchmarks to support their professional judgement of children's progress through Curriculum for Excellence (CfE) levels in literacy and numeracy. This is helping to increase staff confidence of children's attainment in relation to national standards. Senior leaders should continue to develop approaches to moderation to ensure all teachers have a clear understanding of progress and achievement across a level.
- All teachers plan learning termly using progressive planning frameworks linked to CfE experiences and outcomes across literacy and numeracy. Teachers should now look to using progression pathways across all curriculum areas. Teachers at all stages review the impact of their planning on children's progress in learning every four weeks. This information is shared with the senior leadership team. Teachers speak positively about this, recognising that it supports them to identify appropriate, targeted interventions for children quickly and continuously across the year. These targeted interventions have had a positive impact on improving children's attainment. A few teachers involve children in planning their learning through the use of big questions. All teachers now need to ensure that all children are fully involved in planning and reviewing their learning.
- Senior leaders and teachers meet termly to discuss and monitor children's progress in literacy and numeracy. They use effectively a range of evidence to talk about the progress children are making in their learning and to identify any gaps. These discussions ensure that all children who require further support with their learning have access to appropriate support through well-planned interventions. These interventions are having a positive impact on children's attainment. Ongoing evaluations of these interventions ensure they are meeting the needs of all children.

2.1 Safeguarding

- 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

- Overall, children's attainment in literacy and English and numeracy and mathematics is good. Most children at early level make good progress in literacy and numeracy. Most children at first and second levels make good progress in reading, listening and talking and numeracy. The majority of children at first and second levels make good progress in writing.
- Most children who receive additional support for their learning make good progress against their individual targets for learning. A few children require more challenge in their learning.

Attainment in literacy and English

- Overall, most children's progress and attainment in literacy and English is good.

Listening and talking

- At early level, almost all children use body language well to show they are listening to each other. They make appropriate eye contact and respond well to questions being asked. Most children at early level share stories in different ways through their imaginative play. At first level, most children are articulate and listen and respond to each other respectfully. Most children confidently provide feedback to their peers. Almost all children at second level work well together in groups. They show empathy and respect for one another's ideas when evaluating their work. At all stages, children require more frequent experiences to talk and present to smaller groups and larger audiences.

Reading

- At early level, almost all children use their understanding of sounds and letters to read simple words confidently. They show an awareness of a few features of fiction and non-fiction texts when choosing texts from the library. At first level, most children read confidently with fluency and expression. They ask and respond well to different types of questions to show their understanding of the main ideas of spoken texts. At second level, most children use texts well to gather information as part of research. They are confident and motivated in discussing their choices and have opportunities to make personal choices for what they like to read. Children at first and second levels should read across a wider range of contexts.

Writing

- At early level, most children read and write simple words. They use their knowledge of sounds and letters to spell common words. Teachers should now support children at early level with

opportunities to write and reflect on their own experiences and feelings using appropriate vocabulary. At first level, the majority of children start sentences in a variety of ways to engage the reader, using appropriate punctuation and conjunctions. Most children at first level spell most commonly used words correctly. At second level, the majority of children use language effectively to convey an image, influence or persuade the reader. Across the school, children now need to apply their literacy skills through writing more extended texts. They should develop further their knowledge of appropriate styles of writing and use of language.

Attainment in numeracy and mathematics

- Overall, most children's attainment in numeracy and mathematics is good.

Number, money and measure

- At early level, almost all children add and subtract confidently within 10. They count accurately forwards and backwards in sequence to 20 and beyond. Almost all children at first level demonstrate successfully the value of each digit in a whole number with three digits. They are less confident using appropriate mathematical language to explain how to solve a problem. At second level, most children effectively convert times using 12- and 24- hour formats. They are developing well their skills in identifying strategies to calculate time durations. As children progress through the school, they should continue to develop further the skills required to solve word problems involving whole numbers and fractions.

Shape, position and movement

- At early level, almost all children identify common two-dimensional (2D) shapes and categorise them by colour, size and other properties. Increasingly, they are developing their mathematical vocabulary well to describe 2D shapes through their play. At first level, almost all children describe three-dimensional (3D) objects using mathematical language including face, edge and vertex. At second level, almost all children calculate area, perimeter and volume of objects with confidence using accurate units of measure. Increasingly they use mathematical language well to classify a range of angles including obtuse, acute and reflex. Children at first and second level would benefit from developing further their knowledge in using different compass points.

Information handling

- Most children at early level match and sort items by colour, size and shape confidently. They collect information to undertake surveys and display the results from these surveys accurately using pictograms, bar graphs and Venn diagrams. Most children at first level are aware that there is a variety of ways to display data. They ask and answer questions well about the data they gather. Almost all children at second level interpret and draw conclusions accurately from a variety of data sets. Across the school, children need to develop further their information handling skills through using digital technology to support their learning.

Attainment over time

- The headteacher recognises that attainment data over time is now more robust. She works with teachers to gather a range of assessment data for individual children in literacy and English and numeracy and mathematics. The headteacher has developed rigorous tracking of attainment to enable the analysis of data for groups and cohorts of children and to identify trends. Teachers are beginning to use national Benchmarks and a range of assessment data

more confidently to inform their judgements of children's progress and attainment. This has helped to ensure that recent teacher professional judgements around children's achievement of a level in literacy and numeracy are accurate.

- Children's attendance across the school is currently 93.3% which is above local and national averages. Over the last few years attendance across the school has steadily increased. Senior leaders implement effectively an attendance policy. Senior leaders monitor children's attendance weekly and have a range of strategies in place to support families to help improve their child's attendance. This includes the use of Pupil Equity Funding (PEF) to support specific interventions to improve children's wellbeing. This has had a positive impact on children's attendance. There are no children currently on part-time timetables.

Overall quality of learners' achievements

- Children develop a range of attributes and skills through participation in a wide range of lunchtime and after school clubs such as art, football and drama. Teachers use class tracking systems to monitor children's participation in school clubs and extra-curricular activities. They use this information well to ensure that all children have opportunities for achievement and that no child is at risk of missing out. Children's achievements are valued and celebrated during assemblies when children are presented with achievement certificates. Children are proud to share what they have achieved both in and out of school.
- Across the school children are involved in a range of leadership opportunities. These allow children to develop well the four capacities of CfE. All children are part of the 'Making a Difference' leadership groups. These groups focus on raising awareness of areas such as digital skills, enterprise or Eco Schools. Children develop specific skills through these groups such as teamwork and problem-solving. Children in the enterprise group recently highlighted the importance of buying Fairtrade products through the development of a school tuck shop. This is helping children to understand that their contributions make a positive difference to the school community. It supports them well to develop as responsible citizens.
- Older children are developing as confident and successful individuals through their involvement in a wide variety of leadership roles. Opportunities such as house captains, young leaders, rights ambassadors and pupil council develop valuable leadership and communication skills as children contribute to the life of the school.

Equity for all learners

- All staff know children and their families well and have a strong understanding of the barriers children face in their learning and wellbeing. They ensure that financial constraints do not prevent any child from engaging in activities which support their learning and achievement. The headteacher worked with children, staff and parents to develop the 'Cost of the School Day' policy. This lays out initiatives and support available to families, including a 'Pay it Forward' scheme, supported by the Parent Council. This allows parents to make donations to clubs and activities throughout the year and helps to ensure children have no cost for activities or clubs.
- The headteacher consults appropriately with the school community on the use of PEF. This has helped to identify targeted interventions in literacy, numeracy and health and wellbeing. These interventions are positively impacting on children's attainment and attendance. For example,

partnership working with small groups of children outdoors has improved children's attendance. Focused work on literacy and numeracy is supporting children well to close gaps in learning.

Other relevant evidence

- Children receive their full entitlement to two hours of quality physical education each week. Staff and partners also develop children's physical fitness through a range of clubs and sporting activities.
- All children receive their entitlement to 1+2 modern languages. Children learn French from P1 to P7 in a planned and progressive way as they move through the school. Children in P5–P7 also learn Gaelic.
- Children learn about Christianity and other world religions through their religious and moral education programme and topic work. Through this they are exploring diversity and an understanding of different cultures.
- Children across the school benefit from a variety of author visits and talk enthusiastically about reading and writing. All classrooms have libraries and children regularly choose books to read in school. At early and first levels, children visit the local library to choose books. Almost all children across the school enjoy reading in class and for pleasure.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty’s Chief Inspector of Education in Scotland.