

School: Woodlands Primary 	
Standards & Quality Report 2022-2023	
Head Teacher: Suzanne Smith	

School context information

Our school roll is currently 209 pupils in P1-7 as well as a nursery class with up to 24 children attending all day. The school is led by the Head Teacher, the Depute Head and the Principal Teacher. In addition there are 11 class teachers, a senior Early Years Practitioner, Early Years Team and School and Pupil Support Assistants as well as access to and support from an Additional Support Needs Teacher one and a half days per week. The school also benefits from a Senior Clerical and Janitorial support. Specialists of P.E., Art & Design, Kodaly and Music visit the school as do instrumental tutors.

Our staff work together enthusiastically to create a school community that has the feeling of togetherness. Our school grounds are a vitally important learning space for our pupils and we are applying for our eighth Green Flag. Providing our pupils with leadership opportunities is an important part of our ethos and we do this through our Pupil Council, Eco Council, Reading Council, Young Leaders and Junior Road Safety Officers, with each of these groups this past session being led by classes. In addition, we have achieved our Reading School Silver Award, Rights Respecting Schools Bronze Award and are hoping to gain our Digital School Award this coming session. We seek out opportunities to work in partnership with parents, the wider local community and with our cluster schools.

Working in partnership is extremely important to us at Woodlands and not only do we seek opportunities to work in partnership with parents and the community, but we also seek the views of our stakeholders and act on feedback regularly. As a result of pupil and parental feedback, along with information and research about learning and wellbeing, we have been developing our school grounds to support outdoor learning and have created a space in the school for children to access should they need sensory breaks or wellbeing/social skill support (The Den). Involving our pupils and ensuring they are at the heart of all that we do is key to our approaches and we reflect on and aim to continuously improve to ensure we build a strong and effective learning community.

School Improvement Priorities – progress 2022-23 (Literacy and HWB)

- All staff in nursery and teachers in P1-7 used a range of data and our progression pathways to measure impact of approaches on engagement in literacy and identify actions.
- All staff N-P7 identified a variety of approaches to engage learners in reading as a result of children's feedback and teachers sharing expertise including use of online resources and newly adapted outdoor spaces.
- All nursery staff and teachers have attended professional learning sessions in literacy focused on using outdoors, with the teachers then focusing on Sound Reading System, and Elklan in the nursery.
- Teachers in all classes are planning increasing opportunities for learners to feedback to each other.
- Cluster moderation for N-P7 staff focused on learner's voice, whilst school moderation focused on writing for P1-7.
- Parents/carers of P1-7 children have had the opportunity to attend SRS workshops, with nursery parents attending a Little Scribblers session.
- Observations in all classes focused on literacy and identified most children are fully engaged, highly motivated and interacting well. They build on ideas shared and ask questions.
- During literacy learning visits outdoors, all children who were sampled enjoyed accessing outdoors during learning, with the majority referring to it as providing them with more space to move around and almost all felt that being outside in the fresh air supported their ability to learn.
- Building in time for feedback during/at the end of lessons enabled children to be involved in planning next steps.
- Strategies that supported children varied, depending on the needs and interests of pupils, with chunking instructions, movement breaks, use of outdoors, Zones, technology, scaffolding learning and modelling expectations being identified as having a positive impact across a range of classes.
- All teachers identified SRS has had a positive impact on learning, with 89% saying it was clear, measurable impact.
- The majority of teachers said most or all children identified who required to improve their engagement had made progress, with this improvement being more than 10% in almost all classes.
- 70% of children feel their engagement in literacy has improved.

- Our parental survey in March informed of a 9% increase in parents who can talk with their child about their progress in reading, with 65% sharing they are able and 33% responding 'somewhat'.
- All CTs can refer children for emotional/social skills support.
- Emotional/social support approaches are individualised based on the need identified in the referral process.
- All staff have engaged in Zones training and are implementing approaches through planned lessons.
- Almost all nursery staff and teachers shared more than half the focus learners are better able to recognize their emotions, most nursery staff and teachers said more than half the learners recognize the impact of their emotions on others, can identify strategies that help and that the zones approach has impacted positively on their engagement.
- 90% of children surveyed identified through the zones, they better understand what impacts on their learning.
- The majority of children shared they are better aware of what impacts on their emotions,
- Most children said they can identify tools that help them regulate.
- Over the session there has been a clear increase of 19% in the number of parents who feel there is a clear home-school approach to pupils' self-regulation. With all parents either responding yes or somewhat.
- All feedback regarding the zones approach and The Den was also positive with parents commenting that it was helpful to hear about the HWB approaches being used to support children learn about their feelings.

School Improvement Priorities – gaps & deficits 2022-23

- To further engage children, 43% of teachers identified a need to improve use of local, national and global contexts and planning for sustainability.
- Whilst attainment remains high across P1-7, the number of children not attaining in writing has remained at 6%, with 75% of them being boys.
- In all areas 50% or more of those not attaining are boys bar listening and talking, where it is 25%.
- Data analysis identified a need for continued moderation due to fluctuations, with 1/3 of staff identifying further moderation of writing would be beneficial.

- The majority of staff identified targets for further learning in relation to self-regulation including a focus on triggers and strategies.
- Further professional learning opportunities for staff in use of the outdoor spaces to support learning and HWB.

Pupil Equity Fund

Interventions and spend: Across the school, children have struggled more with their ability to self-regulate and to manage socially and emotionally when faced with a challenge. Teachers had also identified a need to support their ability to focus on their learning and to improve spelling and literacy skills. We therefore:

- Invested in HWB through development of The Den
- Employed an SPSA to support social and emotional needs of pupils
- All staff attended Zones of Regulation training and regulation resources were purchased
- Teachers attended Sound Reading System training
- Alba Explorers worked with staff and children to develop a pond area, with staff engaging in training

Impact:

- Teacher impact measurements have informed that all children attending The Den have made progress whilst attending, with most identifying a clear impact.
- All children have identified they have progressed and benefitted from attending HWB support in the Den.
- Pupil feedback about The Den has been positive, with some asking if they can return to The Den as they enjoy attending.
- All staff from nursery to P7 have identified they continue to see the benefits of implementing Zones of Regulation, with almost all identifying a strong belief in its value in terms of supporting children's learning.
- Parental feedback identified an increase to almost all parents being able/somewhat able to talk with their child about their reading.
- All feedback from parents in relation to use of The Den and zones to support HWB were very positive, with parents identifying the approaches were interesting and helpful.
- The Parent Council has also provided feedback through discussion that the HWB supports being implemented through use of The Den, the SPSA support and use of the outdoors are appropriate to meeting pupil needs.

- Development of school grounds is underway with the P1-7 cross section group involved in the creation of a school pond. Informal feedback from these children is that they are excited about the prospect of having a pond to support learning and being involved is fun and helps them focus.
- Children in all classes enjoyed accessing outdoors as a space for learning, with them referring to it helping them focus and think and enjoying the fresh air.
- Most teachers identified using outdoors as a learning space has impacted positively on literacy engagement.
- 70% of children feel their engagement in literacy has improved.
- All teachers identified SRS has had a positive impact on learning, with 89% saying it was clear, measurable impact.

Pupil Equity Funding plans for session 2022-23

- Continue to develop school grounds to support learning and engagement, particularly in writing
- Employ an SPSA to support HWB and writing for targeted pupils
- Additional teacher time to target individual pupil support and engagement
- Train a teacher in E-Sports to engage and motivate pupils in creative digital literacy.

School Improvement Priorities for session 2023-24

- Implement and embed Elklan training approaches in nursery.
- Build on Elklan approaches started in nursery by drawing on staff skill in P1.
- Identify key vocabulary within learning contexts.
- Refine SRS assessment processes.
- Moderate writing.
- Attend writing training sessions.
- Revisit Talk into Writing in P1-7 as well as Pie Corbett and Helicopter Stories approaches in nursery, including staff sharing expertise.
- Review approaches to engage children not attaining in writing, with a focus on boys.
- Revisit curriculum rationale and medium term planners, with a focus on sustainability and contexts.
- Further professional learning opportunities for staff in use of the outdoor spaces to support learning and HWB.
- Explore the application of Zones of Regulation approaches.
- Revisit the curriculum rationale with staff, parents and learners.

- Review planners to ensure United Nations Rights of the Child are being taught and linked in all classes, gain our silver award and include learning for sustainability.

Attainment Data (% achievement of a level)				
	Reading	Writing	Listening & Talking	Numeracy
P1	100	85	90	90
P4	93	93	100	93
P7	100	95	100	100

Quality Indicators		
	School	Nursery
1.3 - Leadership of change	5	5
2.3 - Learning, Teaching & Assessment	5	5
2.7 - Partnerships		4
3.1 – Equity & Wellbeing	5	5
3.2 – Attainment & Achievement	5	5