

School: Woodlands Primary



Standards & Quality Report Session 23/24

Head Teacher: Suzanne Smith

School context information

Our school roll is currently 186 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 this year, 2 Principal Teachers. In addition there are 10 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. The school also benefits from a Senior Clerical and Janitorial support. Specialists of P.E., Art & Design, Kodaly and Music have visited the school during the session as have instrumental tutors.

Our staff work together enthusiastically to create a school community that has the feeling of togetherness. 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, Digital Leaders and Young Leaders. Together, we have achieved our Reading School Silver Award, Rights Respecting Schools Bronze Award and this session gained our Digital School Award. Our school grounds are a vitally important learning space for our pupils and we have also now achieved our 7th Green Flag.

Working in partnership is extremely important to us at Woodlands and not only do we seek opportunities to work in partnership with the cluster schools, 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 continued to develop our school grounds this session to include a pond to support outdoor learning and over the past 2 sessions 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

- All teachers have attended training in Explicitly Teaching Writing, with all pupils identifying they find the approach helpful.
- All teachers are engaging in early implementation of this training, sharing practice, with all observing increased pupil engagement in writing.
- All teachers have engaged in moderation activities in writing within school, and almost all have also moderated with cluster schools to increase shared expectations.
- Teachers have moderated writing samples with those of a school out with our cluster to further increase shared expectations and standards in writing.
- Nursery staff have moderated folios and observations within the team and identified shared expectations.
- Teachers of the older classes have worked collaboratively to create rubrics for children to use in writing to support them in identifying where they are in their learning and where they are going next.
- Nursery children are using mind maps and helicopter stories allowing them to create and record their own stories.
- Our nursery team completed their Elklan training, resulting in our nursery becoming the first communication friendly setting in Angus.
- Our Rights Respecting Schools group have been working hard to explore their rights and look at ways to share this information. This has included creating displays in Nursery–P7, sharing information at assemblies, linking rights to aspects of everyday school life and creating and sharing a film for parents.
- Children's Rights have been linked to contexts for learning to increase relevance and meaning for the children from Nursery to P7.

- Tools and strategies to support self-regulation have been further explored in Nursery–P7, with pupils in each class collaborating with their teachers to identify resources.
- Feedback from pupils has resulted in a plan being underway to develop our current Fairy Garden into an outdoor reading area.

School Improvement Priorities – Next Steps

- Improve clarity of the purpose of writing for children.
- Improve feedback in writing, using success criteria developed from Explicitly Teaching Writing approaches.
- Explore and develop challenge within newly implemented writing approaches.
- Further training in Explicitly Teaching Writing.
- Use of Explicitly Teaching Writing in the nursery.
- Moderation of folios and observations with other nursery settings in the cluster.
- Embed Zones of Regulation approaches across nursery and school.
- Review wellbeing webs to support planning of HWB.

Pupil Equity Fund 2023-24

Interventions:

- Additional School and Pupil Support Assistant time.
- Additional Teacher time.
- Alba Explorers.

Impact:

- Improved wellbeing, with children better able to apply self-regulation tools and strategies.
- Children are better able to manage different social situations.
- Increased engagement in writing.
- Children are more able to access their writing with increased independence.

- Almost all teachers gained training in using and maintaining outdoor areas to support learning.
- Improved outdoor spaces to support learning opportunities.

Pupil Equity Funding plans for session 2024-25

- Increase School and Pupil Support hours to further build pupil writing skills through targeted interventions.
- SPSA hours to support wellbeing through the application of Zones of Regulation.

School Improvement Priorities for session 2024-25

- Develop a whole school approach to implementing explicitly teaching writing.
- Collaborate with our cluster schools to moderate our approaches and writing samples to further increase shared expectations across the cluster.
- Further link children's rights to contexts of learning across P1-7.
- Ensure children's rights are discussed within contexts in the nursery.
- Complete our consultation with parents and consult with children and staff to refresh our curriculum rationale.
- Use the data gathered from interventions to analyse the effectiveness and impact on children's progress and attainment.
- Review our wellbeing webs to increase their effectiveness in meeting learner's needs.
- Review school aims, vision and values.
- Embed Zones of Regulation.

Attainment Data (% achievement of a level)				
	Reading	Writing	Listening & Talking	Numeracy
P1	100%	100%	100%	100%
P4	95%	95%	100%	95%
P7	97%	91%	97%	91%

Quality Indicators		
	Nursery	School
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