



**Southwood Primary School and Nursery**

**Standards and Quality Report  
Achieving Excellence and Equity**

**Context**

<b>Setting/School Roll (including ELC/ASC)</b>	<i>Southwood is a mainstream school with a current role of 300 pupils, including nursery. We have ten classes and a 52-week nursery.</i>			
<b>FME</b>	42%			
<b>SIMD Profile for establishment</b>	1.1			
<b>Attendance (%)</b>	<b>Authorised</b>	<b>87.65</b>	<b>Unauthorised</b>	<b>4.22</b>
<b>Exclusion (%)</b>	0.04			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£115 150			

Our school vision is “Belong, Believe, Be Happy”. Our current values of Care, Ambition, Respect and Equity are to be refreshed this session and our aims are The Seven Habits of Happy Kids.

**Improvement Priority Session 2022 – 2023**

**Priority 1 – Rebuild parent/school partnership working post-covid (Nursery and School)**

<b>NIF Priority</b> Improvement in attainment	<u>HGIOS 4 Quality Indicators</u> 2.5, 2.7,3.1,3.2
<b>NIF Driver</b> Parent/carer involvement and engagement	<u>HGIOELC Quality Indicators</u> 2.5, 2.7,3.2

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	
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**Progress:**

- We held an informal open event in August 2022 that was attended by 17 parents, 13 of whom expressed an interest in being involved in re-forming a Parent Council and a further 3 who were unable to attend emailed to do so.
- Following this an event was held to support understanding on the roles and responsibilities of the Parent Council and to assist and signpost them to Connect.
- Other parent partnership events focussed on Reading, Science, Expressive Arts and Social Subjects were well attended with most (90 of 116) families represented across the Reading and Science workshops.
- The majority of the representation at the Reading skills workshop was from Early Years families with a more evenly spread representation at the Science showcase.
- Parents were given the opportunity to observe teachers using Workshop for Literacy approaches and given strategies to support learning at home.
- N-3 classes piloted the use of See-Saw as an alternative to the existing SWAY as a tool to show school/home partnership working.

**Impact:**

- A new Parent Council was formed with office-bearers elected and initial meetings have taken place, with two members of teaching staff also attending.
- There have been some initial challenges with ensuring a shared understanding of the role of the council and how communications are shared, Meetings have taken place to address these issues and some progress has been made.
- Several successful social events have been arranged by the Parent Council, allowing pupils to re-connect with each other outside of school, these were observed to have a positive impact on the wellbeing of the children.
- Classroom observations and pupil voice activities confirm elevated levels of engagement and enjoyment of reading lessons in almost all classes.
- This was confirmed during the Learning Partnership visit and follow up reporting in February 2023. Parent views were gathered after the event and indicated that almost all parents found the workshops useful and felt more confident to support their child's development in reading skills at home.
- All families in Nursery and almost all in P1-P3 registered for See-Saw, this exceeded our target of 90%. Both staff and parent views indicate that this has impacted very positively on children's engagement and enthusiasm in sharing their achievements between home and school.
- All Nursery staff report that they are now able to use Personal Learning Journals (PLJs) to link more effectively with parents to build learning upon the children's interests from home as well as in nursery.
- Staff also report an improvement in pace due to settling minor issues directly through the app, rather than parents seeking individual conversations as children begin their learning for the day.

**Next Steps:**

- *Continue to engage with Parent Council office-bearers to clarify the scope and expectations of their role and improve communication.*
- *Roll out pilot of See-Saw to whole school*
- *Build on progress towards engaging parents in school improvement by identifying small Improvement Focus Groups*

**Improvement Priority Session 2022 – 2023****Priority 2 –**

Refresh and Develop Science Curriculum from N-P7

NIF Priority Improvement in skills and positive destinations for all young peopleHGIOS 4 Quality Indicators 2.5, 2.7,3.1,3.2HGIOELC Quality Indicators 2.5, 2.7,3.2NIF Driver Parent/carer involvement and engagementHas this priority been:  
(please highlight)Fully  
AchievedPartially  
achievedContinued into next  
session**Progress:**

- The publication of Science Progression Pathways allowed staff to proceed to evaluate the current offering from N-P7 in order to identify gaps in provision.
- Teachers worked within levels to consider the Experiences and Outcomes (Es & Os) across the organisers, and it was clear that the gaps were universal at all stages.
- All staff planned focussed learning experiences together for all levels across the school and nursery.
- Resources were identified and acquired, and children engaged in a week of focussed learning in science, in addition to the ongoing curriculum.
- Links were made with other businesses and professionals who attended and linked science to their industry or profession. The week culminated in an open morning where the HT delivered a short presentation to parents, relating the learning activities that they would observe to the Broad General Education (BGE).
- This was followed by classroom visits to observe the learning first-hand.

- In the Nursery class, data was gathered in August 2022 and followed up in March 2023, relating to the number of observations recorded in PLJs. This related to the identified outcomes for focus. Most children had an increase in noted observations against the relevant outcomes.

**Impact:**

- Staff planning together for levels across the school and nursery ensured appropriate pace of learning and allowed for moderation of challenge and pedagogy. This focus on progression impacted on attainment in Science.
- Monitoring of displays and Learning Walls alongside PLJs in the nursery, confirm children's increasing curiosity and learning in Science and more observations noted in this area.
- Lesson plans and teacher evaluations from P1-7 indicated quality learning opportunities that were well evaluated by learners.
- Parent views reflected this as well, illustrated well by the following comment noted in the visitors' book: *"Had a great day seeing what the kids get up to at school and their enthusiasm and excitement towards science."*
- Questions and feedback from children demonstrated that they were able to identify links between the skills and learning within the science curriculum and skills needed for future work and industry.
- Parents who attended and completed the survey during the open morning all evaluated the event as helping them to gain a better understanding of science skills development in the primary school and almost all reported that their child had discussed their learning at home.

**Next Steps:**

- *Continue to plan for quality progressive STEM learning across the school and nursery using Science Progression Pathways.*

**Attainment of Children and Young People (Primary and Secondary)**

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	75	75	91.6	87.5
P4	67.8	75	89.3	71.4
P7	67.5	51.3	59.4	54

**Overall Attainment for 2023 - 2024**

	Literacy	Numeracy
P1	80.5	87.5
P4	77.3	71.4
P7	59.4	54

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
65.3	72.4	70.3	70.9

**Evaluative statement of attainment over time.**

- Our attainment over time is good and we have exceeded our stretch targets in both Literacy and Numeracy.
- By the end of P1 most children achieve early level in reading, writing and numeracy and almost all achieve expected levels in listening and talking.
- Most P4 children achieve first level across all aspects of Literacy and Numeracy.
- Our attainment across all organisers has increased in both P1 and P4 from session 21/22.
- Our P7 attainment in reading has increased but has decreased in the other organisers.

- We have also had some changes in role with 8% of children who were on track for learning across all organisers leaving and an equivalent percentage enrolling who were not on track. This has meant our initial predictions were not attainable.
- Self-evaluation tells us that all classes include children whose achievement has been impacted negatively by poor emotional wellbeing.
- Feedback from parents confirms that our observations are shared by families.
- Our current P7 cohort includes high numbers of children who have suffered from significant trauma alongside the full impact of lockdown.
- A few learners who had been achieving well have become non-attenders, and despite significant attempts to engage them both in person and through digital learning they have not attained at levels indicated by previous national standardised assessments and school performance.
- Classroom observations during our Learning Partnership visit confirmed Senior Leadership Team (SLT) evaluations that learning and teaching is either good or very good in most classes.
- Fife approaches to Literacy and Conceptual Numeracy are adapted in almost all classes and are effectively delivered in most.
- Our improvement priorities for next session will focus on revisiting trauma informed practices and further developing emotional literacy to ensure a settled and calm learning environment for all learners and improved mental wellbeing for targeted groups.

### **Evidence of significant wider achievements**

#### ***Successful Learners:***

- P4-7 children demonstrated openness to new ways of ideas and thinking as they engaged with an engineer from Intelligent Growth Solutions to learn about vertical farming. Pupil feedback was included in the company newsletter.
- P1-3 children demonstrated the ability to link learning when they visited Dundee Science Centre to participate in workshops following the school Science Week.

#### ***Responsible Citizens:***

- Two P5 pupils participated to local cultural and social when they entered (and won) the first Glenrothes Rotary Club, Young Artist (primary) award.
- The Eco-Committee took the initiative in being volunteer “litter monitors and pickers” and fed back to the whole school to highlight the issue at a special assembly.
- Nursery children in 3-5 room demonstrated the commitment to participate responsibly in social and economic life when they planned their own outdoor learning area.

#### ***Effective Contributors:***

- P7 pupils demonstrated the ability to work and participate in teams when they won the rounders competition at the cluster sports day.
- All pupils developed their knowledge of scientific, environmental and technological issues when they learned from a policy advisor in the waste industry.
- Nursery children learned to communicate in different ways when they used Signalong and Boardmaker symbols to communicate their needs.

#### ***Confident Individuals:***

- Pupils in P3, 4 and 6 all demonstrated that they have ambition when they participated in local and national dance competitions in various styles, where they won trophies for their performances. This allowed them to pursue active lifestyles and relate to others.
- P7 pupils gained skills in risk assessment and decision-making when they participated in an activity day at Fordell Firs.
- Nursery children demonstrated that they could pursue a healthy and active lifestyle by growing their own vegetables and trying them out in different recipes.

### **Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement**

#### **Strengths:**

- Relationships across the whole school community
- Consistent use of LIs and SC across all classes.
- Polite and well-mannered children

- The impact of well-planned nurturing interventions on readiness to learn
- Where IT was used it enhanced learning
- Despite significant need, pupils were on task and well-managed.
- The pace of learning in a few classes
- Almost all classes' learners were enthusiastic about their learning
- Differentiation was apparent in all classes (effective in almost all classes)
- High level of detailed planning/tracking in place for identified individuals

**Areas for development:**

- Pace of learning in some classes
- Linking learning to skills for life and work.

**Care Inspectorate - Strengths and Areas for Improvement**

**Strengths:**

- Children benefitted from free flow play
- Staff worked as a team to meet children's needs
- Children were encouraged to be independent through a variety of activities
- Children were consulted on developing some areas of the nursery

**Areas for improvement:**

- Parents would like more communication from the service
- Families should be involved in evaluating the service

**PEF Evaluation/Impact**

**Targeted Interventions**

1. Increase attendance in N-P3 to improve attainment in Literacy.
2. Increase reading age of identified individuals by one year or above.

**Progress:**

1. PEF funded DHT and Lead officer analysed ELips data and identified learners whose attendance is impacting their progress. N4 attendance from session 2021-2022 highlighted key children to support. PEF funded DHT, Lead Officer and PEF funded Pupil Support Assistants liaised with the families of identified children to identify and remove barriers to attendance. DHT and PSA also identified children from P1 Baseline and P2/3 reading and spelling age assessments whose attendance was a concern and pace of learning impacted. They made daily phone calls to all absent identified individuals and offered encouragement and support. Garden visits were offered to families who expressed anxiety about attending the school environment and individual invites were extended to Stay and Play and Book Bug sessions to further strengthen relationships and confidence in attending. Bespoke supports were put in place such as a morning check-in with the funded DHT where any anxieties were discussed, and a short mindfulness session was implemented. "Attendance Buddies" were identified from peer groups to support some children who were anxious. A walking bus led by two PEF funded PSAs was implemented as a test of change for five identified individuals whose attendance was impeded by challenges for parents in accompanying them to school.
2. 10 P7 pupils were identified to work intensively with PT of Literacy over T1-3. Children worked to set individual targets with the PT based on data collected through SNSA and formative feedback from staff. They worked in small groups with the PEF funded PT who was released from class for one full day by backfilling with PEF funding. Work was supported by a PEF funded PSA. PEF funding was further used to release the P7 teachers one day per week to allow them to work on other aspects of Literacy with them to improve their overall comprehension of text.

**Impact:**

1.
  - The majority of identified children (65%) had significantly improved their attendance to over 80% and almost all (90%) had improved by at least 5%.
  - A few children increased their attendance figure by more than 20%.
  - All identified children are now either reaching expected levels of attainment in at least one Literacy Organiser (or are making good progress within an individualised curriculum)

- Almost all children are reaching expected levels of attainment in two organisers.
  - The majority of identified children are now at expected levels across all three organisers.
  - Elips data from identified pupils indicates that most of the identified nursery children (75%) had improved attendance and less than half made gains towards closing the attainment gap between them and their peers....
- 2.
- Of the identified children, almost all (80%) made at least one year's gain in their reading age scores.
  - 40% of the targeted individuals achieved second level reading, none had been predicted to do so at the beginning of P7.
  - Almost all (90%) individuals reported that they felt more confident in their reading and had increased enjoyment of reading lessons.

**School/Setting Name: Southwood Primary School**

<b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b>				
<b>Quality Indicator</b>	<b>2020 -2021</b>	<b>2021- 2022</b>	<b>2022-2023</b>	<b>Inspection Evaluation</b> <i>(since August 2022)</i>
<b>1.3 Leadership of change</b>	VG	VG	VG	
<b>2.3 Learning, teaching and assessment</b>	G	G	G	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	VG	VG	VG	
<b>3.2 Raising attainment and achievement</b>	G	G	G	

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2020 -2021</b>	<b>2021- 2022</b>	<b>2022-2023</b>	<b>Inspection Evaluation</b> <i>(since August 2022)</i>
<b>1.3 Leadership of change</b>	G	G	G	
<b>2.3 Learning, teaching and assessment</b>	G	G	G	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	G	G	VG	
<b>3.2 Securing children's progress</b>	G	G	G	

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2020 -2021</b>	<b>2021- 2022</b>	<b>2022-2023</b>
<b>Quality of care and support</b>			<b>G</b>
<b>Quality of environment</b>			<b>G</b>
<b>Quality of staffing</b>			<b>G</b>

Quality of leadership and management			<b>G</b>
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**Headteacher:** Victoria Cobbett

<b>National Improvement Framework Priority:</b>				
<ul style="list-style-type: none"> <li>Improvement in young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> </ul>				
<b>Focused Priority 1: Curriculum Rationale will be refreshed and updated to reflect current school community values and raising attainment strategy.</b>				
<b>HGIOS4 Quality Indicators</b>		<b>HGIOELC Quality Indicators</b>		
1.1 1.2 2.2 2.3 3.1 3.2 3.3		1.1 1.2 2.2 2.3 3.1 3.2 3.3		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
Curriculum rationale, including the raising attainment strategy, supports the delivery of appropriate experiences, contexts and interventions to ensure appropriate pace and challenge for all of our learners. Meeting or exceeding stretch aims across all stages.	<p>Self-evaluation session on INSET 1. school and nursery staff will evaluate current rationale using HGIOS 4 /HGIOELC/HGIourS challenge questions. pupil voice groups to evaluate current curriculum using part 2 HGIourS 4 (pg 17)</p> <p>Staff identify opportunities to promote refreshed values.</p> <p>Regular meetings with all key workers and teachers to ensure raising attainment strategies are implemented and evaluated.</p> <p>DHT to create and share Form for all school community members,</p>	<p>HT</p> <p>DHT (HM)</p> <p>DHT (LH) to devise Microsoft Forms for parents, children, and staff re current values.</p> <p>All staff</p> <p>SLT to lead collegiate discussion.</p> <p>SLT, CTs, SfL (primary) DHT, LO, CT and EYO (nursery)</p> <p>DHT (LH)</p>	<p>People's views</p> <p>MS Forms (parents) Staff Challenge Questions (HGIOS 4) Pupil Voice groups Parent Evening questionnaire</p> <p>Data collection-Microsoft Forms</p> <p>Observation-values adopted and demonstrated throughout school community.</p>	<p>Collegiate session 14/08/23</p> <p><b>01-08/09/2023</b></p> <p><b>Collated by 15/09/2023</b></p> <p><b>Collegiate session 27.09.23</b></p>



	<p>School values to be updated to reflect current community context (post-Covid, cost of living crisis etc)</p> <p>All staff to evaluate approaches and responsibilities for raising attainment using level 5 illustration 2.2</p> <p>Draft CR available for comment by all of school community by January 2024.</p> <p>LP visit to discuss updated rationale and evidence of implementation observed.</p>	<p>HT to lead</p> <p>All staff</p> <p>HT</p> <p>LP trio and EM</p>	<p>Mfl-House Points-increase in awards for displaying values. Collected and analysed weekly.</p> <p>Teachers'/Early Years Officers' planning/tracking meetings PLJ observations Learning Walls</p> <p>Peoples' views: Parent comments via MS Forms SLT/Staff tracking discussions</p> <p>Learning Partnership observations and report</p>	<p><b>Collegiate session 23.08.23</b></p> <p><b>WB 15/01/24</b></p> <p><b>February 2024</b></p>
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**Ongoing Evaluation**

**This should be updated as part of on-going cycle of self-evaluation**

## Session 2023- 2024 Improvement Plan – PEF Plan

<b>Attainment Fund Rationale</b> Emotional Literacy development (Links to SIP priority)	<b>Amount of Fund</b> £70 950.50		
<p>Our exclusion rate has increased this session from 0 in the previous two sessions to 0.04%. We have experienced an increase in parent concerns relating to aggressive and disruptive behaviours impacting their children’s wellbeing. Pupil voice also indicates an increase in children reporting that distressed behaviours of peers are also impacting on their wellbeing.</p> <p>All exclusions and violent incidents relate to pupils who either have an ASN or are Care Experienced or living as part of a family including a currently cared for pupil. We aim to develop the emotional literacy universally alongside individualised sessions to support the peer interactions of those who struggle to self-regulate, this will include one to one sessions for identified individuals. This builds on our previous work to build capacity in school to support children with ACES through trauma informed practice. Following lockdown, we need to re-visit and refresh whole school approaches, appointing a DHT for two years will support sustainability.</p>			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p>By June 2024 there will be no exclusions.</p> <p>By June 2024 there will be a reduction in aggressive and disruptive incidents and behaviours, impacting on pace of learning and emotional wellbeing.</p>	<ol style="list-style-type: none"> <li>1. Whole staff training using Emotion Works-Led by PEF funded DHT</li> <li>2. Daily check-ins for identified pupils using approach-PEF PSA</li> <li>3. Backfill of teachers to allow for individual teacher time with care experienced children and their families</li> </ol>	<ul style="list-style-type: none"> <li>• Exclusion data</li> <li>• HS1 forms</li> <li>• Pastoral notes</li> <li>• Pupil views-(Focus group for LP)</li> <li>• Parent views (Forms)</li> <li>• Observations (Learning partnership)</li> </ul>	



<b>Attainment Fund Rationale</b> Trauma informed practice and De-escalation training for staff (Links to SIP priority)	<b>Amount of Fund</b> £48151.50		
Self-evaluation indicates that due to changes in staff and a reduction in confidence contributed to by lockdown, staff require further training and support to de-escalate distressed children. This has led to a loss of learning time and engagement, impacting on pace of learning. Over 90% of parent concerns and staff HS1 forms relate to incidents involving 7 children, two of whom will be transitioning to secondary in August 2023. We have also identified a current N5 child who will be transitioning into P1 about to become Care Experienced. Appointing PSAs and a DHT for two years will ensure continuity of support and that approaches are consistent and embedded.			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
Staff will be up skilled in de-escalating distressed learners, in turn impacting on the emotional wellbeing of pupils and a reduction in the loss of learning time, resulting in increased pace of learning/attainment	<ul style="list-style-type: none"> <li>• PEF funded DHT and SfL lead to attend Fife Core approaches training in de-escalation and share with whole staff team.</li> <li>• PEF funded PSAs to work with 4 identified children out with class.</li> <li>• DHTs to have daily check-ins with identified children (P1, P2, P3 and P6 and P7 and work with individual team around each</li> <li>• LwC funding used to support individuals in class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Staff views</li> <li>2. HS1 forms</li> <li>3. Pupil views-focus group during LP</li> <li>4. Pastoral notes</li> <li>5. QI data relating to use of identified strategies</li> <li>6. Notes from meetings with parents</li> </ol>	
<b>Cost of the School Day</b>	<ul style="list-style-type: none"> <li>• <b>All children have access to extra-curricular activities for free or very small contribution</b></li> <li>• <b>Full use is made of grants and funding to greatly reduce the cost of school trips</b></li> <li>• <b>Free uniform is available through Eco Swap Shop</b></li> <li>• <b>Charity Support days are identified by pupils and limited, contribution suggested is “coppers or loose change only please”</b></li> <li>• <b>Parents are never charged for tickets to see their children perform</b></li> <li>• <b>Celebrations such as “World Book Day” take the form of fun activities that are cost free and do not involve not elaborate dressing up</b></li> </ul>		



