

We are very proud of our achievements in Session

2018-19. Just a few of our achievements and successes include:

- We have an active Parent Council who have worked to improve the playground for the pupils. They have secured funding for a number of projects over the past session.
- A number of our young musicians took part in the
- North Ayrshire Orchestra performances
- The choir and soloists performed at the Ayrshire Music Festival in March with great success
- We raised £2543.85 for charities including Poppy Scotland, Children in Need, North Ayrshire Foodbank, Sports Relief, Mary's Meals, Rare Diseases Uk, Save the Children and Soccer Aid.
- The pupils collected food for the local foodbank
- Pupils were successful at the Burns Verse Competition
- Our wide range of before and after school clubs gave children the opportunity to play a wide

variety of sports e.g. netball, dodgeball, football, badminton,

- We won planters from Terra Cycle Recycling Competition
- We have an active Eco group who have recycled a number of items including:- crisps and sweet packets, plastic bottles, paper and stamps
- We continue to support a child in India to obtain an education.
- 95% of parents/carers found that 3 learning conversations per year were useful.
- The early Years staff ran a successful weekly PEEP group for parents which was well attended.
- Early years supported a redeployee to have a success career as an EYP.

Throughout the year we gather lots of information on how our children are progressing in their learning. To monitor their progress we observe children working through tasks, listen to what they say, ask important questions, set challenges and use standardised assessments. Teachers get together and look carefully at the experiences and outcomes of

Curriculum for Excellence to ensure children are making progress.

North Ayrshire Council also ask us to summarise our children's progress in Reading, Writing, Listening and Talking and

Numeracy. They ask us to look particularly at children who have reached the end of Early, First and Second Levels at P1, P4 and P7. Key highlights of this year's analysis are:

- P1 have improved attainment in Reading/Writing/Numeracy,
- P7s have improved attainment in Reading/Writing/Numeracy,
- Numeracy in P7 has improved by 30%
- Numeracy in P1 has improved by 11%
- Writing attainment has improved by 21% in P7.
- Writing in P1 has improved by 19%
- All stages have shown improvement in writing

Early Years saw an improvement in all areas last session.

- Almost all children achieved problem solving, matching & sorting and estimating in context of number and measurement saw a

significant improvement with our maths and numeracy.

- Almost all children achieved Independence skills
- Attendance figures continue to improve.

Analysis of our attainment data for Session 2018-19 means we are very aware of where we need to improve and we are fully committed to improving attainment for all in all areas of the curriculum.



## September 2019

# Standards and Quality Report

This leaflet has been prepared to give you information about our school's progress and achievements as well as our plans for 2019-20.

Woodlands Primary School is a non-denominational school with a roll of 382

pupils in 15 classes. The school is situated in Irvine and opened in 2003 with extensions being added in 2013 and 2019. The current staff structure consists of the Head Teacher, Mrs Lesley Drever, Depute Head Teachers, Ms Bell & Mrs Munn, Principal Teachers Ms Searle & Ms Gillespie and 18 Class Teachers and 5 Classroom Assistants who work a variety of hours throughout the week. Two Additional Support Needs Teachers support learners as required. The school is supported by 2 clerical staff and a janitor. We aim to provide high quality learning experiences which will encourage positive attitudes, enabling pupils to achieve their potential as valued members of the community.

The Early Years are currently going through an expansion programme and will be accessible by families for 52 weeks from October 2019. The Staff from October will be Fiona Dyte (Manager), Annemarie McKenna (Senior Early Years Practitioner), Abbey Hughes (lead Practitioner), and 9 full and part-time Early Years Practitioners. We aim to develop our learners as confident individuals, successful learners, effective contributors and responsible

citizens through being welcoming, nurturing, respectful and inspirational.

Early Years Priorities for 2018-2019 were:

1. Numeracy
2. Parental partnership groups
3. Transition
4. Outdoor learning

#### SESSION 2019-20

The School Improvement Plan is a document which sets out the activities we will be undertaking as a school over the coming session. When writing this document we take into account a number of factors:

- National Priorities and directives as set out by the Scottish Government.
- Local Priorities and directives as set out by North Ayrshire Council.
- Our self-evaluation procedures and development needs of our own school.
- This information is gathered in a number of ways from parental or staff surveys to exit passes and focus groups.

In 2019 - 20 our priorities are:

1. To increase staff capacity and critical reflection to raise attainment in Numeracy, Literacy and Health & Wellbeing through Visible Learning Approach
2. To enrich the quality of learners' experiences and attainment in Literacy.
3. To enrich the quality of learners' experiences in attainment in Maths & Numeracy
4. To embed effective tracking, assessment, moderation, data analysis procedures within the school.
- 5 To embed the principles of GIRFEC, Nurture and Restorative Practice into the life of the school.

- ✚ At Authority Level, we are strongly supported by our Senior Manager.
- ✚ Children's Rights are integral to the everyday life of the school.
- ✚ Almost all children are engaged and motivated to learn.
- ✚ All staff are focused on learners' needs, wellbeing and rights. These promote positive relationships through a nurturing and restorative environment.

- ✚ Our Visions, Values & Aims are now embedded with almost all stakeholders using the Values as the basis for learning.
- ✚ Data has been examined to support progress for all pupils. Staff, supported by our data coach, are using this more effectively to plan next steps.
- ✚ Innovation and creativity are promoted through distributive leadership.
- ✚ Almost all learners experience activities that are differentiated, active and provide effective support and challenge.
- ✚ Refreshed digital resources have continued to enhance the use of digital learning across the school. Digital leaders (pupils) lead this across the school.
- ✚ We have a whole school focus on Health & Wellbeing, including the use of resources to support mental health issues to meet the individual needs of children & staff.
- ✚ All staff work well to ensure that the curriculum promotes equality and diversity to eliminate discrimination in an inclusive environment.

- ✚ Staff have worked to make learning visible for learners. Pupils have been encouraged to self-assess, set targets and plan to achieve their goals.
- ✚ Almost all teachers use Number Talks to improve mental maths strategies and approaches.
- ✚ EYP use the NAC Early Level framework
- ✚ Pupil Equity Fund spending has been targeted to remove barriers to learning e.g. Nurture, Reading Recovery, and Boosting Reading (Staff, training and resources, reading materials and sensory resources).
- ✚ Collective celebration of wider achievements is evident throughout the school.
- ✚ Almost all our learners report they feel safe and happy in school and prepared to learn.

Our Early Years staff have strong links with the Home Visiting Team and services to support families.

All families are well supported within our Early Years class to support their child's learning through using lending library, to improve literacy at home.

We achieved the following outcomes:

The staff, pupils and parents work together to promote our values; Nurture, Respect, Inclusion & Perseverance. These alongside a wide variety of before and after school activities help to bring relevance and learning to life.