

Woodlands Primary School



STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026.

I hope that you find it helpful and informative.

Mr. G Wilson

Head Teacher

OUR SCHOOL

Woodlands Primary School is a non-denominational school with a roll of 360 pupils spread over 15 classes and 73 children in our Early Years Class. Woodlands is situated in the town of Irvine and the current building opened in 1998 with extensions being added in 2003 and 2014.

The current staff structure comprises the following: Head Teacher, Mr Gordon Wilson; two Depute Head Teachers, Mrs Sneddon and Mrs McGrath; two Principal Teachers, Mrs Stephen and Mrs Young; 18 Teachers, including 10 who work part time; 14 Pupil Support Assistants, who work a range of full-time and part-time hours; and 1.6 Pupil Support Teachers. Our school also has four part-time clerical staff and a janitor to provide additional support.

Our Early Years Class is accessible by families during term-time, 8:00am – 6:00pm. The staff are Abbey Gilchrist (EYC Manager), Marion Kerr (Senior Early Years Practitioner), and 12 full- and part-time Early Years Practitioners. We have 1 Early Years Assistant.

We are supported by School Nurse, Catherine Strain; Educational Psychologist, Xanthe Wylie; Speech and Language therapist; Evan Bejarano-Welsh, Active Schools Coordinator, Stephen Fraser, English as an Additional Language Teachers and Childsmile,

We aim to provide high-quality learning experiences that inspire positive attitudes and enable all children to reach their full potential as valued members of our community. At Woodlands, children's rights are at the heart of everything we do. We are proud of the strong relationships we foster with children, parents, carers, families. We hope you find our school a welcoming and nurturing place, where your child can grow, flourish, and achieve their best. We value the education we provide and promote honesty, respect, happiness, and confidence in all that we do.

OUR VISION, VALUES AND AIMS

Our Vision, Values & Aims

- At Woodlands, we strive to create a welcoming and inspiring environment where pupils feel safe, valued, and have a strong sense of belonging. We want every child to be eager to learn and every member of staff to enjoy their work. Our goal is for all pupils to achieve academic success and celebrate their wider achievements. We aim to provide a fun, engaging, and dynamic learning experience within a calm and well-managed setting.
- We are committed to developing pupils into responsible, confident citizens who contribute positively to our community. By strengthening the connection between the school and local community, we will restore pride in Woodlands and foster a strong sense of belonging.
- Woodlands will be a school of high expectations—where every learner is supported, challenged, and encouraged to reach their full potential.

Our school values:

- Teamwork
- Effort

- Kindness

We will aim higher by:

- Improving teaching and learning.
- Raising achievement and realising potential.
- Encouraging lifelong learning.
- Working with families and communities for a better future.
- Celebrating success.
- Respecting the dignity and value of all.
- Giving children and staff a safe, happy and attractive place to work.

ATTAINMENT & ACHIEVEMENT

We carefully review the Curriculum for Excellence experiences and outcomes to make sure that all children are making progress. Our analysis of attainment data helps us identify gaps in learning and highlight trends across year groups, allowing us to target resources to support those areas that need additional improvement.

We are focusing on providing additional support to help children make up for missed learning, through boost groups in literacy and numeracy and by employing our Area Inclusion Worker Worker (AIW) to work closely with children and families who need extra assistance to attend school. We also organise a range of parent and carer workshops to foster strong home-school links and enable families to better support their children's progress. Furthermore, we collaborate with a variety of external agencies, such as the Family Centred Wellbeing Team, to provide tailored support for both pupils and their families.

We are beginning to use standardised literacy and numeracy assessments from P1-7 including; the Scottish National Standardised Assessments. This, combined with class assessments, allows teachers to identify gaps in learning, support/challenge pupils appropriately, and it helps to inform teachers' professional judgement of a level.

North Ayrshire Council ask us to summarise our children's progress in Reading, Writing, Listening and Talking as well as Numeracy and Maths. They ask us to focus on pupils who have reached the end of the Early, First and Second Levels in P.1, P.4 and P.7.

Woodlands' attainment is as follows:

% OF PUPILS ON TRACK AT JUNE 25 ATTAINMENT OF A LEVEL(s)				
	NUMERACY & MATHS	LISTENING & TALKING	WRITING	READING
P1	77.1	87.5	75.0	75.0
P4	70	86.9	78.7	85.2

P7	73.2	71.4	67.9	80.4
P.1-7 Av.	73.4%	81.9%	73.9%	80.2%

Attendance

Our attendance data is currently sitting at 89.71% which is up from 88.78% last session. We continue to monitor pupil attendance and contact parents if a child's attendance rate drops below 90%. Our attendance rate continues to be affected by families who take holidays during term time, with some children experiencing extended periods of absence. Currently, 38.5% of children are falling below 90% attendance, which will be a key priority for improvement in the upcoming academic year.

Exclusion data

This session we have had one child excluded from Woodlands Primary and EYC.

<i>Session</i>	<i>Exclusion Data</i>
2024-2025	1 child – 0.28%

North Ayrshire also ask us to evaluate our performance against the Quality Indicators within How Good Is Our School & the EYC Quality Improvement Framework. They are as follows:

School:

- Leadership of Change - 3
- Learning, Teaching & Assessment - 3
- Ensuring Wellbeing & Inclusion – 4
- Raising Attainment & Achievement - 3

Early Years Class

- Leadership of Change - 3
- Learning, Teaching & Assessment - 3
- Raising Attainment & Achievement - 3
- Ensuring Wellbeing & Inclusion – 3

Partnership Working

- Our school has close links with our cluster schools.
- We have close links with The Circuit and make visits to the local library.
- We have also linked with Irvine Tennis Club.
- We have close links with the Professional Learning Academy, to aid us with our school improvements.
- We have close links with Active Schools to support the development of sports skills across the school.
- We collaborated with HeartStart to provide P7 pupils with the opportunity to learn and perform essential life-saving skills.

- We collaborate with a range of charities and organisations, including Magic Breakfast, North Ayrshire Food Bank, and Show Racism the Red Card, to provide support, promote kindness, and foster understanding within our school community.
- We collaborated with Children's Outreach to support the skill development of pupils from other schools and they have created a new meeting room to provide a welcoming space for all services to work alongside us in supporting our pupils' needs.
- At authority level, we are supported by our Senior Manager, Sharon McDowell.

GIRFEC:

- Resources have been invested in creating a new sensory room to help support neurodiverse learners with regulation, address their sensory needs, and foster positive relationships.
- All staff are trained in Nurturing Principles, and our PSA assistants are trained in Kitbag to support pupil wellbeing.
- Staff have received training on managing and understanding a range of needs which can lead to dysregulated behaviours.
- We have our Silver award for being a Rights Respecting School.
- We work with a range of services to support our pupils and families including, Family Centred Wellbeing Service, Social Work, Megans Space & The School Counselling Service.

WIDER ACHIEVEMENT

- Breakfast Club — We have expanded our provision by employing two Healthy Start Workers who have run our club each morning. In collaboration with Magic Breakfast, this initiative ensures that all children begin their day with a nutritious meal, supporting better concentration, readiness to learn, and overall well-being. We have had a 50% increase in delivery, compared to the previous session, enabling us to reach even more children who need it.
- Prize-giving celebrated success across the school with children from every stage.
- Phunky Foods worked with our pupils and their families to offer fun cooking sessions.
- Pupil Equity Funding allowed all children to attend an Expressive Arts drama performance – free of charge to all families.
- P7 children took part in a 3-day residential trip to Inverclyde, developing life skills and creating lasting memories.
- We have established a monthly Conversation Café, an opportunity for parent/carers to join us with a focus area, e.g. Speech and Language.
- All classes have benefited from one or two school trips this year. These school trips have enriched children's learning by providing new experiences, deepening their understanding of the curriculum, strengthening social skills, and creating lasting memories that contribute to their overall development.
- Stay and Play sessions have been utilised once per session for each stage to invite and sharing learning with parents/carers.
- We celebrate pupils' wider achievements during assemblies and through displays around the school, and we encourage them to pursue their individual interests both within and beyond the school setting.
- Russell Rewards, House Points, and a range of stickers and certificates, including a new SLT award system, are used to celebrate positive behaviour, effort, pupil achievement, and attainment. The new SLT award system was designed in collaboration with our House Captains and Vice Captains and is proving to be a

great success. Pupils take great pride in bringing in their certificates and trophies to share with the wider school community, with most children currently working towards their Bronze award.

- P7 pupils take on Captain and Vice-Captain roles to lead and support their houses within the school. Captains and Vice Captains meet with the Head Teacher each term to share their ideas and make suggestions for school improvement.
- All P3 and P5 pupils have received music tuition this session and have performed at various school events throughout the year.
- We also have a school choir, led by dedicated staff, who performed at a variety of events throughout the year, showcasing pupils' talents whilst building their confidence through music.
- We held a whole-school fundraiser to celebrate diversity and support the charity Show Racism the Red Card. This initiative helped raise awareness of racism, promote kindness and inclusion, and foster a greater understanding and respect for differences within our school community, while also generating financial support for an important cause.
- P6 worked alongside NORTH and the Irvine Clean-Up Crew to carry out a litter pick in our local area, supporting our sustainability project and helping to keep our community clean and environmentally friendly.
- We link with the Irvine Wellwood Burns Club to celebrate Scottish poetry and culture, helping children connect with their heritage and appreciate the rich traditions that make up their community. This collaboration aims to foster a greater understanding of Scottish literature, song, and history, adding depth and creativity to their learning experience.
- We collaborate with Active Schools to provide a range of sporting opportunities across the year — including athletics, football, and other physical activities — ensuring that children have the chance to be active, healthy, and engaged in sport.
- As a school, we were proud to participate in authority-wide quiz competitions, including the Euro Quiz and the Rotary Quiz. These events provided a fantastic opportunity for our pupils to showcase their knowledge, while also developing valuable skills such as teamwork, communication, and confidence.
- Our school participated in the Day of Dance event. This occasion offered our pupils a valuable opportunity to enhance their dance skills, engage in artistic expression, and collaborate with peers from other schools

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1 - Develop and design the literacy curriculum across the EYC and Primary School – to include opportunities for higher-order thinking skills, curiosity and self-led learning.

- Classroom/playroom and open areas developed and resources ordered to support literacy development.
- EYC staff have used the environmental audit tool and from the results, improved the environment to support play experiences.
- PM writing is utilised across the school to support writing skill development.
- We are good at using feedback effectively to inform and support progress in learning.
- Literacy data has generally improved across the school and is on an upward trend.

Priority 2 - To develop our EYC and school environment to ensure that it is inclusive and meeting the needs of all learners within Literacy.

- EYC staff have used the environmental audit tool and from the results, improved the environment to support literacy play experiences.
- Staff have undertaken Education Scotland's training sessions on a whole-school approach to the CIRCLE resource and have put these into practice in their classrooms and playrooms. This training was completed as a cluster approach, with staff across the cluster working together to share practice and collaborate on developing their learning environments.
- The physical environment is designed to be accessible, allowing easy access to all spaces and resources. In the middle school area, play spaces have been set up and designed to promote literacy and engagement in learning.
- We created a social environment that reinforces and values positive attitudes and positive social interactions.

Priority 3 - Embedding the Nurture Principles into a whole school approach to the schools Building Positive Relationships Policy, providing equity and equality for all.

- Positive Behaviour Plans (PBPs) are in place to support staff and pupils with regulation and strategies. Staff regularly review and implement these plans, which are linked to individual pupil risk assessments to ensure appropriate support.
- A policy is currently being developed in collaboration with all stakeholders to reflect our shared vision, values, and aims. This process is supported by a values-based behaviour specialist, ensuring that everyone's input is considered. The next step will be to consult with parents to ensure the policy meets the needs of families both at home and in school
- Relationships have improved across the school; there is less dysregulated behaviour, and children are more settled in class and in the playground.
- Across the school and EYC, the Rights of the Child are displayed. This gives staff awareness of the UNCRC within their day-to-day teaching and learning activities.
- Following recent Learning Conversations, parental feedback has shown improvement, with many parents noting they can see a positive difference in the school. They recognise that their children feel more confident and supported, and that the school environment is becoming increasingly welcoming.
- Staff and pupils worked closely with Brian Donnelly, a values-based behaviour specialist, which positively impacted relationships and behaviour in our school. This collaboration led to a decrease in incident reports and created a much more positive environment in the school and playground.
- Zoning the playground, with support from pupil voice, including House and Vice House Captains, made a positive difference to the overall playground experience for all children. 98% of pupil's state that this has had a positive impact at break and lunch times.

Priority 4 - Literacy Power in an Hour

- Training was delivered to staff to support the implementation and assessment of Literacy Power in an Hour.
- The intervention teachers were provided with a phonics and word study planner linked to each pupil's reading level to guide suitable word study and phonics lesson activities.
- We have 1.6 pupil support teachers who work with a range of children to raise attainment and support staff with Staged Intervention paperwork through this new programme.
- There is evidence that this has had a positive impact on attainment based on CfE levels.
- The reading data shows a raw score improvement of 2 in P3 and 5 in P2, as measured by the HARS assessment.

QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change	Evaluation	<u>3</u> <u>Satisfactory</u>
<ul style="list-style-type: none"> • Staff demonstrate commitment to shared educational values and professional standards. Senior leaders provide leadership that has supported the school and wider community in developing and promoting a vision aimed at continuous improvement. • Senior leaders effectively guide and manage the strategic direction and pace of change. • We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement. • Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school. • All staff have a very clear understanding of the social, economic and cultural context of the local community • The vision of the school is ambitious and focuses on improvements in outcomes for all. • All staff are committed to change which results in improvements for learners. • SLT are developing and implementing effective systems and processes which provide a clear, accurate picture of overall school performance and the new approaches to quality assurance are thorough. • Some staff take on leadership roles that contribute to school improvement while also fostering pupil leadership. Developing staff and pupil leadership will be a focus in the upcoming session. 		
QI 2.3 Learning, Teaching & Assessment	Evaluation	<u>3</u> <u>Satisfactory</u>
<ul style="list-style-type: none"> • Teachers plan tasks and activities to meet the needs of most children. Some lessons are well paced and provide appropriate levels of challenge. • Senior leaders and teachers have regular tracking meetings to discuss children's progress across year groups. • There is an improved learning environment across the school and EYC to support pupil development. 		

- Learning is supported by our effective use of digital technologies in most classrooms.
- Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity.
- The learning environment is built on positive and nurturing relationships across the school.
- Tracking and monitoring processes are improving and understood well by staff.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation

4 Good

- As a result of our approach to ensuring the wellbeing of all children, young people, and their families, we draw upon a range of services to provide additional support.
- Relationships across the school community are improving.
- We consider each child and young person as an individual with his/her own needs, risks and rights.
- We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.
- We understand, value and celebrate diversity and challenge discrimination.
- The whole learning community has a shared understanding of wellbeing.
- Almost all stakeholders promote a climate where children and young people feel safe and secure.
- Almost all staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.
- Woodlands Primary and EYC has a shared understanding of wellbeing and the children's rights as evidenced in receiving our Silver RRS award.
- All staff and partners feel valued and supported across the school and consistently comment on the improved ethos of Woodlands Primary.

QI 3.2 Raising Attainment & Achievement

Evaluation

3 Satisfactory

- Raising attainment in Literacy and Numeracy is a key focus for improvement across the school.
- Most children and young people are attaining appropriate levels.
- The school's data demonstrates our current learners are making good progress.
- Attendance levels are slowly improving. Exclusion rates are low and inclusion is successful for almost all learners.
- Wellbeing interventions are put in place for pupils who require additional support. E.g. LIAM.
- Staff know children and families extremely well and have a firm understanding of any challenges they face, including through socio-economic disadvantage.
- Wider achievement are celebrated in school and pupils are given opportunities to demonstrate these to their peers. E.g. Wider Achievement Floorbook and Woodlands Got Talent.

PUPIL EQUITY FUNDING

Breakfast Club

The Breakfast Club, supported by Magic Breakfast: Fuel for Learning, aims to remove hunger-related barriers to learning by providing free breakfasts daily and employing Healthy Start Workers. This universal, no-cost initiative focuses on reducing stigma, improving pupil engagement, wellbeing, and punctuality. Short-term benefits include better concentration, behaviour, and classroom engagement, alongside reduced lateness and hunger. Medium-term outcomes show gains in academic performance, attendance, and emotional wellbeing. Long-term goals target reduced health issues, improved attainment, and greater equity for disadvantaged pupils.

Evidence of impact includes a 50% rise in pupil attendance at the club and increased food orders, reflecting growing demand. Families and teachers report enhanced engagement and punctuality, while Early Years pupils benefit directly, with the initiative praised by the Care Inspectorate. The universal approach is highly valued by families for its inclusivity and no-cost model. Next steps include continuing the partnership and embedding data tracking to better correlate breakfast participation with academic attainment.

Developing School Environment

Funding was allocated to create inclusive, calming, and high-quality learning spaces designed to support all pupils, especially those affected by poverty or additional needs. Short-term outcomes show improved staff confidence in using these spaces, which promote pupil regulation, engagement, and positive behaviour. Medium-term effects include more equitable participation and reduced stigma through school-wide inclusive practices. Long-term, the aim is to raise attainment and attendance.

Evidence points to a notable decrease in classroom disruptions and exclusion rates, while pupils with emotional or additional needs show improved engagement and support. Sensory and revamped environments contribute to better focus and wellbeing. ACEL data demonstrates significant gains in literacy and numeracy compared to the previous year, with numeracy up 9.11%, listening & talking up 14.25%, writing up 14.55%, and reading up 5.86%. Future plans include continuing to enhance these spaces using them as learning zones to improve attainment and developing the library area to further boost reading engagement and attainment.

Staffing – Pupil Support Assistants (PSAs)

The deployment of PSAs has positively impacted pupil engagement, behaviour, and classroom routines through early identification of academic, social, and emotional needs and strengthened staff collaboration. Medium-term outcomes feature increased attainment in literacy and numeracy, better wellbeing, and improved attendance. Long-term goals focus on raising pupils' aspirations, life chances, and fostering an inclusive school culture where all learners feel valued.

While staffing challenges affected some intervention consistency, PSAs still made a significant difference. Moving forward, PSA training will be enhanced and data-driven to target support more effectively, maintaining a focus on closing the poverty-related attainment gap.

Staffing – Literacy Power in an Hour Intervention

Additional teaching staff were employed to deliver the Literacy Power in an Hour intervention targeting pupils in Primary 2 and 3, aimed at raising literacy attainment. Short-term impacts include more personalised instruction, smaller group sizes, increased pupil engagement, and early identification of literacy gaps. Medium-term data shows improved reading attainment and confidence, though some progress was hindered by staff absences.

In Primary 2, 19% of pupils advanced from Early to First Level reading after four months. In Primary 3, pupils' average reading age increased by eight months, and phonemic awareness improved slightly. Future plans involve continuing the intervention with a sustainable targeted approach, where trained teachers lead professional development to embed literacy strategies consistently.

Overall, these combined initiatives—Breakfast Club, enhanced learning environments, and targeted staffing interventions—work synergistically to support pupil wellbeing, engagement, and attainment, particularly for disadvantaged learners, with a clear emphasis on sustainability and data-driven improvement.

IMPROVEMENT PLAN PRIORITIES 2025-2026

Priority 1: Introduce a skills-based curriculum and a new planning/tracking system to support differentiated teaching.

Priority 2: To ensure universal and targeted supports meet the needs of all learners.

Priority 3: Improve attendance, strengthen family engagement, and promote wider achievement by developing positive relationships and targeted support, aligned with QI 2.5 (Family Learning), QI 3.1 (Wellbeing, Equality and Inclusion), and QI 3.2 (Raising Attainment and Achievement).