

## WOODLANDS PRIMARY SCHOOL



## STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.



Head Teacher

## OUR SCHOOL



Woodlands Primary is a non-denominational, co-educational primary school which caters for pupils from 4.5 years to 12.5 years of age. Woodlands Primary is situated in the South Linwood area of Renfrewshire. The school was built in 2007 as part of a Public Private Partnership and is currently maintained by AMEY Facilities Management whose team of Janitors, cleaners and catering staff work in partnership with the school to strive to meet the needs of the families it serves. It is very well maintained providing a great environment for all school users with extensive outdoor learning and play areas. We are part of the Linwood High Cluster, which is our associated secondary school. The school roll is currently 261 pupils. Woodlands Parent Council are an active group who support the school community through fundraising events. Pupil attendance is of high importance with an annual average of 89% this session. We work hard to support our families, to raise attainment for all, and to reduce the poverty related attainment gap. The school takes great pride in the work carried out to reduce barriers to learning and ensure that all children are supported to achieve their potential.

### OUR VISION, VALUES AND AIMS

**Our Vision:** Woodlands Primary School is a community school built on teamwork, trust and respect. Relationships underpin our work in all aspects of school life. We work together to celebrate the diversity in our community and ensure everyone is valued. We nurture the individual talents and skills of our learners to ensure that they have every opportunity for personal growth to fulfil their potential and to develop core life skills enabling them to become effective contributors of the future. We identify and support the aspirations of our pupils and celebrate the achievements of our Woodlands family.

**Our Values:**      **KINDNESS   RESPECT   FAIRNESS   CREATIVE   LIMITLESS   BRAVE**

**Our Aims:**

- To provide high quality learning and teaching experiences so that we equip our learners with knowledge and skills for the future
- To celebrate our local community and the opportunities therein so that we have pride in our identity and learn to live peacefully, protect the environment and respect other people.
- To engage with our families and wider school community so that we have a community working together to ensure the achievement of our learners.
- To develop significant and resilient relationships within our school community to ensure that our learners feel safe and happy to participate in learning

### SUCCESSES AND ACHIEVEMENTS

- With Active Schools, we have delivered 4 weekly sports sessions throughout the year which have had good attendance and resulted in groups of pupils representing the school at sports festivals including Football, Netball, Basketball, Para-Sports Festival and Track and Field events. Pupils in P6 have also participated in swimming lessons at the ON-X. We reintroduced our Sports Day this session in partnership with Active Schools which allowed pupils throughout the school to try a variety of new sports as well as participate in more traditional activities. We also reintroduced our residential experience for P6 pupils this session.
- Opportunities to develop musical skills were provided to groups of pupils throughout the school including: NYCOS Singing, Snare Drum, Chanter and Jazz lessons, Gaelic singing opportunities in partnership with the Mod as well as visits from Stramash and the Benedetti Foundation.
- Our pupils have experienced success in the Young Writers Story Competition resulting in their short stories being published in a book. One of our pupils was also successful in creating the winning design for a poster to highlight and share the Safe Kids campaign throughout Renfrewshire.
- Our P6 pupils have played a key role working with the Linwood Community War Memorial Committee, helping to create, display and celebrate a striking poppy display in Linwood on the site of the future War Memorial, and learning about the local community history and future developments.
- We have continued with a significant focus on Health and Wellbeing this session:
  - o We have continued to embed the PATHS Social and Emotional Learning programme throughout the school with continued support for all staff from Barnardo's.
  - o We have also introduced B's Buddies which is a training programme for P6 pupils, to support all pupils out in the playground at break times, helping them to remember the important skills they learn in PATHS lessons.
  - o Place2Be service has continued in school to offer support to staff, families and pupils this session through the Place2Talk sessions, 1-1 referral service and the addition of the Family Practitioner.
  - o Working collaboratively with our Educational Psychologist, Families First Staff and Inclusion Support Officers, we have trained a group of staff in Relational and Restorative Approaches as well as Non-Violent Resistance Approaches including parent/carer support groups.
  - o Through our partnership with ORBIS, we have supported pupils, families and staff with bespoke support to develop our nurturing approaches further.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### School Leadership

- We continue to go through a period of change within our senior leadership team (SLT) – we are focused on relationship building to ensure a strong school community built on mutual values and trust.
- Our senior pupils are now taking on leadership roles as part of the house system in school – pupils throughout the school engage in a democratic process to elect Vice and House Captains. These pupils have had the chance to represent the school at local events and we are working together to create more ways to enhance this role further.
- School staff, partners and the Parent Council chair worked together to recruit a new Depute Head Teacher for the school who will take up post in August 2023. This will provide a smooth transition with the SLT as we continue to evolve to support the school.
- We are empowering our school community to drive change forward – we have created opportunities for professional learning with our partners and delivered these in a small, controlled ‘test of change’ model. Following feedback, we are taking key developments forward in line with our school priorities and led by our staff.
- We are collaborating to streamline school systems by putting policy and procedures in place for all. This includes our Behaviour and Relationships policy which we will review with all stakeholders next session to ensure we are getting it right for all of our children, providing a safe, nurturing school.

### Teacher Professionalism

- All staff continue to engage in a variety of professional learning opportunities as discussed and agreed during the professional review and development process, professional update and on reflection against the professional standards to ensure a high level of professionalism.
- Teaching staff have fully participated in a collegiate calendar to audit and review our current curriculum delivery with a focus on improvement.
- Almost all teaching staff have participated in two key areas of professional development in line with local authority and school priorities - Maths Recovery and Talk for Writing. Embedding the use of these will support the improvement of pedagogy and the design of targeted interventions for learners, leading to a direct impact on attainment.
- We have re-instated a school library this session and have created a pupil group to discuss and review our school’s reading culture whilst working towards the Scottish Book Trust Reading School Award.

### Parental Engagement

- The school has re-introduced opportunities for parental engagement in school following a period of COVID restrictions. These have included Meet the Teacher events, class assemblies to share learning and promote our school values, opportunities to meet with our partners including ORBIS and PATHS, review and discuss curriculum resources such as RSHP Education (Relationships, Sexual Health and Parenthood).
- We continue to use Seesaw throughout the school and almost all parents/carers are now signed up to this platform. This has been established as a good communication tool and as we move forward, we will collaborate to agree a way to use this to share, track and profile learners as well as share learning and achievements from home.
- We aim to introduce more opportunities for parents/carers to access information and guidance on teaching and learning approaches and how they can support their child at home. We will make use of digital technology and Seesaw to ensure that parents/carers who can’t attend in person have access to these opportunities also.
- Our Parent Council are going through a period of change and are working with CONNECT to ensure they have a strong constitution and continue to work in partnership with the school for the benefit of the school community.

### Assessment of Children’s Progress

- Clear strategic direction has improved the processes around data collection and analysis over time. This will support high quality professional dialogue around tracking and monitoring pupil progress as well as the effectiveness of targeted interventions. An assessment schedule is being created to make use of a variety of periodic assessments to support Teacher Professional Judgement. Standardised assessments are undertaken earlier in the session to provide diagnostic information to support pupil progress and attainment.
- We have employed the support of staff and partners to focus on improvements in literacy and numeracy this session. Going forward next session, we will rigorously pursue the attainment gaps for all pupils with a continued focus on achievement in literacy and numeracy for all, closely monitoring each child’s progress with clear and unambiguous guidance for staff in the areas of assessment, moderation, and data analysis.
- The Numeracy Modelling and Coaching Officer (NMCO) has worked with identified pupils, staff and classes this session to model the delivery and analysis of targeted interventions. The NMCO has also supported the transition to the Local Authority (LA) Numeracy and Mathematics planners and assessments. We will continue to work collaboratively next session as part of our PEF (Pupil Equity Fund) plan.
- Our literacy approaches are also developing with the support of our Principal Teacher PEF. There is an increased focus on skill development within a progressive framework. We will continue this focus next session to raise attainment for all and provided targeted interventions.

### School Improvement

- This session, we have built a strong working relationship with our newly allocated Education Manager. Regular visits to the school have supported familiarisation with the school, staff and pupils to underpin a thorough self-evaluation and quality assurance process.
- Literacy, Numeracy and Health and Wellbeing remain as improvement priorities next session as we develop our curriculum structure and rationale to ensure a progressive and broad experience for all, where every pupil has opportunities to succeed.
- School based quality assurance procedures are also in development to underpin and support change. These provide feedback for our self-evaluation and school improvement process.
- We have developed our tracking system to ensure that we have a robust system in place to ensure data can be analysed in a variety of ways to give us clear and accurate information. We work collaboratively to create school targets for improvement in literacy and numeracy, analysing our context and data to ensure these are accurate and achievable.

### Performance Information

- The senior leadership team work collaboratively with teaching staff to monitor and track the progress and attainment of all children across the school. Children who are not making expected progress are beginning to be supported using targeted interventions. The senior leadership team and staff use their knowledge of children’s strengths, needs and socio-economic context to monitor the progress of specific children. All staff have a clear focus on ensuring children are attaining as highly as possible.
- This session we have seen an increase in school exclusions from last session however we move forward with a relentless focus on strong relationships underpinning our desire to keep all of our pupils fully included, engaged and involved in their education, at school.
- We recognise that 34% of our pupils have additional support needs. We are reviewing our approaches to supporting our pupils to overcome any barriers they may face to accessing education. All SLT have participated in professional learning with the LA Getting it Right for Every Child (GIRFEC) Refresh, we have several parents/carers taking on the role of Parent Ambassadors within the LA and we are planning bespoke training for all of our staff next session.
- We recognise that attendance has a significant impact on the attainment and wellbeing of our pupils. Our attendance has dropped to an average of 89% this session which is the equivalent of almost 4 school weeks missed each year for pupils. We have participated in professional learning within the West Partnership and local authority with regard to improvement in this area and are working with our cluster colleagues and Educational Psychologists to undertake a project with regard to Emotionally Based School Avoidance.
- In 2022-23, most pupils achieved national curriculum for excellence levels in the aspect of Listening and Talking P4 showing signs of annual improvement. The majority of pupils in P1, P4 and P7 achieved in the aspects of reading and writing. P1 and P4 data showing improvement year on year and in the aspect of writing, stability in the P7 data. Most pupils made expected progress in numeracy throughout the school, with P1, P4 and P7 data showing improvements on last session.

## PUPIL EQUITY FUNDING (PEF)

This session, a PEF plan was created with all relevant stakeholders and we have adjusted our PEF plan throughout the session to respond to the needs of our school community. Additional support staff were employed to support children with additional support needs (ASN) throughout the school. The Place2Be counselling service was also continued for its fifth year and is now an established element of the school's health and wellbeing strategy to provide relevant and accessible support for our pupils and families. To further enhance this support, we have also employed the services of ORBIS to support us in the creation of a safe, nurturing school environment. This has involved targeted intervention with staff, pupils, classes and families.

We employed an additional Principal Teacher this session to focus on the evaluation and development of our approaches to literacy, and address the trends highlighted in the data from 2021-22. A rigorous review of resources and approaches was undertaken and as a result we have overhauled our approaches to reading, writing and listening and talking. Teaching and Support Staff have participated in professional learning with regard to Talk for Writing, a small group of staff engaged in Jolly Phonics training, and this has been rolled out throughout the lower primary stages, reading resources have been renewed and staff have engaged in revisiting the Renfrewshire Literacy Approach and Checklist to support teaching and learning in this area. The focus this session has been to ensure consistent approaches to teaching and learning throughout the school, more reliable assessment data and a review of interventions in place.

Staff data at the beginning of the year demonstrated a lack of confidence in teaching aspects of the literacy curriculum, especially in terms of assessment. This has shown signs of improvement throughout the year however we are still at early stages of embedding these approaches and will continue to build on these approaches next session, with a particular focus on modelling and coaching planning, assessing, challenge and pace. The Principal Teacher (PT) PEF will undertake this role and provide targeted support in conjunction with the class teachers as required. At this early stage of implementation, writing data at P1, P4 and P7 is showing signs of stability and in most cases, improvement. The same is true of progress in reading where the majority of pupils throughout the school are now achieving.

Additional teaching and support staff funded through the PEF budget have been used to support the inclusion of all learners this session. Targeted pupils have benefitted from small group and 1-1 support to develop regulation strategies outwith the classroom and subsequently transferring these skills to the classroom and playground, with support. We aim to build on this progress next session with the use of a Health and Wellbeing Assistant to provide an alternative curriculum as well as members of the SLT providing nurture drop-in sessions and to continue to support the focus on regulation in and out of the classroom, for targeted pupils. Wellbeing plans have been used periodically throughout the year to gather the views of pupils and use these to share with the team around the child. Next session, we will use these more formally to create the support plans for these pupils and ensure that we gather the views of the team around the child when creating the plan to support them.

Place2Be has continued to be successful in providing mental health and wellbeing support to the school community. This session almost 15% of our school have accessed the Place2Talk service with an additional 9 pupils receiving 1-1 support and a similar proportion in the assessment process. Data shows that the vast majority of those accessing support from Place2Be are from SIMD 1 or 2 and/or are care experienced. Key themes emerging are shared with SLT through termly reports and in conjunction with data gathered from the Motivation and Wellbeing assessment tool, next steps are created for school, class, and individual actions. This session, Place2Be have been a key part of our celebration of Children's Mental Health Week, providing opportunities for pupils to share their views and ideas with Place2Be champions who are working towards the Gold Charter Mark with LGBT Youth Scotland. Parent Partnership sessions have been offered with the continuation of the Family Practitioner role this session which has been positively received and has offered more than 25 sessions so far. Place2Think continues to be offered to staff to support them with their own health and wellbeing in response to dealing with the challenges they face in the classroom and beyond. As we prepare for next session, we have engaged the services of our Place2Be School Project Manager (SPM) and Educational Psychologist to support staff to focus on their own self care to ensure that they are in the right place to help children emotionally regulate and deepen their understanding of behaviour as communication.

ORBIS have worked with the school on a weekly basis and have visited all classes to instil the values and embed the vision of the school. Staff report that there is an attitude of apathy and a lack of motivation post-COVID amongst pupils throughout the school. Working with ORBIS, we have engaged in professional learning around this issue and how we can motivate, enthuse, and engage our pupils. In addition to this, ORBIS have provided targeted support to pupils at risk of exclusion as well as those who have been excluded, experiencing or displaying bullying type behaviour, facing barriers to accessing the curriculum. Despite an increase in exclusions this session, this partnership has provided targeted support for the family, pupil and school staff to put clear, measurable and supported plans in place to prevent any further episodes of exclusion or avoidance all together. This is a holistic approach to support school staff, family members and partners with the child at the centre of all planning. As a result of this process, ORBIS have provided bespoke professional learning to teaching and non-teaching staff on behaviour, relationships, de-escalation and restorative practice.

As we prepare for next session and beyond, we are developing a variety of ways to capture the views and opinions of our families, pupils, and partners. These will be considered within our contextual analysis as part of the self-evaluation and improvement planning cycle to inform our PEF targeted interventions moving forward. This will be supported and monitored rigorously within the extended SLT and teacher leadership roles. The use of data in this process will be essential in identifying not only gaps in learning and areas for improvement but by allowing further analysis of the data to ensure subgroups of pupils are targeted appropriately to improve outcomes for all children affected by poverty with a focus on tackling the poverty related attainment gap.

## KEY STRENGTHS OF THE SCHOOL

- ★ We are an evolving staff team who are working collaboratively through a period of transformational change with a clear goal for our school community – to provide a safe place where we work hard and belong. We have a team of committed professionals who are working creatively to achieve this for the benefit of our whole school community.
- ★ We celebrate successes and achievements of our pupils through the PATHS Pupil of the Day process as well as our weekly celebration assemblies. We provide varied and frequent opportunities for pupils to achieve outwith the classroom environment, working closely with our school partners.
- ★ We are working hard to ensure that we provide excellent learning and teaching opportunities through a combination of pedagogical approaches, a progressive curriculum and a culture of self-evaluation. We prioritise a wide, varied and rich curriculum for our pupils which takes place both in and outwith the classroom. We work closely with our partners to provide support and improve our outcomes in Literacy, Numeracy and Health and Wellbeing.



## OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made satisfactory progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ We will raise attainment in literacy through the continuation of implementing a structured and progressive curriculum. This will be supported with Professional Learning, modelling and coaching in the areas of Talk for writing, Jolly Phonics and the Renfrewshire Literacy Approach. We will engage in 'looking outwards' with our cluster primary school and share good practice, engage in peer visits/observations as well as moderation activities. With the support of our Principal Teacher PEF, we will ensure that all staff have access to modelling and coaching support as school policy is developed.
- ★ We will raise attainment in Numeracy through the continued support of the Numeracy Modelling and Coaching Officer as well as our Principal Teacher. Staff will begin to employ and embed the maths recovery tools to provided targeted interventions and close gaps in attainment, where these have been identified. We will work with the Numeracy Modelling and Coaching officers to further enhance teaching and learning approaches with a specific focus on assessment as well as the principles of curriculum design: pace, challenge, depth and breadth.
- ★ We will focus on improving Health and Wellbeing for all. We will continue to work with Barnardo's to embed the PATHS programme throughout the school, extend these skills and strategies into the playground and aim to work more closely with our families. We will continue with the Place2Be service within our school to provide the Place2Talk universal service as well as more intensive supports for pupils and families where required. We will develop our values-based approach to relationships and promoting positive behaviour through a partnership with ORBIS. This will include professional learning opportunities for staff, policy development with all stakeholders, information sessions with families as well as pupil support work. Our teacher leaders will be empowered to train small cohorts of other staff in restorative and relational approaches as we continue to build our knowledge in this area and move to review our school values, vision and aims.
- ★ We will also work with Educational Psychologists and our cluster colleagues to review general attendance monitoring procedures as well as a focus on Emotionally Based School Avoidance.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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### HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.