

We all belong at Woodlands and we care. ♥



# STANDARDS AND QUALITY REPORT

## June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. I hope that you find it helpful and informative.



Head Teacher

## OUR SCHOOL

Woodlands Primary is a non-denominational primary school which caters for pupils from 4.5 years to 12.5 years of age. Woodlands Primary is situated in the Linwood area of Renfrewshire. The school was built in 2007 and with our partners in Amey, 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 248 pupils with 11 classes throughout. Our staff are committed to meeting the needs of all pupils and families and we work creatively to achieve this in partnership with all school stakeholders. The school has 20 members of teaching staff including the senior leadership team consisting of the Head Teacher, Depute Head Teacher and two Principal Teachers. In addition to the teaching staff, we also have a team of 6 support staff and 2 clerical staff.

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

We all belong at  
Woodlands and we care

Woodlands Primary is a school connected to its community where children are nurtured, happy and feel like they belong.  
**Our Promise:** We will welcome you as part of our community at Woodlands, we will listen to you, and we will work together to maximise everyone's wellbeing, learning and development.

**Our Values:** At Woodlands, we have high expectations for *all* pupils. We expect children to be 'Wonderful Woodies' by demonstrating our school values:

Kind ♥ Committed ♥ Inclusive

## SUCSESSES AND ACHIEVEMENTS

2023-24 has been a successful year for Woodlands Primary School:

- Through a process of consultation with pupils, families, staff and partners, we have reviewed and refreshed our school vision, values and aims. These values underpin our daily interactions and are gaining prominence throughout our school.
- As part of the local authority quality assurance framework, we have participated in the school review process where local authority colleagues have collaborated with school staff to review our self-evaluation and school improvement plans. The review highlighted many strengths of the school and also allowed us to carefully identify and plan our future priorities for development.
- The school have gained a Scottish Reading Schools Award for the work we have been doing to improve our library and promote reading for enjoyment with our pupils.
- We continue to have a strong partnership with Active Schools to promote healthy, active lifestyles with our pupils. We have provided a minimum of 3 weekly extra-curricular sports clubs attended by 112 distinct participants. These are provided to pupils throughout the school at no charge to our families. We have also provided participation opportunities in a variety of events including Road Race, Track & Field Event, Bikeability, Football, Cross-Country, Para-sport and Dance Showcase.
- We have worked closely with our colleagues in Educational Psychological Services to train all of our staff in Non-Violent Resistance (NVR) approaches – as a result of the positive impact of this on our school, one of our teachers has been invited to speak at NVR events on 3 occasions as well as at the Renfrewshire Nurture Conference.
- We have hosted a number of well attended family events to welcome our parents and carers into the school to hear more about teaching, learning and pupil support approaches. These have included Book Week Scotland events, Family maths sessions and the Our Families partner event. We also hosted a Christmas Show providing opportunities for all of our pupils to spread some Christmas cheer to our families and friends. In June 2024, we introduced a Talent Show for our pupils to showcase their amazing skills from outside of school.
- Following consultation, we have created and launched our new approaches to Home Shared Learning throughout the school, providing a consistent approach throughout the school.
- We raised money for Renfrewshire Foodbank by carol singing during the Christmas period at Tesco Linwood.
- We have provided a variety of cultural experiences for our pupils throughout the year to enhance their learning experience. These have included: theatre experiences in the local community and from visiting theatre groups in school, author visits and local library visits, collaboration with Linwood War Memorial group to celebrate remembrance day, Fèis Phàislig showcase of traditional Scottish music and culture, visiting sports specialists, Safe Kids Community Safety event, visit to Finlaystone Country Estate, Lochgoilhead residential experience, Royal Hospital for Children's Teddy Bear Hospital experience, a variety of music experiences from visiting specialists and first-hand experience of lifecycle through chick and butterfly hatchings.

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

### School Leadership

- Throughout the last 3 years, a completely new leadership team has been appointed. Strong working relationships have been established resulting in positive feedback in the recent school review highlighting "strong leadership which is enabling the school and its community to make improvements across a range of areas".
- A variety of leadership opportunities have been identified and taken on by most staff. This is an area for further development next session.
- A few staff have shared good practice at events in the local authority and as part of a West Partnership event, showcasing the impact of positive change in employing Non-Violent Resistance (NVR) approaches and effective classroom practice.
- Primary 6 and 7 pupils have been trained to be Young Sports Leaders, B's Buddies and support playground problem solving through the 'Big Deal, Little Deal' approach. Pupils have expressed a desire to undertake more leadership opportunities and shape the development of their school. We have trained staff to lead Young Leaders of Learning next session.
- A new school vision and values has been created in collaboration with all stakeholders. The vision for inclusion is a strength of the school and is already beginning to have an impact which is observed in the calmer school environment.
- All members of SLT have engaged in the most recent professional learning for Standard Circular 57: Safeguarding and Child Protection. All school policies are updated to reflect the recent changes to this policy.
- Support staff have been pivotal in supporting the changes to pupil support procedures throughout the school. They have engaged in and benefitted from a variety of professional learning including De-escalation, NVR, Attention Builders and Lego therapy.

### Teacher Professionalism

- All teaching staff have engaged in a variety of school based professional learning designed in line with the school improvement priorities including full staff engagement with West Partnership's Spotlight on Effective Practice. These have provided teaching staff with clear, consistent messages and ensured that all staff are aware of the features of highly effective practice and how to effectively build this into daily routines, in order to raise attainment as well as inform our teaching and learning policy.
- All staff including support staff, have engaged in Renfrewshire Nurturing Relationship Approaches (RNRA) with a specific focus on Non-violent Resistance. This is influencing policy development and creation of tools to plan and support our pupils.
- Almost all teaching staff have engaged in professional learning about the new school-based dyslexia assessment process. This has increased awareness of dyslexic type difficulties, assessment tools and appropriate interventions to support pupils through an early intervention process.
- All staff have engaged in the PRD process this session. Staff are aware of their professional standards and demonstrate commitment to these. Common themes from PRDs highlight acknowledged strengths of the staff as being their nurturing approaches, commitment to the school, benefit of having a clearer insight to the demographic of the school through effective use of data, ASN Plans and planning, and opportunities for teacher leadership. Conversely areas highlighted by staff for development include pupil motivation and engagement, managing behaviour, communication, workload, IT infrastructure, further development of policies including curriculum guidance, and more moderation opportunities.
- Participation in collegiate calendar including all teaching staff in west partnership spotlight on effective practice.

### Parental Engagement

- We have successfully continued to use our online communication platform Seesaw to provide a strong communication tool between home and school. Evaluations of learning experiences this session have highlighted effective and creative uses of these tools in a few classes. We are in the process of developing our communication policy to support all users.
- We have organised an increased number of parent/carer events this session to provide information about teaching and learning approaches as well as breaking down barriers between home and school and introducing our partners and the support they can offer. These have included: Monthly themed class assemblies, Fun with Numbers, Family Maths Games, Read, Write, Count gifting events, Book Week Scotland Reading Cafes, Our Families Partner Event, Anti Bullying workshops and Vision and Values launch event.
- Following consultation and in response to parental requests, we have created our Home Shared Learning policy and routines which launched in October 23. In addition to sharing learning at home, this also provides parents/carers with a monthly overview of the learning taking place in class and how they can help and engage at home.
- We launched a new monthly newsletter format in October 23 which has proved popular and accessible for parents/carers. Average monthly views are 333.
- We offered Parent Teacher appointments in November and February which were attended by most of our parents/carers. We introduced a new online booking system to allow flexibility of appointments which has increased attendance by 7%.
- We have a supportive Parent Council who have undergone a period of change and are redefining their role in the school.

### Assessment of Children's Progress

- Clear strategic direction and professional learning opportunities have given staff a better understanding of not only their own professional judgement and attainment data, but how these impact on the school profile as a whole.
- Tracking data is now used to explore data trends over time which are a key focus. This has highlighted significant instability of data annually and within the year. As a result, stabilisation of data to ensure accuracy and robustness will be a priority for next session underpinned by moderation activities, planning tools and assessment.
- At the end of session 2023-24, attainment data shows that most children throughout the school are achieving national Curriculum for Excellence (CfE) levels in the aspect of Listening and Talking. At P1, P4 and P7, the majority of pupils are making expected progress in line with national expectations in reading, writing and numeracy. We have highlighted lower

attainment at the primary 3 stage in reading, writing and numeracy in comparison to the rest of the school which will be a focus for teaching staff next session.

- In the majority of stages, attainment data shows value added year on year in listening and talking, reading and in most stages in terms of writing.
- In numeracy we have seen a decrease in the numbers of pupils achieving national expectations over time – review and evaluation of this trend has highlighted that the cause of this change in data trends is due to increased knowledge of the curriculum through the support of the Numeracy Modelling and Coaching Officer (NMCO), implementation of a structured progressive curriculum plan and appropriate assessment. As such, the data is more reliable and reflective of the progress being made by our pupils. All staff are trained in the Maths Recovery programme to support pupils at risk of underachieving moving forward by identifying gaps in learning and supporting through appropriate interventions.
- This session, school targets were agreed through rigorous professional dialogue. Target pupils who are at risk of underachieving were agreed at each stage and carefully tracked throughout the year. This has been a new process for staff and has been reviewed and adapted in preparation for next session to provide more accuracy with a renewed focus on maintenance to stabilise data as well as aspirational targets.

#### **School Improvement**

- The school have worked with local authority colleagues to engage in the quality assurance framework through the school review process. This was a positive experience and reinforced the school's self-evaluation of progress to date and agreed with the improvement priorities planned to help the school achieve its vision.
- A clear action plan was created to underpin areas for improvement which are outlined in the school's improvement plan for 2024-25. Quality assurance procedures have been reviewed and a collegiate calendar to support this has been agreed.
- We are looking for new and creative ways to engage with more stakeholders to shape the development of our school – this will be a key area of development in 2024-25.
- School staff have visited a number of other establishments to observe good practice. This is informing classroom practice and development of new school policies. Furthermore, the Head Teacher has visited another school in partnership with the link Education Manager as part of the quality improvement framework peer visits.
- DHT has established a local area learning set with other DHT colleagues. In session 2024/25 they will work collaboratively on school improvement priorities.

#### **Performance Information**

- Senior leaders meet regularly with staff throughout the year to discuss progress and identify and evaluate interventions to support children who are not making expected progress. To ensure consistency, new paperwork has been created to support professional dialogue and record keeping. SLT meet to discuss common themes and how these can be supported and developed throughout the school.
- School targets are clearly identified for each stage and referenced and tracked throughout the year. These have been reviewed and adapted for next session to ensure maintenance and aspirational targets are a main focus at tracking meetings.
- All teaching staff have engaged with members of the senior leadership team to transfer all pupils with additional support needs (ASN) to the new local authority planning frameworks. This information has been collated in the school ASN Tracker which has provided accurate data with regard to ASN in the school as well as common themes which have helped to inform curriculum development opportunities for next session. The majority of our learners have additional support needs. We have a few parent/carer volunteers who are local authority ASN Parent Ambassadors and ASN is a standing item on our Parent Council agenda.
- Staff are beginning to engage with the school's data summaries to identify tracking and data trends over time. Having a clearer picture of how this has evolved is supporting the school's desire to stabilise data through the launch of new planning tools and development of an assessment policy and schedule as well as a learning and teaching policy.
- We have introduced the Glasgow Motivation and Wellbeing Tool this session to gain an insight into our pupil and staff attitudes towards motivation and wellbeing at school. Common themes emerging inform school improvement priorities and are also discussed and planned for at class level. This data is also used to help focus interventions and track impact of these.

### **PUPIL EQUITY FUNDING**

This session we have focused on inclusion of all learners, identifying, and removing barriers for specific groups of disengaged learners and creating a suitable, safe learning environment for pupils and staff. Our self-evaluation highlighted that one of the biggest areas of concern from pupils, families and staff was that a few pupils who were disengaged were displaying dysregulated behaviour, impacting on their own engagement and attainment but consequently also impacting on the rest of the school community due to a reduced feeling of safety. This was compounded by a feeling of unequitable distribution of support. We initially recognised the need to share the context of PEF and equitable approaches through establishing our equity strategy. We have designed and delivered school community events to share the work we are doing around PEF for specific learners and the school community and have ensured our school assembly calendar reflects these issues also. We have introduced the Glasgow Motivation and Wellbeing Profiling tool for all learners and staff to capture their views and address these through appropriate interventions at class and school level. This is building a data rich profile to enhance and inform our PEF and SIP planning priorities.

Initially, two alternative learning spaces have been established within the school to enable us to address our main priorities – The Hub and The Hive. These are inclusive learning spaces, used to proactively support regulation, sensory needs and engagement. Time in these spaces is planned for and there are clear intended outcomes for the learning that takes place. In these spaces you will see a range of activities and targeted interventions, supported by a range of adults, taking proactive measures to support inclusion at Woodlands Primary School.

These managed spaces are where staff support bespoke curriculum offerings for pupils – this has a positive impact on reducing dysregulated behaviour around the school. Pupil GMWP data shows an increased scoring in terms of the statement ‘I feel safe in school’ and this has stabilised over the last 6 months, averaging at a score of 7. We also have qualitative data from school visitors and stakeholders identifying a calmer school environment. This will continue to be an area for further development.

We have worked with an increasing number of partners to engage and motivate pupils within the target group – these include; Picture This, ORBIS, Be-active, Place2Be, PATHS, One Ren. These sessions have focused on developing positive relationships in school and between home and school and identity as a learner within our school community. Additionally, emotional regulation has been a key part of supporting target pupils – identifying safe spaces, staff and strategies has been key to not only supporting target pupils but all pupils and staff in the school. PATHS pre and post surveys show a 64% reduction in aggression and disruptive behaviour as well as 8% stabilisation of this within the target group. In addition to this, the data shows that the majority of the target group showed improved concentration, attention and social and emotional competence. The PT PEF has worked closely with colleagues from the Flexible Learning Resource (FLR) Team to upskill staff throughout the school, ensuring pupils can access the right type of support in the right environment in their own school. This has been achieved through a variety of approaches including, advice and guidance, joint planning, modelling and coaching. Staff have been trained in using the CIRCLE Framework and we will be using this data more next session to capture themes within the school, providing appropriate professional learning and interventions, measuring impact.

In addition to working closely with our school partners, we have also taken a sustainable approach to upskilling school staff to support the needs of our school community through our partners and beyond. This has involved a variety of professional learning opportunities for all staff but with a specific focus on our support staff. To underpin our goals of building identity as a learner, strong relationships and emotional regulation, support staff have been trained in NVR approaches, Sensory Circuits, Lego Therapy and De-escalation techniques. We believe that this approach will build a sustainable, skilled and permanent school team and build the capacity of our school.

Throughout the session, our PT PEF has co-ordinated and facilitated this plan. She has been responsible for identifying good practice in other establishments and undertaking professional visits to ensure we are reflective, looking outwards and growing. Throughout the session, the PEF Plan has been dynamic and has evolved. Working alongside the attainment advisor, we have used the logic model planning process to clarify our development needs through self-evaluation and ensure that we have long term plan with clear, measurable and achievable interim goals. This has helped us with our PEF planning for session 2024-25 and beyond. We have been working with staff who have a good understanding of the school’s demographic, to enhance their knowledge of the Scottish Government’s PEF guidance and vision. Through these professional learning sessions, we have enhanced the data set we have through additional information which has been enlightening. Furthermore, as a staff, we have recognised the instability of our attainment data and the challenge this presents in identifying our poverty related attainment gap and measuring the impact of our interventions. Next session, stabilising our attainment data will be a key focus for all staff through moderation exercises, peer learning opportunities, rigorous tracking professional dialogues and a focus on maintenance targets as well as aspirational targets.

All of the above strands have enabled us to initiate and provide some bespoke curriculum offerings to pupils. As we look ahead to 2024-25, our PEF plan outlines an extension of this plan with additional support from Key Worker posts. As part of our school improvement plan, we are developing our curriculum rationale with a focus on high quality learning and teaching in our universal curriculum offering. Our PEF bespoke curriculum offerings will align with these and provide enhanced opportunities for specific target groups of learners to remove barriers and engage and motivate them. These bespoke plans will be carefully planned through our pupil equity plans with clear goals, measurable impact and regular reviews. These will be created by key staff, identified through our School Team Around the Child (STAC) meetings and co-ordinated by our PT PEF. The plans will be skills focused and progressive and be developed outwith and within the classroom setting with classroom staff to ensure transferability of skills and development of independent learners. STAC meetings will provide scope for baseline scoring and review of impact and next steps for pupils. They will also allow for appropriate planning and strategic support to identify barriers to learning through use of SIMD (Scottish Index of Multiple Deprivations)/FME(Free School Meal Entitlement)/CG (Clothing Grant) Data as well as PEF lenses.

Throughout this session, our PEF plan has evolved to provide reactive support to pupils and families as required. The impact of reducing stress in the school has allowed for more strategic planning. We are acutely aware of the need to engage our community stakeholders in the review and evaluation of our PEF plan and are building these opportunities in to our quality assurance calendar for session 2024-25. This will be achieved through STAC Meetings, Equity Plan evaluations and also showcase opportunities for the wider school community to learn more about how the PEF plan supporting target groups of pupils is also having a positive impact for all of our learners.

## KEY STRENGTHS OF THE SCHOOL

- ★ Accurate self-evaluation informing appropriate improvement planning priorities.
- ★ Senior leaders and a few teaching staff make good use of current research, evidence and local and national guidance to inform new initiatives, pedagogy and approaches being adopted by the school.
- ★ Children are enthusiastic about how they can improve their school. With support, children could become more involved by using ‘How good is OUR school?’ to gather their views on what matters to them – Young Leaders of Learning will provide this opportunity in 2024/25

- ★ The newly formed senior leadership team provide strong leadership which is enabling the school and its community to make improvements across a range of areas. They have focused appropriately on improving the school ethos to ensure all children feel nurtured and included. This has led to some positive improvements in children’s behaviour and engagement with learning.
- ★ All staff have a clear understanding of the social, economic and cultural context in which their children and families live.
- ★ Senior leaders have high expectations of what they want the work of teaching and support staff to achieve in order to better support children. The SLT’s vision for inclusion is a strength of the school and is already beginning to have an impact which is observed in the calmer school environment. GMWP data also demonstrated some improvement in children’s views on being able to stay calm and engage in emotional regulation.
- ★ Professional learning with regard to NVR approaches and use of the CIRCLE Framework has been appropriately used to build staff capacity and confidence in supporting learners who are distressed or dysregulated.
- ★ Almost all children benefit from positive and supportive relationships with staff. Pupils report feeling fairly treated and, in particular, feel well-supported with their mental health. Almost all are positive about their relationships with their teachers. Almost all staff know children well as individuals and are aware of their needs.
- ★ Overall, most children are well-behaved, polite, well-mannered and responsible which is resulting in a calmer learning environment.
- ★ In the majority of lessons, children were engaged in their learning when undertaking tasks, independently, in pairs and in groups.
- ★ The majority of teaching staff enjoy working at Woodlands and all of these staff find it rewarding to work here. Almost all teaching staff state that colleagues look out for them and make sure they are ok. The majority of teaching staff are motivated to do best at work.
- ★ Pupils have shared through GMWP survey data that the majority of them have friends in school. There has also been an increase in the number of pupils who can follow school rules, can wait for help when needed, can use strategies to stay calm and can stand up for themselves when they feel the need to, with the majority of pupils agreeing strongly with these statements.

## OUR NEXT STEPS – PRIORITIES FOR 2024-25

We have made satisfactory progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

### **Improvement Priority 1 – Improving learners’ experiences and removing barriers to learning.**

- We will improve learners’ experiences in school through consistent, high-quality learning and teaching approaches.
- We will use professional learning from collegiate activities to inform our teaching and learning policy, assessment policy and pupil support approaches developed by collaborative working parties.
- Improve transitions at all stages through a process of consultation and collaboration.
- Implement quality assurance calendar to gather views from all stakeholders and ensure a breadth of evidence is used to inform school improvement priorities.
- Provide leadership opportunities at all levels through a distributed leadership approach with the aim of increasing the capacity of the school team through empowerment.
- We will develop learning environments to provide flexible learning spaces to meet the needs of all learners.
- Through careful implementation of our PEF plan, we will provide targeted support to pupils who not attending school on a full-time basis or who are not engaged in class-based learning.
- We will create our curriculum rationale outlining our universal curriculum offering for all pupils as well as our bespoke curriculum offerings to ensure equity for access to opportunities for all learners.

### **Improvement Priority 2 – Improving health and wellbeing outcomes for all.**

- We will focus on ‘readiness to learn’ for all pupils and use data to inform our targeted approaches and support offered from partners.
- We will review the implementation of the local authority pupil support framework and its effectiveness in providing the correct support for pupils who require it. We will offer parents/carers workshops to explain the new processes and ensure that they know what to expect from the school and partners to support their child.
- We will launch our new relationships policy following consultation with all stakeholders.
- We will focus on improving school attendance for all pupils with a specific focus on pupils affected by emotionally based school avoidance.

### **Improvement Priority 3 – Raise attainment in literacy with a specific focus on reading and spelling.**

- Reading data shows limited progress over time and professional dialogue highlights a lack of teacher confidence in teaching this aspect of the literacy curriculum. Spelling is also an area where teachers have outlined a lack of confidence which they believe is impacting on attainment for pupils in writing.
- We will engage with the literacy development officer to provide refresher training in terms of the Renfrewshire Literacy Approach.
- We will focus on emerging literacy from Early level and how these skills can be adapted to support learners throughout the school as required.

*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.