



Standards and Quality 2024-2025

Summary of Progress



Priority 1 – Numeracy – Fluid Groupings, Concept Teaching and Numicon

- All staff, including SSA, were be trained in the use of Numicon during the August Inset Day. Further training was offered across term 1 at Early, First and Second level.
- Most classes consistently use Numicon resources across all aspects of Numeracy and Mathematics to support learning and teaching.
- Two staff members have been trained in Maths Recovery this session.
- All staff were trained in fluid groupings and concept teaching during the August Inset Day.
- Fluid grouping modelling sessions and peer visits also took place over the course of the session by SLC development officer.
- All classes/stages have fully adopted a concept teaching/fluid groupings approach to Numeracy and Mathematics. This was reflected in peer visits, SLT visits and as part of the Peer School Review.
- Neilsland engaged in year one of the Peer School Review with a focus on fluid groupings and concept teaching. The review was completed in March 2025 and was a very positive experience for the school and the visitors, involving 2 other schools and key members of staff from the central team. Planning ensured a clear focus for the visit with key questions around consistency and implementation being answered with the next steps identified.
- Targeted groups of parents from all stages were offered the opportunity to take part in a 6 week cycle of the You, Me and Multiply programme.

Priority 2 – Sustainability, Outdoor Learning and STEM

- An audit of existing opportunities for Learning for Sustainability was carried out in term 1. A Learning for Sustainability topic was identified for each class by the working group and the school calendar now includes Learning for Sustainability events taking place over the course of the session.
- All classes engage in outdoor learning experiences at least once per week in areas across the curriculum using the Learning for Sustainability curriculum map for guidance and ideas alongside the class boxes. Most classes contribute to the Outdoor Learning wall display.
- All classes have engaged in practical-based STEM activities led by Mr Connor via participation in the SSERC programme – 'Developing a Sustainable Approach to STEM'

Priority 3 – Equalities and Diversity and SLC Skills Framework

- A Learning Community booklist with a focus on equalities and diversity was created collaboratively by all schools in the Learning Community.
- Resources were requisitioned. With equalities and diversity books organised into class packs.
- In September 2024, a baseline questionnaire was completed with staff, pupils and parents to measure their knowledge, understanding and confidence in relation to equalities and diversity.
- Working with colleagues from DLMPs and Townhill PS, all staff worked within stage groups and engaged in moderation activities linked to a chosen text and theme in relation to equalities and diversity.
- In June 2025, staff questionnaires were repeated to measure their knowledge and confidence in relation to equalities and diversity. The results showed that 72%, an increase of 62% of staff across all levels had a more confident knowledge and understanding about equalities and diversity and that 68% were more confident in delivering lessons on equalities and diversity.

Priority 4 – Emotion Coaching and Attachment Accreditation

- All staff were trained in Emotion Coaching during the August Inset Day and engaged with professional reading from the Emotion Coaching book. A series of collegiate activities took place



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with all staff from Townhill Primary School during November, February and May Inset days. The planned activities facilitated rich professional discussion about the application of the principles of Emotion Coaching and about the best ways to embed in practice.

- In August 2024, a baseline questionnaire was completed with staff to measure their knowledge, understanding and confidence in relation to Emotion Coaching.
- In May 2025, the baseline questionnaire was repeated with staff to measure their knowledge, understanding and confidence in relation to Emotion Coaching. All staff reported an increase in confidence and all reported being either confident or very confident in applying the Emotion Coaching techniques.
- All staff received refresher training on Attachment-Informed Practice, the A-Z of Attachment and the 6 Attachment pledges during the August Inset day. A HWB working party was established to complete the accreditation evidence for Pledges 4-6 (Recognise Behaviour as Communication; Respond with Compassion; Believe in Change).

Priority 5 - Excellence and Equity

- Numeracy interventions were implemented with targeted groups across the school three times weekly.
- Interventions were measured and reviewed 4 times over the course of the session through ongoing assessments.
- Literacy interventions were implemented 3-5 times a week.
- Interventions were measured and reviewed 4 times over the course of the session through ongoing assessments.
- Overall attendance has improved.