



# Woodpark Primary School and Nursery Class

Standards and Qualities  
Report 2022



Mrs MacKenna



# Woodpark Primary School and Nursery Class

## Standards and Quality Report 2021-22

### Context of the school:

Woodpark Primary School and Nursery Class is situated in the semi-rural village of Lesmahagow within the Clydesdale area of South Lanarkshire. Our catchment area comprises of social and privately owned homes. The local area is classed as an area of deprivation, with few amenities.

The percentage of children sitting in SIMD1/2 and/or entitled to free school meals is 55.7%.

The current school roll is 182 with a 3-5 year old nursery capacity of 54 and a 2-3 nursery capacity of 15.

This session our nursery moved to full delivery of 1140 hours funded early learning and childcare. Our Willow and Rowan rooms were fully refurbished during the year, enhancing the indoor settings. Improvements were also made to outdoor spaces, all of which have significantly enhanced children's free flow play experiences.

Our school staffing currently comprises of head teacher, depute head teacher and principal teacher, two acting principal teachers (equity) and a further eight teaching staff members. We have nine members of support staff. Within our nursery there are 16 members of staff which includes nursery teacher and early years team leader. We benefitted from the additionality of an early years excellence and equity lead from January to June 2022.

*Our vision statement is: Woodpark Primary School is a vibrant place full of learning, laughter and fun. The school creates a safe and stimulating environment where quality teaching develops children as confident and motivated individuals. The children are proud of their achievements and talents and are happy, healthy and valued.*

School attendance from August 2021 to May 2022, was 91.21%. Whilst the school and nursery class were not affected by closures due to Covid-19 lockdowns this session, we were impacted by outbreaks of Covid-19 in learners and staff throughout the session, most significantly throughout the spring term.

The percentage of learners identified as having additional support needs and/or staged intervention within the school sits at 47.25%.

Our PTA and parents are supportive of the school, however, Covid-19 restrictions have impacted on parental engagement opportunities within the school. We foster links with local businesses including Tesco and our local store.

We are part of Lesmahagow Learning Community and benefit from good links with our local schools.

We were extremely proud to receive our second Eco flag this session.

# Review of progress for session Aug 2021- June 2022

<b>School priority 1: Continuity of Learning</b>	
<u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School Improvement Assessment of children's progress	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion
<b><u>Literacy:</u></b> <b>Embed Talk for Writing (fiction and non-fiction) P1-P7</b> <b>Develop Talk for Writing (poetry) across P1-P7</b> <ul style="list-style-type: none"><li>• Talk for Writing fiction, non-fiction pedagogy is now used across all stages; Talk for Writing poetry units were introduced this session. Programme of fiction, non-fiction and poetry planned and resourced.</li><li>• All classes/stages use Talk for Writing throughout the year.</li><li>• Teacher confidence in Talk for Writing pedagogy is increasing.</li><li>• Levels of pupil engagement in, and enjoyment of, this approach vary across classes.</li><li>• Pupils in P1 are becoming more able to retell stories independently. 2021-22 data:</li><li>• Overall attainment in writing across P1-P7 was 74.24%. Achievement of level in writing at P1,4,7 stages was 86.32%. This compares to 2020-21 data of 76.75% across P1-7, and 83.72% at P1,4,7 stages.</li><li>• Targeted support via teaching additionality in writing at P6 stage was impacted by staff Covid absences. A number of pupils not on track in P5 achieved their expected level by end of P6.</li></ul> <b><u>Catch Up Literacy/Targeted Literacy Support:</u></b> <ul style="list-style-type: none"><li>• SSA trained in Catch Up literacy intervention worked with identified learners across P3/P4 stages.</li><li>• Training in 5 Minute Box was unable to be provided this session. To be explored session 2022-23.</li><li>• Additionality teaching staff provided targeted support for pupils affected by Covid absence, also others who would benefit from participating in small group targeted support. Monthly evaluations of progress demonstrated this approach was having a positive impact on learners, however, particularly during the spring term, staff absence levels due to Covid impacted on continuity of delivery of targeted support.</li></ul> <b><u>STEM:</u></b> <b>SSERC Primary Cluster Programme year 2:</b> <b>CPD opportunities to engage in STEM training</b> <b>New materials support creative and stimulating STEM learning and teaching</b> <ul style="list-style-type: none"><li>• All teaching staff engaged in a range of STEM CPD opportunities throughout the year led by the school's SSERC ambassador, which enhanced knowledge, understanding and confidence.</li><li>• A wider range of STEM activities was taught across stages, teachers reported enhanced learner engagement in these activities.</li></ul> <b><u>Numeracy:</u></b> <b>Mental Maths/Problem Solving</b> <b>Early/First level numeracy pedagogy</b> <ul style="list-style-type: none"><li>• Pedagogy and resources to support mental maths learning across all stages identified, prepared and piloted to be fully implemented from August 2022, led by PT.</li><li>• PT researched maths resources to support problem solving, assessment, progression and alignment with Maths Recovery. Leckie Maths will be introduced in 2022-23 to support numeracy learning and teaching from P2-P7.</li><li>• PT and DHT attended Maths Recovery training.</li><li>• Awareness and understanding of Maths Recovery approach (4-8 year olds) for teaching staff (nursery - P3) raised. Maths Recovery training (4-8 year olds) will continue to be a priority in session 2022-23.</li><li>• One member of teaching staff also attended Maths Recovery (8-11 year olds) training.</li></ul>	

- Numicon training could not take place this session; will take place on Inset Day 2 August 2022 to further support teacher/support staff knowledge of and confidence in using resource to support numeracy learning across all stages, to be delivered by Specialist Support Teacher.
- Catch Up Numeracy supported a small number of learners. Support staff timetable was reviewed in order to focus on supporting learners' health and wellbeing/engagement in class.

### **Assessment:**

#### **Reading assessment:**

- To align with other establishments within the learning community, NGRT reading assessments were introduced and piloted from P2-7 in October 22.
- Data from NGRT assessment results used to identify key areas of focus for learning and teaching.
- Assessment results supported most teacher professional judgement of learners' progress in reading.

#### **P1 Baseline assessment:**

- New P1 baseline assessment was developed and piloted October 21. For future sessions it will be implemented nearer the start of the school session.
- Data gathered from the assessment was used to inform groupings and ensure effective planning building on children's abilities.

### **Next Step(s) to inform SIP for 2022/2023:**

#### **Writing:**

- Talk for Writing will continue to be the main pedagogical approach to improve writing attainment in session 22-23 and beyond
- Incorporate Talk for Writing into writing progression planners
- % increase in overall writing attainment P1-P7 in session 22-23 to **76% or above**.
- ACEL writing attainment data P1,4,7 in session 22-23 of **76% or above**.
- % increase in writing attainment at P7 in session 22-23 to **65% or above**.
- Further Catch Up literacy training for support staff
- 5 Minute Box training for support staff
- Writing moderation focus (school and learning community) session 2022-23

#### **Numeracy:**

- All teaching staff P1-P3 to engage in SLC Maths Recovery Training (4-8 year olds) session 2022-23
- Numicon training for teaching and support staff August 2022
- Leckie Maths introduced P2-P7 to support numeracy learning, teaching and assessment
- Review and update maths progression planners

#### **Assessment:**

- NGRT reading assessment to be embedded in assessment calendar (term 3)
- P1 baseline assessment to be embedded in assessment calendar; completed by end September.

#### **Additional focus:**

- Play based learning – SLC pedagogy priority: staff development and pilot at P1

**School priority 2: Promote the positive health and wellbeing of children & young people, parents/carers and staff**

NIF Priority (select from drop down menus)  
Improvement in children and young people's health and wellbeing  
NIF Driver  
School Improvement

HGIOS?4 QIs (select from drop down menus)  
3.1 Ensuring wellbeing, equality and inclusion

**HWB:**

**Mental Health and Wellbeing:**

- Acting PT (Equity) appointed for session 2021-22. Remit focusing on mental HWB and nurture.
- From the Six Principles of Nurture it was identified that the priority for improvement should be: 'Language is a vital means of communication'. Acting PT researched pedagogy and resources to support learner and staff understanding of this principle; Emotion Works was identified, introduced to staff and piloted across all stages January to May 22.  
Initial feedback indicated that learners were becoming able to identify a wider range of feelings, triggers but that it would take time for the approach to be fully embedded in order to gain maximum impact. The resource proved beneficial in supporting identified learners to discuss a range of feelings in various situations.
- EmotionWorks will be incorporated fully into HWB curriculum 2022-23 and has been fully resourced. Robust evidence of impact to be gathered using questionnaires for learners/staff/parents and carers at start and end of session 2022-23.
- Nurture: a number of staff (support and teaching) have undertaken Nurture UK training. Targeted support for identified children has been consistently provided throughout session 2021-22 in our 'nurturing room' which has been well resourced to support.
- Staff knowledge of, and confidence in, Boxall profiling is increasing to identify appropriate targets and interventions. Access to the nurturing room has proved beneficial for a number of learners, who as a result are more able to engage in classroom-based learning. PT sourced a wide range of resources which has provided staff with the opportunity to further develop their own knowledge and understanding of nurture, as well as activities/resources to support nurturing approaches across the school and within the nurturing room.

**RSHP:**

- Working party reviewed new RSHP.scot resource. Staff developed knowledge and understanding of the contents of the new resource. Information was shared with parents/carers, directing to the new resource. Resource was introduced in summer term 2022 and will be embedded in HWB curriculum from August 2022.

**Next Step(s) to inform SIP for 2022/2023:**

- EmotionWorks to be fully embedded in HWB curriculum 22-23 across all stages nursery to P7. Parent/carer and learner consultations will evidence impact of approach. Full progression from nursery to P7 developed. Further develop support staff knowledge and understanding of EmotionWorks to promote coherent approach across the school.
- Continue to develop nurturing principles
- Continue to provide opportunities for staff to undertake Nurture UK training
- RSHP.scot resource embedded in HWB curriculum in session 2022-23; resource used to support learning and teaching.
- Re-establish whole school committees to enhance pupil voice.
- Continue to develop our wider achievement tracker, promoting and celebrating children's wider achievements outside school; provide breadth of opportunities for children to engage in activities – after school/lunch clubs
- Continue to promote wider engagement through inter-house competitions.
- Review of whole school behaviour management/PPRUDB to be undertaken in session 2022-23.

<b>School priority 3: Planning for Equity</b>	
<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children <u>NIF Driver</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>
<p><b>Theme 3: Inclusion and Equality</b> <b>Attendance/Participation</b></p> <ul style="list-style-type: none"> <li>• Acting PT (Equity) appointed for session 2021-22. Remit focus on tracking, monitoring attendance; identifying barriers to attendance/punctuality and seeking creative ways to overcome these.</li> <li>• A robust tracking system was developed incorporating teacher, parent/carer and learner views, and shared regularly with SMT and staff. The system provides comparable data and a visual approach to identify potential patterns.</li> <li>• Personalised approaches to support learners and promote attendance developed; regular engagement with parents/carers to support. Face to face meetings proved more beneficial than phone contact. Children are becoming more aware of their attendance levels. Parents and teachers reported that many of the children enjoyed the 1-1 work done and has boosted confidence.</li> <li>• Many children initially identified in terms 1 and 2 were removed from the attendance program as attendance had increased.</li> <li>• Children who have remained on the program throughout session 2021-22 maintained similar attendance levels to the previous session.</li> <li>• Whole school approach inter-house competitions have proved successful, offering a wide range of activities both within school and at home. Over 80% of children participated in at least one event. It has provided opportunities to build back our sense of community as a whole school post-Covid lockdown.</li> <li>• Parent consultations, held by telephone in the previous school year, were further developed by providing an online reporting (video call) system in 2021-22. 67.8% of parents/carers attended their online meeting, almost all others were able to be contacted by phone. Feedback indicated parents/carers were happy to have a way to speak to teachers given the restrictions. 72% of questionnaire respondents indicated a preference for face to face meetings when possible; 28% preferred the online system; 24% said would like the choice of either.</li> <li>• Attendance statistics 2021-22: Intended outcome: % attendance of 9 learners sits at &gt;85%. Outcome: attendance of 6 learners increased Intended outcome: attendance of identified learners with &lt;50% attendance 2021-22 increased to &gt;65%. Outcome not achieved. Intended outcome: attendance of 15 learners with 80-90% attendance 2021-22 increased to &gt;90%. Outcome: target met by just under 50% of identified learners. Intended outcome: overall school attendance increases by 4% to 97%. Outcome not achieved – overall attendance to May 2022 93%. Overall attendance was more significantly impacted by Covid-19 during 2021-22 than in previous session. Intended outcome: punctuality of 6 identified learners will improve by 50%. Outcome not achieved.</li> </ul> <p><b>Theme 4: Equity for all learners</b></p> <ul style="list-style-type: none"> <li>• Covid-19 mitigations remained in place for longer in session 2021-22 than anticipated. Planned wider experiences: after school/lunch clubs were introduced during term 3 including a range of sports activities led/organised by active schools coordinator. All stages were offered a 4 week block of after school activity. Teaching staff provided further opportunities eg book club, construction, art, football. Football team attended tournaments June 2022.</li> <li>• PEF funding and business grant supported the P7 residential trip to Lockerbie Manor in June 2022.</li> <li>• Woodpark Wonders tracks pupil wider achievement and participation, celebrated weekly at assembly and showcased on Woodpark Wonders display and school TV.</li> <li>• The reintroduction of after school/lunch activities has benefitted children’s physical and mental wellbeing, and will be further developed in session 2022-23, including a local community biking initiative.</li> </ul>	

- Clyde in the Classroom brown trout initiative provided a rich context for P6 learners to take responsibility for the care and monitoring of the development of young trout before releasing into a local river. This experience, funded jointly by the Clyde River Foundation and school, was further enhanced by a class visit to Glasgow Science Centre to introduce the initiative. Evaluative feedback from learners indicated that all felt it was a meaningful initiative which should be offered to classes in future years. Enhanced engagement in learning, increased responsibility for the care and monitoring of the trout was observed by teacher.

**Next Step(s) to inform SIP for 2022/2023:**

- Continue to track/monitor attendance and punctuality, providing targeted support for identified learners in order to increase attendance and/or punctuality
- Reintroduce pupil committees to further promote pupil voice
- Ensure wide range of lunch/after school activities – target: >95% of pupils participate in one or more clubs session 2022-23
- Continue to track/monitor wider achievement and engagement through Woodpark Wonders

## National priority: How we are ensuring Excellence and Equity?

See above attendance/participation/equity for all learners; also:

### PEF Participatory Budgeting:

Learner and parent/carer consultations led by DHT identified that children's physical and mental wellbeing was a key priority. It was agreed that 5% PB funding would be allocated to support improvement of playground resources.

A wide range of equipment, from large installations such as a pirate ship and dens, to smaller play equipment supporting social skills across all stages was sourced and introduced during term 4. This coincided with easing of restrictions meaning children could play together more widely than previously. Children's experiences at playtimes were evidently enhanced, with many children engaging positively with the new equipment and with each other. Whilst a small number of children continue to require support to manage emotions or conflicts arising in the playground, it has been beneficial for the majority of children.

Pupils commented:

*'There's a lot more to do and we're not getting bored playing with the same things!'*

*'I like playing with the pirate ship because you can pretend to be pirates!'*

*'The reading den is good - you can stay dry reading a book!'*

*'It's neat - I like the ball and cone!'*

### P1 Transition:

We were able, with Covid-19 restrictions easing, to reintroduce a robust P1 transition programme throughout term 4, engaging with Stay, Play and Learn Scotland to provide weekly parent/child sessions in school in partnership with P1 and nursery staff, for ten weeks. This will continue during the first term of session 22-23. Prior to Covid-19 the positive impact of this initiative was evident in the children's ability to settle well into Primary 1. These sessions were well attended, with most parents/carers attending with their child for a number of sessions. Children were relaxed and engaged in activities, and parents were able to begin to establish positive relationships with their child's teacher.

Each P1 entrant was given a comprehensive home learning pack containing a wide range of play based numeracy, literacy and motor skills activities to support learning and playing together during the summer holiday in preparation for starting school.

### Cost of the School Day

We continue to seek ways in which to reduce the cost of the school day to families: no charge for lunch/after school clubs; uniform swap shop and flexible uniform policy; stationery shop providing quality items at cost price introduced Sept 2021; providing resources required for home learning activities including IDL topic activities; no bus charge for P7 swimming; PEF contribution and business grant towards P7 residential trip; limiting number of dress down days asking for a donation for school funds.

### Next Step(s) to inform SIP for 2022/2023:

- Further PB consultation session 2022-23 to identify priority
- Develop 'Mrs Mochrie's Garden' as an attractive area for calm activities during break/lunch times.
- Cost of the School Day policy
- P1 enhanced transition embedded – maintenance agenda
- Seek funding streams to support range of activities for learners including P7 residential trip