



Woodpark Primary School and Nursery Class

Standards and Qualities
Report 2023





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Standards and Quality Report 2022-23

Context of the school:

Woodpark Primary School and Nursery Class is a non-denominational school 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.

Woodpark is one of five primary schools within the Lesmahagow Learning Community along with Lesmahagow High School. We benefit from strong working partnerships across our learning community. A key learning community focus has been on effective primary to secondary transitions.

The new school building was opened in 2012 as part of the South Lanarkshire Schools Modernisation Programme and provides a bright, modern learning environment which includes ICT suite, open area, large hall and separate dining room. The school building also accommodates our nursery classes which completed expansion to deliver 1140 early learning and childcare in 2021.

Our nursery provision is from 2 to 5 years of age with 3-5 year old nursery capacity of 54 and 2-3 nursery capacity of 15. Nursery staffing currently comprises of 13 early years practitioner, one early years support worker and team leader. We benefited from the additionality of peripatetic nursery teacher during summer term 2023.

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 ten members of support staff. This session we benefited from PEF funded Youth, Family, Community Learning worker one day per week.

The current school roll is 185 with capacity of 217. This session we have seven classes.

School attendance data session 2021/22 was 90.6%, sitting below local authority figures. Current school session attendance data sits at 90.4%.

The percentage of children sitting in SIMD1 session 2021/22 was 36.1%. We have no learners within SIMD2. The percentage of P6 and P7 learners entitled to free school meals session 2021/22 was 36%. This sits well above local authority figures of 20.9% and 21.9% respectively.

The percentage of learners identified as having additional support needs and/or staged intervention within the school sits at 42.2%.

P1/4/7 achievement of expected level data 2021/22 in literacy was 85%, and in numeracy 90%. These figures sit above local authority data and national data levels. However, within the establishment fewer learners sitting within SIMD1 achieved expected level than those in SIMD3 and above. This data informs our improvement priorities and interventions to close the poverty related attainment gap.

At Woodpark we aim to make our school a happy and supportive place which allows all children to thrive. We aspire to deliver high quality learning and teaching through providing a range of learning experiences to engage and inspire all our learners thus enabling them to achieve success. Our children are supported through attachment-informed practice and our nurturing environment.

Our vision statement is that *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.*

Our PTA and parents are supportive of the school. Our PTA has strengthened this session with a number of new parent and staff members. We foster links with local businesses including Tesco and our local store.



Review of progress for session Aug 2022- June 2023

School priority 1: Improvement in children and young people's health and wellbeing	
<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion
Strategy – what did we set out to do? <ul style="list-style-type: none"> • Embed Emotionworks in HWB curriculum nursery-P7 • Develop understanding of Nurturing Principles #4: all behaviour is communication • Embed RSHP.scot resource in HWB curriculum • Provide opportunities for nursery children (3-5) to experience and lead high quality outdoors play in a natural environment within the local community • Enhance early years practitioner knowledge and understanding of ASN policy and practice • Early years practitioners set and review staged intervention/ASP targets 	
Progress and impact – what difference did we see? What did we achieve? <p>Emotionworks has been embedded into HWB curriculum across all primary stages and introduced in nursery. All staff participated in training during inservice/CAT sessions. Pre- and post-questionnaire responses demonstrated that Emotionworks has impacted positively on learners' abilities to identify a range of emotions, body sensations, triggers and regulation strategies. There has been some reduction in low-level behaviours and distressed behaviours, however, this is not consistent across all primary stages. Resources to support and enhance learning and teaching of Emotionworks as part of our health and wellbeing curriculum have been sourced, staff have had the opportunity to become familiar with and use these resources. During term 4 learners at P4 and P5 stages also participated in SLC Bouncing Back pilot where children spoke confidently about emotions, triggers, behaviours, sensations.</p> <p>HWB planners have been updated to include Emotionworks focus across all stages. Feedback from learners, staff and parents/carers identified that most learners feel Emotionworks helps them understand feelings and that emotions impact on actions; most learners enjoy the books and resources although some would prefer more practical activities; almost all staff agree that Emotionworks has impacted positively on learners' emotional health and wellbeing; and found the resources useful; further information/training for support staff to increase knowledge and confidence in using Emotionworks to support in the playground.</p> <p>Comments included:</p> <p><i>We love how it's helped us think before we do something (learner)</i></p> <p><i>It helps me know what emotion I'm feeling and how to cope with it (learner)</i></p> <p><i>We refer to the cogs almost daily! (staff)</i></p> <p><i>Children in our class regularly link the cogs to situations within the class. The cogs have also helped the children in our class better understand the actions of others (staff)</i></p> <p><i>The questions on the lanyard are a bit wordy for the little ones (staff)</i></p> <p><i>I like the cog visuals, I think they are very beneficial especially seeing them around the school (staff)</i></p> <p>Throughout the year consistent use has been made of our nurturing room to provide targeted intervention and support for identified pupils. More widely, nurturing practices are used throughout the school. All staff use PPRUDB and Emotionworks to manage instances of distressed behaviours. A number of staff have completed Nurture UK training, however, some staff still await the opportunity to undertake this training.</p> <p>RSHP.scot resource is now embedded and supports learning and teaching of relationships, sexual health and parenthood from P1 to P7 as part of our health and wellbeing curriculum. Information about RSHP lesson content and resources is shared annually with parents/carers.</p> <p>Within the nursery Rowan room (3-5) weekly visits for green space play are now established with parents/carers invited to join. High levels of engagement with fathers has been noted. One staff member has completed woodland play training this session and takes groups weekly along with a forest schools-trained staff member. Each group has participated in two sessions during the summer term focusing on den building and fire safety. This will be extended next session during terms 1 and 4 to provide weekly opportunities for groups to engage in a wider range of forest play based activities.</p>	

Outdoor literacy will be included weekly with provision of nature themed books.

All early years staff engaged in ASN training led by early years specialist support teacher. Key workers of children with ASN have received ongoing support from early years team leader throughout the year to become confident in using staged intervention processes and paperwork, setting targets, setting and reviewing ASPs and attending review/multi agency meeting within the establishment.

From August 2023 all practitioners will complete all aspects of staged intervention independently. This will be regularly reviewed by early years team leader.

EYTL will continue to engage regularly with establishment ASN coordinator.

Next Step(s) to inform SIP for 2023-24:

- Emotionworks embedded as part of HWB curriculum: maintenance
- Teaching staff member to lead nurture provision within school session 23-24 for identified learners, with support staff
- Review timetabling/use of nurture room/nurture interventions
- Identify Nurturing Principle for 2023-24 focus
- Early years: more staff engage in planning and delivery of green space outdoors play, access training as required
- Early years: further develop opportunities to enhance parental engagement/home learning
- Early years: introduce floor book planning; support and training for tracking and monitoring

School priority 2: Improvement in attainment, particularly in literacy and numeracy: numeracy and maths pedagogy

NIF Priority (select from drop down menus)
Improvements in attainment, particularly in literacy and numeracy
NIF Driver
School Improvement
Performance information

HGIOS?4 QIs (select from drop down menus)
2.2 Curriculum
2.3 Learning, teaching and assessment

Strategy – what did we set out to do?

- Develop staff knowledge and understanding of Maths Recovery pedagogy P1-3
- Pilot aspects of Maths Recovery pedagogy with small groups of learners
- Develop staff knowledge and confidence in using Numicon to support numeracy learning across all stages, supported by enhancement to existing Numicon resources
- Pilot Leckie problemsolving resource
- Review Leckie assessments.

Progress and impact – what difference did we see? What did we achieve?

Aggregated numeracy ACEL data demonstrates that over the past five years we have performed at, or above, learning community and local authority levels. However, it can be seen that school performance in numeracy dipped during Covid. Whilst there was an improvement in session 21/22 it did not match the pre-Covid level of session 18/19. Consequently, in line with the local authority’s commitment to improving attainment in numeracy, a three-year numeracy improvement priority was begun with a key focus on the introduction of maths recovery pedagogy as well as Numicon, problem solving and assessment.

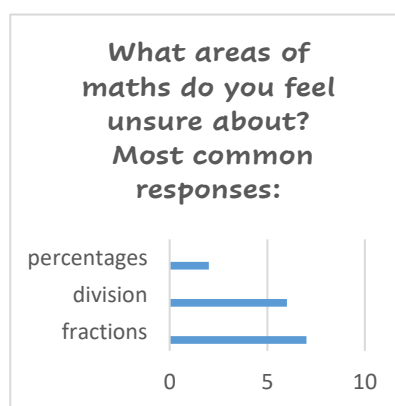
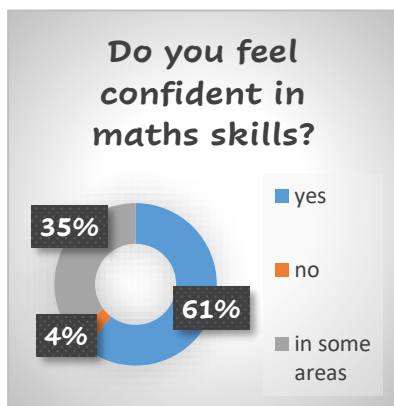
P1-3 staff and SMT completed Maths Recovery purple book (4-8) training. P4-6 staff, including PT numeracy coordinator, completed red book (8-11) training. Aspects of Maths Recovery approach was piloted with small groups of P2 and P3 learners during term 4.

Teaching and support staff engaged in Numicon training during inset August 2022. Further Numicon resources were purchased to support learners to develop their understanding of numeracy concepts at a concrete level. Examples of resources were displayed for parents/carers during March 2023 parents’ evening.

Leckie problem solving resource was piloted across all primary stages during terms 3 and 4 and will be fully embedded in numeracy and maths curriculum session 2023/24. Problem solving planners were created and incorporated into planning at early, first and second levels.

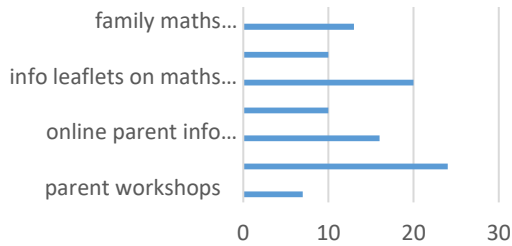
Leckie maths assessments were reviewed in comparison to existing confirmatory assessments concluding that confirmatory assessments better met current needs.

Parent/carer questionnaire on numeracy and ways in which the school can support families in numeracy learning provided the following data:

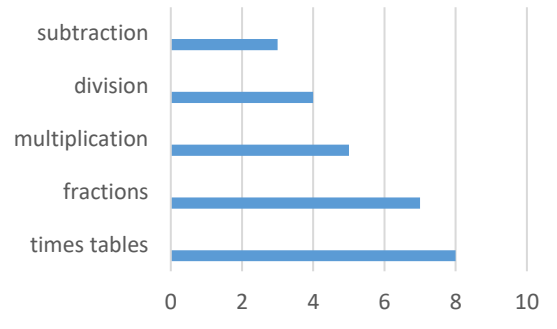


Ways to help parents/carers gain confidence in supporting your child with maths?

Most common responses:



What areas of maths does your child find most tricky?
Most common responses:



Next Step(s) to inform SIP for 2023-24:

- Provide further opportunities for staff to attend Maths Recovery purple/red book training appropriate to their teaching stage session 2023-24.
- All SMT to complete Maths Recovery red book training by June 2024.
- Maths recovery pedagogy introduced at P1 and P2 stages from Aug 2023.
- Continue to support numeracy learning with Numicon particularly at first and second levels.
- Problem solving fully embedded in numeracy and maths curriculum from Aug 2023.
- Problem solving skills focus to be developed for each stage to be used in term 1
- Leckie problem solving resource to be subdivided to ensure ease of access for teachers at each stage
- Introduce Leckie problem solving early level within early years during session 2023-24
- Pilot Leckie maths assessment session 2023-24
- Review current assessment procedures to ensure a coherent and balanced approach is used across all stages
- Continue to interrogate tracking and monitoring data to evidence impact of approaches throughout session 2023-34.
- Numeracy and maths policy to be reviewed and updated by February 2024. This should also incorporate play based learning approaches to numeracy and maths.
- Maths progression planners reviewed, however, further work to develop coherent planners which incorporate range of numeracy approaches and resources, including play pedagogy, should be continued; to be incorporated into forward planning session 2024-25.
- Using data gathered from parent/carer survey in March 2023 (above), plan and deliver workshops/information leaflets/video clips etc to support families with their child's numeracy learning.
- Investigate Mindset in Maths training to increase positive attitudes to learning with a particular focus on numeracy
- Evaluate impact of Sumdog maths at school and home; seek ways to further embed in numeracy curriculum/home learning opportunities in session 2023-24.
- Improve our classrooms focus: a numeracy-rich environment – equipment, resources, concrete materials, working wall

School priority 3: Improvement in attainment, particularly in literacy and numeracy: Literacy – writing	
<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> Teacher professionalism School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>
<p>Strategy – what did we set out to do?</p> <ul style="list-style-type: none"> • Attainment and progress in writing session 22/23 at 76% or above • Embed Talk for Writing approach in literacy curriculum <p>Progress and impact – what difference did we see? What did we achieve?</p> <p>Aggregated writing ACEL data demonstrates that over the past five years we have performed consistently above learning community and local authority levels. However, it can be seen that performance in writing has not been sustained from 17/18 data levels, maintaining 85-86% achievement since 18/19. Tracking and monitoring of attainment in writing across all stages demonstrated that 2022/23 P7 cohort performed significantly below this level in P5 and P6. Consequently, the target for attainment in writing at this level was 76% or above, an increase of 26% from P6 data.</p> <p>Over the past four years Talk for Writing has been developed and embedded as a core pedagogy for the teaching of writing. Following review in May 2023 a number of challenges were identified: time management, coverage of genres, increasing writing stamina, differentiation, contexts. At some stages improvement in quality and stamina of aspects of writing has shown improvement. The writing curriculum will be reviewed in session 23-24 to address challenges, identify and pilot strong examples of evidence-based pedagogy in order to finalise our writing learning and teaching policy going forward.</p>	
<p>Next Step(s) to inform SIP for 2023-2024:</p> <ul style="list-style-type: none"> • Identify which aspects of Talk for Writing are working effectively • Identify genres that may benefit from adopting an alternative teaching approach eg PM Writing • Review and agree delivery of writing across all stages • Update learning and teaching policy to incorporate the above • Continue to track and monitor attainment in writing across all stages, with aim to increase overall writing attainment by at least 2% in session 2023-24 from 22/23 data. 	

School priority 4: Improvement in attainment, particularly in literacy and numeracy – P1 play pedagogy	
<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> Teacher professionalism School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>
<p>Strategy – what did we set out to do?</p> <ul style="list-style-type: none"> • In line with local authority priority, introduce play-based pedagogy at P1 stage, supported by staff professional learning and resourcing. • Update P1 baseline assessment • Increase parental engagement and enhance P1 transition <p>Progress and impact – what difference did we see? What did we achieve?</p> <p>P1 teacher has completed SLC Play Pedagogy training including practitioner enquiry and continues to develop and evaluate her own journey. She will undertake next level of training in play pedagogy in term 1 session 23/24. Teacher knowledge of research underpinning, and practical aspects of, play-based learning has been greatly enhanced, supported by nursery teacher also working in P1 bringing her knowledge and expertise of play-based learning in early years.</p> <p>Play pedagogy was piloted in P1 class throughout the session and will be embedded at this stage in session 23/24 with classroom environment further adapted and new resources incorporated. Play-based learning will be introduced at P2 stage in Aug 23/24. The introduction of play-based approaches to learning is supported by a significant investment in resources through pupil equity funding.</p> <p>Five year achievement of level data in numeracy and literacy at P1 stage illustrates that our school performs broadly at, or above, learning community and local authority levels. However, 20/21 P1 numeracy and literacy data showed performance sat below both these levels. Whilst most learners are on track to achieve early level numeracy and literacy in June 23, it is anticipated that P1 literacy data will show a slight decrease, and numeracy data will show an increase on session 21/22 data. Class and individual observations demonstrate increased engagement in learners, with systemic improvement in learners' abilities to work together and engage in learning experiences and provocations noted as the session has progressed. Termly tracking & monitoring and forward planning evidenced that the pace of learning has broadly matched that of previous sessions. Forward plan format at P1 stage has been adapted to incorporate recording of responsive learning opportunities arising.</p> <p>Baseline assessment was updated in Sept 22 and identified early skills to be developed. This baseline was completed at an earlier stage than last session enabling ability groupings and supports to be put in place more swiftly.</p> <p>Early Years Scotland provided a block of Stay, Play and Learn sessions for preschool children and their families throughout summer term 21/22, and continued throughout term 1 session 22/23. This provided children and adults with the opportunity to become familiar with the environment, adults and buddies as well as showcase play-based approaches to learning. This will be an embedded aspect of our P1 transition going forward. Transition will be further enhanced with the offer of a home visit to preschool children by P1 staff during summer term 23/24.</p>	
<p>Next Step(s) to inform SIP for 2023-2024:</p> <ul style="list-style-type: none"> • Continue to track and monitor pupil progress/attainment in literacy and numeracy at early (0.3) and first (1.1) levels to evidence impact of play pedagogy approach • Continue to track and monitor pupil engagement – Leuven Scale • Resource development of play pedagogy in P2 in session 2023-24. • P2 teacher undertake play pedagogy professional development. • Play working party 23/24: <ul style="list-style-type: none"> ➤ Develop forward planning and tracking format for play-based learning P1 and P2 – responsive ➤ Curriculum rationale and play policy ➤ Further develop staff knowledge, skills and understanding, including support staff – CLPL online tutorials; 'Being Me' guidance May 23. 	

- Introduce FLIPP (foundations of literacy in P1) and NELI (Nuffield Early Literacy Intervention) in P1 from August 23 in line with SLC literacy improvement strategy.

School priority 5: Improvement in children’s health and wellbeing: behaviour management; pupil voice; wider achievement	
<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School leadership School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement
Strategy – what did we set out to do? <ul style="list-style-type: none"> • Review and update existing behaviour management policy • Refresh staff knowledge, understanding and implementation of SLC Promoting Positive Relationships and Understanding Distressed Behaviour policy • Increase pupil voice through re-establishment of whole school committees • Further develop learner participation and engagement 	
Progress and impact – what difference did we see? What did we achieve? <p>Behaviour policy reviewed and updated following staff consultation and discussion. It was agreed that amendments to our behaviour management strategy will be piloted from August 23. Views of learners and parents/carers to be sought following pilot. All SMT use incident recording sheets when dealing with behavioural issues. This now provides a coherent tracker.</p> <p>PPRUB refresh delivered at start of session, all staff are aware of procedures and use in conjunction with school behaviour policy.</p> <p>Whole school committees were reintroduced in January 23 with every child allocated to a committee. This has enhanced ethos and increased learner engagement, with a number of initiatives such as school library refresh, road safety promotion, tree planting, fundraising, website updates, diversity and inclusion introduced. The Pupil Council focuses on self-evaluation activities using HGIOurS4, and PEF participatory budgeting.</p> <p>Woodpark Wonders wider achievement tracker has been reviewed, with opportunity to develop further next session to make more progressive with a rolling pattern year on year. Wider achievements continue to be celebrated at weekly assemblies.</p> <p>A good range of after school clubs with varying opportunities eg sports, drama, dance, book club, IT has been offered across the school session and across all year groups, led by staff and also in conjunction with Active Schools. We remain committed to ensuring no cost for school club attendance as part of our cost of the school day policy. Some lunch club opportunities have been offered this session eg P7 sports leaders, choir. This could be extended further next session. Interhouse competitions continued effectively this year promoting a wide range of opportunities and interests eg photography, sport, junk modelling, writing.</p> <p>It was agreed to keep Golden Time activities within each class. Any child losing part/all of Golden Time is supervised by member of SMT in dinner hall. Loss of golden time tracked.</p>	
Next Step(s) to inform SIP for 2023-2024: <ul style="list-style-type: none"> • Revised behaviour policy to be piloted from August 23, parents/carers and pupils to be informed of changes to behaviour policy and views sought following pilot. • Review committee structure to P1-P3 committees, P4-7 committees. • Implement revised Woodpark Wonders wider achievements from Aug 23. • Expand range of clubs on offer, making greater use of lunchtimes, 	

National priority: How we are ensuring Excellence and Equity?

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

Pupil Equity Fund

The majority of our Pupil Equity Fund is allocated to enhanced staffing – support and teaching. This provides targeted support with a focus this session on improving health and wellbeing, attendance and engagement in learning for identified learners.

Robust attendance tracking and engagement with learners and families improved the attendance of 74% of tracked learners with an average improvement of 4.16%. All tracked learners sitting with attendance below 70% in February 23 made improvement to attendance by May 2023.

During this session two further staff members have undertaken Nurture UK training in order to develop knowledge, skills and understanding of how to support children in our nurturing room as well as more widely across the school and in classrooms. Boxall profiles are also used to identify next steps and evaluate impact.

PEF has also supported play-based learning approaches, P1 transition and numeracy improvement priorities providing resources to support targeted learners to close the poverty-related attainment gap in numeracy and literacy.

PEF Participatory Budgeting:

Learner and parent/carer consultations in 2021-22 identified that children's physical and mental wellbeing was a key priority with improvements to our playground agreed. This session, following further consultation with learners and stakeholders, it was agreed that PB would fund the refurbishment of the memorial garden, creating a quiet space for children to sit, chat and play together away from the busy playground.

Our PEF funded Youth, Family, Community worker engaged with groups of children to redesign the garden area, source the resources needed, and clear and install replacement floorings, seating and a gazebo, as well as new play equipment and cushions. Since its refurbishment the garden area has proven very popular with children regularly choosing to spend break times there with friends.

Pupils commented:

'I really like the memorial garden now, it looks great!'

'I'm so proud that I helped make the garden better.'

'Now there are places to sit and chat, I like the cushions.'

'The blocks are fun. I can't wait till we have some books to read in there too.'

'It will be better when it has plants as well.'

'I like to come here to have some chill time.'

This project has also increased attendance and engagement, provided opportunities to work with peers and developed a range of skills for learning, life and work.

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; 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 and P4 class educational excursion; Tesco donations for large whole school events such as Christmas Fayre, Sports Day refreshments; limiting number of dress down days asking for a donation for school funds.

Next Step(s) to inform SIP for 2023/24:

- Further PB consultation session 2023-24 to identify priority
- Cost of the School Day policy shared with all stakeholders
- P1 enhanced transition embedded – maintenance agenda
- Seek funding streams to support range of activities for learners including P7 residential trip