

Context of the school:

Woodside Primary is close to Hamilton town centre and serves Ferniegair, Barncluith and Eddlewood. Due to our large catchment area, many of our children travel to school by bus. Our current roll is 454 school pupils, aged 4-12 years. The school's capacity is 480. The new Woodside Primary opened in March 2015.



Our school vision is “**Living, Learning and Growing in Woodside,**” and our values, **Caring, Happy, Confident** and **Creative** are promoted through all our relationships and within our curriculum. This session, we have consulted all our pupils, parents and staff to restate our values, ensuring they are more high profile throughout our school.

In Woodside, long-term absences of both teaching and support staff have placed constraints on the management team and the learning support available. We have also had recent management changes, appointing two Principal Teachers this session and a new Depute Head Teacher who will start in August.

We promote positive relationships within our school and foster an ethos, which encourages all pupils to respect themselves and others. ‘Pupil Voice’ is heard through groups such as House Captains, Pupil Council, Buddies, Health Committee and Eco Committee, all of which contribute greatly to our strong, vibrant and happy ethos and provide our pupils with many leadership opportunities.

We have a very committed and enthusiastic Parent Council, which plays an integral part in school life and supports the school in many ways, including fundraising. We receive children into Primary 1 from as many as 17 different nurseries and have transition links with them all. We are also part of a School Improvement Attainment Family, with Woodhead Primary, Machanhill Primary and Bankhead Primary, due to the similar demographics of these schools. The focus of the attainment family this year is to share methodology for the tracking and analysing of pupil attainment data.

Woodside is part of the Hamilton Grammar School Learning Community. We have established links with our local schools. We are involved in events and activities with Hamilton Grammar School and aim to support all pupils in their transition to secondary school.

Education Scotland inspected the school in March 2016. The outcome was positive with many strengths highlighted.

Review of progress for session Aug 2019- March 2020

School priority 1:

Implementation of new teaching approaches to further raise our whole school writing attainment.

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
School Improvement

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategies

- SLC training in 'Talk for Writing' and 3 Leaders of Learning identified in the school.
- 'Talk for Writing' approaches introduced across the whole school.
- Awareness raising parental event organised to support home learning.
- Implementation of progressive spelling and grammar programme.
- Implementation of daily reading from Pie Corbett reading spine in all classes.
- Additional 0.7FTE teacher provided specific interventions for children within targeted group who were not achieving expected writing and reading levels.
- Termly review of attainment data to ensure progression.

Progress

- Almost all staff trained in 'Talk for Writing' approach through SLC.
- Leaders of Learning attended 5 days of 'Talk for Writing' training and cascaded to staff.
- 'Talk for Writing' fiction planners designed and fully implemented by all staff.
- All staff collaborated to plan and moderate 'Talk for Writing' activities.
- 64% of parents attended open mornings to observe 'Talk for Writing' approach in action.
- All staff and parental opinions on new approach were gathered.
- Learning Community moderation visits at P1, P4 and P7 had started to develop a shared understanding and highlighted good practice.
- New progressive and comprehensive spelling and grammar planners used across the school.
- All children introduced to different genres, new vocabulary and had their imagination inspired through whole class daily reading.
- Specific interventions for targeted children reviewed and analysed every 8 weeks to evidence a raise in attainment.
- DHT review dialogues with 0.7FTE teacher, class teachers and support staff.

Impact

Evidence from staff questionnaires:

"The approach followed by staff was consistent across all stages and enabled mutual support."

"I like the new planners and feel like they are very straight forward to follow."

"The course and moderation events definitely improved my knowledge and confidence of 'Talk for Writing' however it is still a new concept. I think with experience of using it, as well as peer visits, my confidence would be further developed."



- Highly positive parental questionnaire results evidenced their understanding of this new approach.

"Great to see 'Talk for Writing' in action and appreciate the benefits. Love the new approach to story writing."

"I think 'Talk for Writing' is a great way for children to tell stories."

"I love 'Talk for Writing' and can see my child's writing and confidence improving."



- Writing attainment beginning to increase at Primary 4 and Primary 7.
- Jotters evidence grammar knowledge applied through a contextualised approach.
- Almost all children enthused about reading and increased exposure to a range of vocabulary evidenced in their writing.
- Through tracking and monitoring, timetables and strategies evaluated to target support and aid pupil progress.

Next Steps:

- 'Talk for Writing' planners implemented from Aug 2020 and adapted to suit learner needs.
- Develop assessment toolkit in line with 'Talk for Writing'.
- Peer and SLT class visits to evidence impact of 'Talk for Writing'.
- Pupils' views gathered through questionnaires.
- Continue termly review of attainment data.



School priority 2:

Enhance teaching and learning in numeracy, through the development of a whole school progressive approach to the teaching of mental maths skills.

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
School Improvement

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategies

- 'Number Talks' strategies implemented across the whole school.
- Progressive Mental Strategy planner introduced to all stages.
- Awareness raising parental event organised to support home learning.
- Additional 0.6FTE teacher provided 'Maths Recovery' and specific interventions for children within targeted group who were not achieving expected numeracy levels.
- Termly reviews of attainment data to ensure progression.

Progress

- All staff trained in 'Number Talks' approach through SLC.
- 'Number Talks' progressive planners implemented by all staff.
- All staff engaged in 'peer visits' with their stage partners, some in other stages too.
- 62% of parents attended a 'Number Talks' open event to raise awareness of this new teaching approach.
- Additional parental workshop on 'Number Talks' offered during school disco.
- Learning conversations and sample survey results from each class evidenced implementation of 'Number Talks'.
- Specific interventions for targeted children reviewed and analysed every 8 weeks to evidence a raise in attainment.
- DHT held review dialogues with 0.6FTE teacher, class teachers and support staff.

Impact

- All children actively engaged in stage appropriate mental calculations.
- Staff confidence in mental maths teaching increased through the implementation of 'Number Talks' approach.

Evidence from staff questionnaires :-

"This is very helpful and ensures that there is consistency and progression. It is also very straightforward to follow."

"I found having a mental maths planner particularly useful. I felt reassured that I was covering all necessary areas and assisted with achieving certain benchmarks."

- Pupils' enjoyment, understanding and confidence in mental maths skills have increased through 'Number Talks'.

"Maths is different but more fun because of Number Talks."

"Number Talks has helped my brain think better, I like it."

"All of the children, sampled in Room 13, agreed that their confidence had increased due to Number Talks."

- Positive questionnaire results evidenced parental knowledge and understanding of 'Number Talks'.

"I found the talk very informative and I can now understand the signals and what they mean."

"I can really see the benefit of Number Talks and can see my child is using different strategies."

"I've noticed a big difference in my child's maths understanding."

- Primary 4 and 7 Numeracy attainment began to increase.



Next Steps:

- Continue to embed 'Number Talks' approach through teaching pupils all of the strategies.

School priority 3:

In partnership with all stakeholders, develop a new, positive and inclusive playground behaviour policy, which is underpinned by our school vision and values, encompassing the 'Treat Me Well' policy and 'Making Rights Real'.

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Strategies

- Audit of all stakeholders regarding our stated values in school.
- Audit of current playground organisation and management with all staff, parents and pupils.
- Investigate Paul Dix "When Adults Change Everything Changes" approach to behaviour management through staff involvement in dialogue and professional reading.
- Redesign our playground, with the support of pupils and business partners, to create stimulating and zoned areas, which will support our behaviour position statement and encourage creative play.

Progress

- All parents had an opportunity to respond to 'Values' questionnaire in Term 1.
- All Support Staff timetabled within zoned areas in the playground.
- Establishment of First Aid Stop and Solution Stop in the playground.
- All pupils have discussed each value through Assemblies and House activities.
- Staff and parents' views gathered for new playground design.
- All staff have been trained in SLCs 'Promoting Positive Relationships and Understanding Distressed Behaviour' policy.
- All staff engaged in focused Paul Dix dialogue and playground development points agreed to move forward.
- All children introduced to 'Loose Parts Play' approach.

Impact

- Strengthened and reaffirmed school values in consultation with all stakeholders.
- All pupils can articulate our values and explain their meaning.
- Increased accessibility to pupil support within the playground.
- Reduction in incidents as result of SLT's effective and timely management of playground.
- All staff have increased knowledge of distressed behaviours and the supportive management of these.
- All pupils can identify areas of support in the playground.
- 'Loose Parts Play' has developed creative outdoor play



Next Steps:

- Audit current playground organisation with all pupils.
- Regular and planned self-assessment of health and wellbeing, SHANARRI indicators carried out by all pupils.
- Establish parental working group to help support both behaviour and playground developments.
- Behaviour position statement, relating to our playground, incorporates SLC 'Treat Me Well' guidance.



National priority: How we are ensuring Excellence and Equity?

Of our 454 pupils, 33% live in a home within SIMD 1 or 2 and 19% are in receipt of Free School Meals. These children are present in all stages and classes, although there is a higher proportion in Primary 6 and 7 and the lowest percentage in Primary 1. Our analysis uses intelligence beyond this data and we encourage an individualised approach to identifying children who will be the focus of our Pupil Equity Fund Interventions.

Our analysis shows that across the school, over the past number of years, our attainment in Writing has begun to increase. However, a gap in writing still exists, so this area remained priority for this session. Our data analysis also showed that we continued to have a consistent Reading gap across many stages.

In Numeracy, our attainment has risen over time. New progressive approaches to mental maths across the school and the introduction of 'Maths Recovery' for targeted groups and individuals developed this session.

Establishment of our Nurture Room has supported the social and emotional development of identified pupils.

Strategies

- Access to PEF funded teachers for Numeracy and Literacy.
- Termly interrogation of data.
- Termly planning and tracking meetings to review and identify needs.
- MALT assessments used diagnostically.
- GL Reading Test used with identified children at second level.
- Big Writing Assessment to identify next steps for targeted children.
- Nurture Room created and used 2 afternoons a week.
- Lunchtime club established for identified children.



Progress

- Targeted groups of children timetabled for support from PEF teacher.
- DHT held review dialogue with PEF teachers, class teachers and support staff.
- Boxall profiles completed for identified children who attended Nurture Sessions.
- Staff volunteered to support lunchtime club, developing social skills in children participating.
- Maths Recovery used to assess children in P2, P3 and P4 to identify gaps in knowledge, understanding or skills.
- MALT assessments used diagnostically to identify and inform next steps in P5, P6 and P7.
- MALT assessment results used for 'gap' analysis to set specific targets, which class teacher supported.
- Small groups and individual children targeted with decoding skills activities and comprehension activities.
- Targeted strategies used to help individual pupils focus on aspects within their writing.
- All children in the targeted groups in Primaries 3, 4 and 6 assessed in reading, using the Salford and Burt tests.
- Primary 5 and 6 pupils in the targeted groups assessed using GL standardised assessment.
- Primary 2 targeted children had their progress with phonics assessed.
- Primary 3 had targeted children supported for decoding in reading.
- Primary 4 targeted children assessed using the 'Big Writing' criteria.



- Nurture teacher collating completed work, observations and target sheets to track and evidence progress.

Impact

- In P2, all targeted children assessed with Maths Recovery made progress. 50% of this group are now on track.
- In P4, all targeted children assessed with Maths Recovery made progress. 50% of this group are now on track.
- In P5, all targeted children had specific numeracy targets identified from MALT assessments, all children made progress and are now on track. 89% of children in P5 are on track for Numeracy which is an increase of 18% from Jan' 19 to Jan '20
- In P6 and P7, specific numeracy targets met for identified children. All targeted children in P6 and P7 made progress. 50% of these children are now on track.
- In P6, MALT assessments highlighted gaps, which class teachers were supporting.
- All targeted children receiving nurture support were progressing towards meeting their identified targets.
- All children assessed by GL tests made good progress with their decoding strategies and comprehension.
- All targeted children in Primary 2 progressed with their phonological awareness.
- All Primary 3 targeted children demonstrated an increased sight vocabulary.
- All targeted pupils in Primary 4, had shown improvement, moving onto the next level in writing.



Next Steps:

- 0.6FTE PEF Numeracy teacher to share transition information to support continuity of learning.
- 0.7FTE PEF Literacy teacher to share transition information to support continuity of learning.
- Boxall profiles completed for targeted children.
- GIRFEC what I think tool implemented
- Tracking of health and wellbeing

Response to Covid 19 Lockdown closure – March 2020 – June 2020

In Woodside, we endeavoured to ensure continuity of learning through using Google Classrooms. Before the school closed, every child and teacher had used this online platform.



Clear and concise guidance, was produced and shared with all parents before the closure. This ensured parents had the opportunity to contact the school for support. Further guidance and support, was given through use of our school website, Twitter and parental phone calls. Whole staff discussions took place regarding the use of Google Classroom and guidance shared with teaching staff to ensure clarity and the role of each staff member. Each day at 9am tasks were uploaded. These would be a focus on literacy, numeracy and a third subject area. Staff worked in collaboration to ensure all tasks further developed or enhanced skills previously taught in school.

Maintaining our positive relationships with all our children and their families was a high priority throughout. All staff engaged and supported all pupils throughout the school day, by commenting on their responses to questions or photographs of the work they had completed. This ensured engagement levels remained high.

A daily question from the class teachers encouraged all children to respond. This information evidenced the participation in each class. SLT phoned parents of those pupils who had not been actively engaging online to provide support and encourage them to log on. Class teachers and SLT phoned and responded to individual parental questions, providing support and reassurance. Each week, the SLT made contact with those families classed as vulnerable. Some class teachers also phoned pupils from their class who required a reassuring call.

Regular videos of the SLT and pupils sharing messages with their friends helped to support and foster our positive relationships at this challenging time. The staff team all supported each other through 'Group Chats' to share learning ideas and resources. Regular informative emails, phone calls and online meetings ensured the team morale stayed high and information shared. Staff confidence in the use of ICT has hugely increased. Most staff can now see the positive impact of this new style of learning and its place in future teaching, when school finally returns.

Our targeted families received extra resources. Children in the local community have accessed jotters and pencils by visiting two local stores, who supported the school by keeping our school resources available in a safe place.

The importance of transition into P1 and S1 remained high profile. All new Primary 1 children received a 'Welcome Pack'. This contained information for parents and activities for children. Information was available on our school website, supporting the transition process. For P7 children, there was a separate section for transition within their Google Classroom and parental information was available on Twitter and our school website. We invited all new Primary 1 children in for a brief classroom visit and our Primary 7 pupils came into school for a short farewell session. The pupils also went to their high school and secondary activities and videos were accessible on their Google Classroom.

The Woodside Primary building was also used as a 'Hub'. This involved the SLT initially organising and managing the operation of this. This challenging situation was a steep learning curve for all staff members involved. The vision, drive and strength of our Woodside volunteers made it a success, with many volunteering on a number of occasions. Staff found this experience to be extremely satisfying, supporting the numerous local families who benefited from the childcare provision. As a result, we have widened our school relationship with many new children and their parents.



"The Hub is fun because you make new friends and play games" Maggie S aged 8.

"The Hub has been a wonderful provision for my 2 children (age 4 & 8). They have accommodated all ages of children and kept families together in the initial stages but now separated into class groups. My daughter (age 8), has been given opportunity to complete her work set by her own primary. All staff have been warm and welcoming and the girls have loved it. It has allowed myself, and my husband to go to work and provide an essential service to the NHS. The girls have made friends and had the opportunity to do a wide range of activities." (Parent of two girls)