

# Woodburn Primary School Successes and Achievements 2022 - 2023

## Celebrating success and wider achievements

We have continued to celebrate and share success through assemblies, recognition boards and social media. These have included;

- Sporting Success at Cross Country and other local festivals
- Winning of the Volunteer Midlothian - design the mascot

Alongside this work in school, one of our DHTs took part in a co-design Working Group, facilitated by Education Scotland, focussing on profiling and capturing achievement. The ideas and opinions of the young people across Scotland were sought and a focus group of P6 and P7 pupils were able to contribute their creative ideas about what they would value.



## Staff CLPL and development

All staff have engaged with the PRD process and continually develop their own practice, in line with our school improvement priorities.

Support for Learning Teacher, received her GTCS professional recognition in April 2023. Building on this achievement, she is now on the panel to moderate future submissions for the joint GTCS, Dyslexia Scotland and Education Scotland programme.

## 'Learning without Walls'

- All year groups attended a learning visit (capped at £5)
- Our Glee choir performed at many local events. They performed two songs for the Frisson Foundation competition, where we included BSL and dance.
- We had another successful Feel Good February with a community walk, daily dancing and other activities to support mental and physical health

## Curriculum Development

As we work towards our **School Sports Award** we have developed our planning and opportunities for school sport and physical activity. This has included; swimming, skiing, residentials and a number of sports clubs, competitions and festivals

We have continued to develop our approaches to learning through **Play** through;

- Visiting other settings to work collaboratively
- Using enquiry approaches to develop practise and planning

We have been successful in obtaining **Reading Schools** accreditation. The Steering group and unior Librarians promote reading by giving recommendations and being reading role models. We included texts to promote diversity and inclusivity.

Through the work of the **STEM** ambassadors children have been able to participate in a variety of experiences which have stimulated and enhanced learning including; visits, competitions and clubs,

## Working in Partnership;

We have continued to work in partnerships with families and a range of professionals to meet all learners needs.

Notable partnerships in 2022 - 23;

- Headstrong (P7 mental health/emotional wellbeing programme)
- University of Edinburgh with a focus on curriculum innovation
- STEM ambassadors
- SEIC (Literacy focus)
- Midlothian Volunteer Centre

## Meeting Learners Needs;

We have continued our CLPL and developments to become a 'Sensory Smart School', and have continued to work in partnership with professionals to meet all learners needs.

We have continued our worked embedding the UNCRC for all. We hosted a meeting to share our journey to becoming a Gold Rights Respecting school. Children from our Steering Group presented and guided a tour of the school.

# Our planned improvement areas in the session 2022 - 23 were;

All improvement priorities, also link with our Pupil Equity Plan and the Dalkeith Associated Schools' Improvement Plan.

## Priority 1 - To raise attainment in Literacy (Reading)

What happened?

Implementation of the Balanced Reader (Stephen Graham and PM Reading)

- Teaching staff attended Professional Learning opportunities.
- A few P2 and almost all children P3-7 were assessed using PM Benchmarks.
- Reading resources were purchased, enhancing the range of non-fiction texts available.

SEIC Literacy Connector

- SLT and 2 teachers linked with other schools and Education Scotland to lead and support the development of approaches to teaching and assessment.

Reading School Accreditation

- Participation in World Book Day and celebrations of reading.
- Improvements made to the Library and provision of texts (partnership with Parent Council).

Impact

- Increase in confidence of teachers in the explicit teaching of reading.
- Increased attainment for children at P1, 4 and 7 from June 2022.
- Improved attainment at Primary 1, 4 and 7 over the past 5 years (2019).
- Accreditation as a Reading School (June 2023).
- National Assessments (P1 and P7) is higher than the National Average.

What next?

- Implement Midlothian Reading progressions and link these to reading pedagogy, particularly around the teaching of comprehension.
- Implement approaches for teaching phonological awareness and phonics with the Early Years which dovetails with PM Reading.
- Link PM Reading and Benchmark Tools to programmes planned for children requiring Additional Support.

## Priority 2 - To enhance Learning, Teaching & Assessment

What happened?

Developing understanding of High Quality Learning and Teaching including digital Literacy

- Professional learning including professional reading, training, collegiate working and observations of classroom practice supported staff development.
- Staff implemented the use of google classroom and associated tools.
- Staff engaged with resources to support using iPads to enhance learning.

Impact

- Classroom observations evidenced improvement in staff confidence and learners' experience.
- Children's confidence in the use of digital technology improved, it was used increasingly well to support learning.

What next?

- Continue professional learning linked to quality learning and teaching.
- Support opportunities for staff to observe peers and learning and teaching in other schools.
- Carry out further moderation.
- Improve systems for tracking and monitoring children's progress.
- Review Curriculum Rationale.

# Our planned improvement areas in the session 2022 - 23 were;

## Priority - 3 - Meeting Learners' Needs

### What happened Sensory Schools

- OT provided training to all staff to develop a sensory approach.
- A group of Learning Assistants and SFL team were trained to deliver a sensory programme.
- OT delivered a training session on fine motor skills to our Learning Assistant Team.
- OT delivered parent/carer sensory workshop.

### Impact

- All staff trained in Sensory Processing have begun to build into their universal support this has been supported by professional dialogue with the Paediatric OT Team.
- OT classroom observations (June 2023), overall sensory distractions have been minimised in the classrooms when compared to observations (Dec 22).

### What next?

- OT to provide further training and staff to revisit themes identified for improvement.
- Further parent/carer workshops.

### What happened Social Thinking

- Further developed the 'We Thinkers' programme within P1-3.
- Developed group plans as part of a social emotional learning curriculum.
- Learning Assistants trained in 'We Thinkers' and a further Learning Assistant in 'We are Social Detectives'.
- Piloted 'Starving the Anxiety Gremlin' trialed to support pupils experiencing anxiety.

### Impact

- Multi-agency links were developed and advice sought from SLT.
- 16 pupils within P1-3 completed 'We Thinkers'.
- 23, P4 and 5 children completed Social Detectives.

### What next?

- Develop the social skills programme into P6 and P7.
- Continue to train more Learning Assistants to deliver the 'We Thinkers' and 'We are Social Detectives' programme.
- Make a 1 page 'handy guide' for 'We Thinkers' for Learning Assistants to refer to.

### What happened Neurodiversity

- Assembly focussing on ADHD.
- 3 learner groups throughout the year to discuss the strengths and challenges of dyslexia.
- 3 members of the SfL team attended 'Seeing Autism Differently'.

### Impact

- Ongoing discussion throughout the year with learners around neurodiversity.
- Pupils feedback on resources, assembly and pupil groups was positive and increased confidence to share their neurodiversity.

### What next?

- Plan and develop a block of work with learners around what ADHD means to them based on resources from the ADHD foundation.
- Neurodiversity displays to be developed around school.

# Our planned improvement areas in the session 2022 - 23 were;

## Priority 3 - Rights Respecting School / UNCRC

### What happened?

- Raised staff awareness around diversity legislation and expectations. Continued to embed the language of the UNCRC and Children's Rights..
- RRSa Steering Group involved the whole school in creating a Children's Rights poster to be shared in local community and created more inclusive lunchtime groups. The playground charter was reviewed. Upper classes evaluated and adapted Fun 31 (Article 3) to ensure activities on offer are inclusive.
- A diversity pupil focus group was established.
- The Uphill Trust charity presented at Assembly and some classes supported fundraising through their enterprise activities.

### Impact

- Language of Children's Rights underpins the school 'Ready to Learn' policy and supports wellbeing with links to children's Rights evident in the classroom.
- Repeated surveys show an increase in Knowledge and Understanding in all classes.
- Evidence of Children's Rights being discussed outwith school environment at some stages.
- Raised awareness of UNCRC in wider community.
- Increased Knowledge and Understanding of how Children's Rights can be upheld globally.
- Increased understanding of Equality, Equity and Social Justice.

### What next?

- Continue to review and update school policies and ensure Children's Rights underpin these.
- Review our school Vision, Values and Aims and Ready to Learn Framework.
- Further develop UNCRC within the Curriculum Rationale
- Further develop pupil voice ELC - P7 e.g. through Blether Buddies.

## Priority 3 - Wellbeing

### What happened?

- Primary 7 took part in a pilot project delivering a preventative mental health and wellbeing programme.
- Primary 1 took enjoyed taking part in storytelling sessions with a focus on improving wellbeing.
- Universal, targeted and intensive supports for wellbeing were provided for identified children.

### Impact

- Primary 1 wellbeing project evidence increased awareness around mental health and wellbeing.
- Primary 1 Storytelling Project noted improvements in children's Improvements motivation to engage, confidence to be creative and express themselves.
- Evaluations evidenced that children benefited from universal, targeted and intensive supports.

### What next?

- Continue to identify children requiring support to improve their wellbeing.

# Our WELC School Improvement plan 2023 - 2024

This year we have two main improvement priorities.

## Priority 1

Ensuring that all children and young people achieve the outcomes they deserve.

Key Actions:

Learning Teaching and Assessment

- Engage in professional reading and enquiry and to support practice.
- Review Policy and Procedures aligning 'What Excellent Looks Like at Woodburn' with the Midlothian framework.
- Refresh the Woodburn Learning Skills to align with the Meta Skills.

Curriculum

- Review Curriculum Rationale and Interdisciplinary Plans which support links with the community.
- Improve opportunities for Personal Learning and Achievement and approaches to recognising and tracking these.

Equity

- Further develop UNCRC and the Sustainable Development Goals
- Ensure explicit links to Children's Rights when planning learning and teaching experiences.

## Priority 2

All children and young people feel valued and included and have the same opportunities to succeed.

Key Actions:

Relationships

- Focus on the importance of relationships.
- Co-create a Relationships Policy with stakeholders.

Wellbeing and Care

- Implement Outdoor Learning Programme.
- Carry out pupil wellbeing survey to direct nurturing interventions.

Inclusion and Targeted Support

- Continue to develop Woodburn as a Sensory Smart School.
- Continue to develop awareness as a school around neurodiversity.