



Wiston Primary School

Standards and Quality Report 21/22

Context of the school:

Our School:

Wiston Primary School is a small, rural school situated in the village of Wiston, close to the town of Biggar where there are a wide variety of amenities. Our school was rebuilt ten years ago and we have access to excellent indoors and outdoors facilities. Currently we have 11 children who are taught by one full time teacher and one part time teacher. We have two full time support assistants and our own caretaker/cook. We place a major emphasis on outdoor learning and take full advantage of having Wiston Lodge Outdoor Centre on our doorstep. We share a head teacher with Libberton Primary school. The local area is a varied mixture of farms and mainly private housing. Attendance is above SLC average and 100% of our families sit within SIMD 5-7 and 18% of our children are receiving FSM.

At Wiston Primary our vision is


At Wiston, our children are at the heart of everything we do. We strive to create a culture and environment which inspires them to be the very best they can be. We have the highest expectations of achievement and behaviour and offer a nurturing and supportive environment where everyone feels valued and included.

Our values are RESPECT, ACHIEVEMENT, RESPONSIBILITY and ENJOYMENT

We are part of the Biggar Learning Community which has twelve primary schools which feed into Biggar High School. Younger children attend a mixture of school and private nurseries in the area and we work closely with them and with Biggar High to ensure smooth transitions. Nine of our Learning Community schools are either two teacher or less schools and we have developed close links to enhance learning and teaching for staff and children across these establishments.

Review of progress for session Aug 2021- June 2022

School priority 1:	
<p>NIF Priority (select from drop down menus) Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> School leadership</p>	<p>HGIOS?4 QIs (select from drop down menus) 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 1.3 Leadership of change</p>
<p>Strategy What did we set out to do? <i>The Department for Education report ‘Reading: The next steps’, published in March 2015, states, ‘The best way to promote development (in reading) is by instilling in children a passion for reading. Children who love reading will read more and, over time, choose literature which is more demanding and suitably stretching. It creates a virtuous circle: as the amount a child reads increases, their reading attainment improves, which in turn encourages them to read more.</i> Research proves that reading for pleasure is central in supporting equity and wellbeing- positively impacting learners’ attainment across the curriculum, critical thinking, creativity, empathy and resilience.</p> <p>In a survey of our children (June 2021): 58% said they felt they read more out of school 33% said they only read because they had to for school 85% said they would read more if they had books which interested them.</p> <p>From these results, it is clear that there was not a sound culture of reading for enjoyment embedded at Wiston PS</p> <p>Our Aims A culture of reading will be embedded involving all children, all staff and parents Children will be motivated to read through access to stimulating and appropriately challenging material. Reading attainment will be improved</p> <p>What did we do? We enrolled in Reading Schools Scheme Children got to choose which books they would like for school library-fiction and non fiction New furniture/seating to make Reading Nook more comfortable/attractive Daily ERIC time (Everyone Reads In Class) Buddy Reading Sessions Use Gilets online reading comprehension P3-7</p> <p>Progress and Impact What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> • We achieved our first Reading Schools Award and are well on our way to silver • In a recent survey 90% said they now enjoy reading. Children now remind the teacher to have ERIC time and enjoy speaking about their books and using the local library more. • In a reading assessment this year 90% of children tested have a reading age on, or above their chronological age. 	
<p>Next Step(s) to inform SIP for 2022/2023:</p> <p>To build on this session’s success in reading To achieve Reading Schools silver award To identify appropriate non fiction books to enrich our topic boxes</p>	

School priority 2:	
<p><u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p>Strategy</p> <p>What did we set out to do? Numeracy is of vital importance and in interrogating our data we recognise that we need to focus more on skills of number agility, reasoning and problem solving. Our children are secure in their numeracy skills Our children can apply their knowledge and skills in a range of meaningful contexts Our children have access to a range of high quality learning experiences which develop and embed their learning</p> <p>What did we do? Baseline assess all our children to identify individuals needing targeted support Programme of support put in place for regular 1:1 support either through Catch Up Numeracy, Number Talks or 5 Minute Number Box. Use of numeracy learning pathways to support professional dialogue around attainment and progression to ensure appropriate pace and challenge. Focus on looking at pedagogy- what makes an effective numeracy lesson to develop consistency across the school? Identify effective strategies and resources to enhance number agility, reasoning and problem solving and moving from concrete to pictorial to abstract. Staff CLPL on Maths recovery and Number Talks Learning walks to recognise effective practice</p> <p>Progress and Impact What difference did we see? What did we achieve? Based on a recent assessment, pupils' numeracy age increased by 15 months on average, this session. Teachers report children are more confident with basic number skills and mental agility and they can explain more clearly the steps they are taking.</p>	
<p>Next Step(s) to inform SIP for 2022/2023: To continue to develop Problem Solving using Maths No Problem as a core resource</p>	
	<p><i>Our Platinum Jubilee Celebrations linked to our school Reading Award</i></p>

School priority 3: Promote the positive health and wellbeing of children

NIF Priority (select from drop down menus)

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Teacher professionalism

HGIOS?4 QIs (select from drop down menus)

3.2 **Raising attainment and achievement**

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategy**Aims**

All children feel supported in school

All children feel included in school

All children know who to ask for help

All children feel comfortable asking for help

There will be a culture of positive relationships and respect across the school

Whole school nurturing ethos is evident around the school

What did we set out to do?

This session, we have used the Glasgow Motivation and Wellbeing Profile (GMWB) to monitor and track wellbeing this session. The theory behind this profile is based on the premise that to foster wellbeing in children, their needs for agency, affiliation should be fulfilled.

The children completed the questionnaire twice. Once before the second Lockdown (Point A) and then after (Point B) the second lockdown which enabled us to observe the impact.

Analysing the results, affiliation (a sense of feeling nurtured and included) had the most marked decline. This could be linked to the disruption and stress from Covid/Lockdown.

To address these issues, we are going to use SLC Attachment Strategy alongside SCARF, a PSHE resource which has a main emphasis on mental health and resilience. Staff training has been arranged for June.

Progress and Impact**What difference did we see? What did we achieve?**

In a recent survey, 93% of children said they felt safe in school and 85% said they had an adult to speak to if they needed to. However, only 78% said they felt important to this school.

We shall continue to monitor/support in class the children who are continuing to display a lack of affiliation.

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

Review H&WB planners to reflect the knowledge, skills and attitudes identified within the various aspects of the health and wellbeing experiences and outcomes.

Our new IDL planners will focus on raising pupil engagement in their learning.

National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

The additional staffing we were allocated in August enabled us to organise additional support sessions for children not yet meeting milestones. We administered baseline assessments in literacy and numeracy to identify target learners

Interventions:

- Catch Up Numeracy/ IDL / individual support for literacy and for first level numeracy and first level spelling

Our key SIP priorities for 21 22 were focused on raising attainment in numeracy and enhancing the reading culture across the school.

Progress and Impact

What difference did we see? What did we achieve?

Covid 19/ staff absences did affect our ability to deliver as much planned support.

- Across numeracy we did see a marked improvement in the support group with an average improvement in their numeracy age of 17 months.
- In a recent reading assessment, 90% of children tested have a reading age on, or above their chronological age.
- In literacy the children using IDL have improved their spelling age by, on average, 9 months

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

- Given our reduction in staffing levels, we will be unable to offer a similar level of individual interventions next session and given this, we will focus our 1:1 support on literacy and numeracy.



