



Wiston Primary School

Standards and Quality Report 2022/23



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 9 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. 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 and 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 one teacher 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 2022- June 2023

School priority 1:	
<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Curriculum and assessment School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> Choose an item. 2.3 Learning, teaching and assessment 1.3 3.2 Raising attainment and achievement</p>
<p>Strategy What did we set out to do? Aims Staff will be familiar with SLC Skills framework and confident in using the language of skills in lessons. Children will know what skills they are learning, why they are learning them and how to improve them. They will be able to talk about their skills and say what their next steps are. Almost all children will be able to reflect on feedback received to and set challenging but realistic goals across the four contexts of learning Almost all children will be able to apply taught skills to a variety of different contexts and to make connections in their learning across the four capacities Progress and Impact What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> ❖ Staff have a shared understanding of SLC skills framework and skills development ❖ Almost all children are now aware of SLC Skills Framework ❖ Effective use of superhero characters to depict the four capacities and linked to skills ❖ Learning intentions, success criteria and plenaries linked to skills. Children more aware of how learning linked to skills ❖ Learning walls in each class link learning to skills development across the session ❖ Almost all children now able to discuss skills linked to their learning activities 	
<p>Next Step(s) to inform SIP for 2023/2024:</p> <ul style="list-style-type: none"> ❖ Next session’s Biggar Learning Community priority is skills development using SLC skills. As a school we will continue to embed the work started in 22/23 and extend it to include reviewing skills as part of our learning conversations. Each child will have a ‘Super Skills’ reflection jotter to track individual progress of skills and next steps. ❖ Link identified with our ongoing skills focus and our outdoor learning priority planned for next session. 	

School priority 2:

NIF Priority (select from drop down menus)
Closing the attainment gap between the most and least disadvantaged children and young people
NIF Driver
Curriculum and assessment
School Improvement

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

Strategy

What did we set out to do? Aims

Our IDL planning approach will reflect the core principles of curriculum design (including enjoyment and personalisation and choice) as well as an enhanced outdoor learning and STEM focus. Children will be more engaged in challenging learning experiences in meaningful contexts, including outdoors and STEM.

Progress and Impact

What difference did we see? What did we achieve?

- ❖ Staff collaborated to review IDL planners to ensure relevance, breadth and depth
- ❖ Each teacher completes a Yearly Overview of the curriculum covered to identify possible links
- ❖ Staff complete the 4 part planning model-Launch Explore Energise Celebrate to ensure active engagement
- ❖ As part of their planning and tracking, each stage has a skills progression for tracking social studies
- ❖ The three year rolling programme was reviewed with staff bundling relevant Es and OS and ensuring links within and between subjects

Next Step(s) to inform SIP for 2023/2024:

- ❖ We plan to improve the quality of our outdoor learning to engage and motivate our learners. All teaching staff have identified that they would like to upskill their knowledge of integrating outdoor learning effectively across the curriculum.
- ❖ During IDL pupil focus groups, children highlighted some of the skills they felt we needed to work on in school eg –team working. This will link in well with our skills SIP priority



School priority 3:	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> Curriculum and assessment School Improvement</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? Our health and wellbeing programmes will ensure that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.</p> <ul style="list-style-type: none"> ❖ Review PE planners ❖ Review RSHP programme <p>Progress and Impact</p> <p>What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> ❖ Staff reviewed PE planners to ensure they reflected cognitive skills, physical competencies, personal qualities and physical fitness. We are now working towards our Sports Scotland Award. Almost all our children are able to review their PE skills and identify how to improve them. ❖ Staff training in leading Nurture in school. Staff attend regular attachment lead meetings ❖ Almost all children said the school is helping them become more confident <p>Parent Comment: My child is very happy and supported hugely at Wiston Primary School. This support makes such a difference to her confidence, both socially and academically. The school may be small but the one-to-one attention she received has made such a difference to her.</p>	
<p>Next Step(s) to inform SIP for 2023/2024:</p> <ul style="list-style-type: none"> ❖ RSHP to be reviewed ❖ After children completed a nurture audit tool, it was evident most children did not have a sound understanding of the nurturing principles. We will use the stakeholders' questionnaires to inform a nurture action plan next session 	



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

Currently the school role is 9 pupils. All our families live in SIMD 5-7. Free meal entitlement is 33%. 56% of our pupils have additional support needs. Our rural isolation impacts on some pupils, especially FSM children, and our continuing aim is to ensure we get our children out into the community. For several years we have been fortunate to have access to free school transport which has helped the children widen their experiences and mix with more children.

Progress and Impact

What difference did we see? What did we achieve?

Using assessment and our tracking system and staged intervention, we have identified individuals' main barriers to learning which affect their progress and attainment.

Literacy :Targeted support using the Literacy pathway is the key intervention used to reduce the gap for our learners. IDL and Wordshark have been successful tools to support our learners. New library books and new novel studies have been purchased to engage our readers. As part of our Reading Schools work, we have set up a lending library for all the community to access. We recently achieved our Gold Reading Schools Award which has been highly successful in encouraging almost all our children to read more for enjoyment.

Numeracy: 1:1 support using a variety of resources to support learners eg Numicon intervention and Maths Recovery

Progress in Learning	P1	P2	P3	P4	P5	P6	P7	Total	P1	P2	P3	P4	P5	P6	P7	Total
Listening & Talking (LT)																
Cause for Concern / Satisfactory	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	3
Good/Very Good	2	0	0	0	1	0	0	3	0	0	0	2	1	1	0	6
Good	2	0	0	0	1	0	0	3	0	0	0	1	1	1	0	6
Very Good	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reading (R)																
Cause for Concern / Satisfactory	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
Good/Very Good	2	0	0	0	1	0	0	3	0	0	0	1	2	2	0	6
Good	2	0	0	0	1	0	0	3	0	0	0	1	1	2	0	6
Very Good	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Writing (W)																
Cause for Concern / Satisfactory	0	0	0	0	2	0	0	2	0	0	0	0	0	2	0	4
Good/Very Good	2	0	0	0	0	0	0	2	0	0	0	1	2	0	0	5
Good	2	0	0	0	0	0	0	2	0	0	0	1	1	0	0	5
Very Good	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Numeracy (N)																
Cause for Concern / Satisfactory	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	2
Good/Very Good	2	0	0	0	1	0	0	3	0	0	0	2	2	1	0	7
Good	1	0	0	0	1	0	0	2	0	0	0	1	1	1	0	6
Very Good	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	2
Literacy (L)																
Cause for Concern / Satisfactory	0	0	0	0	2	0	0	2	0	0	0	0	1	2	0	5
Good/Very Good	2	0	0	0	0	0	0	2	0	0	0	1	1	0	0	4

The chart above examines progress in learning in literacy and numeracy This show we are making progress with most children making either good or very good progress. Those children who have been identified as a cause for concern are all in receipt of 1:1 interventions and this will continue next session using IDL for Literacy/spelling.

Our IDL Improvement focus was highly successful in engaging the children and almost all felt that getting out in the community more and being more active either through outdoor learning or educational excursions, helped to motivate them.

Cost of the School Day

We are acutely aware of the impact of the cost-of-living crisis on many of our families and we strive to support them

- This session we did not charge for any outings or activities
- All staff received COSD training
- Parents can access spare uniforms FOC
- We have set up a free, community library for all ages
- We keep parents informed of supports/agencies which can support them to minimise the effect of poverty on their children
- We strive to access grants to reduce any potential costs to our families

Next Step(s) to inform SIP/PEF Plan for 2023/2024:

- At the end of this session, we were informed by SLC that our access to free transport during school hours will be stopping from August 2023. This has major implications for us as a small, rural school with a limited budget. This session we are attending swimming lessons in Lanark and financing this will take most of our transport budget. Our aim for all our children is to continue to enrich their learning experiences through educational excursions and extend their social circle through attending Learning Community events eg cross country festival, High School transition etc.
- Our **Participatory Budgeting** Group have agreed that their allocated 5% should be put towards subsidising our transport costs.
- As part of our H&WB we have recognised that a few children require access to nurture and with 2 staff members trained in basic nurture, we plan to look at how we can ensure we are delivering whole school nurture and offer small nurture sessions for these specific children.
- Through our own self-evaluation we recognise we need to improve some aspects of parental involvement at Wiston

