



Wiston Primary School Standards and Quality Report 2024-2025



What is a Standards and Quality Report? At the end of each academic year, we produce a Standards and Quality Report which highlights our strengths and successes. It also documents our progress towards achieving the school improvement priorities as set out in our School Improvement Plan. It allows us to reflect upon what has gone well and identify the next steps in our improvement journey. We are delighted to share with you our achievements from 2024/25.

Priority 1 UNCRC

What did we do?

- Received our UNICEF UK's Rights Respecting Schools Award.
- Embedded UNCRC across the school.
- Raised awareness of UNCRC across the school community.
- Monthly right focus throughout the year across the wider life of the school and across the curriculum.

What impact did we see?

- Children and staff have a better understanding of Children's Rights and how links can be made to them in everyday life and across the curriculum, this has in turn helped to improve children's attitudes to school.

Next steps

- Continue to engage with all members of the school community to further develop awareness and understanding and to showcase our progress with UNCRC.
- Continue to make links to UNCRC through weekly Get Togethers, the curriculum and wider life of the school.

Priority 2 Race

What did we do?

- Staff joined the SLC equalities network.
- All staff attended training on Anti-Racism education and support staff accessed online training on Building Racial Literacy.
- Get Togethers include a focus on equalities.
- Audited reading materials and group novels.

What impact did we see?

- Staff have a greater awareness and understanding of racial literacy.
- We are developing children's understanding of racism and equality.
- Reading materials now reflect a wider range of equalities.

Next steps

- Whole school Get Togethers will continue to have a regular focus on improving children's understanding of racism and equality.
- We will continue to add to reading material taking into consideration the wider equalities agenda.

Priority 3 Inclusion

What did we do?

- Received our second and third attachment pledges.
- Staff training on leading nurturing interventions.
- All staff attended training on Circle Framework and Emotion Coaching.
- Increased pupil and parental involvement in our attachment work.

What impact did we see?

- All staff have a greater understanding of different types of nurturing interventions and their impact.
- All staff recognise their role in promoting positive wellbeing and relations with and among children.
- Children are building their understanding of both emotional literacy and positive relationships.

Next steps

- Continue to involve parents in the AITS accreditation work and provide opportunities to learn more about supporting their child's wellbeing.
- Continue to monitor children's wellbeing needs and plan appropriate support and interventions.

Priority 4 Learning & Teaching

What did we do?

- All stakeholders have been involved in the creation of new vision, values and aims.
- Reviewed learning and teaching mats.
- All teaching staff attended Fact, Story, Action training.
- Curriculum Rationale revised after consultation with all stakeholders.
- Staff are confidently using curriculum pathways in Literacy and Numeracy to plan, teach and assess.

What impact did we see?

- All stakeholders have ownership of the vision, values and aims and this is used meaningfully in daily life of the school.
- Learning and teaching mats are used to support daily teaching and learning.
- Tracking and monitoring conversation now use a Fact, Story, Action approach.
- Curriculum rationale meets the needs of all learners and considers what makes our school unique.

Next steps

- Continue to embed vision, values and aims across the school.
- Continue to use Fact, Story, Action approach to track and monitor pupil progress.
- Continue to develop use of progression pathways across all curricular area to plan, teach and assess.

