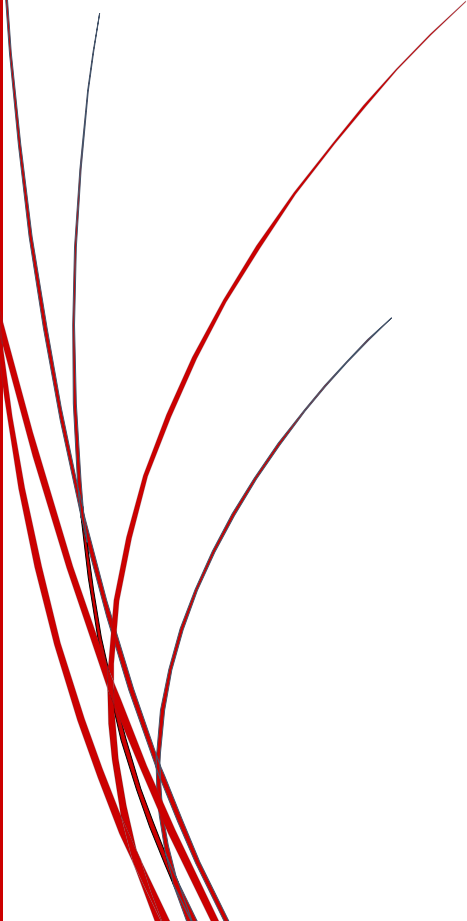


# Primary Wellbeing Support Standards and Quality Report 2021/22



## Context of the Service

The Primary Wellbeing Support Service is based within Oxbang Primary School in Kirkintilloch. We work to support inclusion of children across East Dunbartonshire schools who are experiencing difficulties in social/emotional development and/or behaviour whilst maintaining links with mainstream schools. We provide part time and full time placements and our aim is to achieve excellence and equity for all with a focus on improving health and wellbeing, emotional literacy, inclusive practice and the development of the necessary skills required to access the full curriculum. We also provide advice and consultation to support schools in providing an inclusive educational environment.

Our Standards and Quality report is part of our self-reflection process where we reflect on our progress towards targets set in our Service Improvement Plan and identify next steps for session 22/23.

We know our children and families very well. We know who is at risk, looked after, living in financial hardship, living with physical, emotional, mental and social health issues. We work closely with our partners within education to ensure that we identify obstacles to learning and wellbeing and take steps to address these. We also work closely with agencies out with education to support vulnerable children and families. We have an open door policy for families and we encourage parents/carers to participate in the learning process. We have a robust target setting process which ensures that we identify and respond appropriately to learning and wellbeing barriers.

Our team consists of:

Team Leader

4 Class Teachers

2 Support for Learning Assistants

All members of staff are highly experienced and are committed to further professional learning to ensure we continue to provide an inclusive environment with high quality learning and life experiences for all. Ensuring equity for all children is a key priority within the Wellbeing Support Base. We aim to create a happy, healthy, safe, secure and nurturing learning environment where every child is included. We encourage all children to become independent, active, lifelong learners and to achieve their full potential. We positively promote caring attitudes, respect and responsibility towards each other, the environment and the wider community. We recognise the link between resilience and achievement and this is reflected in our shared vision. We plan opportunities for children to achieve through the curriculum, play, outdoors, interdisciplinary learning, ethos and wider life of the school and personal achievement. Recognising achievement supports children to be confident, engaged, motivated and aspirational in their learning. We plan opportunities for children to achieve in many ways to develop skills for life, learning and work. Relationships are a key strength. We work very closely with parents, partners and our associated mainstream school and give children opportunities for personalisation and choice in the following experiences:

- Participation in mainstream activities – football, music, assembly, concerts, theatre ..
- Outdoor learning – den building, pond dipping, nature walks, use of ranger service...
- Clubs led by Active Schools, staff and parents – mini-fit, football, rugby, choir...
- Wider achievement through gardening awards, fundraising, enterprise, competitions, swimming, horse riding, cooking and gardening.

## Progress in School Improvement Plan (SIP) priorities

School priority 1: <b>Health and Wellbeing</b>	
<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> Teacher Professionalism School Leadership School Improvement Assessment of Children's Progress</p>	<p><u>HGIOS?4 QIs</u> QI 3.1 Wellbeing, equality &amp; inclusion QI 2.3 Learning, Teaching &amp; Assessment</p>
<p>Progress and Impact:</p> <p><b><u>Play</u></b></p> <p>Staff now facilitate and scaffold play for pupils in both classes on a daily basis. This is now a well-established routine which enables children to take responsibility for their own play and encourages them to have sense of control in terms of their learning. As a result, almost all pupils are now expert players who can quickly settle to play, using talking and listening skills, creativity and social skills to build a play story. The following has been noted with regards to learning through play:</p> <ul style="list-style-type: none"> <li>· Pupils define play as being character play where they can build the story and decide what happens. Other types of activity are not play and are regarded as 'tasks'.</li> <li>· Pupils are developing a strong sense of fairness and responsibility through role play, showing they understand the need to include others, generate ideas and compromise to ensure the play continues well.</li> <li>· Children can talk in detail about their play but are less able to record this learning in writing. Learning walks have been an invaluable way to raise the status of the play in pupils' and teacher's eyes and to encourage engagement through play.</li> <li>· Play is a valuable way to support re-engagement in the learning environment, supporting children to calm and re-focus their thinking after a period of dysregulation. Play has been used to support pupils to re-connect and move on from difficult times. In some cases, this is reflected in SDQ/Boxall scores.</li> <li>· Outdoor play has been modelled to staff and staff are gradually becoming more confident about planning for outdoor play. This has involved taking role play outdoors as well as using specific outdoor play activities such as the mud kitchen, sand play and gross motor play in the form of climbing, swinging and building assault courses. All children enjoy being outdoors and have responded well to modelling around respecting the environment and using it to calm and engage.</li> <li>· Observing children play has enabled staff to build on ideas and extend the children's interests and thinking. Play has had a significant part in staff building strong, trusting relationships with new pupils as well as supporting existing pupils to build new friendships. Observations have also helped staff to understand the working language, social and emotional levels of our pupils.</li> <li>· An important quality of play has been in enabling our pupils to follow their own interests and therefore play is not formally planned. Instead, provocations for play and the resulting adult intervention are designed to build on children's ideas, extending their thinking and sharing their play story.</li> </ul>	

## **Outdoor Learning and Wider Achievements**

The PWSS garden has been used to enhance outdoor learning experiences by taking children away from the classroom to engage in learning in the natural environment. The garden environment provides a safe and secure space for children to play and learn outside and to engage with nature. By committing to learning both inside and outside the classroom, staff were able to teach children that learning occurs everywhere, at all times. Tasks have been completed outdoors in the garden including maths, literacy and health and well-being. Outdoor games have boosted social skills and the garden has been used as a safe space to calm and self-regulate. The mud kitchen and playhouse have enriched imaginative play experiences. Parkour equipment has provided opportunities for all children to work collaboratively, to design courses by using their problem solving skills and allowed them to take risks. The improvement and redesign of the pond has been used to develop and appreciate an understanding of respecting the natural environment. The children built hedgehog houses and planted spring bulbs. Harvesting apples from the trees to use for cooking showed the children a pathway from plant to plate.

In summary,

High-quality outdoor learning experiences in the garden have provided opportunity for all children to:

- develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations
- develop resilience and adaptability in occasionally adverse circumstances
- become more able to identify hazards and risks
- develop a love, appreciation and respect for nature
- develop an understanding of how we can look after our environment
- develop self-awareness, confidence and self-esteem
- develop collaborative-working and communication skills
- provide positive health benefits such as a calming experience and assist gross and fine-motor development

## **Wider achievements**

All pupils have had many opportunities for wider achievements this session. Beat Buddies sessions provided engaging and music making activities by a professional musician. Through participating in warm-up exercises, body percussion, rhythmic skill building and samba-based percussion significantly improved a sense of musical awareness, confidence and ability for most pupils.

Outings to Peel park, the museum, the local library and Barhill Fort allowed pupils to collect information and learn about the history of the local community.

Swimming sessions at the local pool enabled all to learn about personal safety in the water and develop gross motor skills. Swimming helped to effectively relieve stress and encouraged a positive attitude towards physical activity by improved self-esteem and body confidence.

Opportunities to engage with the Oxbang school community such as a junior janitor role, responsibility for recycling, participation in large loose parts sessions and inclusion with Oxbang peers within the playground at breaks and within the base for Friday Fun sessions have given pupils a sense of pride and belonging.

End of term trips suggested by pupils to soft play areas have given the children a sense of ownership, achievement and confidence in their own abilities.

## **Keeping Trauma in Mind -West Partnership Training**

All staff attended four online sessions of The West Partnership Programme 'Keeping Trauma in Mind' in collaboration with Education Scotland. The structure of the sessions are outlined below.

8.3.22 Trauma: prevalence, impact and signs

15.3.22 Recognising and Responding to Trauma

22.3.22 Self-regulation

29.3.22 Traumatic Bereavement

Session 1 - Trauma: prevalence, impact and signs

We explored the impact of trauma and how to recognise signs. As a staff we have always been aware that children may experience varying types of trauma and this session helped us in our continuing process of practitioner enquiry. It was interesting to note that as our work is highly relationship based we already as a collective unit recognise the importance of relationships and connection and apply this to our everyday learning and teaching.

Session 2 – Recognising and Responding to Trauma

This session looked at the whole idea of a Trauma informed approach in schools. We do this well through the use of language and in creating the best environment for our children. We reflected on when to consider and then seek specialist support at appropriate times to support our learners.

Session 3 – Self-regulation

During this session it was important for us to acknowledge that this is something we are experienced in and strive to do well. Every day as adults working with our children, we understand our role as external stress regulators and the effective approaches to supporting self-regulation in our young people. Looking at executive functioning skills again in this training was useful as was discussing the window of tolerance. Examples of self-regulation scripts were helpful and in our daily modelling and interactions we have been able to use these.

Session 4 – Traumatic Bereavement

We explored traumatic grief and the impact this has on our children. Learning about statistics socio-economic status (SES) is helpful and deepened our knowledge of disadvantages and equity. The pupils we teach at the PWSS have a lower household SES and various appropriate resources have been recommended for us such as the UK Trauma Council 6 point plan. We will be able to use this as part of our parental engagement if needed.

In summary, this training has further developed our capacity as professionals to provide a safe, nurturing environment for children with a bespoke, trauma informed approach. It was pleasing to see that much of what we already do was included and it has deepened our team's confidence and belief in our abilities.

### **Next Steps**

- Focus on the modelling of pupil assessment of their play through learning walks and learning journals so that this is standardised in some way across PWSS.
- Continue to offer learning outdoors and pupil-led wider achievement opportunities and look into the development of therapeutic approaches such as story massage.

## School priority 2: **Assessments in literacy and numeracy**

### NIF Priority

Closing the attainment gap between the most and least disadvantaged children  
Improvement in children and young people's health and wellbeing

### NIF Driver

Assessment of Children's Progress

### HGIOS?4 QIs

QI 2.3 Learning, Teaching & Assessment

### Progress and Impact:

Having audited our existing methods of assessment in literacy and numeracy, we then streamlined what we were using in order to give us a clearer shared approach. We also introduced three new assessment tools to further inform pupil progress.

These assessment tools have proven to be very valuable as provide a baseline for children who often arrive at the service without a clear starting point as a result of minimal engagement within these areas whilst in the mainstream setting. Moreover, the information from these assessments have been added to our tracker tool which will enable us to measure impact on learners' progress and also support the sharing of information with partners during times of transition.

Using the Single Word Spelling Test resource, class teachers have been able to identify a spelling age which gives a clear picture of comparison with peers. Its structure also gives clear continuation, which is particularly useful for those children who are secure in their early phonic knowledge and are ready for more challenge.

The Burt Reading test has also provided a reading age with benefits noted above. The diagnostic aspect of this assessment has proven to be very valuable in identifying clear gaps in learning; class teacher judgements have been confirmed for existing pupils and starting points have been provided for pupils new to the service.

The practical and 'off the page' approach of the Maths Recovery assessment tool has been helpful in engaging learners who can find written work challenging. This has provided clear next steps for learners in their mental maths and has been beneficial in confirming teacher's previous judgements and assessing new learners.

### Next Steps:

- Continue to embed and evaluate impact of these assessments.
- Visit other ASN establishments and mainstreams schools to learn from other good practice.

### School priority 3: Digital literacy/Family engagement

#### NIF Priority

Closing the attainment gap between the most and least disadvantaged children

#### NIF Driver

Parental Engagement

#### HGIOS?4 QIs

QI 2.5 Family Learning

Choose an item.

#### Progress and Impact:

Staff and all pupils are competent in using and accessing Seesaw. This is updated by staff frequently and visited by families and the wider team around the child regularly. This has been an invaluable way to link and promote positive progress in wellbeing, engagement and learning, particularly during Covid restrictions.

The development of a digital transition Thinglink has further supported pupils in their transition between their mainstream and the service.

#### Next Steps:

- Continue to provide daily updates via Seesaw.
- Re-instate opportunities for face to face family learning sessions.

### Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Education Scotland	Authority
1.3 Leadership of change	Good	Good	Good
2.3 Learning, teaching and assessment	Good	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very good	Good
3.2 Raising attainment and achievement	Good	Very good	Good

### Summary of School Improvement priorities for Session 2022/23

- 1. Health and Wellbeing
- 2. Family engagement and partnerships
- 3. Inclusion, enterprise and wider achievements