

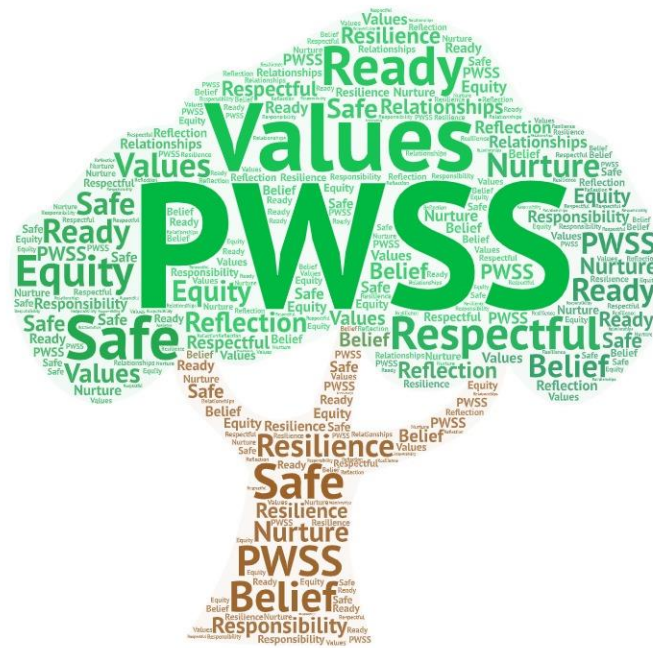


sustainable thriving achieving

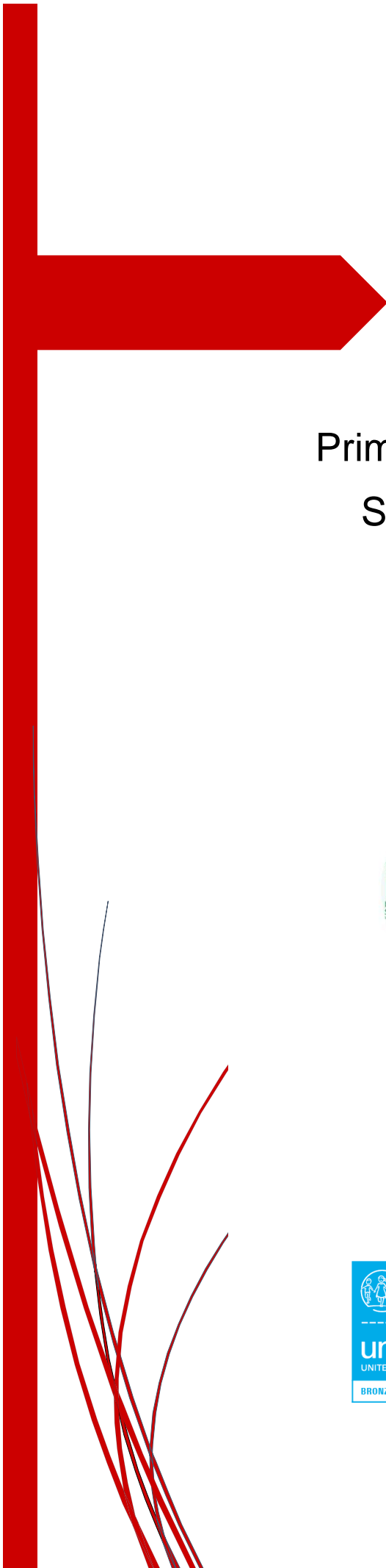
East Dunbartonshire Council

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# Primary Wellbeing Support Service Standards and Quality Report 2024/25



Ready Respects Safe



## Context of the School

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, 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.

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: Health, Wellbeing and Inclusion	
<p><b>NIF Priority</b> Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre</p> <p><b>NIF Driver</b> school leadership teacher professionalism curriculum and assessment</p>	<p><b>HGIOS?4 QIs</b> QI 1.5 Management of resources to promote equity</p> <p>QI 3.1 Wellbeing, equality &amp; inclusion</p> <p>QI 2.4 Personalised Support</p>
<p>Progress and Impact:</p> <p>All pupils have a good understanding of our VVA and the role they play in ensuring the service is a safe place for all. We do this through our values being reinforced and referred to frequently with all pupils; this ensures that the values are put into practice. Two members of staff are trained in the use of Talking Mats and this has enabled pupil voice to be at the forefront of all planning and decision-making. UNCRC permeates our curriculum and almost all of our pupils are confident in talking about their rights and how these transfer into their lives. Teachers have integrated rights based learning across different curricular areas to develop children's understanding of rights in a variety of contexts. Classes have the rights displayed and refer to these to help develop children's knowledge and understanding, using these in restorative conversations. Play is now fully embedded and all children continue to have access to play based learning. Most pupils are able to engage in play with peers using the strategies modelled by staff more independently and now use own ideas to develop and extend play. We have made very good progress in taking learning outdoors. Staff, have grown in confidence in using the outdoor environment, are fully committed to delivering high quality outdoor learning activities and use the outdoor environment as an extension to the classroom. Staff have worked together to develop a consistent approach to outdoor learning where pupils can make meaningful connections between their learning experiences and the world around them. These opportunities will allow for the further development of skills for learning, life, and work. Opportunities to learn outside are incorporated daily and all pupils seek these experiences. There has been noted increase in pupil wellbeing when outdoors and this provides an excellent platform for restorative discussions in a less formal setting than the classroom. Regular communication with mainstream schools ensures joint planning and inclusion opportunities are identified for all pupils and enables relationships and links to be maintained. Most of our partner schools have visited PWSS to replicate base models of practice which has provided consistency for pupils on split placements. Staff were reaccredited in the use of CALM techniques to ensure all are up to date with de-escalation strategies which are then included in pupil individualised charts to ensure bespoke and consistent support. Opportunities continue to be sought for staff to attend cluster and wider authority training to ensure the staff team are up to date with targets, developments and actions. With a focus this year being on The Circle resource, all staff participated in self and peer evaluation and learning from this has been applied within practice to ensure promotion of a positive environment and tailored teaching for all learners with a clear understanding of learner styles. Staff have streamlined timetables which allows more structured routine and minimises disruptions and sensory overload for children, as such, there has been increased engagement for all pupils. This also provides opportunities for classes to meet up in outdoor learning spaces which has allowed friendships to grow and opened up further opportunities for play. A staff member has also now been trained in Sleep Awareness and has shared learning with staff and targeted families which has helped improve sleep routines for some pupils. All staff took up the opportunity to attend the ASN Showcase. This enabled staff to attend workshops on areas of interest and provided opportunities for workshopping which all found highly valuable. Opportunity was then provided for staff to disseminate relevant information to the team providing all with a spectrum of resources and ideas.</p> <p>PWSS have also delivered training to EDC Nurture PLC which resulted in requests from attendees to visit the base and for PWSS staff to share resources and strategies. Teachers within this group have commented on the positive impact this has had for pupils within their targeted nurture groups.</p>	

All staff also have responsibility for leadership and lead on initiatives, this ensures high levels of self-efficacy within the staff group.

Next Steps:

- Plan lessons around Sleep Awareness training
- Audit, health and wellbeing planners and resources and update
- Explore links between Emotion Works and the Zones of Regulation in order to devise a working plan that supports learners. This will involve using parts from each programme to create a bespoke resource.
- Continue implementation of the Circle resource to create a learning environment that meets our learners' needs.

**School priority 2: Family engagement and wider achievements**

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

**NIF Driver** parent / carer involvement and engagement  
school leadership  
school improvement

**HGIOS?4 QIs**  
QI 1.5 Management of resources to promote equity  
QI 2.5 Family Learning  
QI 2.7 Partnerships

Progress and Impact:

Family Engagement

Partnerships with families is a key strength of the service and ensures consistency, communication and progress. Regular updates between the service and home via Seesaw continues to provide all families with an overview of pupils' successes and progress. This platform also creates a natural way in for discussions, as almost all pupils are proud to share their learning and achievements. Termly target setting and reporting to families ensures clear understanding of learning and skills to be focused on and progress towards achieving these goals. All pupils are clear on what they are learning and why and most are proud to showcase this. This is achieved through open sessions where parent/carers are invited to come to the base to share in pupil success. All families attended sessions this year and found these sessions beneficial. Families were also invited to participate in the self-evaluation of the service through discussions and questionnaires. Almost all completed the surveys with positive feedback such as the service being very welcoming, excellent communication and noted increase in pupil wellbeing, engagement, regulation and progress in learning.

Wider Achievements

There has been an increase in self-esteem and efficacy for almost all of our pupils due to the range of wider achievement opportunities offered. The service linked with Oxgang Primary and the pupils' mainstream schools to ensure inclusion opportunities. Most of the pupils successfully attended the Careers Fayre within Oxgang and managed to participate in workshops and selected sessions, some pupils managed class trips with their mainstream peers and pupils from the Oak class had the opportunity to attend the Titanic Exhibition to link with their topic. One of our pupils overcame social anxiety and was able to successfully lead games based learning for a younger peer group within Oxgang Primary. Pupils have also had opportunities to develop key life skills within the community such as library visits, use of public transport, purchasing goods at supermarket and using these for cooking and swimming. Our garden also provides a learning environment within which life skills are developed. We have now achieved Level 4 RHS Award as we use the garden to support the curriculum, wildlife and we grow, share and then cook with our produce. Pupils have built bird feeders and built a fenced area. Almost all pupils show respect when using the garden space and take responsibility in the upkeep and care of the garden. In addition to these opportunities, we have had 10 sessions of specialist outdoor education. This has enabled pupils to try skills out with their comfort zones. Pupils have experienced den building, making campfires, orienteering, indoor wall climbing, cycling and canoeing. It has been positive to see the increase in self-efficacy and the confidence of all pupils to try new experiences

#### Next Steps:

- Continue to build on opportunities for pupils to link with Oxcang and mainstream classes.
- Explore how NVR and Sleep Awareness training can support our families.
- Seek digital training opportunities to enhance staff knowledge and skill set.
- Look at possible buddy system for P7 pupils.

#### Progress in National Improvement Framework (NIF) priorities

- **Placing the human needs and rights of every child and young person at the centre of education** – All staff participated with child protection and safeguarding policies and procedures. Relationships are at the heart of all we do, all staff ensure pupils feel safe, included and supported, and that we get it right for individual pupils. We meet regularly to audit our environment, learning and routines to ensure consistency and safety for all. We provide individualised, bespoke programmes, which are tailored to individual needs. Our vision, values and aims were refreshed with all stakeholders in consideration of pupil rights. Pupil voice is central to developments in learning and wellbeing – talking mats have supported pupils to be involved and listened to in all development work. We work well in partnership with other agencies to ensure improved outcomes for our pupils and their families.
- **Improvement in children and young people's health and wellbeing** - All staff are fully aware of responsibilities with regard to GIRFEC and understand the wellbeing indicators. All are committed to providing a safe and nurturing learning environment as well as ensuring improved wellbeing and outcomes for all children and their families, which is central to our work. We use wellbeing assessments such as SDQ and Boxall to monitor impact of interventions. Through the use of Talking Mats - individual 'what do I think' assessments are completed with pupils to gather their views around the wellbeing indicators. Nurture and de-escalation approaches ensures pupils feel safe and supported to take risks and to develop a growth mind-set. We spend considerable time building trusting relationships with our pupils and play is a valuable way to do this. We set clear boundaries, expectations and routines for play, which are jointly created between staff and pupils to foster responsibility and ownership. This helps children to feel safe and supported to take risks and enjoy challenges through their play. They trust that as a team we can overcome any difficult issues as part of a solution-based, problem solving approach where everyone's voice is heard. Our work on play ensures that children love learning and are ready to face new learning experiences and challenges whilst also giving them opportunities to develop the social and emotional skills they will need to learn in different ways and to succeed.
- **Closing the attainment gap between the most and least disadvantaged children and young people** - The promotion of equity is integral to our ethos and vision. Stringent procedures and planned programmes ensure the promotion of equity in terms of success and achievement for all pupils. Almost all pupils know what works for them and use these strategies daily to help them engage in learning. Tracking systems evidence attendance, progression in learning, engagement and motivation levels and opportunities for wider achievement. All pupils work in partnership with adults and trust that their needs will be met and that challenge will be gently presented to foster success. Strong relationships support all pupils to be the best they can and this is modelled through play, outdoor learning, outdoor games, targeted task time and earned choice time. The ongoing focus of developing strong partnerships with parents is integral to our practice.
- **Improvement in skills and sustained, positive leaver destinations for all young people**  
All pupils are encouraged to engage in skills for life, learning and work. This is planned termly and is tailored to individual strengths and needs. There are also planned opportunities to visit places of work to ensure pupils have an understanding of the world of work and of opportunities for future aspirations. Close partnership working ensures effective transition plans for pupils moving on to secondary.

- **Improvement in attainment, particularly in literacy and numeracy**

Children are making significant progress, particularly in their social and emotional wellbeing. This is resulting in better engagement in learning and improvement in attendance. Children are demonstrating increased resilience in their ability to learn and deal with challenges. Staff are making effective use of assessment information such as Boxall profiles to determine specific interventions and targets. As a result, children are making sustained improvements in a range of areas such as engagement, social interactions and behaviour. Attainment data in literacy and numeracy is based upon teacher summative assessments where possible and teacher formative assessments through observations and ongoing classwork. Staff engage with benchmarks and moderation to enable them to make confident professional judgements about achievement of a level.

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

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

### Summary of School Improvement priorities for Session 2025/26

- 1. Health, wellbeing and inclusion -plan lessons around Sleep Awareness training, audit, health and wellbeing planners and resources and update, explore links between Emotion Works and the Zones of Regulation in order to devise a working plan that supports learners. This will involve using parts from each programme to create a bespoke resource, continue implementation of the Circle resource to create a learning environment that meets our learners' needs.
- 2. Family engagement and wider achievements - continue to build on opportunities for pupils to link with Oxfam and mainstream classes, explore how NVR and Sleep Awareness training can support our families, seek digital training opportunities to enhance staff knowledge and skill set.

### What is our capacity for continuous improvement?

All staff are committed to high standards and to improving outcomes for children. Parents and pupils comment positively on the work of the service and will continue to be involved in improving attainment and achievement. We are confident that our self-evaluation processes are leading to improvements. The next steps, identified through our self-evaluation, will be part of our Service Improvement Plan or will be addressed through the ongoing life and work of the service.