

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities. Our main Priorities for session 2018/19 are:

- A fully embedded Literacy strategy with effective universal and targeted interventions and a continued increase in staff confidence in assessing benchmarks and improvements in attainment.
- To embed the WLC Maths and Numeracy Action Plan by continuing the development of planning for numeracy using the Concrete, Pictorial and Abstract (CPA) approach and embedding Stages of Early Arithmetical Learning (SEAL) and Number Talks to improve attainment in Numeracy
- To raise the profile of all aspects of Wellbeing and develop a consistent and shared understanding. To raise awareness of Wellbeing indicators across all stakeholders, ensure all staff have access to high quality & relevant information, develop robust tracking system for Wellbeing and increase opportunities to participate in & celebrate pupil achievements.
- To ensure digital technology is a central consideration in all areas of curriculum and assessment delivery. To empower all staff and pupils to be innovative and creative in the use of digital technology for learning and teaching.
- Our Pupil Equity Fund (PEF) plan runs alongside our whole school priorities and details of both plans will be available soon on the West Lothian Website, School Website and in the school building.

The main documents we use to guide our self-evaluation are "How Good is Our School" (HGIOS) and for nursery we use "How Good is Our Early Learning and Childcare" (HGIOELC). You can access this document online by scanning the QR code



HGIOS



HGIOELC

Thanks for all the support, ideas and opinions throughout the year which has supported our continued improvement and for taking the time to fill in online PEF questionnaires. Your continued support at parent/carer councils, meetings, workshops and events ensures effective partnerships to secure positive impact for all learners.



Woodmuir Primary Report 2017/18



Every year the school completes a School Self Evaluation Summary report where we describe the progress we have made over the session and discuss what we need to do next to continue to improve. This is a lengthy document used by the school to guide progress. To make this easier however we have produced this short summary of the main points. This sums up our progress this year – the grades we have given ourselves against the criteria and also what our next steps will be to continue to address these priorities in Session 2018/19. Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF) and we have used the drivers

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing

You can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also indicated the links to quality indicators (QIs) in How Good is our School which is a key aspect of the Scottish approach to self-evaluation and school Improvement

I hope you find this helpful

Kind regards
Nicola Hamilton
Head teacher

The main areas we are assessed against are shown below. These are the key findings of the Standards & Quality Report along with the impact made and our grades.

How good is our Leadership and approach to Improvement?

Leadership of Change 1.3 Very Good Over the past two sessions pupils, parents, staff and the wider community have been involved in refreshing the school's vision, values and aims. We use these very effectively to set clear expectations and drive improvements. Our staff demonstrate a strong commitment to change. Almost all our staff and most of our pupils have the confidence to initiate and lead change. Our staff work with cluster colleagues and quality improvement partners to raise attainment and are clear about the role they play in meeting the needs of all our learners and closing the poverty related attainment gap. We recognised the need to further improve our arrangements for measuring the impact of the improvements and have continued to work on this area. Pupil leadership has been encouraged and their ideas and opinions have supported our aim to continue to ensure that learning, teaching and assessment are of the highest quality. Pupils are able to discuss the school values within different contexts within our school. Our children tell us they feel they have a voice and are enthusiastic and excited about school decision making and creating change. Parents have supported changes and are encouraged to voice their ideas.

How good is the Quality of the care and education we offer?

Curriculum 2.2 Good

The school community has invested time in developing a curriculum which is designed to reflect the school and its extended community. The curriculum is structured flexibly to provide equity of opportunity and to maximise the successes and achievements of all learners. Our staff and partners talk clearly about their curriculum securing children's rights and wellbeing. Staff have been supporting learners' understanding of their key strengths and be able to discuss their progress. . Planning for learning makes very good use of the WLC progression pathways and has planned opportunities to explore Interdisciplinary learning within our newly developed pathways for first and second level Staff take responsibility for developing the curriculum and have developed clear procedures and guidance. As a result of this work, almost all pupils make good progress in their learning. Staff provide good opportunities to develop children and young people's skills for learning, life and work, including the use of digital technologies. Enterprise and creativity are promoted and encouraged across all areas of learning.

How good is the Quality of the care and education we offer?

Learning, Teaching and Assessment 2.3 Good

The school has a warm and nurturing ethos. The learning environment is built on positive respectful relationships and almost all learners are engaged and motivated. Effective differentiation is used to support key pupils to develop their literacy and numeracy skills. All learners regularly exercise choice and take responsibility in some aspects of their learning. In all classrooms, learning intentions are used effectively and almost all children are becoming more confident in talking about what they are learning. All staff discuss a variety of assessment data and use this to plan next steps and appropriate interventions with a focus on delivering excellence and equity. There are procedures in place for moderating approaches to learning, teaching and assessment across stages, across the cluster and quality improvement which supports teacher confidence in their judgement of achievement of a level. Whole, group and individual PEF Interventions to support reading, writing and numeracy have shown positive impact on learner's engagement and attainment.

How good are we at ensuring the best possible outcomes for all our learners?

Ensuring wellbeing, equality and inclusion 3.1 Very Good

Our extended school community has a clear focus on improving outcomes for children and their families. Our staff and learners have a strong commitment to delivering children's rights. There is a well-established nurturing ethos across the school and all staff and almost all children note that they feel valued and supported. Relationships across the school are very positive and, as a result of this, pupils feel confident in supporting others. Our pupils feel very strongly that their voice is heard and that they get to make decisions in a real way. We have a variety of targeted interventions which are designed to meet the needs of all learners and their families within our local context. These interventions support improved attainment and achievement for those children who face challenge, including poverty, health and social issues. We work effectively with our partners and have robust approaches to Getting it Right for Every Child.

How good are we at ensuring the best possible outcomes for all our learners?

Raising Attainment and Achievement 3.2 Good We have effective arrangements in place to analyse interrogate and respond to data. We have been developing our approaches to measuring the impact of interventions. We have a clear focus on continually raising attainment in literacy and numeracy and appropriate adjustments have been made to the curriculum to support this priority. Due to the very small numbers at each stage, attainment data can fluctuate significantly on an annual basis, however our tracking and monitoring is being used to track individual learners to ensure good progress over time. We continue to use a wide range of assessment to support professional judgement and to ensure accurate tracking. Our i-Achieve and Step-Up programme works as an incentive to encourage pupils to focus more closely on their learning and enables them to share and celebrate their success. All learners have opportunities to develop leadership skills

Pupil Equity Interventions

Raise Attainment For All

Progress	Impact	Next Steps
<ul style="list-style-type: none"> All teaching staff working together on Tapestry programme to develop visible learning skills and consistent pedagogy Introduction of Sharing the Learning, Stay and play, Big Bedtime read, weekly book libraries, Online Learners' Journals in Nursery. Developed more engaging reading areas within classes and resources to support. 	<ul style="list-style-type: none"> Lessons are showing visible consistencies across the school. Increased opportunities for home involvement and pupil engagement in Literacy evidenced by parental feedback. 	<ul style="list-style-type: none"> Focus on improving use of data to identify targeted interventions Continue with Tapestry programme Refresh and continuation of Big Bed Time Read. Development of school Library Continuation of school reading engagement strategy. Develop school Writing engagement strategy

Improvement in Wellbeing and Employability Skills

Progress	Impact	Next Steps
<ul style="list-style-type: none"> Support children in the transitions within school 	<ul style="list-style-type: none"> Class teachers and pupil support workers supporting children at times of transition within school reduced distress of 2 identified pupils. 	<ul style="list-style-type: none"> Outdoor Learning Nurture Group Small focus nurture sessions for targeted pupils with parental support sessions in place. Implement additional play based learning in Early Years

Literacy and Numeracy

To improve attainment outcomes in reading, writing, talking and listening for FME children and children on stage 2/3 Interventions

Progress	Impact	Next Steps
<p><u>Staff</u></p> <ul style="list-style-type: none"> Language Link training PSWs attend Scotland read training Trained PSWs in SEAL approaches to enhance the support offered across the school Trained PSW in supporting number talks to enhance support offered across the school. Word Aware Training <p><u>Learning and Teaching</u></p> <p>Develop children's vocabulary through:</p> <ul style="list-style-type: none"> Implementation of Word Aware at all stages. Regular and varied learning experiences out-with school to provide relevant and engaging stimulus to talk and write about. 5minute box training and implementation <p><u>Families and Communities</u></p> <ul style="list-style-type: none"> Promote a reading culture through lending weekly book packs at all stages throughout the school. Promote a reading culture by connecting with families with under 5's in village and lend weekly book packs to support Transitions 	<p><u>Staff</u></p> <ul style="list-style-type: none"> Language link has supported teacher judgements in assessing and planning for interventions in Literacy. PSWs have increased confidence in supporting numeracy interventions. Teachers and PSWs have been trained in Word Aware and have implemented word aware vocabulary building activities into their class lessons. <p><u>Learning and Teaching</u></p> <ul style="list-style-type: none"> Target groups identified for Vocabulary support and interventions have begun. It is too early to assess impact of word aware although early indications are positive. All targeted pupils demonstrated increased engagement in writing throughout their focussed block and were able to formulate ideas and share vocabulary linked to their experiences. All younger pupils improved the technical aspects of writing. Almost all children using 5 Minute Literacy Boxes have made very good progress Almost all children using 5 Minute Numeracy Boxes have made very good progress <p><u>Families and Communities</u></p> <ul style="list-style-type: none"> We have connected with families within village and book bags are given out weekly to improve Early Literacy at transition. Reading environments in classes are welcoming with a range of engaging materials. All pupils have made positive comments and have been regularly using the books. 	<ul style="list-style-type: none"> PSWs trained to support writing , continue to update and refresh number talks and SEAL sessions Further staff trained in maths recovery. Read-wise comprehension for targeted support staff trained and put in use. Continue experiences out-with school to enhance vocabulary and providing contexts for a block of focussed writing. Continue with focussed vocabulary groups –word aware Continue with same format for 5 minute boxes Home/school maths activity pack for intervention linked with focussed parent workshop Phonic and reading workshops at Early Level