

**Woodlands Primary School and Nursery Class**

**Improvement Report June 2017**

**Context of the School**

Woodlands Primary School and Nursery Class is an inclusive community where the values of fairness, tolerance and respect underpin every aspect of school life. The development of strong relationships between all stakeholders has created a shared desire for continuous improvement and motivates staff, pupils and parents to strive for excellence. The school has a very positive ethos, providing a caring and supportive environment where pupils can learn effectively. All staff, pupils and parents are highly valued and we strive to embrace diversity. We are a Rights Respecting Level 2 school and as such children’s rights are at the heart of all aspects of our school.

We have a proactive approach to engaging with pupils, parents, staff and the wider community to ensure a positive impact for all learners. Staff work hard to address and overcome any barriers to learning and we are working on a range of strategies to ensure equity for all learners. Current data including standardised tests and teacher judgement indicate that almost all children are making good progress in their learning however attainment statistics in some cases are below the local authority and national average. In all cases this can be attributed to factors outwith school which are impacting on learning, in many cases children are entering nursery and primary one are not meeting their developmental milestones and are up to18 months to 2 years behind in their development. Staff are working hard to support families to help children meet their developmental milestones, including the introduction of a parent and toddlers group to engage with children and families as early as possible. Currently 17% of primary age pupils live in SIMD 1 and 2, 29% live in SIMD 1-3 and 27% are in receipt of free school meals. The school has been awarded £78,000 from the Pupil Equity Fund for the current academic year. Current research indicates that parental engagement is one of the key factors in reducing the attainment gap therefore strategies for next session will include opportunities for children and parents to work together to support learning.

Pupil behaviour throughout the school is of a very high standard and all staff have high expectations of pupil behaviour. We are highly committed to promoting wider achievement and provide our pupils with a diverse range of opportunities to achieve, both within and outwith school. We instil a sense of pride in our pupils, both in terms of the school and the wider community and strive to provide them with an awareness of the wider world and their place in it.

Our school encompasses a mainstream, non-denominational primary and nursery class. We cater for children with a wide range of needs. We have a significant number of children with a variety of additional support needs. The school is made up of 11 classes from nursery to primary 7 with a current school roll of 268 and the nursery class with 30FTE which caters for morning and afternoon placements. The school management team consists of the head teacher supported by two principal teachers and the staff is made up of class teachers including probationers and a wide range of support staff. Teamwork is paramount and all staff work well together to best meet the needs of the children in our care.

**Review of Progress in 2016 – 2017 Academic Session**

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| **Priority 1:** To enhance the experiences of all learners through updated approaches to learning, teaching and assessment with particular focus on effective use of assessment and planning, tracking, monitoring. | |
| NIF Priority  Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap, between the most and least disadvantaged children  NIF Driver  Teacher professionalism  Assessment of children’s progress | HGIOS?4 QIs  2.2 Curriculum  2.3 Learning, Teaching and Assessment  NLC Priority  Supporting all children to reach their full potential  Improving the health, wellbeing and care of the communities |
| Progress and Impact  The children have experienced a variety of approaches to assessment both formative and summative which has provided a wide range of evidence at key milestones which has been used to report on progress and inform next steps for learning.   * Assessment approaches better match the needs of learners and allow them to demonstrate where they are in their learning. * Quality evidence including CEM data and teacher judgement based upon benchmarks for literacy and numeracy are used to support assessment and inform next steps. * Assessment and reporting is effective for informing improvements in learning and teaching, teachers’ assessment diaries demonstrate progress and clearly identify next steps for learning. * Learning and assessment wall focussed on the language of learning are being developed in all classes.   The individual needs of all learners have been met through enhanced approaches to planning, tracking and monitoring.   * Tracking and monitoring has secured improved outcomes for all learners including those with additional challenge. * Data analysis including CEM and teacher judgement using benchmarks is focused on improvement and shows that almost all children are making good and steady progress. * Learning walks, pupil focus groups, learner conversations and tracking meetings are focussed on meeting learner needs and demonstrate progress and next steps.   The individual needs of all learners in nursery has been met through enhanced opportunities for extended child led play.   * Improvements to the nursery environment has led to enhanced opportunities for extended child led play. * Nursery audit linked to work on Building the Ambition has led to enhanced experiences and improved outcomes for all children. | |
| Next Steps:   * All learners will be able to confidently self and peer assess their own and others learning including their current strengths and next steps. * All learners will be able to track their own learning by identifying targets, recording progress, how they have demonstrated their learning and next steps. * Learners at all stages including nursery will be able to talk about their own learning with confidence. | |

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| **Priority 2:** To ensure highest possible levels of attainment and achievement for all learners, with a focus on raising attainment in literacy and numeracy, attainment over time, quality of learners achievement and equity for all learners. | |
| NIF Priority  Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap, between the most and least disadvantaged children  NIF Driver  Teacher professionalism  Parental engagement  Assessment of children’s progress | HGIOS?4 QIs  3.1 Ensuring Wellbeing, Equality and Inclusion  3.2 Raising Attainment and Achievement  NLC Priority  Supporting all children to reach their full potential  Improving the health, wellbeing and care of the communities |
| Progress and Impact  All learners have built upon their prior levels of attainment in literacy and numeracy ensuring raised attainment for all learners.   * Attainment in literacy and numeracy is improving at all stages. * Almost all children have made progress and improved their skills in literacy and numeracy. * Teacher judgements and tracking individual pupil progress using CFE benchmarks are leading to improved attainment in literacy and numeracy. * Assessment diaries clearly identify pupil progress and next steps in literacy and numeracy.   Learners are encouraged to be responsible and contribute to the life of the school, the community and as a global citizen thus enhancing their confidence and success. They have been given opportunities to achieve a wide range of skills and attributes, personally and socially.   * Most children are engaged in their learning and contribute to discussion and decisions about their future learning. * All children evaluate the quality of their learning experiences and how it might be improved through learner conversations and focus groups.   All children, including those facing challenge, have experienced equity in their education and their attainment has been enhanced and improved. Children have had opportunities to experience targeted approaches to intervention aimed at raising attainment including reading programmes, lunchtime clubs aimed at supporting attainment and guided reading programmes.   * Analysis of CEM data alongside teacher judgement and ongoing class work has identified opportunities for targeted support and has raised attainment. * Almost all children have made progress and increased their levels of attainment. * All children have had access to the same experiences at their own level to enhance attainment. * Targeted support using Rainbow Reading has raised attainment in literacy for individual learners.   The individual needs of all learners in nursery are met through enhanced opportunities for literacy and numeracy rich experiences across the curriculum   * All children have experienced enhanced opportunities for the development of literacy and numeracy through improvements to the nursery environment * All children have experienced play which is embedded in literacy and numeracy through ongoing implementation of Building the Ambition and How Good is Our Early Learning and Childcare. * All children have improved their skills in literacy and numeracy and are making progress. * Learning stories outlining individual pupil progress in literacy and numeracy including next steps and shared with parents termly have improved children’s attainment. | |
| Next Steps:   * All learners will improve their attainment and achievement in mathematics and numeracy through revised approach to learning, teaching and assessment. Attainment will be tracked and monitored throughout the year using baseline assessments linked to benchmarks. * All learners will improve their writing skills through whole school approach to teaching writing including opportunities for daily independent writing. * All learners will experience equity in their learning through whole school, group and individual interventions to support literacy and numeracy through Pupil Equity Funding. * Attainment and achievement of children facing challenge will be improved through targeted support for individual children and their families. * Learning stories will be further developed to include parents and carers comments about learning and achievement in nursery and at home. | |

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| **Priority 3:** To enhance whole school self-improvement through revised approaches to leadership of learning and change involving staff, pupils, parents and partnership working with schools within our family group. | |
| NIF Priority  Improvement in attainment, particularly in literacy and numeracy  Improvement in children’s and young people’s health and well-being  NIF Driver  School leadership  Teacher professionalism  Parental engagement  School improvement | HGIOS?4 QIs  1.2 Leadership of Learning  1.3 Leadership of Change  NLC Priority  Supporting all children to reach their full potential  Improving the health, wellbeing and care of the communities |
| Progress and Impact  All stakeholders, including partners, will be encouraged to take on an active role in the self-evaluation and continuous improvement of the school. Learner’s success and achievements will be improved as the result of continuous improvement following self-evaluation.   * All staff, pupils and parents will have been involved in evaluating the work of the school. * Focussed attention on monitoring and evaluation of learning and teaching has enhanced pupil achievement. * Staff have used a range of assessment to measure learner’s progress and work with colleagues within school to moderate standards ensuring continuity for all learners. * Staff have engaged in professional dialogue with colleagues across the family group to identify good practice and improve outcomes for all learners. * Learner conversations and focus groups have involved all learners in evaluating their own learning. * New school policies for Learning & Teaching, Assessment, Feedback and Learning Environment have been developed through collegiate working with staff, pupils and parents.   Outcomes will be improved for all learners through staff taking on leadership roles within the school thus strengthening our ethos of collegiate working and professional engagement with all stakeholders and partners.   * Staff have been encouraged to take on leadership at all levels which focus on leading learning enhancing capacity of the school through stage planning days. * Professional learning and collegiate working within the school has ensured a shared understanding and approach thus improved outcomes for all learners. * Regular professional dialogue focussed on shared understanding of standards and strategies to raise attainment has improved outcomes for all learners.   All children and young people will be encouraged to take responsibility for their own learning, success and achievement. Learners will be confident in making decisions about their own learning including next steps and planning to meet their needs.   * Learners are able to engage in dialogue with the class teacher and SMT about their own learning however require better knowledge and understanding of the language and skills of assessment to deepen their ability to evaluate their own progress. | |
| Next Steps:   * Through whole school approach to teaching the language and skill of assessment, all learners will be able to confidently self and peer assess their own and others learning including their current strengths and next steps. * Staff will use a range of assessment to measure learner’s progress and work with colleagues within school and the family group to moderate standards. * Staff and pupils will be empowered to take on leadership at all levels which focus on leading learning and enhancing capacity of the school. * Enhanced work with children and families will help to raise attainment for all learners through parental engagement and family learning. | |

**Pupil Equity Fund**

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| Allocation | Impact | Next Steps |
| No allocation has been made for academic session 2016-17 |  |  |

**Key Priorities for Improvement in Academic Session 2017 - 2018**

Priority 1: To enhance the experiences of all learners through updated approaches to learning, teaching and assessment with particular focus on developing learners’ ability to use the language of assessment to evaluate their own skills and next steps for learning. (Year 2)

Priority 2: To ensure highest possible levels of attainment and achievement for all learners, with a focus on raising attainment in literacy and numeracy, attainment over time, quality of learners achievement and equity for all learners. (Year 2)

Priority 3: To improve learning and achievement for all children through parental engagement with families through family learning programmes and early intervention.

**Capacity for Continuous Improvement**

Self-evaluation and continuous improvement is a core aspect of our school and all staff, pupils and parents are involved and committed to improving the life and work of the school. All stakeholders have a shared understanding of the current strengths of the school and our areas for improvement.

Monitoring and evaluation of learning and teaching is an ongoing aspect of school life throughout the year in terms of pupil progress and achievements and ensuring continuous improvement, areas for improvement are regularly reviewed and progress evaluated to ensure that targets are met but are most importantly improving outcomes for our learners, written documentation is kept updated and shared with all stakeholders. We have a new staff team this year both in terms of teaching staff and management and there is a strong ethos of sharing practice and peer support. Now that the team are established there are opportunities for this to be further developed to encourage staff to challenge each other to further enhance practice.

Professional learning of staff is clearly linked to ongoing self-evaluation and improvement and activities are fit for purpose. Staff are committed to their own professional learning and development and are engaging in professional reading to enhance practice and use examples from other settings and contexts. Teachers are developing their skills in using a range of assessment tools to measure children’s progress including the draft benchmarks. They work well with colleagues within school to moderate standards, opportunities in the coming session will encourage them to moderate with colleagues across the authority.

Children at all stages are involved in reviewing their own learning and parents are given opportunities to participate in a range of activities ranging from open afternoons and shows to parent consultations. School and class blogs are used to encourage parental engagement and showcase children’s learning.

**National Improvement Framework Quality Indicators**

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| Quality indicator | School self-evaluation | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | **4** |  |
| 2.3 Learning, teaching and assessment | **4** |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **4** |  |
| 3.2 Raising attainment and achievement | **4** |  |

**Additional Quality Indicator**

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| Quality indicator | School self-evaluation |
| 1.1 Self-evaluation for self-improvement | **4** |