



Woodhead Primary School

Standards and Quality Report 2017-18



School Context

Woodhead Primary is a non-denominational school situated on the outskirts of Hamilton to the south. The school serves a catchment area comprising private and local authority housing and covers Woodhead, Meikle Earnock, Torhead Farm, Avon Grove and part of Fairhill.

The school currently has a roll of 348 pupils across 13 classes. The building has state of the art facilities including a library, computer suite, MUGA pitch, large dining hall, a games hall with stage, a number of break-out spaces and a multi-purpose room. Woodhead Primary is situated within an area of growth and, to accommodate the growing school population, Phase 2 of the building is currently underway. This will add a nursery class and a further eight classrooms in a new two storey extension due for completion in 2019.

Our core values promote an ethos of Friendship, Determination, Respect, Honesty, Excellence and Equality.

Woodhead Primary School's vision is firmly based on striving for excellence and achieving the best outcomes for all learners, in line with local and national priorities. We aim to provide an education that will equip our young people for their future in the world of work and as caring, contributing and responsible citizens in society.

We promote a culture where staff are able and confident to take lead roles within and beyond the classroom. We foster a creative, innovative and well considered approach to learning and teaching for all within the school community.



Woodhead Primary School Standards and Quality Report 2017/18

As part of our consultation with staff, parents and pupils in May 2018, it has been identified as a priority for 2018/19 to review the Vision, Values and Aims of the school and, if required, revise them to fully reflect the local and national context.

In November 2017, the Head Teacher of 17 years retired. The position was filled on an acting basis by the Depute Head Teacher until March 2018. As a result, the management team was reduced by two members for a significant duration this year.

The new permanent Head Teacher, Mr. Scott Clark, took up post on 18th March 2018. The second substantive Depute Head post was filled on a permanent basis in June 2018. From October 2018, the management team will consist of

- Head Teacher
- Depute Head Teacher (x2)
- Principal Teacher

The significant changes in the leadership of the school throughout this academic session have impacted on the implementation of key aspects of the Establish Improvement Plan and the use of the Pupil Equity Fund.

In June 2018, the local authority permitted the carry-forward of the outstanding 2017/18 PEF balance to academic session 2018/19 due to the special circumstances of a change in Head Teacher.

The Parent Council and PTA support the work of school in many ways, including fundraising, curricular consultation and in school support and we have strong links with local clubs and businesses. In session 2018/19, we plan to strengthen our community involvement and links to local organisations.

Woodhead Primary School is part of the Calderside Learning Community, although more than half of our pupils transfer from P7 to Hamilton Grammar. We have well established links with both cluster and local schools. We are involved in transition events and activities for both secondary schools. We also receive children into P1 from as many as nineteen different nurseries and have strong links with our main nurseries which are Hollandbush and Woodlands.

Woodhead is also part of a School Improvement Attainment Family with Woodside Primary, Machanhill Primary and Bankhead Primary due to the similar demographics of these schools.



Review of SIP progress session 2017/18

Priority 1 Raise attainment in Literacy	
<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information
<p>HGIOS 4 QI</p> <ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.5 Management of resources to promote equity • 2.2 Curriculum • 3.2 Raising attainment and achievement/Securing children's progress 	
<p>Progress and Impact</p> <p>As a Phase 1 school in NLC Active Literacy, all teaching staff have been trained in approaches to reading and spelling/phonics approaches and are implementing these at all stages. We have identified two Literacy Coaches who attend regular training sessions and meetings delivered by the local authority. These staff cascade the training/information back to colleagues on a regular basis.</p> <p>Monitoring and tracking of pupil progress identifies significant improvements in attainment at P4 in reading but we are yet to see the impact at P1 and P7.</p> <p>We have continued to develop our use of Benchmarks to inform teacher professional judgement and teachers are developing their confidence in making decisions around pupil achievement of a level using a range of summative and formative assessment data. Teachers have participated in some moderation activity with stage partners and there are plans to develop moderation at Learning Community level.</p> <p>Tracking data has been collected at three points in the year and teachers engage in professional dialogue with senior management to discuss progress over time and to identify and address any barriers to progress.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • To further impement of NLC Active Literacy with a focus on developing our approaches to Taught Writing and Writing Across the Curriculum. • To increase teacher confidence around pupil achievement of a level using the benchmarks for Literacy. • Participate in the SLC Model of Moderation at Learning Community level. 	



Priority 2 Improve attainment in Maths and Numeracy: focus on targeted aspects and assessment

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

HGIOS 4 QI

- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 3.2 Raising attainment and achievement/Securing children’s progress

Progress and Impact:

All support staff and additional PEF teaching staff have been trained in the use of 5 Minute Boxes as a numeracy intervention. Pupils who reside in SIMD 1-3 who have been assessed as ‘not on track’ to achieve their stage appropriate level have received one to one input. This will continue into 2018/19 to allow impact on individual attainment to be analysed further.

While attainment in numeracy and maths remains high due to the high standard of learning and teaching across all stages, the planned improvement targets for 2017/18 were not undertaken due to the significant changes to senior leadership as outlined under ‘School Context’.

Next Steps:

- In consultation with staff and the QCIO, it has been decided that maths will be a curriculum priority for session 2019/20.
- We will continue to identify strategies and interventions to support all learners who are experiencing barriers to attainment in maths through our SAC work.



Priority 3 Improve the quality of teaching and learning across the school through a consistent use of and approach to using AifL strategies.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 2.3 Learning teaching and assessment
- 3.2 Raising attainment and achievement/Securing children's progress

Progress and Impact:

Due to the changes of senior management and other staffing/time pressures in session 2017/18, the progress of this priority has been limited.

Through classroom visits, SMT have observed the use of AifL strategies to engage pupils in many lessons and most staff adopt a range of techniques to engage pupils in their learning including the use of Learning Intentions and Success Criteria, pupil randomisers, exit passes and peer/self-assessment opportunities.

Next Steps:

- Evaluate the role of AifL in the 'planning for assessment' and the 7 principles of curricular design.
- Continue to develop confidence in teacher professional judgement of attainment through a 'Tracking Professional Dialogue' model (See Priority 1)
- Further develop our tracking and monitoring system, in line with SLC guidance, to be able to track progress of each cohort across time using teacher professional judgements and data from summative assessments.



The National Context for Education

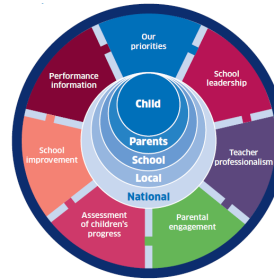
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children's progress.
- School improvement.
- Performance information.



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)



Assessment of children’s progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

Level	Stage covering 3 years approx.
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people’s programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about ‘how much’ and ‘how well’ children learn, having depth and breadth of experiences at each level.

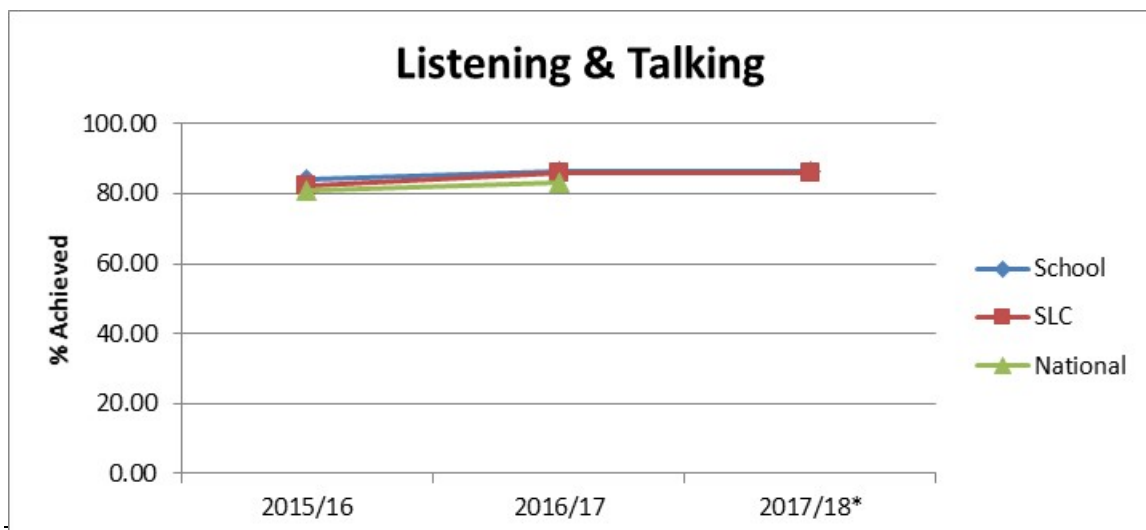
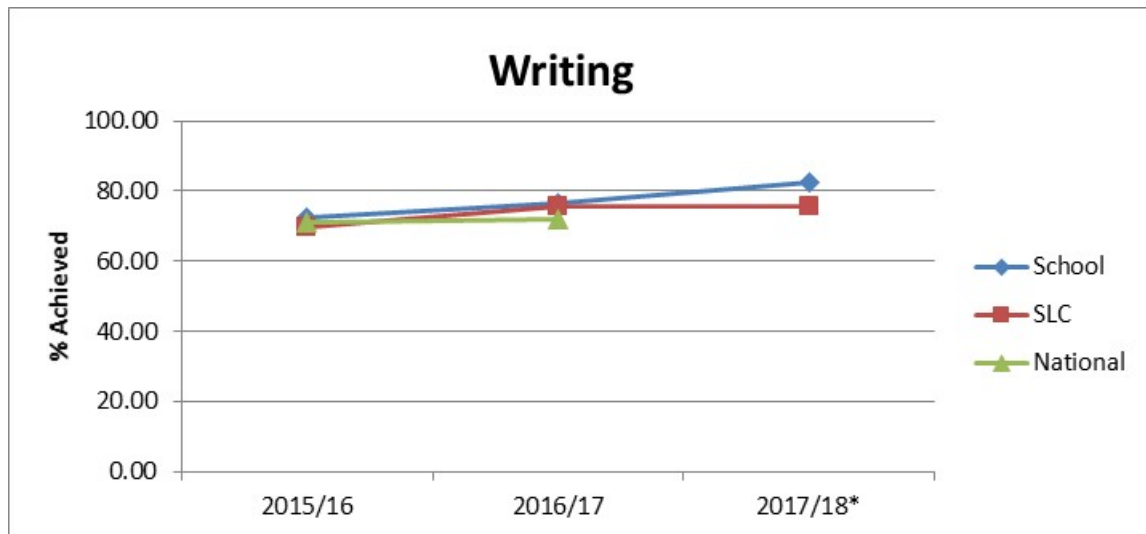
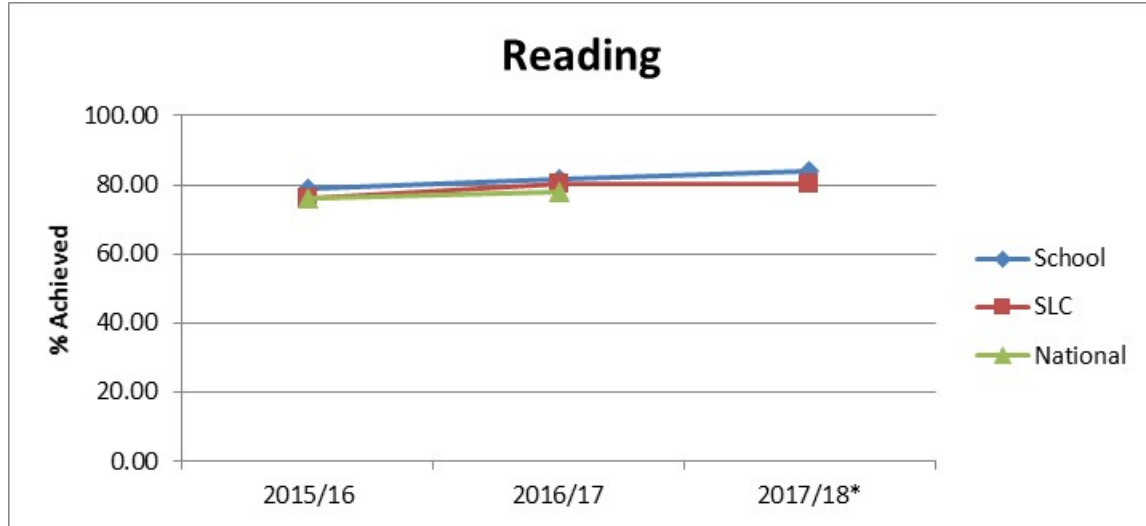
Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National “benchmarks” for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

What follows is our school’s data about achievement of these levels for session 15/16 through to session 17/18.

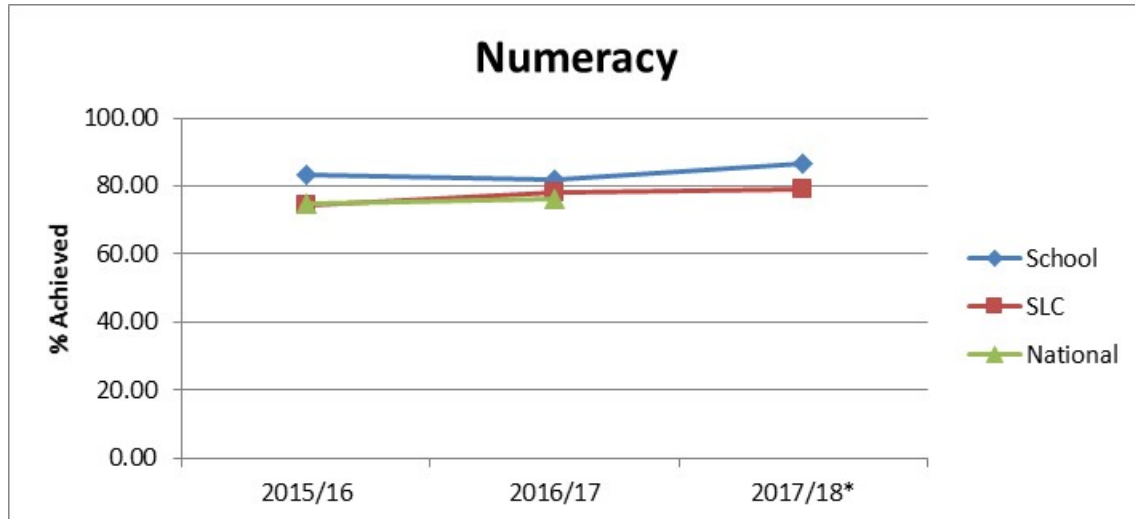


1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16 and 2016/17 (teacher judgement).





1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16 and 2016/17 (teacher judgement).





Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2017-18

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
	✓			

Strengths

Analysis of data indicates that in session 2017/18 our areas of strength were our performance in Reading at P4 and P7, Listening & Talking at P4 and Writing at P4 where attainment was in line with or above SLC and National average.

Reading strategies are being used consistently across the school and there is an increase in attainment across many stages of the school, with significant improvements at the First Level. Intervention strategies are now in place which target support for pupils who are under achieving or have ASN. Our P5 cohort has a high proportion of pupils (20 out of 53) with additional support needs and has been identified and targeted for support this year.

Strategies have been implemented to support learner attainment in spelling/phonics including Funky Phonics at P1 and Toe by Toe for identified pupils across the school.

Scottish National Standardised Assessments have been implemented at P1, P4 and P7 in May 2018 but data trends from this are still to be analysed.

Attainment data trends over time (3 years) indicate an increased percentage of P4 pupils achieving first level or better in Reading, Writing and Listening and Talking.

Progressive cohort data is not yet available.

Next steps

Attainment data trends over time (3 years) indicate a decreasing percentage of P1 pupils achieving early level or better in Reading, Writing and Listening and Talking and a decreasing percentage of P7 pupils achieving second level or better in Reading, Writing and Listening and Talking.

The school will continue to develop greater consistency in approaches to literacy learning across all stages through the further implementation of NLC Active Literacy as an improvement priority. Further development of assessment will ensure greater consistency of teacher judgement about attainment of a level.

Numeracy:

Progress	satisfactory	good	very good	excellent
		✓		

Strengths

Analysis of data indicates that in session 2017/18 our areas of strength were our performance in Numeracy at P1, P4 and P7 where attainment was in line with or above SLC and National average.

There is a consistent approach to the delivery of the numeracy curriculum where a range of resources are used to provide a high standard of learning and teaching. Teachers use a range of assessment materials to



inform professional judgements about attainment in numeracy.

Children residing in SIMD 1-3 who were identified as not being on track to achieve have received input with the 5-Minute Box intervention and almost all pupils show significant progress in maths attainment as a result.

Scottish National Standardised Assessments have been implemented at P1, P4 and P7 in May 2018 but data trends from this are still to be analysed.

Attainment data trends over time (3 years) indicate an increased percentage of P4 pupils achieving first level or better in numeracy in 2017/18 and an increased percentage of P7 pupils achieving second level or better in numeracy in 2017/18.

Progressive cohort data is not yet available.

Next steps

Data trends over the past three years indicate a steady level of attainment across all stages above SLC and National levels. Our next steps are to review and develop our curriculum progression pathways to ensure all children are being appropriately challenged in their learning and to increase the number of pupils exceeding the level for their age/stage.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		✓		

Strengths

As a school, we take a holistic and nurturing approach to developing children's wellbeing and continue to work with Psychological Services and ASN staff to develop this. Through our PE programme and our partnership with Active Schools, we offer opportunities to develop a wide range of physical activity experiences, whilst developing a breadth of different skills across the stages. Our extra-curricular clubs offer a wide range of sporting activities and this year we have offered clubs to all stages of the school.

Through our 'Fit Planet' Health Week, we have offered opportunities to help inform parents about safe management of their children's use of social media and we have developed a Social Media charter for pupils.

We have continued our work as a Nurturing School through staff professional learning around Attachment Theory, Child Brain Development and Nurture delivered by the Specialist Support Teacher. We have piloted a 'Nurture Nook' for identified pupils and, when necessary, implemented alternate curriculum pathways.

Evidence of the impact of this work on pupil attainment is anecdotal and we will develop approaches to measuring the attainment of pupils directly supported through a nurturing approach.

We have reviewed and streamlined our approaches to planning for pupils with additional support needs to ensure plans are succinct, realistic and use SMART targets.

Next steps

We will continue to develop our work as a Nurturing school and focus on staff development around the 6 Principles of Nurture and use the NLC Nurture Framework to measure and inform our work on this area.

As we develop our tracking and monitoring system in line with SLC guidance, we aim to ensure SIMD pupils are targeted to increase opportunities that improve their overall health and wellbeing.



We will develop approaches to measure participation in active extra-curricular activities to promote uptake of at least one club per pupil, especially for those pupils identified as having a poverty-related attainment gap.

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
	✓		

Strengths

Our four focus weeks continue to be the framework to our World of Work and Positive Destinations programme. Through this, our children met people with related occupations to strengthen understanding of the relationship between their learning and future employment choices.

Through classroom visits, there is evidence of pupils being encouraged to make connections in their learning in many lessons and to be aware of the purpose of learning experiences in real life contexts.

Next steps

Opportunities to strengthen our links with the wider community, local businesses and the wider experience of our stakeholders will be identified this year. We will refocus our feature weeks to feature national priorities such as Scottish Maths Week and STEM.

Senior pupils will have an opportunity to work with parents and professionals to discuss skills required for different professions through an 'Employability Skills' programme.

Overall quality of our learners' achievements

2017/18 brought significant change to Woodhead Primary School due to the retirement of the outgoing Head Teacher following a distinguished career with South Lanarkshire Council and seventeen years of dedicated service as Head Teacher of Woodhead Primary School.

Between November 2017 and March 2018, the Depute Head fulfilled the Acting Head Teacher post and was highly successful in maintaining the vision, values and ethos of the school. The newly appointed Head Teacher took up post in March 2018.

We had a very busy and productive session with pupils at all stages receiving a broad, balanced and well-planned curriculum in line with Curriculum for Excellence.

Personal achievements are celebrated regularly and there are a number of leadership opportunities available throughout the school such as Pupil Captains, Big Buddies, Monitors, JRSO, Reading Buddies, Maths Buddies and Pupil Council representatives. 100% of Primary 7 pupils had a leadership role. This allows children to build confidence, take responsibility and achieve success in the life of the school.

Highlights of Session 2017/18

- Additional Teaching staff employed using PEF have been trained in the use of the 5 Minute Box intervention and worked with individuals to deliver one-to-one support.
- All support staff are trained in the use of the 5 Minute Box intervention.



- 2% of pupils have received one-to-one intervention in 5 Minute Box approach for numeracy and almost all of them have shown significant improvement in numeracy and mathematics attainment.
- 11% of pupils have received one-to-one interventions in 5 Minute Box approach for literacy and almost all of them have shown significant improvement in numeracy and mathematics attainment.
- All pupils who participated in these interventions were supplied with a Home Pack to develop the impact of the intervention into home learning.
- All teaching staff have attended at least one Active Literacy Training and benefited from in-school support from the Literacy Coaches.
- 3 members of staff have been involved in developing the South Lanarkshire approach to Numeracy Progression in partnership with colleagues across the authority.
- One member of staff has been selected to represent the local authority as a Lead Teacher for Numeracy and will support staff development in school and across the authority.
- All teaching and support staff have undertaken training in 'Principles of Nurture' delivered by the Specialist Support Teacher. We have developed a 'Nurture Nook' to offer holistic approaches to promoting individual pupil wellbeing.
- Each class showcased their learning through a Class Assembly which have been very well attended by parents/carers. Since March 2018, attendees have been offered an opportunity to complete a feedback sheet after each assembly and overall feedback is extremely positive. Parents have appreciated changes to the format to make them feel more welcome and relaxed when attending.
- Pupils in Primary 2 were offered the opportunity to attend 'Wake Up Wednesday' Breakfast Club. Feedback was very positive and we plan to upscale this in 2018/19.
- Primary 7 pupils enhanced their outdoor learning experiences by attending a four-day residential visit to Lockerbie Manor.
- We offered a wide range of extra-curriculum clubs. These catered for all stages within the school. Clubs offered this year were Film Club, Scripture Union, Boys' Football, Girls' Football, Choir, Multi-sports, Athletics, Fun Fitness, Ukulele, Guitar and Netball.
- Pupils experienced sporting success in the South Lanarkshire Swimming Gala and the Athletics Tournament with many children earning medals.
- Pupils in P5 had the opportunity to learn to play Brass Instruments from a specialist Brass teacher.
- All Primary 5 pupils benefited from a programme of music lessons delivered by the SLC Youth Music Initiatives.
- Pupils in P6 participated in a 12-week programme of swimming lessons at Hamilton Water Palace.
- Pupils in P6 and P7 had the opportunity to develop their 1+2 Language Skills through input from a Mandarin teacher.
- Pupils in P1 and P4 enjoyed regular visits to the local library to promote reading for enjoyment.
- Pupils were encouraged to develop their skills for learning and work through four focus weeks; Maths/Financial Education Week, Literacy Week, Science Week and Fit Planet (Health Week).
- A small group of parents have supported the ongoing development of the school gardens and volunteers helped during Fit Planet week to maintain the flower beds and planting areas.
- We participated in the World's Biggest Coffee Morning with over £1,000 being raised for MacMillan Cancer Research.
- All pupils participated in our annual Easter Craft with winning pupils identified at each stage and celebrated at our Easter Service.
- Primary 6 pupils attended the Easter Code project delivered by the local chaplaincy team.
- Primary 5 pupils attended a community RME 'Bubblegum and Fluff' project delivered by the local chaplaincy team.



- The Parent/Teacher Association held many successful fundraising events such as discos, Christmas and Summer Fayres which were very successful and well attended.
- Primary 1 performed the annual Nativity performance which gave them the opportunity to act and sing in front of an audience. Both performances were sold out.
- Primary 7 celebrated their commencement to secondary school with a 'Leavers' Ball' and well attended 'Leavers' Assembly'.

Strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

We have developed our methods of communicating the news and events of the school through regular monthly newsletters, a relaunched school website and the use of the school Twitter account to share the weekly diary and the achievements of our learners.

We have developed our programme of self-evaluation to seeking the views and feedback of all stakeholders.

All staff have been involved in planned self-evaluation activities, using 'How Good is Our School 4' during all inset days. Staff worked collegiately to identify the strengths and areas for development for the focus Quality Indicators and identified evidence to inform the school self-evaluation levels. A summary of this can be found on the school website at <http://bit.ly/self-eval2018>

199 families participated in the Parent/Carer Self-Evaluation Questionnaire during Parent Teacher Consultation in May 2018. Views were gathered on the ethos and life of the school, our strengths and areas for development. Parents were also consulted on the use of Pupil Equity Fund for 2018/19 through this questionnaire. A summary of results can be found on the school website at <http://bit.ly/parent-questionnaire2018>

Pupil Voice was further developed through the use of the 'How Good is OUR School' themes. Pupils from Primary 3 to Primary 7 offered their views and opinions on the strengths and 'memorable moments' of the school through using a 'Time to Talk' approach during a learning assembly. A summary of results can be found on the school website at <http://bit.ly/pupilfeedback2018>

We continue to be supported by a small but dedicated group of Parent Helpers and Community Volunteers who have assisted with the supervision of pupil excursions and local community visits, organised the Swimming Gala and worked in the school garden and library.

Our links with both Calderside Academy and Hamilton Grammar are strong and robust and we participate fully in the transition programme for both schools.

We benefit from the support and partnership of the Councillors for the Hamilton South Ward who regularly attend our Parent Council Meetings and end of term celebrations.

Through self-evaluation, we identify that community engagement and family learning can be further improved to enhance pupil positive destinations and real-life experiences. This will be featured as a priority within the 2018/19 Establishment Improvement Plan.



Quality Indicator	Strengths	Areas for Development	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	<ul style="list-style-type: none"> • Staff commitment to self-eval. for continuous improvement. • Programme of QM, Class Visits and PDR. • Pupil participation through awards, assemblies etc. 	<ul style="list-style-type: none"> • Further involve community/parents in self-evaluation. Systems to consult with stakeholders • LC Moderation activities • Use of self-evaluation to inform decisions around SSA deployment. 	3 - Satisfactory
1.3 Leadership of Change	<ul style="list-style-type: none"> • Whole school commitment to high standards and success. • Time protected for professional dialogue, collegiate learning and self-evaluation. • Community involvement – information, visits, sports events etc. 	<ul style="list-style-type: none"> • Recent changes in SLT have impacted on aspirational vision underpinning all school improvement. Staff unaware of direction or vision. • Involve all staff in process of change – redefine rolls and remits. • Staff inclusion in assemblies etc. 	3 - Satisfactory
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Positive Ethos and Culture through class charters, assemblies etc. • Positive behaviour approaches, Reward systems etc. • Making learning relevant e.g. Links to Skills for life • Innovative approaches to inclusion. • Curriculum development through Active Literacy. • Engagement of pupils in life of school – clubs, charity events etc. 	<ul style="list-style-type: none"> • Further involve the wider community to enhance and develop pupil learning experience. • Further expand pupil voice, captains, pupil council etc. • Evaluate previous pupil committees and 'squads'. 	4 - Good
3.1 Ensuring wellbeing, equity and inclusion	<ul style="list-style-type: none"> • ASN provision and personalised support. • Improving outcomes – nurture approaches, breakfast club. • Communicating with parents e.g. homework diaries • Procedures for pastoral care. • Learning Assemblies – more welcoming 	<ul style="list-style-type: none"> • Children's target setting. • Strengthen links with wider community. • Building relationships with partners. 	4 - Good



	<ul style="list-style-type: none"> • Health and Wellbeing Indicators inform practice/school life. • Undertaking of professional learning around statutory duties. 		
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Almost all children attaining appropriate levels in literacy and numeracy. • Focus on literacy/numeracy for improvement priorities. 	<ul style="list-style-type: none"> • Develop tracking of attainment beyond literacy and numeracy. • Develop tracking of cohorts over time. • Development of Professional Dialogue around teacher judgements. 	3 - Satisfactory

Overall evaluation of establishment's capacity for continuous improvement

Session 2017/18 has been an opportunity to reflect upon the progress of the school to date and to review the journey to excellence for Woodhead and the long-term vision to ensure all pupils reach their full potential.

Significant progress has been made in improving communication, developing a more collegiate approach to ensure all stakeholders feel valued and removing unnecessary bureaucracy. Staff have reviewed the annual calendar and agreed protected time for whole school developments, self-evaluation and continuous professional learning.

Information gathered from a range of stakeholders has given a clear picture of the strengths and areas for development for the school. All vacancies in the management team will be filled by October 2018 and this will be an opportunity to review and refresh remits and delegated leadership opportunities at all levels.

Our data has been further analysed and we have a fuller picture of the progress and attainment of our learners. Levels of attainment are in line or above SLC and National levels and we are well placed to build upon this through high standards of learning and teaching and a programme of targeted intervention led by a dedicated 'Scottish Attainment Challenge' Lead Teacher (funded by PEF).

We have identified the following next steps in our continuous improvement journey.

- Refresh the Vision, Values and Aims following change in SLT and ensure all stakeholders are involved in this work.
- Continue to develop opportunities to engage all stakeholders in self-evaluation and target setting.
- Further embed partnership working and engaging the local community in the wider life of the school.
- Continue to review and further develop consistent and progressive learning, teaching and assessment in Active Literacy.
- Continue to develop approaches to inclusion and awareness of impact of Adverse Childhood Experiences/Nurture.
- Further build on good practice around data and teacher professional judgement (ensuring consistent approach in school and in the LC)

Signed:

Date: