

Standards and Quality Report 2017-18

School Name: Woodpark Primary and Nursery Class

Context of the school:

Woodpark Primary school is in the village of Lesmahagow. It would be categorised as 'semi rural' and transport links to the village are poor which means that many children have limited experience of life outside of Lesmahagow.

Our school is in an area of high deprivation and drug and alcohol abuse is common as well as mental health problems among our parent body. Currently the percentage of children on free school meals is 33%.

Our vision statement for our school is:

Woodpark Primary School is a vibrant place full of learning, laughter and fun. The school creates a safe and stimulating environment where quality teaching develops children as confident and motivated individuals. The children are proud of their achievements and talents and are happy, healthy and valued.

And our Curriculum Rationale states:

In order for our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors, we will focus our teaching on literacy and numeracy across learning, the development of emotional literacy and the acquisition of ICT expertise to facilitate transferable life skills*.

*Life skills are problem solving behaviours used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life.

We no longer have a Parent Council at Woodpark Primary but we have an active PTA and parents who are very supportive of the school.

As part of Lesmahagow Learning Community we try to maintain ties with the other schools and work for smooth transitions between Nursery, school and High School.

The National Context for Education

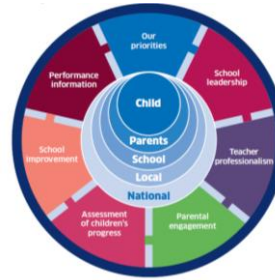
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed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



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	<p>S1 to S3, but earlier for some.</p> <p>The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</p> <p>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.</p>
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 sessions 15/16 (when data was first collected) and 16/17.

1.1 Attainment data - Attainment of Curriculum for Excellence levels 2015/16 (teacher judgement) **(Small schools: do not publish figures)**

School	Reading			Writing			Listening & Talking		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
Woodpark Primary	70.8%	66.7%	76.2%	83.3%	66.7%	57.1%	66.7%	83.3%	85.7%
SLC	80.0%	75.2%	72.3%	78.2%	67.9%	62.7%	83.8%	82.6%	79.7%
National	80.8%	75.2%	72.3%	78.2%	69.3%	65.1%	85.0%	80.9%	77.4%

School	Numeracy		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
Woodpark Primary	83.3%	70.8%	66.7%
SLC	83.0%	71.2%	67.9%
National	83.9%	73.1%	67.8%

1.2 Predicted Attainment

National Improvement Framework - Attainment of Curriculum for Excellence levels 2016/17

School	Reading			Writing			Listening & Talking		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
Woodpark Primary	83%	75%	90%	96%	66%	80%	96%	79%	95%

School	Numeracy		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
Woodpark Primary	96%	87%	80%

Please note that due to new children joining in P1 and P7 in June, these results are liable to change.

Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2016-17

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
		√		

Strengths

Our attainment in literacy has improved this year in all areas other than P4 Writing which has remained the same and P4 listening and talking which has decreased. Our P1 children seem to have done particularly well this year despite a large number of individual needs. It would be suggested by our results that putting the children into two small classes has had a positive impact on their attainment in all areas.

Areas for Development

Yet again this year it would appear that Primary 4 Writing is an area that requires attention. There are particular needs in this class (and in the previous P4 class), however, which mean that this was the expected result and that the children who may not have achieved the National Standard, have, in fact made some progress. The Talking and Listening results have dropped slightly in this class but, again, this is not entirely unexpected.

Numeracy:

Progress	satisfactory	good	very good	excellent
		√		

Strengths

Our results from 2015/16 were not good but our predicted results from this year are good and show an improvement in attainment in all three classes. Results decrease from P1 to P7 but P7 are sitting at 80%.

Areas for Development

Data from this year shows much higher attainment in all three classes and P1 is particularly impressive. We do not have 3 years' worth of data to do a proper analysis but this will obviously develop in the years to come.

Primary 4 remain a problem due to the particular needs of the children in that class (see previous comments)

Health and Wellbeing:

Progress	satisfactory	good	very good	excellent
		√		

Strengths

We have spent a lot of time getting the PEPAS agenda up and running. The display in the gym hall has been introduced and is being used well in all classes. Our Active School coordinator works well with our acting PT to arrange lots of different after school clubs for P1 – P7 and children have lots of opportunities to be active. We have achieved the Silver Award from Sports Scotland. This year we introduced the Woodpark Wonders, an in-house accreditation scheme for our children to earn awards for being active.

In the Nursery they are beginning to walk a mile a day...

In class each stage has a well balanced Health and Wellbeing programme of study that covers all aspects of health – this was a major development two years ago.

We have worked with SEED for several years now and have a great deal of data on how children feel about the school – we are currently waiting for the new data and will be able to include this soon.

Areas for Development

The data gathered from the Realigning Children’s Services questionnaires is quite concerning and this needs to be properly analysed and followed up with our own data capture to verify it. Once this is done the grade we have awarded may change.

We need to look at ways to further capture data on Health and Wellbeing.

We will be working with Barnardo’s next session on their Five to Thrive programme which will involve training for all staff and a dedicated Support Worker who can work with families and children at home and at school.

Employability Skills/Positive Destinations:

satisfactory	good	very good	excellent
√			

Strengths

In terms of general literacy and numeracy we are performing well, as evidenced above, however, please see below...

Areas for Development

This is not an area we have worked on and forms a part of our Improvement Plan for 2017 – 2018. We need to audit what we are currently doing in this area and develop it further.

Overall quality of our learners' achievements

Highlights of session 2016-17

Our results this year have been pleasing and, on the whole, reflect an improvement from last year. Along with formal learning and teaching we have also delivered other experiences which include:

- A new playground feature was introduced this year – a Trimtrail which was built using Lottery funding. Children were initially timetabled but are now allowed to use whenever they choose.
- Every child is part of a whole school committee which vary from Health and Wellbeing to Website Upkeep to Fundraising.
- Our annual residential trip to Kingswood was it's usual success.
- Introduction of the 'Woodpark Wonders' scheme
- Hallowe'en Disco
- Harvest Service by Primary 5
- Nativity by Primary 1 – 3
- Financial Education Week where every class focuses their attention finances.
- Christmas Fayre
- Christmas Pantomime visit to the school
- Daffodil Tea for residents of local care homes
- Primary 6 visit to the Scotland Street Museum.
- Primary 1 and 2 visit to Stirling Castle
- Primary 2 visit to a local farm.
- 15 Primary 5 children took part in a 6 week Forest School experience.
- Primary 6 organised a Christmas Jumper charity day
- Scots Week which included a Burns Competition for the whole school
- Primary 7 organised a Holocaust Memorial assembly
- Valentine's Disco
- RSPB visited for a whole school workshop
- Easter Service by Primary 5
- Litter picking by two classes at different times of the year.
- SSPCA visited each class for a workshop
- Primary 5 learned the xylophone and glockenspiel and performed for their parents.
- Teachers won a bid for money from Tesco to further develop our school grounds.
- One of our committees organised a charity coffee morning to raise money for Diabetes UK
- Games Disco
- Highland Games Procession
- Whole school show which raised over £1000 for school funds and ran for 3 performances.
- Pantomime in June to thank the children for all their hard work through the year

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community.

- Our Website has been improved and relaunched by one of our teachers. It now includes a feature where parents sign up for weekly updates which are emailed straight to the parents to keep them up-to-date with what is happening in the school
- Homework evening in August with each teacher providing presentations for the parents of children in their class on what to expect and how to help with homework this term.
- Reading Workshop for parents of P1 parents which is held on the same night as the Hallowe'en Disco so parents can come after dropping their children off at the school.
- We have provided a 'home' for Citizen's Advice and given them ideas of how to promote their service, e.g putting a banner outside the school each week they are here.
- A Uniform Swapshop has been introduced where 'pre-owned' uniforms are available for anyone to take when they need. This has been very popular with parents and is great for children who have started in the middle of the year.
- School Assemblies are open to parents every week – anyone is welcome to 'drop in'.
- Monthly 'drop in' sessions for our Nursery parents giving them a chance to have tea and a chat with the Head Teacher and Nursery Teacher.
- Showcase Afternoon for parents to visit their child's class to see the learning done during their 'big topic'.
- You and Your Child training with the parents of Nursery pupils
- One off play sessions for parents in the nursery based on a consultation done during the year.
- We have 'stay and play' sessions in the Nursery once a term for our parents to see what a day in Nursery is like
- Open evening for new Nursery children
-

Review of SIP progress session (2016 – 2017)

Priority 1: implementation of Significant Aspects of Learning in Numeracy and Mathematics by developing the Big Maths methodology throughout the school.

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: 3.2

Progress and Impact:

- We looked at SIP to identify what we had agreed to do.
- We consulted with several other schools who have already implemented Big Maths and were running it successfully across their schools.
- We attended CPD events to deepen our understanding.
- We purchased and reviewed the various books and resources and discussed how to best implement the programme in our school.
- After consultations, we created yearly planners for each stage and all the digital and paper resources that each stage would need to implement.
- We cascaded the new planners and programme to all the staff and ran follow up sessions to ensure the staff were fully comfortable with delivering the programme.
- We followed up on initial implementation problems and issues we found when the programme was in practice and rectified them.
- We continued to support staff with the programme and ensure it is being delivered effectively, cohesively and with suitable progression across all the stages to maximise it's impact.
- We consulted several times with staff both in a formal and informal basis throughout the various stages of planning and implementation.
- We consulted the children about their confidence in mental agility
- After the staff shared some of their questions and concerns, we came together as a staff and worked out the logistics and delivery of the whole school implementation.

Next Steps:

- we will carry out another review at the end of 2017-18 and will compare the results as part of our maintenance agenda.

Review of SIP progress session (2016 - 2017)

Priority 2: to increase and improve the children’s knowledge and understanding of where they are in their own learning, taking into consideration previous, current and future experiences in order to improve attainment and achievement.

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: 3.2

Progress and Impact:

- We decided the best approach would be to incorporate weekly/termly target setting across the school through better use of our Homework Diaries which go home each night so the parents would be constantly updated on their child’s learning.
- We discussed what we wanted to achieve and what targets etc. were necessary to set and share each week/term and we wrote a set of guidelines for each teacher on what was required to happen in each class with each child.
- We designed a Homework Diary with the help of previous templates from other diaries collected from other schools
- We consulted each teacher on what they felt was important and realised we would need to have a different diary for infants and upper school
- We contacted the Print Room in SLC to discuss getting these ready for use in school session 2017/18.

Next Steps:

- Staff will be given the guidelines on the 1st inservice day and they will be discussed to ensure a shared understanding
- Diaries will be used and reviewed at the end of the school year.

Review of SIP progress session (2016 – 2017)

Priority 3: Outdoor Learning

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: 2.3

Progress and Impact:

We consulted staff, parents and children through surveys on SurveyMonkey, the staff and pupil response was strong, but we only 8 parent returns

We created a skills based planner which is separated into infants, middle and upper school. We have done this following the feedback from staff from the survey. We have also created a bank of outdoor learning activities in line with the current Social Studies topics.

We have obtained funding from Tesco of £4100 to purchase resources required to allow teachers to implement the new planners. Unfortunately we are still waiting on a quote for the shed to be built which is the main priority and until this is in and built, we can't purchase the main resources needed. We have researched and applied for other smaller bids but have been unsuccessful.

One of the class teachers visited Underbank PS to research good practice and to look at their methods of planning and tracking outdoor learning skills. Our planning has followed a similar approach as this was something we liked, thought fitted well with our school and HMIE also commented on how effective it was in their inspection. Staff training has not yet taken place as the resources are not yet available for effective implementation. As we do not yet have the storage available for our loose materials, we have postponed gathering them

We have had 2 members of staff trained in Forest School and had another group of children undertake a Forest School experience in the summer term. The children have learned a lot about cooperation and teamwork during this 6 week experience.

Next Steps:

Due to circumstances out with our control, we have been held up with the simple things. Hopefully we can swiftly get these last few actions covered when the resources become available.

- Get Shed
- Get loose materials
- Deliver staff training

Review of SIP progress session (2016 – 2017)

Priority 1 (Nursery) : Familiarisation of 'Building The Ambition', 'Promoting curiosity, inquiry and creativity'

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, 2.3, 3.2 BtA 7.4.3, 7.5.3

Progress and Impact:

- Staff completed a morning of training during the second inservice day in August. A workshop was delivered by the Head Teacher using materials from the Education Scotland website.
- Staff completed a self-evaluation checklist in August and this was repeated in June. Results from this were used as the basis for our Improvement Plan for 2017 – 2018.
- Questionnaires were issued to parents and parents were consulted during our Monthly 'drop in' sessions.
- Staff in both rooms were encouraged to reflect on their practice and on how to further develop curiosity and enquiry in their daily interactions with the children.

Next Steps:

The information collected through the year and through the self-evaluation forms has allowed us to look closer at the experiences we are offering the children in both rooms and has formed the basis for the main priorities in this year's Nursery Improvement Plan. We will return to the self-evaluation at the end of next school year and hopefully see a more positive picture.

Review of SIP progress session (2016 – 2017)

Priority 2 (Nursery): implement key aspects of Curriculum For Excellence in all establishments – redesign of 'I Can Books'.

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: 2.2, 2.4, 2.5, 2.7 BtA 7.4.1, 7.4.2

Progress and Impact:

- We discussed as a staff the most efficient way of capturing the progress and progression of each child in the 3 key areas and how to ensure parents were fully involved in seeing and commenting on the progress of their child.
- We looked at our current 'I Can' book and decided what worked and what needed changed and also what information we already kept about the children that could be shared with parents on a more regular basis. We consulted with parents using the monthly drop in sessions.
- We also created a new 'What I Think' for Nursery which was easier for such young children to understand. This is completed each term and put in the I Can Book for parents to see. The resulting sheet was taken by the Specialist Support Teacher and shared with other schools in the Clydesdale area.
- Parents are now receiving the book home once a month and are able to comment on each aspect of their child's learning.

Next Steps:

We continue to review the books to ensure they are still meeting the needs of staff, parents and learners.

Review of SIP progress session (2016 – 2017)

Priority 3 (Nursery): Developing Family Learning

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: 2.5 BtA 7.4.1, 7.4.2, 7.5.1, 7.5.2

Progress and Impact:

- A member of the Nursery staff was trained to deliver You and Your Child. They then worked with the Home School Partnership Worker to deliver this 12 week programme to parents who were interested. In the end only 3 sets of parents took part but they all were very positive in their feedback and gained a great deal from the experience.
- Later in the session we consulted parents on what Play sessions they would like to have a workshop on and delivered two different sessions for both morning and afternoon parents. This was done by two Early Years Workers, some of home were delivering to parents for the first time.
- Finally, we have trained another Early Years Worker on the delivery of You and Your Child which means that in the years ahead we will be able to offer this training without the involvement of other agencies.

Next Steps:

We will deliver another block of You and Your Child next school year. We will also continue to canvas parents on what kind of workshop they would most like to see in the Nursery.

Quality Indicator	Key Strengths	Areas for Development	School Self-Evaluation
<p>1.1 Self-Evaluation for Self-Improvement</p>	<p>We have some good methods of collecting data from standardised testing and use this to track and monitor children through their 7 years at school. In the past we have worked with SEED on the collection of data for Health and Wellbeing and used this data to reform our Health and Wellbeing programme of study</p>	<p>We need to return to using HGIOS for self-evaluation activities with the staff – this used to be done religiously but has lapsed in recent years. We need to find new ways of capturing our children’s Health and Wellbeing strengths and needs. A member of staff has been working on a spreadsheet to capture our results and track any poverty related gap – this will be implemented next year.</p>	<p>Satisfactory</p>
<p>1.3 Leadership of Change</p>	<p>We involve every teacher and Early Years worker in the improvement agenda of the school and nursery. In the school each working party was responsible for the planning and evaluating of ‘their’ page. This ensured that staff were committed to the development process and worked hard to achieve their aims. This year staff contributed to the plan although the Head Teacher wrote up the actual pages since it was a new format. All staff were consulted about what needs to be put in the Improvement Plan Every child in the school is involved in a committee and has a voice.</p>	<p>We need to ensure that all staff are giving the same amount of commitment to the Improvement Plan and that the aims are met by all as there are occasionally members of staff who are happy to let others carry the load.</p>	<p>Good</p>
<p>2.3 Learning, teaching and assessment</p>	<p>Children appear to be happy, courteous and active in their learning in school and Nursery. We have standardised assessments for reading, spelling and maths. The results of these are then used to group children and focus learning support where it is needed most. Formative assessment is used in all classes as an embedded</p>	<p>Next year the work on sharing targets and next steps with children needs to be properly implemented and monitored. We need to ensure the Outdoor Learning development done this year is fully implemented next year. We will continue to carefully track the progress of all our learners and ensure</p>	<p>Good</p>

	<p>aspect of teaching. We are monitoring children's participation in school run clubs to promote engagement and formally recording achievements in literacy/numeracy and wider achievements. A new accreditation scheme has been introduced to promote extracurricular activities. The school promotes achievement well. Children have a range of opportunities to be involved in wider achievements. There are various extra-curricular activities the children can be involved in including karate, athletics, football and basketball. Music Tuition is offered to children across the learning community to participate and learn to play brass instruments and guitars</p>	<p>interventions are put in place quickly for pupils who fall behind expected levels.</p>	
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>All children with ASN are provided with effective classroom support or are referred to professionals within health, social work or the voluntary sector. There have been no exclusions this school year. Our staged intervention programme provides ASN children with appropriate levels of support and children with ASPs are involved in the review of their targets and are part of the meeting to set new ones. Continued assessment and tracking and monitoring procedures ensure all children's progress is regularly and effectively monitored to allow support when necessary. All children have the opportunity to showcase their best work to parents and other children at weekly assemblies and at our annual Showcase event. Each teacher is given a spreadsheet which highlights various aspects of the children in their class to allow them to cater for their individual</p>	<p>After a large turnaround in staff over the past several years, it is important to recap our vision and curriculum rationale at the start of the year to ensure that all new staff are aware of what we are trying to achieve and contribute to the very positive ethos we have here.</p>	<p>Very Good</p>

	needs and ensure that children effected by poverty are identified and supported.		
3.2 Raising attainment and achievement	<p>Teachers are very clear that the majority of their class should be achieving the expected levels and work hard to make this happen. As can be seen by the two years of data earlier in this report, there has been a rise in attainment in almost all areas this year although 2 years worth of data is not enough to see this as a trend. Summative assessment is being used effectively across the school to highlight children's progress and to highlight children who require intervention – we currently use Single Word Spelling and Reading tests, Progress in Maths and New Group Reading Tests. These results are then used to group children and focus learning support where it is needed most. This year we introduced a whole school 'wider achievements' scheme called 'Woodpark Wonders' to encourage more children to be more active more often.</p>	As commented upon in Key Strengths, we require more data to track trends in attainment. The performance this year, however, was good and we hope to build upon this next year.	Good
3.2 Securing children's progress (for schools with nursery class)	<p>Most children are content and settled in the nursery. Most choose activities confidently and enthusiastically and sustain their interest, for example, in filling and pouring containers with water, making collages using a range of paper and materials and producing self portraits using a computer programme. They enjoy very positive relationships with staff. Older children have formed friendships with their peers. They are becoming independent, for example, in caring for themselves, serving themselves at snack time and getting ready for outdoor play. They contribute their ideas well in planning topics, for example,</p>	We need to look at more outdoor learning making the best use of the space we have. We also need to ensure we are delivering the recommendations from the Building The Ambition document especially in respect to curiosity etc.	Very Good

through mind maps.
 Children demonstrate a good understanding of positive behaviour. They listen to and follow instructions.
 The nursery have a Plenary session for children to come together in groups and reflect on their learning each day this allows the children to reflect upon their learning and to talk in a group situation.
 The nursery encourages the children to tidy up after their individual activities.
 Staff record children's achievements in their "I can" book.
 This year the 'I Can' books were changed to reflect curricular areas rather than the capacities and now include a What I Think sheet to capture the SHANARRI indicators.

Overall impact of establishment's actions to improve excellence and equity (PEF)

Amount allocated: (Small schools: do not insert figure)

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
The details of our planned PEF spend are detailed in our School Improvement Plan. They are creative and ambitious and we are hopeful they will result in some real change not only in school but in the home as well.		

Overall evaluation of establishment's capacity for continuous improvement

We were last inspected in April 2012 and were awarded the following:

Woodpark Primary School

Improvements in performance	Good
Learners' experiences	Satisfactory
Meeting learning needs	Good

Nursery Class

Improvements in performance	Very good
Children's experiences	Good
Meeting learning needs	Very good

School and Nursery

The curriculum	Satisfactory
Improvement through self-evaluation	Good

Since the inspection the staff have changed almost completely. New programmes of study have been put in place and all staff have taken part in many CPD activities.

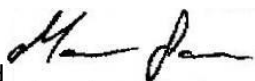
We were inspected at a time when National Testing had stopped and we therefore had no data to prove what our attainment figures were. Previously our attainment had risen year on year for 3 years.

We are now gathering data again and have put in place a robust system of tracking our children and putting in interventions as soon as an issue is raised with a child. We are also now tracking the children who are in receipt of free school meals and will be targeting them with interventions from our PEF initiatives.

All staff are keen to drive Woodpark Primary forwards and we have many teachers taking leadership roles and willingly giving their time for the benefit of our pupils.

We believe that the next few years are going to be exciting ones and look forward to the new projects planned and helping our children and their families be all they can be.

Signed



(HT)

Date ___ 20th June 2017 _____