



Woodpark Primary School and Nursery Class

Standards and Quality Report 2018-19

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Context of the school:

Woodpark Primary School and Nursery Class is situated in the semi-rural village of Lesmahagow within the Clydesdale area of South Lanarkshire. Our catchment area comprises of social and privately owned homes. Our new school building was officially opened in December 2011. The current school roll is 176, with a 3-5 year old nursery of 50/50 and a 2-3 nursery of 15. Next session our nursery class will move partially towards delivering 1140 hours of early learning and childcare.

The local area is classed as an area of deprivation, with few amenities. The percentage of children sitting in SIMD1 in 2017-18 was 41.6%. The percentage of pupils entitled to free school meals in session 2017-18 was 36.3%. The percentage of pupils accessing clothing grants in 2017-18 was 43.1%. Each of these figures sits well above national and local authority levels. There is a degree of alcohol and substance misuse in the local community.

School attendance in session 2017-18 was 92.9%, sitting 1.5% below local authority figure. 3.5 days were lost to exclusion in session 2017-18.

The percentage of children identified as having additional support needs within the school in session 2017-18 was 40.4%, significantly higher than local authority level. The number of care-experienced children is also higher than local authority level.

While we no longer have a Parent Council at Woodpark Primary, we have an active PTA and parents who are very supportive of the school. We foster links with local businesses including Tesco and our local store. We contribute to the Lesmahagow Development Trust working group to improve local amenities.

We are part of Lesmahagow Learning Community and we have developed links with local schools, focusing this session in particular on transitions from primary to secondary school, which will continue to be developed next session in order to ensure smooth transitions for all pupils. This session almost all of our primary seven pupils will transfer to Lesmahagow High School.

Our vision statement 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.

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.

We strive to ensure all our children are offered a wide range of activities, both within the context of their learning experiences as well as through a range of lunch and after school clubs, which are well attended. We are active participants in local sports tournaments throughout the session. We have a silver Sports Scotland award and are on track to achieve the gold award next session.

In our nursery class we have a well-established team of early years workers, further enhanced this session

through the Modern Apprentice scheme. Our Care Inspectorate report in January 2018 highlighted the nursery's caring nurturing ethos and that staff knew individual interests, preferences, care and support needs well. Within the nursery there is one full time teacher, early years team leader and 7 early years workers.

There has been a degree of staffing change at management level over the past two sessions. A new headteacher was permanently appointed in May 2019. It is anticipated that the DHT and PT posts will be permanently appointed early in session 2019/20 which will contribute to staffing stability.

Within the school there are 12 teachers, including two newly qualified teachers, and 7 support staff. In addition we have one full time office team leader.

This session a large proportion of Pupil Equity Funding has been allocated to the provision of an additional teaching staff member and two members of support staff, all of whom have undertaken targeted interventions in order to close the poverty-related attainment gap and raise attainment in literacy and numeracy.

Review of SIP progress session 2018-19

Priority 1: Raise attainment in Literacy with specific emphasis on reading, continuing with vocabulary building

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, 1.2, 1.3, 1.5
2.2, 2.3, 2.4, 2.5, 3.2

Progress and Impact:

Working parties took forward the development of reading across the school this session. Teachers worked with stage partners to devise a comprehensive programme of study for their stages. This was trialled and will be implemented fully from August 2019.

All pupils have been placed on the book banding scale following PM Benchmarking assessment. All classes now use Active Literacy reading approaches, P4-7 using new novels; P1-3 using existing reading scheme. New novels have increased pupil engagement and enjoyment in reading. Children at the upper stages select titles from our range of book banded texts to provide choice, breadth and challenge. Our library committee enhanced our school library provision in order to ensure resources were accessible and organised. Pupils can access the library area during golden time which has proved popular. Older pupils are reading buddies for younger pupils through a recently introduced paired reading strategy. A reading information session for parents was held early in the session. Parent views were sought on reading engagement during the March parents' evening. Results showed that parents felt they did not know enough about book banding, which will be addressed next session. It showed that parent and pupil enjoyment of reading was increasing. Pupil progress was tracked throughout the year to ensure they continued to be appropriately placed, through forward plans, professional dialogue, closing the gap spreadsheet data. Single Word Reading Test Assessment results demonstrated that across the school 83.98% of pupils are on track, with P1, P2 and P3 achieving over 94%. Children who are not achieving at this level have been identified throughout the year and have had targeted supports ie PEF intervention/IDL block/SSA Catch Up Literacy or 5 Minute Box. ASN coordinator reported that the

raised emphasis on reading and formalised assessments has made the tracking of children with specific literacy difficulties more robust, in order to ensure the appropriate supports are in place. Planners from P1-7 for grammar and punctuation were developed to ensure progression across all stages. A new handwriting resource was introduced from P4-7 to develop consistency of letter formation, joined script and presentation standards across all stages. These have been trialled during the summer term across the school and will be fully implemented in August 2019.

Next Steps:

Further develop staff confidence in using book banding to track progress in reading to ensure appropriate pace and challenge for all pupils.

Active Literacy reading approach to be embedded across all stages next session.

Handwriting programme to be embedded across all stages next session.

Grammar/punctuation progression to be embedded across all stages next session.

Staff development in Talk4Writing to be undertaken next session. A working party will lead development across all stages and Talk4Writing will be piloted throughout session 2019-20.



Priority 2: Audit Social Studies programme of study P4-7, looking at coverage of Es and Os and Developing the Young Workforce.

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: 1.2, 1.4, 2.2, 2.3, 2.6, 2.7, 3.3

Progress and Impact:

Existing social studies programme from P1-7 was audited against Es/Os and benchmarks to ensure breadth and progression across the school and to ensure all outcomes are covered.

Existing topic resources were audited and indexed for whole school use.

Through teacher professional discussion, and due to the context of our school, it was highlighted that we did not have enough focus on geography and local area. A local area study has been incorporated at the middle stages.

DYW week focused on skills and opportunities to develop knowledge and understanding of the range of skill sets required for different jobs. Children developed personal skill passports and led a

careers fayre showcasing their learning. P6 and 7 pupils participated in a 'Learn about Locations' workshop delivered by a location manager, to raise awareness of the various job roles on film and TV sets, and the skills required.

Science progression across early, first and second levels has been reviewed to ensure breadth and progression across all stages.

Next Steps:

Ensure relevant local area and geography based learning is incorporated into social studies learning across all stages, to enhance pupil knowledge and understanding of local and wider world. DYW week will be further developed next session by inviting local businesses, parents/carers etc to speak to classes about their jobs.



Priority 3: Raise attainment in literacy and numeracy for children in receipt of free school meals/live in SIMD 1

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: 1.2, 1.4, 2.2, 2.3, 2.6, 2.7, 3.3

Progress and Impact:

All teachers are aware of pupils within the targeted group, and use assessment to identify children requiring additional input in literacy/numeracy. PEF teacher creates four-week block of intervention focusing on specific areas of literacy and/or numeracy identified by class teachers. Two periods of staff absence this session impacted on ability to deliver this intervention model at the time, however, it has been consistently implemented since. PEF teacher regularly reviews progress and impact with SMT/ASN coordinator. Support staff trained in Catch Up Literacy/Numeracy and 5 Minute Box and implement interventions for identified pupils. Almost all children on these interventions have made good, or very good, progress. Support staff meet regularly with teachers

and complete progress reports to monitor impact and identify next steps. Timetables are reviewed regularly to ensure identified children are receiving the appropriate support.

In Catch Up Literacy and Numeracy, almost all children from P4-7 have made significant progress, with pupils at P5 gaining approximately 2.5 years progress during this school year. Almost all pupils at P7 achieved the expected level in reading this session.

Our three year data in literacy shows that in reading, and listening and talking, performance of our targeted pupils has overtaken the non-targeted group; and in writing the gap has significantly closed. In numeracy, whilst the gap widened between 2016-17 and 2017-18, overall the gap has reduced by approximately 10% across three years.

Next Steps:

Continue to deliver intervention via PEF teacher and support staff in session 2019-20.

Continue to seek ways in which to further develop parental engagement eg drop in sessions/P1 stay, play, learn sessions.

Audit numeracy programme in order to ensure appropriate challenge and progression across all stages.

Interventions and progress towards closing the poverty-related attainment gap 2018-19

Intervention 1

(Please describe interventions and cut and paste evaluative column from PEF Report)

Intervention 1: Focused literacy and numeracy intervention groups

- Teaching staff identify pupils within their class who would benefit from targeted literacy and/or numeracy interventions, based on teacher judgement/assessments
- Experienced member of teaching staff released from class – PEF-funded cover teacher backfills
- Intervention teacher plans 4 week intervention block for targeted groups of children
- Information shared with parents/carers, including ways in which to support their child's learning at home
- Class teachers/intervention teacher monitor impact of intervention, review for each new planning block

Evaluation:

Staff knowledge of pupils sitting in targeted group is secure. Staff use assessment to identify children requiring additional input with PEF teacher. Four week blocks of intervention are planned, delivered and evaluated, and impact is measured through tracking and monitoring, also professional dialogue between teachers, support staff and SMT. Almost all children on these interventions have made good, or very good, progress. Teachers continue to report evidence of impact of this intervention ie pupil confidence, engagement and class work; parents also report improvement in their children's abilities and confidence through monthly parental feedback sheets. Next session we will further promote parental engagement in children's learning by providing links to appropriate IT games that can be accessed at home. We will seek parental feedback on the impact of home learning activities.

- Funding for two support staff members delivering 5 Minute Box/Catch Up literacy interventions. Teachers identify children for support based on teacher judgement/assessments
- Support staff evaluate progress weekly and termly, and share with teaching staff and SMT to identify next steps.

Evaluation:

In Catch Up Literacy and Numeracy, almost all children from P4-7 have made significant progress, with pupils at P5 gaining approximately 2.5 years progress during this school year. Support staff meet regularly with teachers and complete progress reports to monitor impact and identify next steps. Timetables are reviewed regularly to ensure identified children receive the appropriate support.

- 75% of children targeted for literacy and/or numeracy interventions demonstrate increased confidence and engagement in learning

Evaluation:

Close analysis of our closing the gap spreadsheets which contain summative assessment information and teacher predictions/final judgement on achievement/progress within a level demonstrate that across all stages, confidence and engagement in learning has improved overall.

Statistics by stage are: P7 – 76.9% p6 – 90.9% P5 – 85% P4 – 81.8% P3 – 87.5% P2 – 100% P1 – 75%

- 75% of children targeted for literacy and/or numeracy interventions achieve expected outcomes planned by intervention teacher

Evaluation:

Within each literacy and numeracy intervention block, our target of 75% of identified children achieving outcomes planned by intervention teacher was exceeded. Overall in literacy across all stages throughout the year 97.03% of children made either some, or good, progress. In numeracy across all stages throughout the year 96.48% of children made either some, or good, progress. A small number of identified children did not achieve planned outcomes. Further targeted support will be given to these children next session.

Overall, there has been a positive impact for almost all pupils following targeted intervention. Teachers report that impact is visible in class learning activities. Most children enjoyed and engaged well in this intervention model, however, a few children at P5 and P7 stages engaged less readily. It may be beneficial to adapt the model of delivery to support identified children within the class setting next session.

- 75% of children targeted for literacy and/or numeracy interventions on track to achieve level in literacy and numeracy

Evaluation: Across all stages, 76.5% of targeted pupils are on track to achieve expected level in literacy, and 86.25% of targeted pupils are on track to achieve expected level in numeracy. However, in literacy at P2, P4 and P6 stages the percentages sit below the 75% target, and also in numeracy at P6 stage. We will continue to use our PEF funding to provide targeted support for identified pupils in order to continue to raise attainment.

Intervention 2

(Please describe interventions and cut and paste evaluative column from PEF Report)

Intervention 2: Early Literacy programme (transition)

Enhanced transition with literacy and numeracy focus delivering activities for existing primary 1, incoming primary 1 children and families. Programme will focus on early reading and language development, particularly phonological awareness. P1 teacher will be trained in Stay, Play and Learn through Early Years Scotland, and will work alongside nursery teacher to deliver sessions. Enhanced transition aims to increase children's health and wellbeing, and reduce anxiety around starting school for children and parents; aims to increase parental engagement in children's learning, parent confidence in supporting children's early literacy learning at home and strengthen home-school links at an early stage.

Evaluation:

Experienced primary 1 teacher shared knowledge of expected level of pupils at primary 1 with nursery teacher. Tracking and monitoring of pupil progress will be strengthened by incorporating early level data from the pre-school year, thereby enhancing early identification and intervention. Views of existing P1 parents were sought in order to plan our enhanced transition programme. Parental engagement in Stay and Play sessions was sustained throughout the block, with parents giving positive verbal feedback to staff. A more regular, sustained approach has built parent confidence, and begun to develop positive foundations for home-school links. Full evaluation will be undertaken at the start of session in order to measure level of impact on children starting school, and their families. Further impact will be measured throughout the session and data will be used to compare and track progress. Engagement with Early Years Scotland to deliver weekly Stay, Play and Learn experiences for parents and children throughout primary 1 is planned next session. A home learning pack was developed to support children in core skills as well as to challenge, in literacy, numeracy, fine motor and self-help skills. This has been very well received by parents and children have expressed excitement at using these resources before coming to school in August. Literacy, numeracy, fine motor and self-help skills will be measured at the start of the session and compared to previous sessions to evaluate impact. We will monitor ongoing parental engagement in children's learning throughout next session, to evidence impact of our enhanced transition programme and resources.

Intervention 3

(Please describe interventions and cut and paste evaluative column from PEF Report)

Intervention 3: Primary Transition

- 12 week programme of learning experiences for P7 pupils, delivered in partnership with Youth, Families and Community Learning
- Focus on core skills and personal/social development to enable young people to move forward positively to the next stage of their learning journey
- Young people equipped with the necessary tools to encourage healthy, positive life choices

Pupils will have the opportunity to gain the ASDAN Dynamic Youth Award or similar

- >50% of targeted group at P7 stage:
 - ✓ demonstrate increase in self-esteem, self-confidence
 - ✓ demonstrate reduced anxiety linked to transition to secondary school
 - ✓ demonstrate increased confidence in ability to make healthy, positive life choices
 - ✓ achieve ASDAN Dynamic Youth Award or similar

Evaluation:

The planned programme could not be delivered due to changes within YFCL.

Within the school, we aimed to develop core skills and personal/social development in order for our young people to move forward positively towards secondary school through comprehensive science, home economics and PE transition programmes where the children attended LHS regularly over a two month period; they took part throughout the year in football and netball tournaments which provided opportunities to develop social links and friendships with peers from associated primaries; pastoral support teachers and SMT from LHS undertook learning experiences with the children; learning support DHT and guidance staff met with our SMT and class teacher to discuss individual needs and supports required for high school ie ASN, ASD, attendance; through active schools and South Lanarkshire Leisure, pupils participated in a wider community triathlon event further developing social links and friendships. Within the life of the school primary 7 pupils are given greater responsibility eg house captains, monitors, buddies, committee roles, peer reading, leading assemblies, all of which further enhance positive self-esteem and self-confidence.

Allocated PEF funds were re-directed to further support literacy interventions.

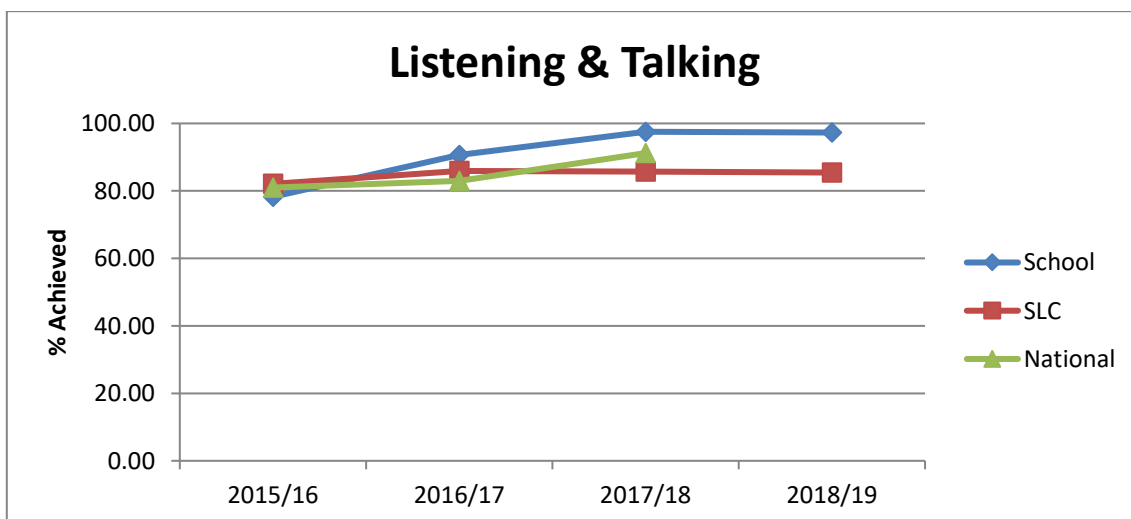
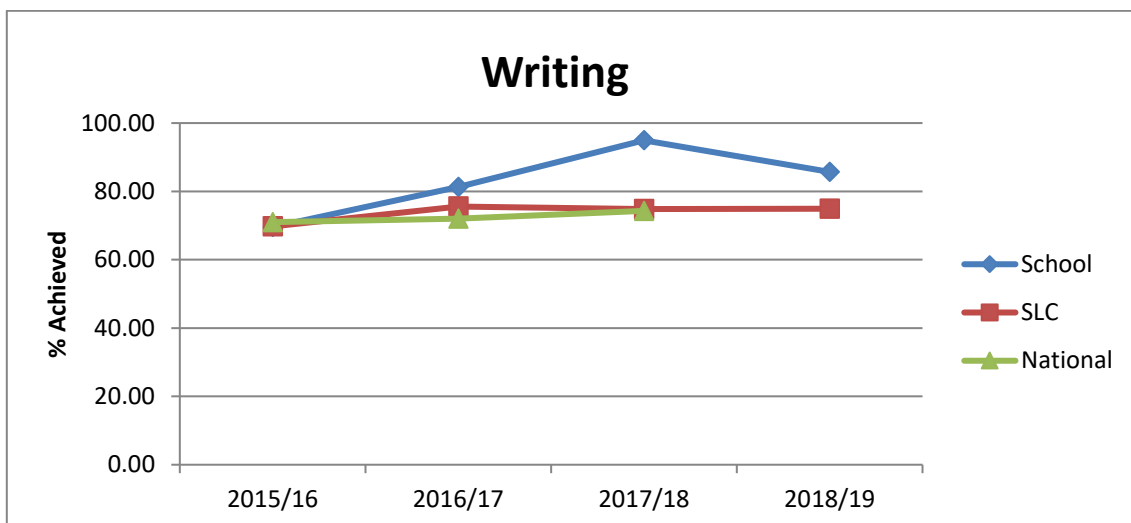
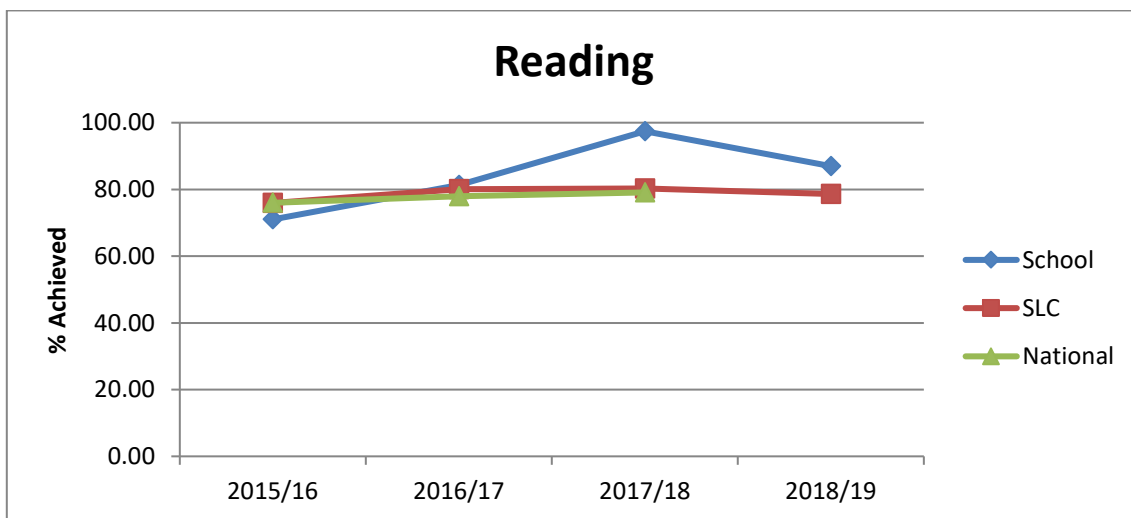
Intervention 4: Feeding the Family

- Cooking programme for P1-P7 stages, with each class taking part in a 2 week programme learning to cook.
 - Two evening sessions also offered
 - Children and parents/carers learn to prepare and cook two recipes
 - Literacy and numeracy skills developed in real-life context
-
- 75% of targeted group demonstrate increased understanding of making healthy food choices
 - 75% of targeted group demonstrate increased ability to apply literacy/numeracy skills within real-life context
 - Families demonstrate increased confidence in cooking together
 - Home-school partnership is enhanced

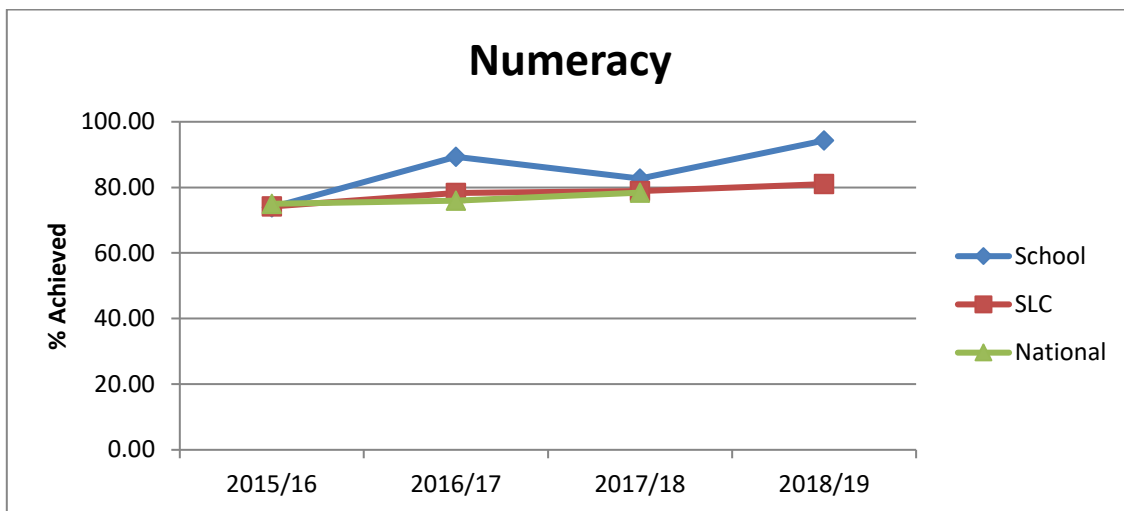
The planned programme could not be delivered due to changes within YFCL, however, a targeted intervention programme took place with identified primary 5 pupils in partnership with Fit for Life during the summer term, focusing on healthy choices and lifestyles.

Pupils took part in a range of cooking activities and increased their personal fitness through active sessions, over an eight week period. Pupils were able to share the skills learned at home and could talk about making a healthy food choice. These activities provided real-life contexts for learning.

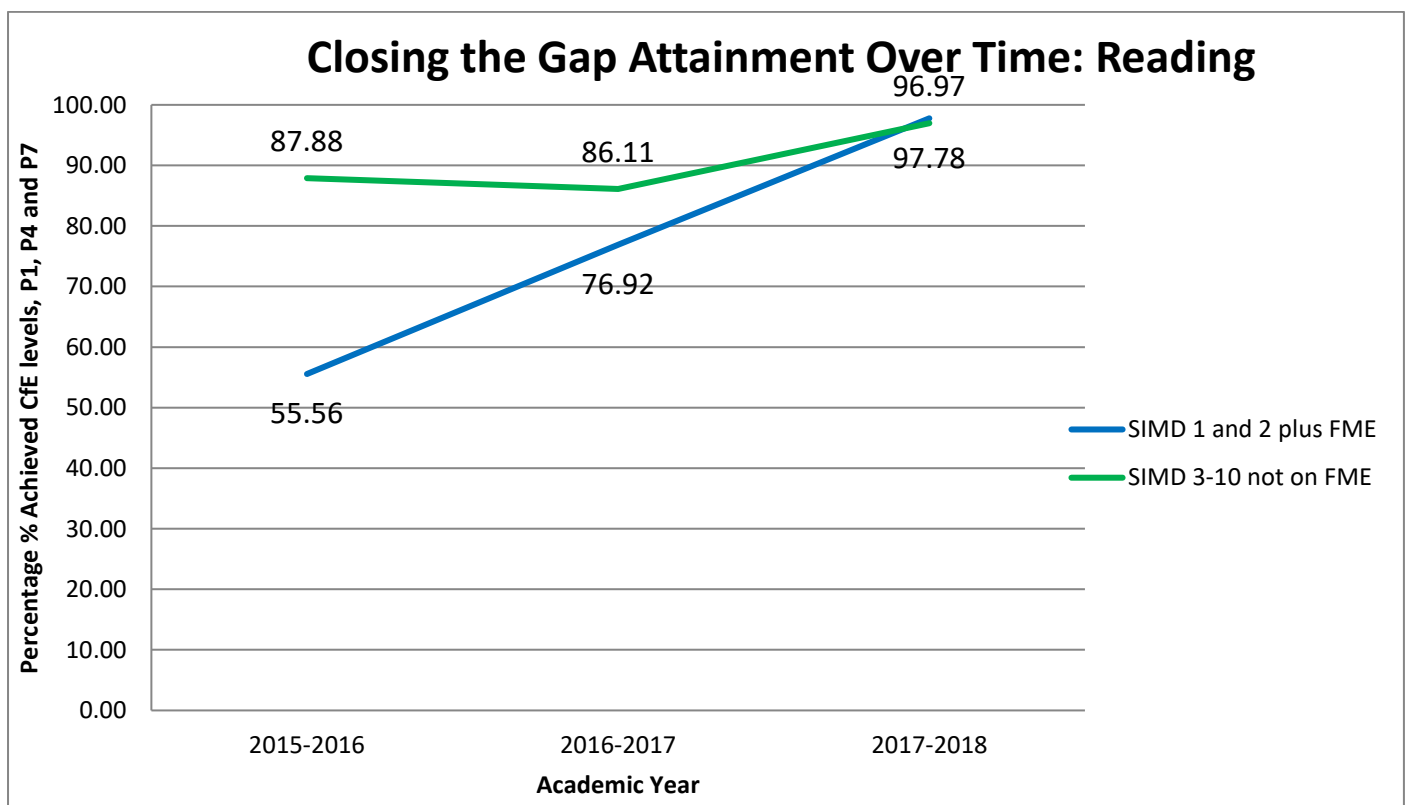
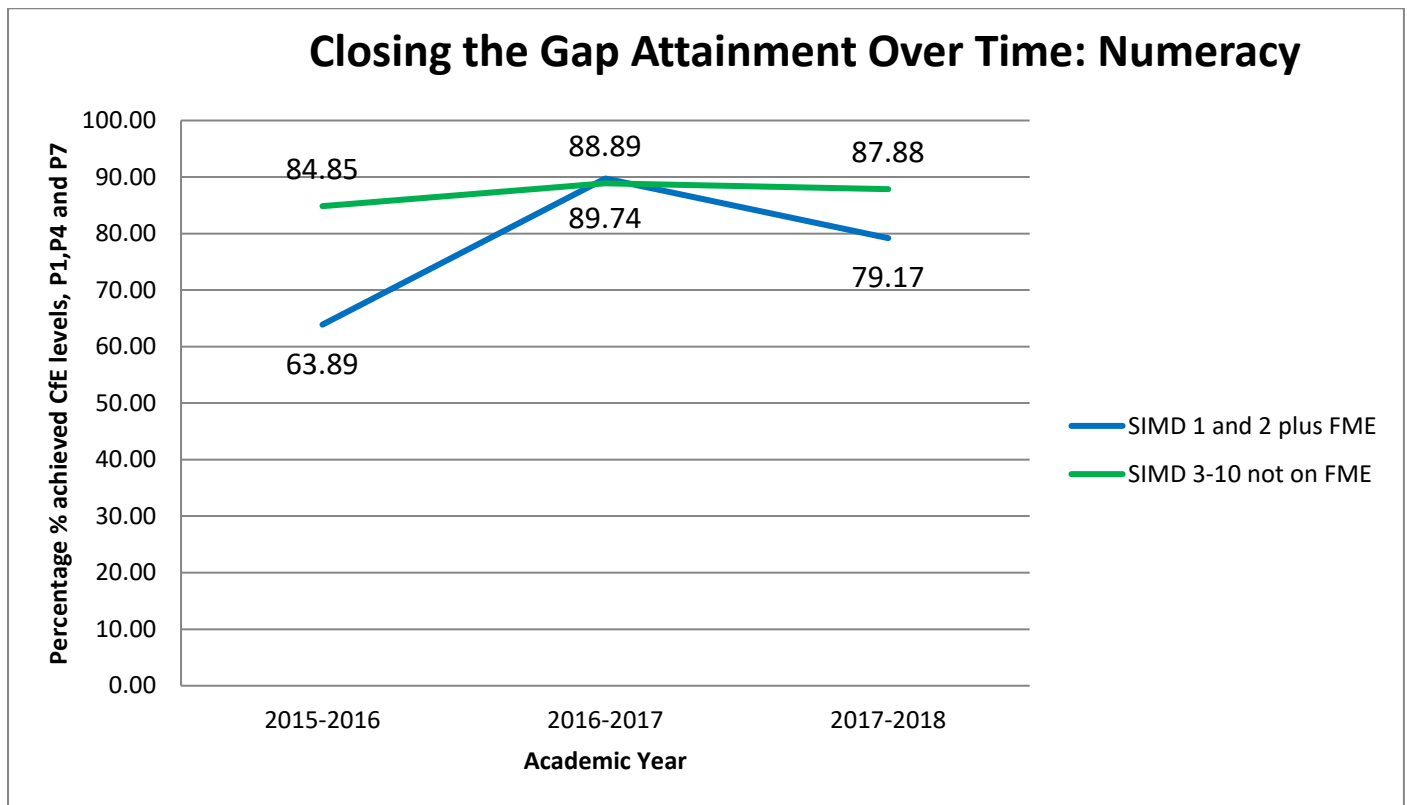
1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).



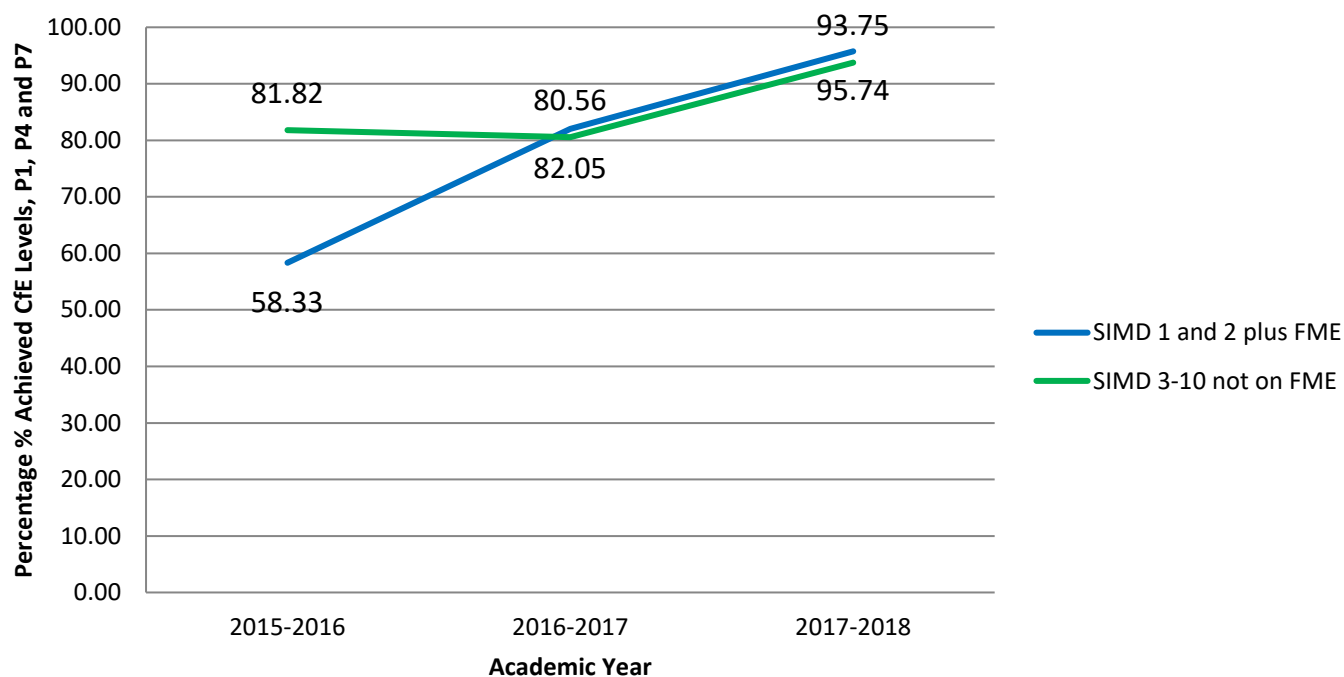
1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).



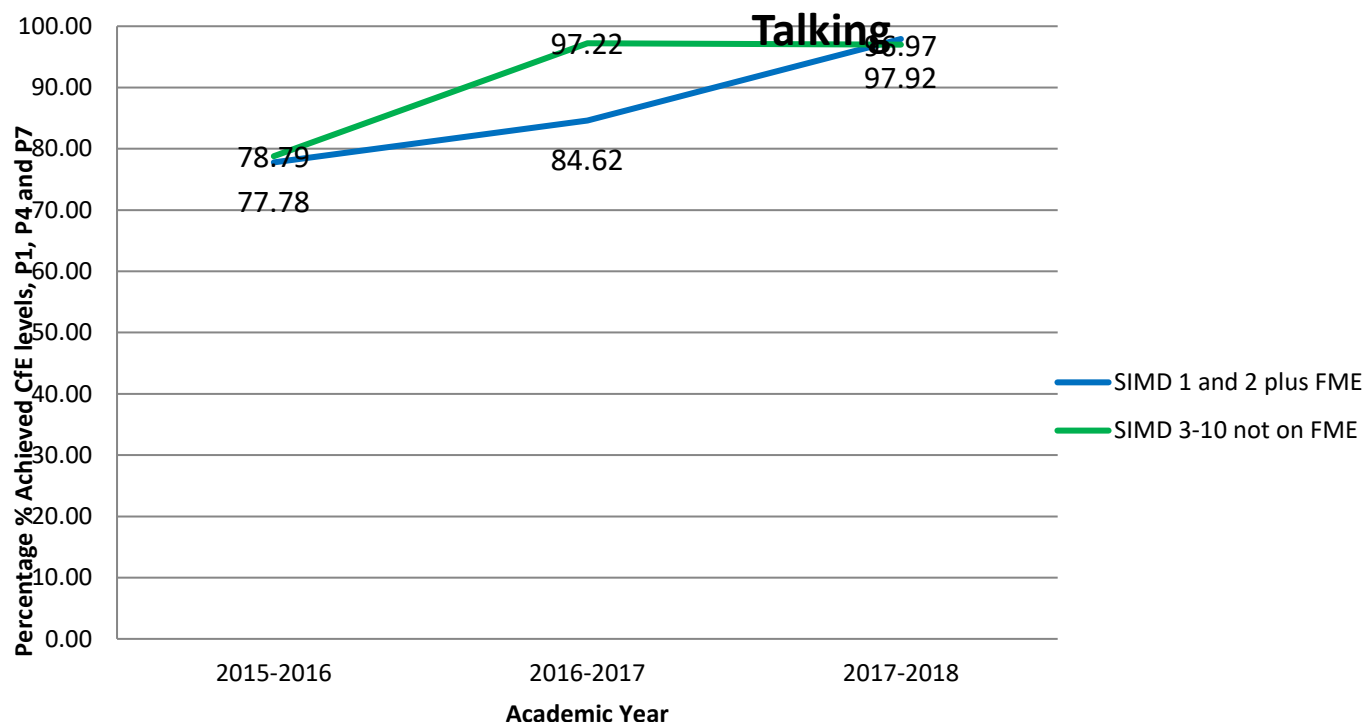
1.3 Poverty-related attainment gap data



Closing the Gap Attainment Over Time: Writing



Closing the Gap Attainment Over Time: Listening and Talking



The graphs show our whole school poverty-related attainment gap over time. This information is a collation of the percentage of children who are achieving expected CfE levels at P1, P4 and P7 according to teacher professional judgement. We have made the biggest progress in literacy, particularly in reading and listening and talking, where it can be seen that those in SIMD1/FME have overtaken SIMD3-10 in session 17-18. This evidences the success of our improvement priority to improve attainment in literacy, as well as the impact of interventions using PEF. In session 19-20 we will work on the third year of our 3-year cycle, focusing on the development of writing across all stages. In numeracy it can be seen that whilst the gap significantly closed in session 16-17, it widened in 17-18, albeit to a lesser degree than in session 15-16. As a result we will focus on numeracy in session 19-20, and review our current numeracy curriculum across all stages.

Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

Session 2018-19

Use all available evidence (including data)

Literacy:

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
| | | X | | |

Strengths

- Our data shows that we are performing well above local and national levels across all literacy organisers at P1,4 and 7, with year on year improvement.
- Achievement of a level data 2019 shows that, in reading, across P1,P4 and P7 78.4% of children have achieved expected level. This is a drop from 97.4% recorded in session 2017-18. P7 statistics sit at 86.4%, P4 statistics sit at 73.9% and P1 statistics sit at 75%.
In writing, across P1, P4 and P7 79.5% of children achieved the expected level in session 2018-19. This is a drop from 94.5% recorded in session 2017-18. P7 statistics sit at 86.4%, P4 statistics sit at 73.9% and P1 statistics sit at 78.1%.
In listening and talking, across P1, P4 and P7 92.8% of children have achieved expected level. This is a slight drop from 97.5% recorded in session 2017-18. P7 statistics sit at 95.5%, P4 statistics sit at 95.6% and P1 statistics sit at 87.5%.
- Teaching staff have been trained in Active literacy approaches, with spelling and phonics now embedded across all stages. Active Literacy, reading, has been introduced across all stages this session. A significant investment in reading resources (banded novels) for P4-7 stages has injected enthusiasm for reading, with more children reporting that they enjoy reading. Staff confidence in the teaching of spelling/phonics and reading has increased and staff share good practice regularly.
- Catch Up Literacy is embedded to support identified pupils from P4-7; 5 Minute Box is used to support pupils from P1-P4.
- Across all stages, PM Benchmarking is used to ensure children sit at the correct book band. Staff confidence in using the Book Banding Progression is developing, and continued focus next session on progression through banding will enhance this further. Reciprocal reading strategies are used to develop children's understanding of texts and to further develop higher order thinking skills.
- Home link folders and diaries are used to enhance home learning and share learning targets.

Next steps

- Development of writing across all stages next session using Talk4Writing approaches. Some staff have undertaken training this session which will enable us to lead staff development in writing next session in order to continue to raise attainment in writing at all stages. Staff not yet trained will have the opportunity to attend next session.
- Further develop literacy home learning activities building on P1 transition activities and resources provided, also facilitating regular parental engagement workshop activities at P1 stage.
- Continue to support identified children next session using PEF to deliver targeted literacy interventions: Catch Up Literacy, 5 Minute Box, also PEF teacher interventions in order to continue to raise attainment and close the poverty-related attainment gap.
- New teaching staff will access professional development in using active literacy approaches as required to ensure consistency of approach across all stages.
- Implement handwriting strategy across all stages using progression planner to ensure consistency of approach.
- Implement grammar and punctuation strategy using progression planner to ensure consistency and progression across all stages.
- Pie Corbett Reading Spine will be introduced across all stages nursery to P7 to ensure every child experiences a broad, rich range of texts to further enhance literacy skills and engagement in reading.

Numeracy:

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
| | X | | | |

Strengths

- Our data shows that we are performing above local and national levels in numeracy at P1, 4 and 7, with year on year improvement.
In numeracy, across P1, P4 and P7 87.8% of children achieved the expected level in session 2018-19. This is an increase from 82.7% in session 2017-18.
- SLC numeracy progression planners and learning community-made confirmatory assessments are the basis for summative assessments and achievement of a level in numeracy. These are used to ensure appropriate pupil progress in learning.
- Catch Up Numeracy is embedded to support identified pupils from P4-P7.

Next steps

- Audit numeracy teaching resources.
- Review timeframes for confirmatory assessments, to complement SNSAs.
- Review Number Talks strategy.
- Review mental maths programme of study P1-P7.
- Review problem-solving programme of study P1-P7.

Health and Wellbeing

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
| | | X | | |

Strengths

- HWB programme was audited by all teachers across all stages
- Staff development moderated health and wellbeing programme, and modified to incorporate wellbeing indicators, and to ensure breadth and progression across the school, and that all outcomes are met from P1-P7.
- 1K a day was introduced in term 4
- Health committee introduced healthy tuck shop and Toasty Tuesdays/Thursdays
- Whole school sports day which also involved parents and families
- P5 Fit for Life Healthy Choices 8 week after school programme
- Maintained school's silver SportScotland award status
- Partnership with active schools coordinator to provide a range of after school and lunch sporting activities for pupils across all stages
- P7 Play leader training to deliver lunch activities for younger pupils during summer term
- P5-7 level 1 Bikeability training
- Participation in a range of sporting events such as Triathlon, netball and football tournaments, Lesmahagow Highland Games.
- Child welfare and nurture is tracked weekly by teaching and support staff, any concerns are passed to SMT.
- Wider achievements are celebrated and tracked through Woodpark Wonders and weekly assemblies.

Next steps

- Embed revised HWB programme across all stages
- Raise pupil awareness of all wellbeing indicators
- SportScotland gold award
- SMT will introduce Boxall profiling across the school to identify pupils who would benefit from targeted HWB interventions/support.

Employability Skills/Positive Destinations

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
| | X | | | |

Strengths

Our Developing the Young Workforce week focused on skills and opportunities to develop knowledge and understanding of the range of skillsets required for different jobs. Children developed personal skill passports and led a careers fayre showcasing their learning. P6 and 7 pupils participated in a 'Learn about Locations' workshop delivered by location managers, to raise awareness of the various job roles on film and TV sets, and the skills these roles require.

P7 pupils were able to clearly articulate their preferred positive destinations and understood what pathways they should follow in order to achieve this.

Our teachers plan for and deliver contextual learning experiences to ensure children understand why their current learning develops the skills essential for their future working lives.

Our finance week further developed pupils' skills for life, learning and work.

Next Steps:

DYW week will be further developed next session by inviting local businesses, parents/carers etc to speak to classes about their jobs.

Skills passports introduced this session will be further developed to ensure personalisation from P4-P7.

Whole school 'Enterprise is the Business' focus next session to further enhance pupils' skills and knowledge of retail, finance, marketing, advertising and business.

Overall quality of our learners' achievements

Highlights of session 2018-19

- Our learners are successful, confident, exercise responsibility and contribute to the life of the school. Pupil voice is well embedded across the school, with each child participating in one of seven school committees. The fundraising committee and Pupil Council organised and led a very successful Red Nose Day. The library committee organised events to celebrate World Book Day. The health committee consulted with pupils to introduce a healthy tuck shop. The JRSO committee raised road safety awareness across the school. The eco committee led our work towards applying for Green Flag status. The Pupil Council led weekly assemblies to celebrate success and share learning. The website committee ensured our school website was kept up to date to share our achievements and important information with parents and families. Pupil engagement will be enhanced further next session through the introduction of the Pupil Improvement Plan, also through using How Good is *Our School* to evaluate progress and identify next steps.
- Our Woodpark Wonders celebrates pupils' wider achievements. Our tracking and monitoring systems also track and monitor pupil participation in clubs and activities to identify children who are not engaging in the wider life of the school or out of school activities.
- Most children and young people are fully engaged in their learning and participate in decision-making about their learning experiences.
- We reviewed our primary 1 transition programme this session, offering parents/carers the opportunity to take part in 'stay and play' sessions in primary 1, led jointly by nursery and P1 teachers. We developed a pack of resources for children to use throughout the summer, further enhancing early literacy and numeracy skills. We hope to continue to provide 'stay, play and learn' sessions in P1 next session.
- Whole school reading programme was introduced with a significant investment in updating our resources from P4-7. This has led to increased enjoyment and engagement in reading, and staff development through working parties focused on the teaching of reading across all stages. Book banding was introduced and all children have been appropriately placed on the book banding scale. Pie Corbett reading spine resources have been introduced from nursery to P7 to ensure all pupils access a broad range of texts to further instill a love of stories and reading.
- We have provided a range of after school and lunch activities throughout the session, in partnership with our active schools coordinator.
- We achieved silver SportScotland award this session.
- Our football team achieved runners-up in the Gardner's Cup and went on to win the Highland Games football tournament.
- Our school won 'Best Float' in the Highland Games procession in June.
- Two pupils attended the SLC Pupil Award Ceremony in June in recognition of their contribution to the life of the school and their effort and achievement.

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

Our enhanced P1 transition programme was an example of highly-effective practice and parental engagement. Whilst the full, long-term impact of this cannot yet be measured, we are confident that our new P1 pupils will demonstrate increased self-confidence and resilience when starting primary school, and also that positive partnerships with our parents/carers have been established as a result of this enhanced transition programme.

Parents/carers were invited to two whole school showcase afternoons during the year, focusing on science and 'big topic' learning. These were well-attended, and pupils enjoyed the opportunities to share their learning with their families. Big Topic 'tic-tac-toe' homework grids provided greater pupil choice and challenge, as well as promoting family learning.

New reading resources for P4-7, and staff development in the teaching of reading, have increased teacher confidence and pupils' enjoyment of and engagement in reading. Parents have commented on their children's increased enjoyment of reading at home as a result.

Pupil voice has been enhanced through participation in weekly assemblies and monthly whole-school committee groups to take forward a range of initiatives.

Our school website has been kept up to date by the website committee, sending out regular notifications to parents/carers and sharing our good news. Alerts were set up to ensure parents received information directly. Parents commented that it would be helpful to receive alerts as push notification. This will be enhanced next session through the introduction of our school app.

Our Woodpark Wonders awards have continued to push our pupils to participate in free or low cost extra curricular activities throughout the year.

We have further developed our partnership with Tesco and One-Day local shop to provide us with bread for our Toasty Tuesday/Thursday initiatives. FareShare have established links with the school and provide us with bread, fruit and bakery items which can be given to our children, families in need, or used to support fundraising within the school.

We introduced Dress Down Days fundraisers which has supported a range of pupil activities and excursions, however, in light of the Cost of the School Day, we revised this to minimise impact on families.

The local development trust has worked with the Pupil Council and members of staff to identify areas that would benefit from further development and enhance the local community facilities in Lesmahagow.

We engaged with CYFL to facilitate two parents' groups: Understanding Children's Behaviour, and Building Confidence and Resilience in your Child. These were attended by a small number of parents, and it is hoped to build upon this next session.

| Quality Indicator | How are we doing? | How do we know? | School Self-Evaluation |
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| <p>1.1 Self-Evaluation for Self-Improvement</p> | <p>Teaching staff understand that self-evaluation is an integral aspect of our approach to continuous improvement and are committed to improving the outcomes for all learners. The GTCS Standards and QIs are used as tools for PDR reflection/Professional Update.</p> <p>Staff engaged in formal self-evaluation activities during inservice days. Parents engaged well with an online questionnaire using ipads during our last parents' evening.</p> <p>Pupil voice groups impact positively on the ethos and life of the school. Pupils are involved in leading weekly assemblies, supporting community events eg Lesmahagow Highland Games, school events eg The Greatest Dancer, as well as supporting a range of initiatives through participation in pupil voice committee groups.</p> <p>We engage regularly in effective quality improvement activities, and through professional dialogue share our agreed standards and expectations. Staff confidence in achievement of a level is growing.</p> <p>There are robust tracking and monitoring systems in place to ensure pupils make expected levels of progress, and to identify where additional support/interventions are required. Staff can confidently discuss this with SMT during planning dialogues/monitoring data discussions.</p> <p>Our data is robust and we now hold information about the quality of learning and teaching and the attainment and achievement of all learners over time. Our data includes GIRFEC information and SIMD data. We regularly interrogate data with staff during tracking and monitoring meetings and also in SMT meetings, making use of digital technology to support this. Staff use all data available to them to discuss the learning journey of their class and individual pupils or identified groups.</p> <p>Pupils reflect on their learning daily through the discussion of learning intentions and weekly when setting learning targets on a Monday morning and reviewing them throughout the week. These targets are shared with parents via the Home Link folders and diaries.</p> <p>Next steps: Review school vision, values and aims in consultation with all stakeholders. Continue to engage with the three-year cycle of self-evaluation agreed at learning community level, seeking creative ways to engage with all parents/families, partners,</p> | <p>Teaching staff PDRs</p> <p>GTCS Professional Update</p> <p>Inservice Day agenda/minutes</p> <p>Collation of questionnaire responses</p> <p>Pupil group committees</p> <p>Pupil Council-led weekly assemblies</p> <p>Pupil, staff, PTA participation in local events</p> <p>Quality Management calendar and feedback eg learning visits, forward plan feedback</p> <p>Closing the Gap spreadsheets – data over time</p> <p>Learning targets set and reviewed weekly and termly – pupil diaries</p> | <p>Good</p> |

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| | <p>and wider community, including greater use of digital technologies. Establish pupil focus groups as part of Quality Management calendar.</p> <p>We will engage in Validated Self-Evaluation activity in session 2019-20</p> | | |
| <p>1.3 Leadership of Change</p> | <p>Almost all staff are committed to ensuring that we achieve the highest possible standards and success for all learners.</p> <p>SMT provide strong leadership which has enabled our school to show continuous improvement.</p> <p>SMT create conditions where almost all staff feel able to initiate informed change. SMT ensure staff are able to access a range of professional development activities to support the ongoing improvement of the school.</p> <p>SMT effectively guide and manage the strategic direction and pace of change, protecting time for professional dialogue, collegiate learning and self-evaluation to contribute to our continuous improvement journey.</p> <p>Almost all staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work.</p> <p>We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement.</p> | <p>Termly forward plan dialogues</p> <p>Class visits/peer visits</p> <p>ASD/ASP consultation meetings</p> <p>Review meetings with support staff eg Catch Up</p> <p>Open door policy</p> <p>SMT are approachable and solution-focused</p> <p>Improvement plan development activities: Working parties, CAT, Inset Cascade information/staff training</p> <p>Leadership roles: Literacy, numeracy, HWB, ASN, ICT, PEPAS coordinators</p> <p>CLPL</p> <p>Pupil voice committees</p> <p>After school and lunch activities</p> | <p>Good</p> |
| <p>2.3 Learning, teaching and assessment</p> | <p>A strong culture of professional dialogue and support contributes to the establishment of high quality learning and teaching.</p> <p>The ethos and the culture of the school reflects our commitment to the establishment of positive relationships across the school.</p> <p>Almost all of our children are eager to learn and fully participate in learning activities; active learning contributes to pupil engagement.</p> <p>Learning experiences in most classes are appropriately challenging, enjoyable and take account of prior learning.</p> <p>Pupils set and review personal learning targets weekly in literacy, numeracy and HWB. Pupils take increasing responsibility for planning their own learning and staff are increasingly confident in providing next steps. Pupils are becoming more able to talk about their learning and next steps, and most are able to give quality peer feedback.</p> <p>Learners have access to a range of digital technologies to support their learning in class and in the ICT suite, including ipads, chrome books, ebeam and class computers. Digital technologies are used</p> | <p>Regular formal/informal staff dialogue</p> <p>Homework diary target setting: parental engagement encouraged</p> <p>Extra-curricular clubs run by staff and Active Schools are well attended</p> <p>Feedback from learners through KWL for Social Studies</p> <p>Pupils in our website Committee update school website class pages termly</p> <p>Weekly assemblies: pupils discuss their "good work" using appropriate CfE language</p> <p>ASN Co-ordinator dialogue with staff</p> <p>Whole school pupil voice committees</p> <p>Outdoor learning equipment and firepit available to use</p> <p>Staff/team events increase staff morale</p> <p>Closing the Gap spreadsheets</p> <p>Evidence folders to support teacher professional judgement re achievement of a level</p> | <p>Good</p> |

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| | <p>in all classes to enhance and support learning experiences.</p> <p>Children are becoming more confident leading their own learning and identifying success criteria from learning intentions.</p> <p>Our children are confident, responsible and successful and they contribute effectively to the life of the school and wider community in a range of activities throughout the session. This includes buddying younger children, Pupil Council-led weekly assemblies, whole school pupil voice committees, paired reading, play leaders, House Captains, monitors, P2 playtime pals.</p> <p>Children know that their views contribute to school improvement through pupil voice groups including Pupil Council, Eco, Fundraising, Health, Website, Outdoors, JRSO, and Library committees, as well as leadership roles eg House Captains. Pupils were involved in the recent HT appointment process.</p> <p>Out of school achievements as well as in school successes are celebrated at the weekly assembly through our Woodpark Wonders award.</p> <p>A wide range of extra-curricular activities is available across the school and some provide links with local clubs. Tae Kwon Do, Gymnastics, Basketball, Dance, mixed sports, athletics, football and netball. Football and netball teams participate in a range of tournaments throughout the school year.</p> <p>Our teaching is underpinned by our school vision and values however we will engage in a review of these, and our curriculum rationale, in session 2019-20</p> <p>Most teachers use a range of creative teaching approaches to engage learners and use the wider environment for outdoor learning.</p> <p>Learning intentions and success criteria are visible in almost all classes, either verbally or visually. All teachers discuss the context for learning with children. Children are beginning to become involved in setting their own success criteria in some classes.</p> <p>With a focus on DYW, our children have had experience in transferring skills across curricular areas.</p> <p>Lessons are differentiated to meet learner needs and this contributes to high levels of engagement in learning activities.</p> <p>Most teaching staff are skilled in questioning and engagement to promote curiosity, independence and confidence and to develop higher-order thinking skills in all learners.</p> <p>Across all classes, through effective tracking and monitoring, we observe learners closely and utilise interventions to support learning.</p> | <p>Summative assessments: SWRT, Schonell, Confirmatory Assessments, SNSA</p> <p>AifLs and evaluations in forward plans</p> | |
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| | <p>High quality feedback is used to inform and support progress in learning in most classes which supports pupils in identifying their next steps in learning.</p> <p>All staff engage in working parties to take forward school improvement plan priorities, with some staff leading working parties. This increases the school's capacity for change and to drive forward effective learning, teaching and assessment.</p> <p>Assessment is robust, using a range of formative and summative approaches, including SNSA assessments. Forward plans use AiFLs to focus on assessment for learning, next steps and progression. Standardised testing takes place twice-yearly for all classes in literacy (reading and spelling) and numeracy using confirmatory assessments developed by the learning community, in term 4. Throughout the year we use PM Benchmarking to ensure appropriate progress through book banding levels, and our PEF funded teacher maintains dialogue with teaching staff to share assessment of progress with the targeted group. Assessment data feeds into Closing The Gap spreadsheets which builds evidence of data over time in literacy, numeracy, HWB, wider achievement, participation and attendance. A next step will be to engage more regularly in formal tracking and monitoring dialogues with staff and SMT, also to introduce more user-friendly and relevant evidence folders to support teacher professional judgement on the achievement of a level.</p> | | |
| <p>3.1 Ensuring wellbeing, equity and inclusion</p> | <p>The ethos and culture within the school is inclusive and staff have established positive relationships with each other and our extended learning team.</p> <p>All staff within the school understand the importance of GIRFEC and the impact it has on our children. Some of our children can identify the wellbeing indicators and they are displayed in the hall. More work to raise pupil knowledge and understanding of the wellbeing indicators is required; this will be addressed through our revised HWB programme next session.</p> <p>All staff within the school promote health and wellbeing and demonstrate a caring attitude towards our children.</p> <p>All staff are aware of their responsibilities and school procedures for reporting child welfare concerns to SMT.</p> <p>We strive to access a range of targeted supports eg Give us a Break, buddies, Earlybird, Understanding Children's Behaviour/Building Confidence and Resilience in your Child. Last session Barnardo's supported the school and identified children/families.</p> <p>All staff on August inset day are trained on Child Protection procedures.</p> | <p>Class CP jotter</p> <p>Weekly report box</p> <p>Seemis pastoral notes</p> <p>ASPs/ASD consultation</p> <p>Staged intervention paperwork</p> <p>Revised HWB progression planners</p> | <p>Good</p> |

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| | <p>Almost all children demonstrate positive behaviour across the school and where behaviour is particularly challenging pupils receive appropriate support.</p> <p>Data over time demonstrates that in literacy and numeracy we are closing the gap between those in SIMD 1/FME and those in SIMD 3-10. More work to improve attendance will be undertaken next session.</p> | | |
| <p>3.2 Raising attainment and achievement</p> | <p>Data over time, and yearly Closing the Gap spreadsheet data, demonstrate that almost all learners are making good progress from prior levels of attainment in literacy and numeracy. Year to year transition is robust with comprehensive information shared between staff to ensure a seamless transition. Evidence supporting teacher judgement on achievement of a level is collated in literacy, numeracy and learning across the curriculum.</p> <p>Our P1 transition programme was reviewed, with a more robust model introduced. This gave children and parents/carers more opportunities to 'stay and play' in the P1 setting, with P1 teacher and nursery teacher, allowed parents to engage in learning experiences first hand, and provided a range of resources to support home learning, with the aim of giving our new P1 children the best start to their school education and reduce the poverty-related attainment gap.</p> <p>PEF interventions ie SSA Catch Up literacy and numeracy/5 Minute Box, and PEF teacher intervention groups are improving attainment in literacy and numeracy for targeted pupils. Our overall trend demonstrates the gap is closing in both literacy and numeracy.</p> <p>Attainment levels in literacy and numeracy continue to be a core feature of the school's priorities for improvement and raising attainment. The work undertaken on reading, along with significant investment in reading resources, has positively impacted on our reading culture. Book banding is now in place and PM Benchmarking is used to ensure children are correctly placed.</p> | <p>Closing the Gap spreadsheets</p> <p>Summative assessment information</p> <p>Data over time information: literacy and numeracy</p> <p>Year to year transition information</p> <p>CfE pupil progress folders: literacy, numeracy, learning across the curriculum</p> <p>P1 transition programme and feedback</p> <p>Catch Up literacy/numeracy assessment</p> <p>PEF intervention evaluations</p> <p>Reading development</p> <p>PM Benchmarking</p> <p>Book banding tracking of progress</p> | <p>Good</p> |

Overall evaluation of establishment's capacity for continuous improvement

A key strength of the school is our dynamic staff, who demonstrate initiative, commitment and collegiative working in order to improve outcomes for our children.

In addition to our SIP priorities in session 2018-19 we have reviewed our RME, technologies and HWB programmes to ensure breadth and progression across all stages. Resources have been audited and progression planners updated. We have introduced progression planners and resources to support grammar, punctuation and handwriting. We will continue to review other CfE curricular areas next session. We will review our curriculum rationale to ensure that our curriculum reflects national guidance and local priorities, is relevant to our local context and offers engaging, stimulating learning experiences which ensure that our learners make, or exceed, expected levels of progress. With a newly-appointed head teacher, and anticipated permanent appointments of DHT and PT, a stable SMT will continue to work collegiately to ensure progress in this area.

Teaching staff engage in self-evaluation activities and review progress of improvement plan priorities, however, approaches to self-evaluation should ensure the views of all staff, as well as pupils, parents/carers and the wider community, are sought in order to identify strengths and areas for improvement. A full consultation will be undertaken during session 2019-20. Pupil voice groups will begin to engage with How Good is *Our School* and the Pupil Council will develop a Pupil Improvement Plan linking to SIP priorities for session 2019-20.

Our data demonstrates that we are making good progress in closing the poverty-related attainment gap in literacy and numeracy. Our Pupil Equity Funding has allowed us to enhance our staffing: one teacher and two support staff with specific Closing the Gap remits to deliver targeted interventions for identified pupils.

We will continue to sustain focus on pace and challenge across the school to ensure that this is consistent across all classes. Teaching staff are encouraged to undertake professional learning and development to ensure high quality learning and teaching. Review of identified curricular areas will ensure appropriate progression from P1-P7. There is a robust system in place to track and monitor pupil progress. Staff track, monitor and discuss pupil progress regularly with SMT, however, staff confidence in analysing Closing the Gap spreadsheet data to identify next steps in raising attainment, both overall and for identified pupils, should be developed further next session. Standardised assessments, including SNSA, are used to support professional judgement; CfE benchmarks for literacy and numeracy are used to ensure pupil progress at all stages.

Almost all teachers regularly plan and teach relevant, interesting lessons which take into account children's prior learning and CfE experiences and outcomes. Skills for life, learning and work are highlighted during DYW week, but could be more regularly linked to learning experiences. Our vision, values, aims and curriculum rationale will be reviewed in session 2019-20. Staff demonstrate commitment to their continuing professional development and to the ongoing improvement work of our school. The pace of teaching and learning is appropriate in most classes, continued focus next session to ensure this is secure in all classes will take place.

The school has the capacity to continue to improve.

Signed:

Date: