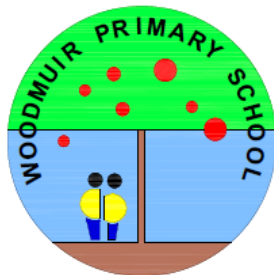


Woodmuir Primay School



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

**Woodmuir Place
Breich,
West Lothian,
EH55 8JP**

Context of School

Woodmuir is a small, non-denominational primary school located in the village of Breich, West Lothian. Our current roll is 24, and the children are split into two multi-composite classes, P1-P3 and P4-P7. The school is part of the West Calder cluster, and the catchment Secondary School is West Calder High School. We have a supportive Parent Council group and have strong links with the local community.

The school is situated in a unique setting, and we enjoy spacious school grounds, which include a Multi-Use Games Area (MUGA), an ample playground space with newly painted playground game markings, and a community parkland adjacent to the school.

Our Vision

At Woodmuir Primary School, we are committed to achieving excellence and equity for all learners by delivering a challenging curriculum that offers motivating and high-quality learning experiences.

Our Values

Friendship, Determination, Courage

Our Aims

- To celebrate diversity and ensure equality for all children
- To create a relevant and exciting curriculum to motivate and inspire children
- To provide high quality learning experiences in and out the classroom
- To form positive partnerships between learners, teachers, parents and the local community
- To celebrate all learners' achievements both in and out of school

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2023/24.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
1. Our measurable outcome for session 2024/25 was to raise attainment, especially in literacy and numeracy NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	We have made good progress. What did we do? • Class teachers have embedded Higher Order Thinking Skills in literacy and numeracy to enhance pupil learning and engagement. For P1-3, children De Bono's Hats to get children to think critically. P4-7 used Bloom's Taxonomy to further develop critical and analytical skills when creating and responding to questions. • Class teachers have participated in a writing moderation session with another cluster school. Moderation has allowed us to be more secure in our judgements of level of attainment. • Class teachers have been involved in 'Practitioner Enquiry' linked to a book study to improve pedagogical practices in numeracy and mathematics. Teachers use the resource Building Thinking Classrooms to support problem solving strategies. • Literacy and Maths working walls are being used effectively to support learning and teaching. Children can use the walls to support interactive in learning and provide topic vocabulary and examples for children to refer to deepen learning. • Class teachers have been trained in PM Oracy to develop pupil's listening and talking skills. We are beginning to use this to develop listening and talking skills across the curriculum. • The school achieved silver accreditation for Reading Schools. This involved developing a reading culture and promoting reading for pleasure across the school community. Children were given opportunity to develop skills to develop leadership of learning, inviting reading spaces and a love of reading. • Staff are planning literacy learning through the four contexts planner. This ensures that children experience a breadth of literacy learning across different contexts for learning. This helps literacy be experienced across all parts of school life. • We introduced the Julie Fisher model through a literacy hour in P1-P3. We developed play in literacy hour and children now learn through adult-led, adult initiated and child-led learning. This allows children to be supported in very small groups with increased teacher time and high quality interactions. Evidence indicates the impact is: • Most pupils in P1-P3 are on track in their learning in literacy and numeracy and are expected to achieve the expected CfE level at the end of P1 and end of P4. • Most pupils in P5-P7 are on track in their learning in literacy and numeracy and are expected to achieve the expected CfE level in P7. • Most children are using the literacy and maths working walls to activate prior knowledge and support their learning. • Most pupils have developed their critical thinking skills by using Higher Order Thinking Skills in literacy and numeracy.
2. Our measurable outcome for the session	We have made good progress. What did we do? The school was awarded £4,900 of Pupil Equity Funding (PEF) and we used

2024/25 was to close the attainment gap between the most and least disadvantaged children NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	the new PEF planning tool to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. Four literacy priorities were planned and these outcomes were fully achieved by all learners in each group. Interventions this year have focused on addressing gaps in literacy. Examples include daily reading, daily dictation, common words and fry's phrases. Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: • The majority of pupils in the daily reading intervention have increased their reading age by at least 8 months or more. • Most pupils in the weekly dictation intervention have increased their ability to demonstrate an increase of at least 3 core writing targets. • All identified pupils in the common word intervention have increased their ability to read more than 50 additional common words. • The pupils identified for the Fry's phrases intervention are now able to read the first 500 Fry's phrases with fluency.
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3. Our measurable outcome for session 2024/25 was to improve children and young people's health & wellbeing NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	We have made good progress. What did we do? • Learners self-reported on their health and wellbeing using the wellbeing indicators every term. Children had regular conversations and rate them on a Red, Amber Green system with follow up conversations with trusted adults when additional supports were required. • We refreshed our 'Positive Relationships' policy and Anti-Bullying Strategy with staff, pupils and parents. This ensured there was a shared understanding of relationships across the school community. • The school were awarded the 'LGBT Bronze Award' demonstrating our inclusive practice. All children were shown to be respected and supported children's understanding of differences. • Travel Trackers were used in both classes to encourage awareness of active school travel. Children have received recognition about making positive and healthy choices. • The P7's took part in Bikeability with active schools and all achieved Level 3 recognition. Children have developed skills and confidence to ride in more challenging situations such as on the roads. • We introduced a daily reflect tool on TEAMS as a Health and Wellbeing check-in for pupils in P5-P7. This ensured a discrete offer of support and children engaged with trusted adults. • Both classes refreshed their approaches to 'Zones of Regulation' and displayed these in classrooms. Children made posters that promoted recognising and dealing with emotions, behaviours and needs into 4 coloured zones. • We continued to work towards the Gold Rights Respecting Schools Award through weekly assemblies, article of the week and linked lessons. Children have developed their knowledge of rights and displays and learning are linked to rights. • P5-P7 children attended West Lothian College to participate in their 'Health and Wellbeing' week. They were involved in Handball and
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	Science sessions with West Lothian Students. Children developed understanding on sustainability. • P5-P7 have attended cross country and handball which have been organised and led by Active Schools. Children were given opportunities to engage in active participation and meeting with cluster schools. • The P5-P7 children were trained as 'Active School Leaders' so that they could lead their own lunchtime clubs. Children were given the leadership skills to develop their skills. Evidence indicates the impact is: • Most pupils reported positively against the wellbeing indicators throughout the year. • Most pupils can talk about their rights and the rights of others. • The P5-7 pupil ethos survey results show that all pupils reported that they felt safe at school. • All children have a good understanding of the definition of 'Bullying' and the steps they will take in school if they feel they are being bullied.
4. Our measurable outcome for 2024/25 was to improve employability skills, and sustained, positive school-leaver destinations for all young people. NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	We have made good progress. What did we do? • Introduced the Woodmuir Learners' Skills Toolkit in both classes containing the four C s (communication, critical thinking, creativity and collaboration). These are embedded in lessons across the curriculum. • Introduced the meta-skills framework and the 'Social Intelligences' umbrella. Children were beginning to name the skills and identify how these played a part in real life. • Used a range of digital devices to support learning across the curriculum and gathered more evidence towards our Digital School Award. Children and staff are working together towards achieving the Digital Schools Award and digital tools such as glow tools are embedded in learning. Children use technology to develop their skills. • Class teachers worked with Expressive Arts Specialists from West Calder High School to plan high quality learning and teaching experiences in Art & Design, Drama and Music. This has developed teacher confidence in delivering lessons in these areas. • All pupils participated in Celtic Crofts and Limelight Music sessions in term 4 to develop their musical skills. Children experienced drumming to develop rhythm and other skills across cultures. • P1-P3 participated in NYCOS Term 2. Children increased confidence in participating in singing, rhythm and keeping a beat. • Both classes introduced weekly 'outdoor learning' sessions. This developed children's confidence and communication skills such as and provided teachers with opportunities and confidence to provide these experiences. Evidence indicates the impact is: • Most pupils can talk confidently about the skills in the Woodmuir skills toolkit (creativity, critical thinking, collaboration and communication) and reflect on how they have used these skills in their learning.

	• Almost all pupils can use a range of digital devices to support and enhance learning in the classroom and at home. • Almost all children are motivated and eager to learn outdoors.
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Attendance and Exclusion:

Overall our attendance rate this session was 90% and we have had no exclusions.

Engagement with parent/carers and partners in relation to school improvement:

We offered a range of events for parents and carers this session, working in partnership with our Parent Council to make continuous improvements at Woodmuir Primary School. We send out weekly newsletters to our parents and carers to keep them up to date with current news, events, and school improvement information. Weekly timetables are sent to parents and carers each week to inform them of events planned for the week ahead. At the beginning of each term, class teachers send parents and carers a term descriptor detailing the planned learning and teaching for that term. All learning at Woodmuir Primary is shared on Seesaw in the early years and on our school blog.

We have had positive parental feedback about our termly curriculum cafes, which give parents and carers the opportunity to learn with their child in their classroom and see their child's progress in learning.

This session, we have worked closely with Active Schools and the West Lothian Football Association to provide a range of lunchtime clubs and afterschool experiences for the children. We have also worked in partnership with Bikeability to provide cycling training for our P7 children. We work in collaboration with West Calder High School to provide enhanced transition opportunities for our pupils in P4 to P7 throughout the school year. We have developed strong links with West Calder Library, and our children visit termly.

Our Wider Achievements this year have been:

- We participated in the cluster Levensat Project and the theme was 'Renewable Energy'
- Our P1-P3 participated in NYCOS sessions
- We participated in Scottish Book Week and World Book Day
- Our P5-P7 pupils attended the handball festival at West Calder High School.
- We held a Curriculum Café each term to give children the opportunity to showcase their work to their parents and carers.
- Our P5-P7 pupils went canoeing at the Lowport Centre in Linlithgow.
- P7 pupils participated in Bikeability sessions and achieved Level 1.
- The children participated in a sponsored 'Santa Dash' to raise money for school funds.
- We had a Christmas Fayre and invited members of the school community
- The whole school took part in a Nativity performance.
- The whole school sang Christmas carols for the local community
- We participated in Languages Week Scotland.
- The whole school participated in Children's Mental Health Week
- The whole school went on a trip to Jupiter Artland.
- We participated in LGBTQ Purple Friday.
- We were awarded the silver accreditation for Reading Schools.
- We visited West Calder Library each term
- The P5-P7 went to school camp at Lockerbie Manor
- The whole school went to the Royal Highland Show.
- P5-P7 attended a Royal Scottish National Orchestra performance in Paisley.
- All children took part in National Walk to School Week.
- We offered a weekly afterschool craft club and afterschool football club this session.

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good