

Woodmuir Primary School SCHOOL IMPROVEMENT PLAN

2025 / 2026



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Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

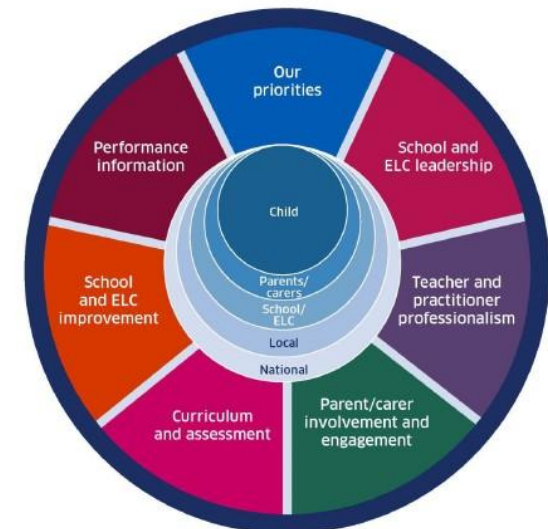
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019



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Woodmuir Primary School

Vision, Values and Aims

Vision

As a school community we have spent time revisiting our Values and Vision to ensure they are a true representation of who we are at Woodmuir and what we want for our learners. (Developed by pupils, staff, parents and community 2017/18)

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.

Values

Courage, Friendship, Determination

Our Aims

- To ensure that Health and Wellbeing is at the centre of everything we do
- 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 pupils, teachers, parents and the local community
- To celebrate all children's achievements both in and out of school
- To give children opportunities to develop leadership skills within school and the local community
- To have fun and have a love of Learning



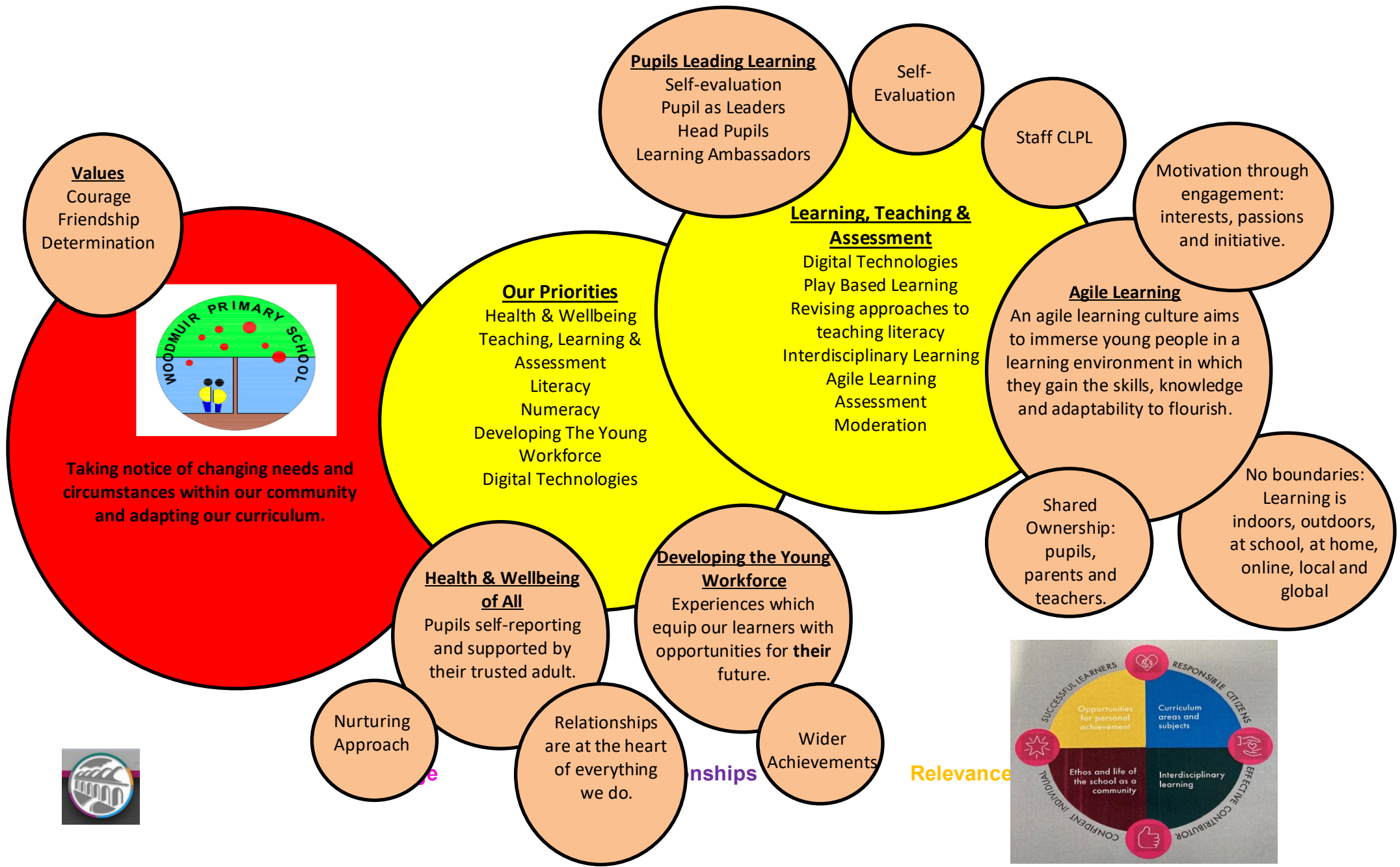
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Woodmuir Primary School Curriculum Rationale



Background

Woodmuir is a small, non-denominational primary school situated in the village of Breich in West Lothian. We have two small multi-composite classes with a current roll of 16 pupils. Our staff includes a 0.5 Head Teacher, a 0.5 Principal Teacher, a 0.5 Class Teacher, two part-time class teachers, and two pupil support workers. 81% of our pupils reside in Quintile 3, 9% of our pupils live in Quintile 1, and the remaining percentage of children live in Quintile 2 and Quintile 4.

Health and Wellbeing

Health and wellbeing is at the heart of everything we do at Woodmuir Primary School, and our positive school ethos is built on our school values, positive relationships, mutual trust, and respect for one another. School staff maintain positive relationships with all parents and carers, working closely with them to support and drive whole-school improvements. In our last session, we refreshed our Positive Relationships Policy and Anti-Bullying Strategy with staff, pupils, and parents. We were also awarded the Bronze LGBT Charter Award in recognition of our inclusive policies and practices. Most children have reported positively across the health and wellbeing indicators. There are universal supports in place to support all children's health and well-being and targeted action plans in place for children who require additional support.

School Improvement Priorities 2024-25

In our last session, we developed our learning, teaching, and assessment approaches in literacy and numeracy by embedding higher-order thinking skills. Our class teachers were also trained in PM Oracy to support the teaching of listening and talking across all curriculum areas. Class teachers also developed Building Thinking Classroom approaches. The teaching staff participated in writing moderation with a small school in the authority. At cluster level, teaching staff participated in training sessions with WCHS staff to develop approaches to teaching the expressive arts.

School Improvement Priorities 2025-26

In this session, class teachers will continue to embed higher-order thinking skills across the curriculum. They will participate in a range of training and professional learning opportunities to enhance their understanding of different learning needs and effective differentiation strategies. At cluster level, class teachers will participate in further professional learning on the Building Thinking Classrooms approach to improve pedagogical practices in mathematics. This session, all staff will participate in trauma-sensitive practice training to achieve the Bronze Trauma-Sensitive Award.

Data Analysis

Our tracking data show that our overall attainment in Reading, Writing, Listening and Talking, Numeracy, and Maths is good and that most children are achieving the expected CfE level in Literacy and Numeracy. We will continue to develop our pedagogical approaches in Literacy



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and Numeracy to ensure our learning and teaching are of the highest quality. We work closely with pupils, families, and partner agencies to remove barriers to learning for our pupils.

Woodmuir Primary - School Improvement Planning for Ensuring Excellence and Equity					
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success	
Improvement in all children and young people's wellbeing: Further develop children's understanding of the school's vision statement to support effective involvement in leadership of change across the school, including HWB. Continue to develop children's knowledge and understanding of equality and diversity and promote equity across our school community. (Placing the human rights and needs of every child and young person at the centre of education)	☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	Refresh of Promoting Positive Relationships Policy in-line with WL updated policy; to include: All partners to be consulted on an updated School Vision Statement. Co-created statement to be launched to all children, families and partners to underpin school vision, ethos and improvement. Refresh of relationships policy to include Equality and Diversity Statement following consultation with all stakeholders. Update anti-bullying statement. Whole school to work towards the Gold Rights Respecting School Award. PT to create an action plan for staff and children to achieve Gold award and evidence learning of children. Staff to create a Diversity Calendar to develop children's respect for differences and understanding of inclusion. Start to establish links between newly refreshed vision and the ongoing work of the school, to support self-evaluation and ongoing improvements of the curriculum.	May, 2026 October, 2025 November, 2025 June 2026 June 2026 November 2026 June 2026	Measures By May, 2026 almost all children in the school will have a clear understanding of their rights and feel empowered to speak about their rights and the rights of others. (Evidence: learner conversations) By October 2025, refreshed school vision statement will be launched to all stakeholders. All children will be able to talk about the vision of the school. (Evidence: learner conversations) By June 2026, stakeholders will be aware of vision in action and feedback on progress made in achieving vision. (Evidence: questionnaires) By June 2026, almost all children will report staff treat them fairly and with respect and that children behave in their school. (Evidence: learner conversations and P5-P7 Ethos Survey)	



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<u>Raising attainment for all, particularly in literacy and numeracy(universal):</u> Continue to develop children's learning experiences, with a focus on planning for questioning, meeting individual's needs and promote pupil leadership of learning. Continue to improve children's progress in literacy and numeracy. (Placing the human rights and needs of every child and young person at the centre of education)	☑ School and ELC Improvement ☑ School and ELC Leadership ☑ Teacher and Practitioner Professionalism ☑ Parental Engagement ☑ Curriculum and Assessment ☑ Performance Information	Staff to implement planned questioning, with a specific focus on literacy and numeracy. Adjustments to planning process to be actioned to develop ability to support and challenge all learners through effective questioning and feedback. Class teachers will participate in training and professional learning opportunities to enhance their understanding of different learning needs and effective differentiation strategies. Staff to implement these strategies to support effective pace and challenge for all learners. Class teachers will develop pedagogical understanding of Project Based Learning. Training on Project Based Learning leading to children having increased opportunities for pupil voice to lead learning. Skills progress to be tracked across individual pupil floorbooks. Staff to participate in further professional learning sessions to support Building Thinking Classroom (BTC) approaches in the classroom as supported by the cluster action plan. Individual tracking spreadsheet to be created to show progress across key assessment criteria. Progress of all learners to be tracked and owned by learners, and those who support them in their learning.	November 2025 January, 2026 November 2025 June 2026 October 2025	Measures By June, 2026, all teaching will have increased confidence to adjust the content, process, product and learning environment to support the needs of all learners. (Evidence: Staff Surveys) All planning for learning and pupil learning conversations to reflect improved approaches to questioning and feedback. (Evidence: Quality Assurance Planning) By June 2026, learners in P5-P7 will report increased report that learning in school is enjoyable. Quality Assurance activities confirm increased evidence of differentiation, pace and challenge across learning. (Evidence: Ethos surveys) By June 2026, there will be an increase in staff readiness to deliver BTC learning. Children to show an increase in 'Leamer View of Maths' Questionnaire. (Evidence: BTC Questionnaire) Tracking data demonstrates progress of learners and analysed effectively to evidence individual learner progress. (Evidence: Tracking Spreadsheet)	
Tackling the attainment gap between the most and least advantaged children (targeted): (Placing the human rights and needs of every child and young person at the centre of education)	☑ School and ELC Improvement ☑ School and ELC Leadership ☑ Teacher and Practitioner Professionalism ☑ Parental Engagement ☑ Curriculum and Assessment ☑ Performance Information	<i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i> <i>Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i>		Documented in PEF Plan	



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<u>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</u> Further develop children's experience of outdoor learning, with a focus on creativity. Improve children's decision-making and involvement in the local community, with a focus on partnership working. (Placing the human rights and needs of every child and young person at the centre of education)	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	All teachers will engage in high quality CLPL that enhances outdoor learning opportunities for all learners. Staff to continue to embed outdoor learning approaches across all stages of the school. Working in partnership, involve learners and other key partners in creating agreed outdoor learning expectations, which include clear plans for progression and use of community resources. Develop a Sustainable Transport group of pupils, family members and community partners to engage in self-evaluation and planning for community improvements.	Sept, 2025 May, 2026 Jan, 2026	Measures By June, 2026 all class teachers will be more confident at planning outdoor experiences and use different community areas. (Evidence: pre-and post-questionnaires to professional learning CLPL. Sustainable and Active travel plan to be created and shared across school and community partners, including West Calder High School. (Evidence: Pupil survey feedback and evidence of action plan	
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WPS SIP Action Plan 2025/2026

Task/Activity	When	Lead(s)	Measures	Evaluation, (T1, T2 and T3 RAG)		
Priority:						
- Review PPR Policy in-line with Updated WL Policy						
All stakeholder consultation on VVA completed	27.10.25	Mr McNaughton	Children will know and understand how the school values and vision are demonstrated in the work of the school, (Pupil Learning conversations).			
Whole school assembly launch of the school Vision, Values and Aims.	3.11.25 (1pm)					
Promotion competition linked to WCHS	21.11.25					
Weekly assembly on Monday to Promote VVA	Ongoing					
Staff review and development session on whole school positive relationships policy.	In-service Day 3 27.10.25	Mr McNaughton	Class teachers will feel more confident in making adaptation to the classroom environment and support, (Staff confidence questionnaire).			
Parental Consultation regarding positive relationships	29.10.25					
Pupil Power Group to be consulted on positive relationships and develop their ideas to support policy refresh	10.11.25					
Relaunch of Positive relationships policy	17.11.25					
RRS pupil group to develop Action plan for Gold Award	December 2025					
Ongoing work towards action plan						
Curriculum Café to demonstrate RRS work to engage Parental Consultation	19.3.2026	Miss Dunsmore				
Staff development session to support Delivery of Action Plan and Preparation for award submission	30.4.2026 (CAT)					
Submission of Gold Award and review visit	May 2025					



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Task/Activity	When	Lead(s)	Measures	Evaluation, (T1, T2 and T3 RAG)			
Priority: Continue to develop children's learning experiences, with a focus on planning for questioning, meeting individual's needs and promote pupil leadership of learning.							
Staff session on planned questioning.	27.10.25	MrMcNaughton/ Miss Dunsmore	By June, 2026, all teaching will have increased confidence to adjust the content, process, product and learning environment to support the needs of all learners. (Evidence: Staff Surveys)				
Staff to initiate planned questioning in Term 2 planning	10.11.25						
Review of planning format to be continued	11.12.25 (CAT)						
New planning format to be used to support planning for individual needs	January 2026						
Staff consultation on supporting effective differentiations	14.10.25						
Staff to focus on Bitesize differentiation sessions to establish elements of differentiation required to support planning for individuals and feedback	27.1.26						
Review of differentiation through QA focus	23.2.2026						
Staff introduction of Project Based Learning (PBL) concepts and ideas in development session	16.09.25						
Staff to allow children to lead learning focus and begin pupil lead planning approaches	30.09.25						
Presentation of PBL initial Journey to Families	16.10.25	Mr McNaughton/ Mrs Thomson	By June 2026, learners in P5-P7 will report increased report that learning in school is enjoyable. Quality Assurance activities confirm increased evidence of differentiation, pace and challenge across learning. (Evidence: Ethos surveys)				
Pupil Led consultative planner to be initiated with staff.	28.10.25						
Recording of Pupil Progress in individual learning floorbooks	3.11.25						
Review of Meta and curricular skills framework to support individual development and tracking of skills	1.12.25						
Review of PBL approach with use of updated framework	11.12.25 (CAT)						



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Task/Activity	When	Lead(s)	Measures	Evaluation, (T1, T2 and T3 RAG)		
Further develop children's experience of outdoor learning, with a focus on creativity.						
Development of school action plan to work create a strategic plan for outdoor learning	16.9.25	Mrs Blair/Mr McNaughton	By June, 2026 all class teachers will be more confident at planning outdoor experiences and use different community areas. (Evidence: pre-and post-questionnaires to professional learning CLPL.			
Staff CLPL session to develop teacher confidence of Outdoor Learning approaches	1.10.25					
Teachers to develop skills with daily outdoor learning opportunities	Ongoing					
Pupil Outdoor/Eco Leadership group to develop action plan and opportunities for pupils to lead learning	November 2025					
Staff follow up CLPL with Carol Murdoch	22.1.2026					
Creation of individual progression plans to support outdoor learning development across the curriculum for individual learners based on skills.	16.2.2026 (Inset)					
Improve children's decision-making and involvement in the local community, with a focus on partnership working.						
Pupil, family and community meeting with Melissa Dunn (HWB/ AST group)	7.10.25		Sustainable and Active travel plan to be created and shared across school and community partners, including West Calder High School. (Evidence: Pupil survey feedback and evidence of action plan			
Creation of action plan and recording of pupil views	7.10.25					
Community Walk to develop plan and engage in local community project	5.11.25					
Pupil						



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