West Lothian Council

Woodmuir Primary School
SCHOOL IMPROVEMENT PLAN

2026 / 2027



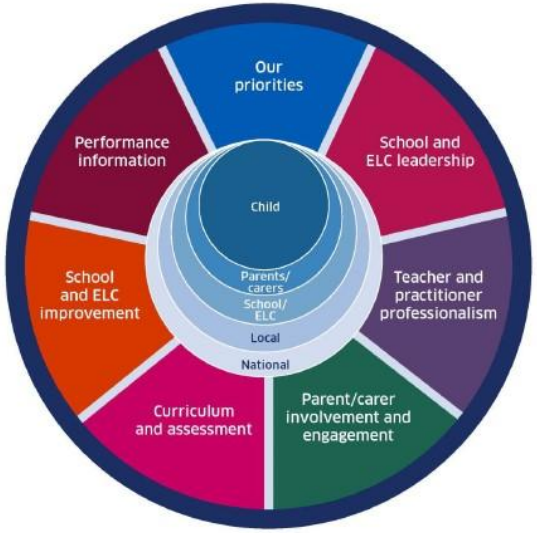
Courage Relationships Relevance Values

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



Woodmuir Primary School

Vision, Values and Aims

Vision



Where every child belongs, individual journeys matter and learning is an adventure.

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

Courage **Relationships** **Relevance** **Values**

Woodmuir Primary School Curriculum Rationale

Values
Courage
Friendship
Determination

Taking notice of changing needs and circumstances within our community and adapting our curriculum.

Our Priorities
Health & Wellbeing
Teaching, Learning & Assessment
Literacy
Numeracy
Developing The Young Workforce
Digital Technologies

Pupils Leading Learning
Self-evaluation
Pupil as Leaders
Head Pupils
Learning Ambassadors

Self-Evaluation

Staff CLPL

Learning, Teaching & Assessment
Digital Technologies
Play Based Learning
Revising approaches to teaching literacy
Interdisciplinary Learning
Agile Learning
Assessment
Moderation

Motivation through engagement: interests, passions and initiative.

Agile Learning
An agile learning culture aims to immerse young people in a learning environment in which they gain the skills, knowledge and adaptability to flourish.

Shared Ownership: pupils, parents and teachers.

No boundaries: Learning is indoors, outdoors, at school, at home, online, local and global

Health & Wellbeing of All
Pupils self-reporting and supported by their trusted adult.

Developing the Young Workforce
Experiences which equip our learners with opportunities for **their** future.

Nurturing Approach

Relationships are at the heart of everything we do.

Wider Achievements

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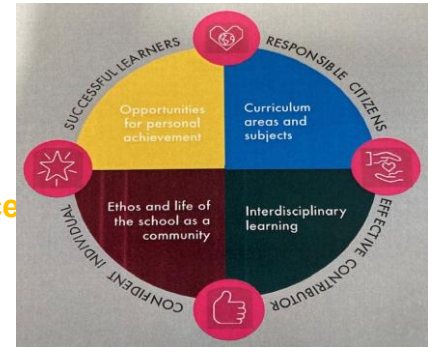
Relevance



Background

Woodmuir is a small, non-denominational primary school situated in the village of Breich in West Lothian. We have one multi-composite class with a current roll of 19 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. Almost all of our learners live in SIMD Quintiles 5 and 6, with the remainder residing in Quintile 1.

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. 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 2025-26

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 2026-27

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 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**
<u>Improvement in all children and young people's wellbeing:</u> Improve children's wellbeing through embedding a rights-based approach and ensuring the refreshed school vision is clearly understood, visible and enacted across the 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	Develop and agree a shared cluster transition passport to support effective information sharing and continuity of support at key transition stages. (See cluster improvement plan). 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. . 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. Consult all stakeholders to create a refreshed Curriculum Statement. To develop individual trackers of pupil wellbeing with action plans to support progress of individual learners.	Aug – Oct. 2026 May, 2027 November, 2026 June 2027 June 2027	Quality of Inclusive Classroom Practice Shared passport developed, implemented and used consistently across cluster schools. Transition planning and information sharing evidence. **Measures** By May 2027, almost all learners can confidently explain their rights and give examples of how these are demonstrated in school practice. By June 2027, Gold Rights Respecting Schools Award achieved or accreditation feedback confirms strong progress. **Evidence:** RRSA feedback, learner conversations Floorbooks, Rights Respecting evidence) **Measures** By June 2027, learners, staff and parents can describe how the vision impacts learning and behaviour. (**Evidence**: stakeholder surveys, focus groups) **Measures** All learners can discuss their individual pupil trackers of Progress Profiles to demonstrate progress (**Evidence: Progress Profile Tracking)**

Raising attainment for all, particularly in literacy and numeracy(universal): Raise attainment in literacy and numeracy by improving high-quality teaching, differentiation, questioning and learner engagement, including learner leadership through enquiry-based approaches. 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 further 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 further 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. 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. All teachers will work as Pedagogy Pioneers, led by our Leaders of Learning designed to support them meeting learners needs across literacy, numeracy and discovery based learning. To engage in national development of understanding of refreshed curriculum understanding of Curriculum Improvement Cycle.	May 2027 June 2027 April 2027 June 2027 October 2025	**Measures** By May 2027, planning consistently shows high-quality questioning and feedback strategies. **Evidence:** planning audits, QA cycle **Measures** By June 2027, all teachers demonstrate effective differentiation (content, process, pace and challenge). **Evidence:** QA observations, planning conversations, staff self-evaluation **Measures** By June 2027, almost all learners report that learning is appropriately challenging and engaging. **Evidence:** ethos survey, learner conversations **Measures** By June 2026, learner participation in Project-Based Learning increases pupil voice and ownership. **Evidence**: floorbooks, pupil discussions, moderation evidence **Measures** Participation in local authority professional learning related to the refreshed curriculum and Curriculum Improvement Cycle. **Evidence** Forward planning documents showing application of Curriculum Improvement Cyle principles.	

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	*'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.* *Please follow this link (**INSERT HYPERLINK)** to view our PEF Summary and find out more about our use of Pupil Equity Funding.'*		Documented in PEF Plan	
<u>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</u> Enhance learners' skills for life and work through high-quality outdoor learning, creativity, and meaningful engagement with the local 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	Continue to embed outdoor learning approaches across all stages of the school and create a clear policy for outdoor learning which includes a clear plan for different stages to use different community areas and experiences, providing progression. To develop staff approaches to play and discovery-based learning to ensure we are meeting the needs of all learners. To ensure children can discuss their progress with families to demonstrate clear progress and next steps.	Sept, 2026 May, 2027 Jan, 2027	**Measures** All stages implement progressive outdoor learning programme policy in place by October 2026. (**Evidence**- Outdoor learning policy, classroom observations, learning conversations). **Measures** High Quality Play and enquiry-based learning in majority of lessons **Evidence**- Outdoor learning policy, classroom observations, learning conversations) **Measures** Most learners will be able to discuss skills progression through learning conversations. Learner profiles shared termly, evidencing parental engagement with targets and Profiles. By May 2026 almost all parents will respond positively to questions regarding pupil progress and knowing learning. (**Evidence**- Ethos Surveys)	

WPS SIP Action Plan 2026/2027

Task/Activity	When	Lead(s)	Measures	Evaluation, (T1, T2 and T3 RAG)		
Priority: -						

Task/Activity	When	Lead(s)	Measures	Evaluation, (T1, T2 and T3 RAG)		
Priority:						

Task/Activity	When	Lead(s)	Measures	Evaluation, (T1, T2 and T3 RAG)		
Continue to develop children's learning experiences, with a focus on planning for questioning, meeting individual's needs and promote pupil leadership of learning.						

Task/Activity	When	Lead(s)	Measures	Evaluation, (T1, T2 and T3 RAG)		