Summarised inspection findings

Woodhead Primary School and Nursery Class

South Lanarkshire Council

18 August 2020

Key contextual information

Woodhead Primary School is a mainstream school in Hamilton, South Lanarkshire. The school roll is 345. The headteacher has been in post for two years. During this time he has developed staff's collegiate working and supervised the setting up of the new nursery. The school roll is increasing due to housebuilding in the school's catchment area. This is resulting in a change in the socio-economic demographic of the school's pupil population.

2.3 Learning, teaching and assessment	satisfactory
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

■ The headteacher has established effective relationships with staff and partners across the school community. Relationships between children and adults are mostly positive. Overall children are well-mannered, polite and proud of their school. There is an effective culture of team working within the school. Staff, children and parents know the school's well-established vision and values, and most children talk confidently about them. The school's values help inform the learning culture in most classrooms. Staff should continue to develop children's understanding of the school's values and their importance in maintaining a positive learning ethos for all. Children use their knowledge of their rights in the United Nations Convention on the Rights of the Child to develop class charters. Children express choice in their learning when choosing study topics, classroom resources or in how they present their answers. Children's involvement in the pupil council, as house captains and junior road safety officers supports them in decision making about the school. The school should consider how to increase participation in decision making committees and groups for all children across the school.

■ Children are motivated and engaged in their learning when lessons offer stimulating learning experiences. However, most lessons are too teacher led and directed at the whole class. In these instances children often become distracted and disengage from their learning. Across the school, teachers need to develop consistent approaches to differentiation to ensure all learning and teaching meets children's needs, and improves children's engagement in their learning. Children need increased opportunities to lead their own learning to help them develop their skills as independent learners. To improve children's experiences teachers should develop further active learning and play based pedagogy more consistently across the school.

■ In the majority of classes, teachers share the purpose of learning well with children. Teachers should build on this practice to ensure all children are clear about what they are learning and why. Teachers should involve children further in co-creating the steps they need to take to be successful. Teacher's use of questioning to clarify children's understanding of learning is not yet of a consistently high standard across the school. Staff should improve their practice further to support children to develop their critical thinking skills. In a few lessons, there is emerging good practice in providing quality verbal and written feedback, which supports children to

identify their next steps in their learning. These approaches need to be fully embedded across the school. Children need increased opportunities to reflect on their learning and offer feedback to their peers.

■ Children use digital technology well to develop their research and presentation skills. Teachers should continue to develop the range and use of digital technologies used to enhance children's learning experiences. The school should continue with its plans to develop the school's outdoor environment to provide improved opportunities for children to engage in outdoor learning.

■ The school has developed a whole school assessment strategy. A range of summative and diagnostic assessment information is beginning to inform teachers' professional judgements. Teachers are beginning to use National Benchmarks to support their professional judgements of children's achievement of a level. They are at the early stages of developing a shared understanding of standards across literacy and numeracy. Teachers are engaging in a programme of moderation across the learning community which involves visits to another local school. This is beginning to develop their skills in moderation. The school should continue to develop moderation activities to ensure consistency and reliability of teacher's professional judgements. Teachers now need to fully embed a whole school approach to assessment, which better informs ongoing learning and teaching. All children set personal targets for literacy and numeracy at the start of each school session. They share these with parents at an open day at the beginning of the school year. This practice should be developed further to ensure children have more regular opportunities to reflect on their progress.

■ Teachers are beginning to plan collaboratively with stage partners. Staff now need to use the school's recently implemented tracking system to ensure they have a good understanding of how well children are progressing. A wider range of more robust holistic information on children's progress needs to be rigorously analysed to support them to plan children's learning. Teachers meet with the leadership team at termly tracking meetings. These support the discussion of individual children's progress and the identification of interventions for children not making expected progress. The progress of children not making expected progress is tracked and monitored effectively. Interventions are reviewed and adapted as required. This is leading to these children making improved progress in their learning. The use of tracking meetings should be developed further so that every child makes improved progress in their learning. Senior managers should continue to develop approaches to planning to support improvements in learning, teaching and assessment.

2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement	satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Overall attainment in literacy and numeracy

- Overall children's attainment in literacy is satisfactory. A minority of children across the school are capable of making better progress in all aspects of literacy.

- Overall, across the school, children's attainment in numeracy is satisfactory. Children should be supported to improve their mental calculation skills.

Literacy and English

Listening and talking

- Overall, progress in listening and talking is satisfactory. A majority of children can identify times when they apply their listening and talking skills in class. A majority of children talk confidently to adults and peers. Most children at second level require encouragement to share opinions and ideas in larger groups. A majority of children talk about the skills required to listen in class. Across the school, children need to develop further their knowledge and understanding of listening and talking skills, and how to apply them in real life contexts.

Reading

- A majority of children at early and first level are making good progress in reading. A majority of children at second level are making satisfactory progress in reading. At second level, children need to develop further their understanding of skills for reading. Children need increased opportunities to experience, choose, talk about and use a wider range of texts that are relevant to their lives. Children should be supported to understand, analyse and evaluate texts to develop an informed view. The school needs to develop a culture of reading for enjoyment including skills in using the library.

Writing

- A majority of children at early and first level are making good progress in writing. A majority of children at second level are making satisfactory progress in writing. At early level children form letters independently, use word banks and known common words to create texts. They now need to apply their phonological knowledge to write independently for a range of relevant purposes. A majority of children at first level are developing an understanding of a wider range of genres. They now need to use the key features of genres when writing independently for a range of relevant purposes. Across the school, children need to deepen their understanding of a wider range of genres in order to respond to literacy challenges across the curriculum. This should include making use of notes and other sources to create new texts.

Numeracy and mathematics

Number, money and measure
- At early level, a majority of children work with whole numbers to 10 to perform simple additions. At first level, a majority of children can perform simple multiplications using single digits. At second level a minority of children can find fractions of an amount. Overall, across the school, most children are not confident in using fractions. At second level, most children can add numbers with one decimal place and can solve simple problems using numbers to 1,000,000.

Shape, position and movement
- At early level, most children can identify a range of regular two-dimensional shapes and three-dimensional objects. They are able to compare these using terms such as larger and smaller. At first level, most children cannot confidently find a position on a grid. At second level a majority of children can complete symmetrical shapes. A few can find the perimeter of a simple two-dimensional shape. Most children at second level are less confident at calculating the area of a two-dimensional shape. Overall, across the school, children are making insufficient progress in developing their skills and knowledge in shape, position and movement.

Information handling
- Overall, across the school, children are not yet able to confidently gather, use and display data. As a result, they are not able to use information handling skills to extract information or solve problems. Most children at first and second level do not yet have an understanding of chance and uncertainty.

Attainment over time
- Evidence from children's classwork and focus groups shows that whilst a few children are making good progress in a few aspects of their learning, most children are not yet making the progress of which they are capable. The school needs to gather, and rigorously analyse, a wider range of robust evidence to monitor children's attainment over time.

Overall quality of learner's achievement
- Children are developing their skills through the school's wide range of clubs both during, and after, the school day. This includes developing their health, fitness and team work skills through participation in sports clubs and developing their literacy skills in the film club. Children who attend the school choir are developing their confidence when singing aloud to a variety of audiences. The school has begun to plan for an increasing number of opportunities for younger children to develop and apply a range of skills beyond the classroom.

- The school tracks children's participation in clubs and after school activities. This supports teachers to identify children at risk of missing out. The school should now develop further its approach to tracking and monitoring to ensure teachers and children have a good understanding of the skills children are developing in clubs and across curricular areas.

Equity for all learners
- Senior managers' analysis of current data is supporting them to identify attainment gaps across the school. Pupil Equity Funding (PEF) funds a principal teacher of equity and a range of initiatives designed to close identified gaps in literacy, numeracy and health and wellbeing at specific stages. Early indications are that these initiatives are improving outcomes for targeted individuals and groups. The school should continue to ensure that interventions funded by PEF targets and supports children affected by deprivation to make improved progress in their learning.

- Teachers have developed an understanding of the cost of the school day and the impact this has on different cohorts of pupils. This school should consider how this information could be used to evidence the impact of interventions supporting children most affected by poverty.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.