Woodmill High School

School Improvement Plan

2026 - 2027

Education Directorate Improvement Plan: Improving learning, teaching and assessment

Focused Priority 1:

- Support and enhance the delivery of consistently high-quality learning, teaching and assessment through professional learning and professional discussions for all staff

HGIOS4 Quality Indicators	**NIF Drivers**
• 1.3 Leadership of Change • 2.2 Curriculum • 2.3 Learning, Teaching and Assessment • 2.4 Personalised Support • 2.6 Transitions • 3.2 Raising Attainment and Achievement • 3.3 Increasing Creativity and Employability	• School Leadership • Teacher Professionalism • School Improvement • Performance Information

Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** ***(Triangulation of Evidence/QI Methodology)***	**Timescales**
1. Almost all staff demonstrate a coherent lesson structure in line with the WHS three-part learning model. Young people will experience a common learning experience across their school, enhanced by the use of digital technology.	1a. The ESLT on the 4th November will focus on PTs sharing examples of how they are leading the WHS Learning Standard, ensuring a common understanding and examples of starter, plenaries etc. 1b. Departmental / Faculty meetings will provide a platform for sharing best practice in relation to the WHS Learning Standard (standing item). 1c. The WHS Learning Standard will be a focus of the November in-service day, providing CLPL for staff and opportunities to share best practice. 1d. Good practice sessions will be offered as part of the CLPL Calendar (opt in) across the session.	1a. S. Fraser/V Dunlop PTCs 1b. PTCs 1c. S. Fraser/V Dunlop 1d. D. Harvie	Data • BGE Declarations across all eight curricular areas • Parental feedback gathered during S1 parents' evening on progress made from P7 • Moderation record used to capture discussion Views • Pupil voice in relation to the Lesson Standard • Pupil voice in relation to the use of digital technology in lessons • Minutes of DMs • Minutes of ESLT meetings • Staff views around their understanding of the lesson structure	1a 04.11.26 1b. Ongoing Prog check Dec 26 1c. 13.11.26 1d. Throughout the session
2. Most young people in S1 will experience learning that is		2a. D. Harvie		2a. 16.11.26 (ESLT)

appropriate to their abilities and needs and will build on learning from Primary School.	2a. All staff will have access to the tracking information from Primary School including BGE levels, S1 MidYsis data and ASN information to support them to plan for learning.	C. Parnham J. Sullivan	Observations • Lesson visits by PTs and SLT	Follow up at DMs
	2b. The ESLT meeting on 9th December will have a focus on BGE moderation and the role of the PT in leading this within faculties/departments.	2b. V. Dunlop/S Fraser J. Sullivan		2b. 09.12.26
	2c. Departments will follow the WHS Moderation Policy with a focus on BGE during identified DM meetings.	2c. PTCs All teaching staff		2c. As per the moderation calendar Progress check Dec '26
	2d. Member of the English and Maths departments will continue to moderate literacy and numeracy with upper primary teachers within the Cluster.	2d. D Harvie PT English PT Maths English & Maths		2d. As per Cluster Imp Plan & timeline
	2e. All staff will engage in moderation with colleagues across the Dunfermline area as part of the Collaborative.	2e. V Dunlop/S Fraser PTCs All teaching staff		2e. Nov 26 Collaborative & Feb 27 In-service

Education Directorate Improvement Plan: Meeting learners' needs

Focused Priority 2:

- To improve school attendance for young people experiencing multiple points of disadvantage and the gap for those young people within targeted areas of the school catchment area.
- To increase the number of young people reporting they feel safe in school through implementing Equally Safe at School across the school community.

HGIOS4 Quality Indicators	**NIF Drivers**
• 1.3 Leadership of Change • 2.2 Curriculum • 2.3 Learning, Teaching and Assessment • 2.4 Personalised Support • 2.6 Transitions • 2.7 Partnerships • 3.1 Ensuring Wellbeing, Equality and Inclusion • 3.2 Raising Attainment and Achievement	• School Leadership • Teacher professionalism • School Improvement • Performance Information

Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Timescales**
1. The majority of young people from S1-S6 with multiple points of disadvantage (e.g. FSM, SIMD, ASN, CE etc) will improve their attendance by 5% from last session.	1a. Review the WHS Attendance Policy to provide clarity regarding timelines and interventions	1a. C Parnham SLWG	Data • Baseline data from 25-26 • Data from Cluster Primary Schools • Attainment data (BGE & SP) • Seemis bullying module • Departmental trackers	1a. End of October 26
	1b. Identify the young people who meet the criteria for these target groups	1b. C Parnham		1b. End of October 26
	1c. House attendance meetings will include a focus on these target groups as per the schedule	1c. C Parnham House DHTs PTGs	Views • House team minutes • Feedback from staff re understanding of roles and responsibilities • Feedback from pupils in target groups • Feedback from parents of pupils in target groups	1c. As per schedule with checkpoints in Nov 26, Feb 27, April 27 & June 27
	1d. Attendance of these target groups will be tracked by 3.1 DHT and supportive interventions implemented by House teams.	1d. C Parnham House DHTs PTGs		1d. Checkpoints in Dec 26, Mar 27 & June 27
2. All staff are aware of their roles and responsibilities in	2a. Staff will engage with the WHS Attendance Policy at departmental	2a. PTs All teaching staff		2a. Nov 26, Feb 27 & May 27

	supporting improved attendance at school and in classes, leading to an increase in overall pupil attendance.	meetings to ensure clarity of their roles and responsibilities. 2b. All staff will raise attendance concerns with the appropriate subject lead who will follow up with the young person and contact home. 2c. Communications with home will be recorded in Seemis latest pastoral notes.	2b. All teaching staff PTs 2c. All ESLT	• Feedback from parents within Touch and Lynburn catchments Observations • Frequency of LPN entries • Number of pupils out of class in corridors	2b. As per department expectations 2c. Ongoing with checkpoints in Nov 26, Jan 27, Mar 27 & May 27
3.	Reduce the gap in less than 90% attendance category by 5% for those young people from Touch and Lynburn catchment areas.	3a. Early awareness from Cluster Primary Schools of young people with lower than 90% 3b. WHS / PTGs to engage with families of young people with low attendance during the course of Primary 7 inc. roadshows 3c. Explore the potential of a summer programme in WHS to support the transition to High School for young people with low attendance. 3d. Consider an incentive to attend programme and how we recognise and celebrate positive attendance.	3a. D Harvie C Parnham 3b. PTGs 3c. C Parnham 3d. C Parnham PTGs SLT		3a. Dec 26 & March 27 3b. Ongoing from Jan – June. Roadshows dates TBC 3c. Feb 27 3d. Dec 26
4.	There will be an increase in the number of young people reporting they feel safe in school and staff will have an increased confidence in dealing with instances of gender-based violence.	4a. The school will engage with Equally Safe at School 4b. All pupils and staff will be surveyed to gather baseline data	4a. C Parnham R Christie 4b. C Parnham R Christie All staff		4a. From Oct 26 ongoing 4b. Term 2

	4c. Parents will be informed of the school's involvement in the programme and will understand the reasons for this 4d. Pupils will be supported to lead aspects of the Equally Safe at School programme 4e. Staff training will be provided for all staff	4c. C Parnham R Christie 4d. C Parnham R Christie 4e. C Parnham R Christie All staff		4c. From Oct 26 ongoing 4d. Term 2 and ongoing 4e. As per CLPL calendar and May in-service day

Education Directorate Improvement Plan: Strengthening our curriculum pathways

Focused Priority 3:

- To improve the attainment outcomes of young people at point of exit and by cohort in line or above our Virtual Comparator.
- Increase the breadth of curricular options for S4 young people allowing all young people to maximise their attainment.
- To support all staff to prepare for the transition to the Curriculum Improvement Cycle.

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Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Timescales**
1. The attainment outcomes of school leavers and S4 and S5 cohorts will increase in line with or above the Virtual Comparator.	1a. Target groups of pupils identified and tracked by key staff.	1a. L Moore J Sullivan PT Attainment	Data • Course withdrawals & changes of level data • Number of L5 courses offered • Attainment data (Insight & Power BI) • Positive destination data • Fife Diploma of Achievement Views • Pupil voice on Learner pathway process and suitability of courses • Parental views on learner pathway process and suitability of courses • Parental views gathered at SP parents' evenings re timing and quality of interventions	1a. End of Oct 26 & checkpoints post prelim, mid Feb, end of term 3
	1b. All staff aware of who the target pupils are including 'cusp' pupils.	1b. J Sullivan All staff		1b. Beginning of Nov 26
	1c. PTs/PTGs/House Teams implement timely, targeted interventions involving families.	1c. ESLT		1c. Ongoing – checkpoints mid Feb, end of term 3 pre final QS level pass entries
	1d. Monthly tracking and intervention meetings established with literacy and numeracy teams.	1d. L Moore J Sullivan J Moffat R Brown F Stewart D Thomson		1d. As per monthly schedule
	1e. Post prelim attainment meetings scheduled with all PTs and SLT.	1e. J Sullivan L Moore PTs		1e. Dec 26 & Jan 27
	1f. Any course/level changes to be agreed by SLT.	1f. SLT PTs		1f. Throughout the year & post prelims

2. All departments will develop courses enabling all pupils in S4 have access to a broad range of courses appropriate to their abilities and needs, enabling them to maximise their attainment.	2a. Extend use of data informed course counselling to S4 coursing process. CLPL for pupil support and PT teams to improve data literacy used to support pathways discussions.	2a. D Harvie C Parnham PTGs		2a. December
	2b. All departments will offer at least one NPA/SfW option within the S4 senior phase course choice process in preparation for 2027-2028.	2b. D Harvie PTs		2b. 13.11.26
	2c. Development of bespoke "Access Curriculum" for pupils who are at risk of no/lower attainment by the end of S4 and at risk of a negative destination. Combination of NPA/SfW courses and DYW skills development.	2c. D Harvie V Dunlop L Dale		2c. May 2027
	2d. All departments will contribute to the provision of work, marking and tracking of work for the Access Curriculum.	2d. PTs		2d. End of October 2026
3a. Active involvement of all staff within CIC and strong, shared understanding of the implications of this. Further development of high-quality BGE experiences for all pupils.	3a. Programme of CLPL based on CIC and interrogation of key documents including technical frameworks.	3a. D Harvie PTs All teaching staff		3a. Ongoing throughout session