

Lainshaw Primary School



Establishment Context

Lainshaw Primary School and ECC serves the growing community of Stewarton. The town has rapidly increased in recent years and is now the second largest in East Ayrshire. This has had a natural impact on the infrastructure of the town and the roll of the school, increasing by almost 200 pupils in 10 years. The population of the town at 2020 was estimated to be 7470 with 3080 dwellings, however continued growth could see this continue to rise. 20% of the population are under 16 and 23.5% are over 60. The owner/occupier rate is higher than the East Ayrshire average and the Scottish average. The main industries in the area are wholesale retail and health and social care and the majority of the population commute to work in Glasgow, Kilmarnock, Irvine and Ayr with easy access to rail and road transport (M77) to access professional occupations 16.4%, skilled trades 15.5% and associate professional and technical occupations 12.9% (across the Northern locality).

Stewarton is a vibrant community with small businesses and a variety of boutique shops. Children benefit from access to over 50 community groups, clubs and societies offering a wide range of activities out of school. Many of our children attend these activities during the week and families rely on Lainshaw Lions, our local wraparound care facility which can offer up to 70 places from 7:15am until 6:00pm.

The socio economic profile of the town is diverse. The majority of the population are employed in professional occupations, businesses, shops and healthcare with a small level of unemployment in the town. The EAC profile is 87.9% in work and 7.6% unemployed in the North Locality (Kilmarnock and surrounding villages). 12% of children receive free school meals. Vulnerable children/families and families wishing to return to employment can access places for 2 year olds at our ECC.

Lainshaw Primary/ECC is part of the Stewarton Education Group, consisting of Stewarton Academy, Nether Robertland Primary, Nether Robertland ECC, Dunlop Primary/ECC, Kilmaurs Primary and Kilmaurs ECC. The Head Teachers meet regularly and work together on common projects, with all staff having opportunities for joint CLPL and moderation sessions.

Last session the school had 15 classes with a roll of 382 and the ECC registration changed to 6 3 to 5 Year Old places, and 15 2 Year Old places. School roll is projected to decrease over the next 2 years, taking the total roll to 372 pupils. Since August 2021, as a result of the 1140 Early Years expansion, our ECC now offers 9am to 3pm sessions 5 days a week. This has resulted in the capacity of our ECC being halved. We have previously saw a higher number of applications than we have places leading to a ballot for places in the 3 to 5 playrooms of our ECC. However, the roll in the ECC will drop this year for the first time. We believe this is because of a reduction in house building in our catchment area. The number of children referred to the 2YO room has increased, and operates at max capacity most days now. The school comprises 18 classrooms, 2 of which are ECC, a hall, a gym and a library. Two of the classrooms are teaching pods adjacent to the main building.

This session there were 22 teaching staff, including SMT, 15 ECC staff, 6 classroom assistants (3 funded through PEF).

Establishment Vision, Values and Aims

OUR VISION

In Lainshaw Primary and ECC, our shared vision is to create a safe, healthy and caring environment where everyone has an equal and inclusive range of learning opportunities and is valued, encouraged, motivated and supported to achieve their full potential and aspirations. We show respect, value each other's views and strive for excellence in partnership with our learning community.

OUR VALUES

- Respect
- Kindness
- Honesty

OUR AIMS

- Nurture and encourage our children to achieve their full potential.
- Close the gap for those children in SIMD Quintile 2 through effective interventions.
- Continue to raise attainment in literacy, numeracy and health and wellbeing.
- Provide a learning environment where children feel supported, nurtured and safe.
- Ensure staff deliver high quality learning experiences.
- Communicate with our education partners and stakeholders and involve them in the decision making processes, life and work of the school.

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| <p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p> | <p>To close the poverty-related attainment gap with a particular focus on learners in SIMD 3 and 4 and improve attainment for <u>all</u> children in literacy and numeracy.</p> <p>The attainment of our learners in Writing, Listening and Talking and Numeracy at Early, First and Second Level will increase as a result of the following actions:</p> <ul style="list-style-type: none"> • Develop a revised and consistent approach to teaching, learning and assessment in Writing. • Develop a revised and consistent approach to teaching, learning and assessment in Listening and Talking. • Develop and embed a whole school approach to the teaching of number processes. <p>The poverty related attainment gap will be closed as a result of the following actions:</p> <ul style="list-style-type: none"> • Enhanced tracking and monitoring of a wide range of data on our learners in SIMD 3 and 4 • Interventions planned and based on data on our learners in SIMD 3 and 4. | <p>Rationale for improvement priority based on evidence</p> <p>In session 22/23, attainment in writing for our P4 and P7 learners exceeded East Ayrshire results. However, despite P1 attainment in writing improving significantly from 56% in the previous session to 73%, it dipped just below East Ayrshire results. Attainment in writing across P1,4 and 7 was lower than that of the Education Group average. A clear, consistent approach to teaching and learning in writing will support increased attainment in line with the Education Group average and ensure that P1 attainment can match the excellent results in P4 and P7.</p> <p>Attainment in Listening and Talking decreased slightly at P4 and P7 in session 22/23 but there was a huge rise in attainment in P1. However, attainment in Listening and Talking is falling under Education Group and East Ayrshire averages, therefore with clear methodologies from a new approach to teaching Listening and Talking across the school, we can ensure that learners are being supported to develop the necessary skills.</p> <p>Projected attainment in numeracy and literacy for P4 and P7 in Session 23/24 suggests that learners at these stages will meet or exceed Education Group and East Ayrshire averages. Data on attainment levels from session 22/33 shows that we reduced the poverty related attainment gap across the school by the end of the last session. However, at P3, P5 and P6, in session 23/24, the poverty related attainment gap is significant and enhanced tracking and monitoring of these stages coupled with planned interventions aims to address this.</p> |
| <p>NIF Priorities</p> | <p>NIF Drivers</p> <p>School Improvement</p> | <p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1 Self-Evaluation for Self-Improvement</p> |

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| <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least advantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> | <p>Teacher Professionalism</p> <p>Curriculum and Assessment</p> <p>Performance Information</p> | <p>1.2 Leadership of Learning</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.2 Raising Attainment and Achievement</p> |
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| <p>Progress and Impact</p> | <p>In Literacy we have:</p> <ul style="list-style-type: none"> • An audit and review spelling across the school and we have closed the poverty related attainment gap in from P3 to 7. Schonell spelling ages have increased across these year groups. • We have developed and a consistent approach of teacher/self /peer assessment of writing to inform teacher judgements and identify strengths and next steps for learners. • A new Listening and Talking resource is used in all stages, following CLPL sessions which has resulted in more children achieving the nationally expected level in P1, 4 and 7 <p>In Numeracy we have:</p> <ul style="list-style-type: none"> • We have developed a whole school approach that focuses on progression in the key concepts and conceptual understanding of multiplication facts (P3-7) and number bonds (P1-2). • Numeracy levels of attainment have increased in P1, P4 and P7 in comparison to National, Local and Education Group levels. • Evaluated the impact of the new whole school numeracy resource on attainment by reviewing data, monitoring consistency of application and sharing excellent practice. Undertook CLPL sessions to support consistent staff implementation of the resource. • Reviewed impact of numeracy assessments piloted in session 22/23. Adapted and amended to produce final draft. <p>Through Assessment and Data Informed Pupil Support we have:</p> | |

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| | <ul style="list-style-type: none"> • Created a new Assessment Policy – consult and share with parents/carers, staff and pupils; with clear assessment calendar, types of assessment used and have clarified the purpose of the assessments. Approaches to assessment and feedback to learners will establish areas of strength, gaps and next steps. • Tracked attainment of SIMD 3 and 4 learners and prioritise interventions, support groups and time with PEF funded Support for Learning Teacher to these learners. (PEF) • Robust assessment approaches will support early intervention and appropriate supports being implemented. • Embedded the use of attainment data as part of ongoing learning and teaching, with a focus on teachers enhancing their understanding of how to interrogate data at class level to directly inform planning and in-class interventions for children's next steps in learning. This will also inform planning for additional support provided by Classroom Assistants. (PEF) • Engaged with EAC Leaders of Learning Programme prioritising; differentiation, assessment and effective use of data. • The poverty related attainment gap at P3, P5 and P6 has reduced. |
| Next Steps | <ul style="list-style-type: none"> • A consistent whole school approach to teaching and assessing talking will result in an increase of 10% of learners across all stages achieving beyond the level. In line with East Ayrshire Council's Listening and Talking priority, collegiate time will be allocated to developing and implementing East Ayrshire's ORACY across the school. • The number of pupils with spelling ages exceeding their chronological age and/or the gap closing between their chronological age and lower spelling age will increase by 5% through the embedding of Wraparound Spelling and Nussy. Spelling ages will be tracked and monitored across all P4-7 classes. • Develop and implement a progressive and consistent approach to learning and teaching writing throughout the whole school by liaising with East Ayrshire Literacy Senior Education Manager (Gayle Elder) and provide CLPL opportunities for staff. • Participate in moderation of writing assessments at school and Education Group level to inform teacher judgements and ensure high quality teacher feedback. Pre and Post CLPL feedback will show improvement in professional knowledge and increased teacher confidence in teaching and assessing Writing. • Audit and update our Lainshaw Primary numeracy assessments to a child friendly layout, ensuring a clear understanding of and a consistent approach to the teaching of Numeracy and Mathematics across all stages. • Collaborate with numeracy leads and curricular PTs to develop a rolling numeracy programme, establishing greater depth and coverage of key areas in the East Ayrshire progression framework with the aim of improving attainment in numeracy in P3, 4 and 6 by 10%. • Fully implement Lainshaw Primary's Numeracy Multiplication Masters Initiative throughout P3-7. This will be supported by staff CLPL sessions and pupil led numeracy workshops. |

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| Improvement Priority <i>(Expressed as outcomes for learners)</i> | Improved outcomes in Health and Wellbeing for all pupils. Reduce wider achievement gap between pupils in SIMD deciles 3 and 4 in comparison to pupils SIMD deciles 5 to 10. <i>UNCRC - Article 1 Everyone under 18 has all these rights. UNCRC - Article 24 You have a right to the best health possible and to medical care and to information that will help you to stay well.</i> | Rationale for improvement priority based on evidence Wider achievement gap has not been completely addressed since last year's SIP and, soft data suggests this has increased over the past 2 years. Social and emotional wellbeing referrals to SMT increased in 19/20 following school closures, has reduced 20/21 but not at pre-COVID levels. Parent/carer referrals to the school to support their child's mental health have increased in 21/22. |
| NIF Priorities Improvement in children and young people's health and wellbeing | NIF Driver Assessment of children's progress | HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.2. |
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| Progress and Impact | <ul style="list-style-type: none"> As part of our RRS plan, we created and implemented a new Respectful Relationships Policy. We worked collaboratively with parents, staff and pupils to build community and a shared understanding of the UNCRC and it's links to meeting children's needs within a safe and welcoming environment. Impact of this was verified by Learning Visit Team. We ensured the UNCRC informed our practice across the curriculum with the development of class and whole school charters, which are now fully embedded. Impact measured by Pupil Council Reps. We have become a more trauma-informed school through engagement with the Neuro Sequential Model of Education. Development work led by Psychological Services which was undertaken by key staff (early adopters) to improve understanding of child development and the effects of stress and trauma, and how to support children with these additional challenges. Impact was reduced as a result of inconsistency of leadership of the group by other agency. This will be addressed in year 2. We will continue to work on establishing pupil Health and Wellbeing Champions in line with East Ayrshire Policy. Children will participate in training sessions to support a mentally healthy school and learn to support children that require it. | |

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| | <ul style="list-style-type: none"> We implemented GMWP pre and post questionnaires for P1 to 7; data obtained informed individual, class and whole school interventions to improve wellbeing. This also informed planning for additional support provided by Classroom Assistants. (PEF) GMWP CLPL sessions were provided to support staff awareness, interpretation of data and implementation of actions, data has yet to be analysed to measure impact, this will happen as part of 24/25 SIP. |
| Next Steps | <p><u>HWB</u></p> <ul style="list-style-type: none"> Analyse GMWP data from pre and post questionnaires for P1 to 7; data obtained will provide new focus for individual, class and whole school interventions to improve wellbeing. Measure effectiveness of previous interventions relating to 23/24. Implement the streamlined HWB progression planners, following work completed last session, to combine PATHS curriculum and EAC HWB progression planners. Implement action plan for Sport Scotland Silver Award, improving levels of achievement and attainment in sport, developing our learners as leaders of sport, ensuring two quality hours of PE and collecting data to provide targeted opportunities for those pupils that face barriers to participation. Establish pupil Health and Wellbeing Champions in line with East Ayrshire Policy. Children will participate in training sessions to support a mentally healthy school and learn to support children that require it. <p><u>Inclusion</u></p> <ul style="list-style-type: none"> Become a trauma-informed school through engagement with the Neuro Sequential Model of Education. Further development work led by Psychological Services will be undertaken by early adopters and next tranche of staff to improve understanding of child development and the effects of stress and trauma, and how to support children with these additional challenges. Improve use of signs and symbols around the building. All staff to undertake CLPL, to support introduction of BSL curriculum as our +2 language, to ensure we are more communication friendly and meet the needs of learners with ASN. Audit our environment using the EAC Communication Friendly Checklist. Support staff to undertake formal BSL training led by HI teachers. Continue to reduce frequency and intensity of dysregulated behaviour, by ensuring all new staff complete Beyond Behaviour LearnPro modules. Review Relationships Policy, following first year of implementation to make any necessary changes, to improve consistency of positive relationships and behaviour from P1 to 7. Prioritise staff wellbeing by ensuring all staff have undertaken mandatory training and know how to access supports within the Wellbeing Standard, and SLT ensure staff have access to school and EAC supports. |

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| | Ensure that we consider attendance and access to education as a key priority in ensuring wellbeing and attainment for all, by undertaking a review of processes and procedures to support and promote attendance, and the supports and interventions available to provide effective access to learning for those who require a flexible approach and tailored family support. |
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| Improvement Priority <i>(Expressed as outcomes for learners)</i> | Improve the quality of planning for learning, teaching assessment across the <i>whole</i> curriculum. Design a curriculum for all which links to the Developing the Young Workforce agenda. <i>UNCRC - Article 12 You have the right to an opinion and for it to be listened to and taken seriously</i> | Rationale for improvement priority based on evidence Self-evaluation evidence from parents rank expressive arts, STEM, digital technology within their top 5 priorities. Self-evaluation evidence identifies wider curriculum as next step following previous 2 year's prioritisation of literacy, numeracy and health and wellbeing. |
| NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations | NIF Driver Teacher Professionalism | HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2 |
| Progress and Impact | Community and Partnership Working <ul style="list-style-type: none"> We engaged with Skills Development Scotland, Ayrshire Chamber and Ayrshire College to support and link education, learning and employability throughout the session and build on this during our Developing the Young Workforce Week and ongoing work towards the Digital Schools Award. The success of this was limited, further work to be undertaken in SIP 24/25. Increasingly involved pupils in decision-making to enhance pupil leadership as an employability skill. This work was verified during the Learning Visit 23/24. As part of our RRS Gold plan, further promoted and encouraged independent thinking among pupils through engagement in global and local themes and campaigns. Rights and School Values are fully embedded in the school community, our children and staff enact the values on a daily basis. In consultation with the wider school community, we reviewed, refreshed and updated the curriculum rationale. Parental Involvement and Engagement <ul style="list-style-type: none"> We prioritised the key role of parents as partners in their children's learning by increasing opportunities for parental involvement and engagement across the school through the introduction and increase of: <ul style="list-style-type: none"> Family Learning through P1 Workshop Open classrooms to share learning Planned opportunities every term for parents/carers to get involved in school evaluation Termly Curriculum Newsletters 'Meet the Teacher' event | |

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| | <ul style="list-style-type: none"> - Children across every stage will have the opportunity to lead an event that will provide wider achievement success and involve parents/carers and the local community. E.g. Macmillan Coffee Morning - Parent Workshops focusing on literacy, numeracy, health and wellbeing and digital technologies did not take place as a result of staffing shortages. - Learning Journals in ECC and school have had a positive impact on Parental Involvement and communication. |
| Next Steps | <ul style="list-style-type: none"> - Increasingly involve pupils in decision-making to enhance pupil leadership as an employability skill. Develop a pupil-friendly version of the SIP where they can be allocated responsibilities for change and clearly see where they have had meaningful impact. • Embed a digital learning pathway within our curriculum to support the development of digital skills. • Continue to work towards achievement of the Digital Schools Award, ensuring all classrooms are digital learning rich environments. • Through engaging with partners at our planned STEM/Robotics event, young people will be provided with access to high quality learning experiences using innovative digital resources. • Through engaging with partners at our planned STEM/Robotics event and continuing to develop links with EAC Education IT team, staff will be provided with access to high quality CLPL experiences using innovative digital resources and will build confidence in using these within their learning environments. • Further embed links with businesses and organisations by aligning the support from partners throughout the IDL curriculum, to increase the relevance of our curriculum in relation to the World of Work. |

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| Improvement Priority <i>(Expressed as outcomes for learners)</i> | Reduce the poverty related attainment gap between SIMD 3 and 4 vs 5 to 10, by enhancing universal teaching provision and targeted academic support. | Rationale for improvement priority based on evidence 21/22 TJS data shows poverty related attainment gap between 3 and 4 vs 5 to 10 increased. Parent/carer feedback rate consistently high quality learning and teaching highest in list of priorities for their child. |
| NIF Priorities Closing the attainment gap between the most and least disadvantaged children | NIF Driver Performance information | HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2 |
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| Progress and Impact | <ul style="list-style-type: none"> • We identified groups of children for 'boost' input to raise attainment through pupil support teacher input. In term 3 4 part time teachers were recruited, and created a strategic plan to address poverty related attainment gap, to support the EAST and CA support already in place. • Spelling ages, Literacy attainment for key pupils demonstrate this was effective. • Attainment across the 12 key measures in P1, 4 and 7 have continued to increase. • Identified pupils supported by additional classroom assistant allocation, number of dysregulated children coming to school has reduced and their attendance has improved and late comings have reduced. • Universal teaching has improved, following investment in Expressive Arts and Numeracy resources. | |
| Next Steps | <ul style="list-style-type: none"> • Cohort year group and class tracking of attainment data will be analysed to ensure interventions continue to be effective. • Home Link Worker will identify and address barriers for families with attendance issues. • Classroom Assistants used to support transitions. • Address barriers to learning via PEF boost teacher support, to ensure children achieve success. | |

| Pupil Equity Fund: Evaluation | | |
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| <i>Approach/Intervention</i> | <i>Impact Report on how you have improved outcomes for learners impacted by poverty</i> | What evidence do you have of positive impact? Outline the data that supports your findings. |
| <i>Employ staff to support interventions that will close the attainment gap.</i> | Additional CA support, School ELCP, and teacher supported identified pupils (DHT ASN coordinator) to overcome barriers to learning, access the curriculum and improve attainment through targeted approaches. | Table below shows the improvements in attainment through interventions. |
| <i>PEF PT post</i> | Post holder met with supporting staff and monitored the impact of the interventions in place. Also monitored all literacy and numeracy data across the school. She then analysed and reported on the data. | Table below shows analysis results and impact of interventions. |
| <i>Classroom assistant training</i> | <i>Classroom assistants were trained in intervention programmes such as IDL Cloud, 5 minute box, reading extra and speech and language support to enable them to carry out interventions with small groups to raise attainment.</i> | Pupils involved in interventions have ALL made progress in their attainment. |

| Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators | |
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| Quality Indicator 1.3 Leadership of Change | 5 |
| Quality Indicator 2.3 Learning, Teaching and Assessment | 4 |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | 5 |
| Quality Indicator 3.2 Raising Attainment and Achievement | 4 |

| Establishment Capacity for Improvement |
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| <p><u>CHALLENGES:</u></p> <ul style="list-style-type: none"> • The SIMD profile of the school: • Quin 1 – 0% Quin 2 – 36% Quin 3 – 4% Quin 4 – 50% Quin 5 – 10% • Closing the equity gap for those in Quintile 2 – 36% of pupils on roll • Staffing changes due to absence, maternity. • The growth of the community and role and impact on school building capacity. • Need for adaptation to the school building to cope with rising pupil numbers. • Closing the attainment gap for our pupils. • 18% of pupils require a range of additional support – health, learning, emotional (although the mental health impact of lockdown on several additional pupils is also worth noting). <p><u>STRENGTHS</u></p> <p>The school has many strengths both within and in the wider community:</p> <ul style="list-style-type: none"> • The School community has had greater involvement in the formation of School and ECC Improvement Priorities this session. |

- Improvement Priorities are more specific in Literacy and Numeracy.
- PEF Action Plan has clearer roles and responsibilities. PT (PEF) will monitor poverty related attainment gap data and report to SMT.
- QA and SE calendar linked to ECCIP and SIP.
- Using school data to better inform learning and outcomes.
- Transition arrangements across the ECC and School to SQ
- Working Group model of improvement is well established with distributive leadership in place.
- SMT worked with HR partners to ensure staffing was as stable as possible for August re-opening.
- 1140hrs Early Years Expansion is embedded at Lainshaw ECC.
- SMT leadership team has clear direction
- The Head Teacher is driving improvement across the school.
- The Senior Management Team (SMT) have a range of remits, distributing leadership across the school with a focus on school improvement.
- Positive pupil-teacher interactions observed during learning and teaching.
- The staff commitment to change and consistency.
- Children speak confidently about learning intentions and success criteria and can talk confidently about their learning and their goals.
- Staff continue to develop programmes such as Active Literacy, Number Talks, Numicon, and a range of online resources to support learning.
- A fully staffed ECC, including 2-year-old children and leadership of the Depute Head of Centre and team.
- The nurturing approach in the ECC and school.
- Support of parents, the local community, Education Group and partners.