Lawhead Primary School And Nursery

School Improvement Plan
2021 - 2022

Identifying Priorities For Improvement:

When identifying our priorities for improvement in Lawhead Primary School and Nursery we have taken into consideration national, regional and local guidance and information.

- HGIOS4/HGIOELC
- National Improvement Framework
- Fife Children's Services Plan
- Pupil Equity Funding
- Cluster Plan
- Learning Partnership
- On-going self-evaluation
- Evidence from staff, pupils, parents and partners
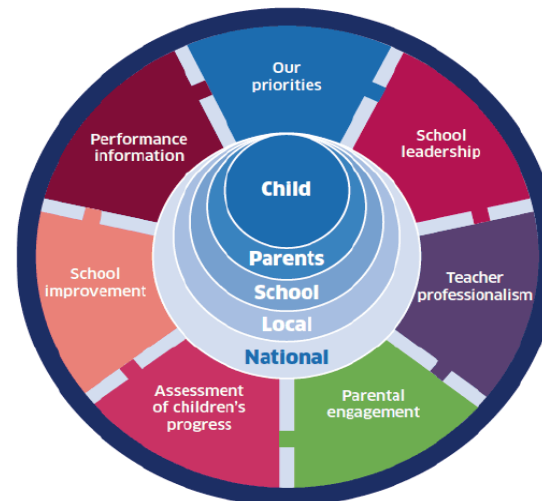
How We Triangulate Our Evidence:

Pupils:

- Focus groups
- Pupil surveys
- Pupil council
- PLJ's
- Microsoft Teams/GLOW
- Observations
- Assessment information

Parents:

- Focus groups
- Parental questionnaires
- Parents evenings
- Groupcall/School App
- Facebook page
- Parent council and PTA

QUANTITATIVE DATA

PEOPLE'S VIEWS

EVALUATION OF QUALITY

DIRECT OBSERVATION

Staff:

- Staff meetings – teachers, PSA's and nursery
- Staff wise survey
- PRD's
- Classroom visits
- Excellence and equity meetings
- Moderation activities
- Assessment information

Partners In Education:

- Planning with partner agencies – family support team, active schools, educational psychologist, SALT, EAL, social work, EP.
- Planning with community groups – rotary club, sports groups and clubs, etc

National Improvement Framework Priority:
- Improve attainment, particularly in Literacy and Numeracy
- Close the attainment gap between the most and least disadvantaged children
- Improve children and young people's health and well-being
- Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)

Focused Priority 1: Development of our curriculum rationale in partnership with stakeholders (School and Nursery Priority)

QI (HGIOS4):	QI (HGIOELC):
1.2 Leadership of learning 2.2 Curriculum	1.2 Leadership of learning 2.2 Curriculum

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence)*	Timescales
Almost all pupils, staff and parents will understand what a curriculum rationale is and why we have it.	Staff – Inset days used to engage with whole staff team to input on rationale design. Pupils and parents – planned sessions to engage with pupils and parents to gather views and inputs to curriculum rationale. Identify key staff and stakeholders to take the lead on different aspects of our curriculum rationale.	SLT, all staff SLT, Pupil Council CT's to be identified	That we would have an evolving curriculum rationale for our nursery and school. Staff, parents and learners can articulate a shared understanding of our curriculum and uniqueness of our setting (focus groups, questionnaires)	Aug 21 – June 22 (use of inset days to engage with entire staff team)

Ongoing Evaluation:

National Improvement Framework Priority:
- Improve attainment, particularly in Literacy and Numeracy
- Close the attainment gap between the most and least disadvantaged children

Focused Priority 2: Raise attainment in writing across P1-7 from 83.9% to 87% by developing pedagogical approaches to learning, teaching and assessment.

QI (HGIOS4):	QI (HGIOELC):
1.2 Leadership of learning	1.2 Leadership of learning
2.3 Learning, teaching and assessment	2.3 Learning, teaching and assessment

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence)*	Timescales
Increased attainment in writing in P1-7 from 83.9% to 87%. High standard of learning, teaching and assessment of writing across the school.	Identify pupils who are off track in writing – ensure all appropriate universal and additional supports are in place. Track during E&E meetings and SfL liaison. Additional monitoring of identified pupils.	SLT, CT's and SfL	Improved tracking data on TRAMS, improved SNSA and BASE data. Early identification of pupils requiring additional support in writing.	Termly
	Collegiate sessions planned with different writing focus throughout the session including the 6 chapters from 'Teaching Backwards' and use of 'Pedagogy Premieres'	SLT, CT's and SfL	Improved quality of writing lessons delivered across genres with work of increased length and quality. Pupils clear on strengths and areas for improvement.	Term 1 and 2
	Upskilling PSA's to support writing.	PSA's, SfL and SLT	Increase in PSA skill and confidence to support learners.	Term 1 and 2

Upskill on digital tools that support writing support and teaching staff.	SfL (KE) and WG	Digital technology used effectively across the school to improve quality of pupils writing.	Term 1 and 2 for Clicker and Term 3 and 4 for iPads
Moderation stage groups facilitated through a whole school PLC Team. Moderation of every stage of the assessment cycle.	CT's	Assessment cycle implemented consistently across the school.	Termly moderation sessions
Introduction of 4-part lesson model for all writing lessons (then expand to other curricular areas)	SLT, CT's and PSA's	All writing lessons will follow the 4-part lesson model with pupils understanding each of the 4 stages.	Term 1 and 2
Class weekly/daily plans to evolve with dedicated time to act on feedback and high-quality opportunities for writing across the curriculum.	CT's	Children writing on a daily basis for a range of purposes in a variety of styles/genres	
Whole school genre focus each term.	CT's	All pupils will be able to identify and write in a range of styles within different genres.	Termly
Start and end of session assessment 'cold' piece of writing.	CT's	Assessment data to measure pupil gains.	

Ongoing Evaluation:

National Improvement Framework Priority:
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- Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)

Focused Priority 3: Develop progressive learning pathways from Nursery to P7 for learning outdoors and outdoor education (Nursery and School)

QI (HGIOS4):	QI (HGIOELC):
1.2 Leadership of learning	1.2 Leadership of learning
1.3 Leadership of change	1.3 Leadership of change
2.2 Curriculum	2.2 Curriculum
2.3 Learning, teaching and assessment	2.3 Learning, teaching and assessment

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence)*	Timescales
Clear distinction between learning outside and outdoor education which is understood by all staff and almost all pupils and families.

All pupils are given a progressive outdoor experience building on prior knowledge and skills.

Almost all staff confident to deliver lessons outside and outdoor education. | Information shared with parents in a range of ways to define the difference between learning outside and outdoor education.

Continue to develop our outdoor learning areas including the bumpy outdoor classroom, P1 area and school garden.

Establish two working parties – one for taking learning outside and the other for outdoor | SLT, CT's, pupil council, house captains

SLT, CT's, pupil council, house captains

JS and another staff member to be identified | All stakeholders will understand the distinction between learning outside and outdoor education

Outdoor areas are used with increased frequency and pupil ownership for their upkeep.

Pupils will experience a wide range of high quality, challenging and progressive outdoor experiences. | Jan/Feb 22

Term 1 and 2

Term 3 to plan and term 4 to trial |

	education – to develop learning pathways.		Increased staff confidence	Term 3
	Planned professional learning opportunities and reading for support and teaching staff.	SLT, CT's and PSA's		
	Develop wider community links e.g. Botanic Gardens, Ranger Service	Working party	Improved community links to support delivery.	Term 4

Ongoing Evaluation:

National Improvement Framework Priority:
- Improve attainment, particularly in Literacy and Numeracy
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- Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)

Focused Priority 4 – NURSERY Only: Developing effective use of assessment within the nursery to secure children's progress

QI (HGIOELC):
1.2 Leadership of learning
1.3 Leadership of change
2.2 Curriculum
2.3 Learning, teaching and assessment
3.2 Securing Children's progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence)*	Timescales
All nursery staff will have increased confidence using the assessment cycle to assess, plan and identify next steps for children. All staff will have increased knowledge and understanding of Es and Os/benchmarks to identify pupil strengths and areas for development. Almost all parents will have increased awareness of their child's learning and next steps.	Introduction of new PLJ format Staff development sessions on assessment cycle, E's and O's and benchmarks. Moderation of PLJ's and observations. Continue to embed termly excellence and equity meetings with keyworkers. Introduce SeeSaw to enhance home links and share learning with parents. Introduce framework for PLJ discussions with parents based around the wellbeing indicators.	JS, EYO's, nursery teacher	Increased staff confidence and increased accuracy of pupil tracking (E&E meetings, TRAMS/ELIPS data, monitoring and staff meetings) Language of assessment embedded across the nursery (audit of PLJs, learning environment and observation of children, planning meetings)	Aug 21-June22 By June 22

| | Continue to embed use of literacy and numeracy records of understanding to track progress across the early level. | | Improved pace of learning and appropriate challenge for learners. (E&E meetings, ELIPS/TRAMS data, records of meetings with parents)

Children more actively engaged in their learning (observations) | |

Ongoing Evaluation:

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Session 2021 -2022 Improvement Plan – PEF Plan

Attainment Fund Rationale:		Amount of Fund: £14,702 + carry forward + 15% increase = £16,098

Intervention 1: HWB – improved resilience and emotional wellbeing of identified pupils and reduction in anxiety.

Intervention 2: Literacy – Early Level Phonics – consistent reduction in BASE performance for P1 pupils.

Intervention 3: Numeracy – SEAL Maths Intervention – identification of need through tracking, SfL liaison and BASE/SNSA data.

Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence)	Impact on learners Ongoing evaluation
Intervention 1: Improved resilience and coping skills with reduction of distressed behaviours	Baseline assessment using the 'Glasgow Wellbeing and Motivation Profile'. Targeted groups identified early in term 1. PSA's to lead 'Managing Anxiety' sessions using PMHW resource from CAMHS. All PSA's to receive training in advance. Procedures in place to track impact in consultation with SfL and SLT (monthly). Repeat of assessment at end of input.	Improvement in score from wellbeing assessment. Improved self-regulation and resilience.	
Intervention 2: Improvement in phonological awareness within P1	Implementation of 'Rocket Phonics' programme including information session and awareness raising with parents. Professional learning for P1 teachers and PSA's on new resource.	Improvement in BASE data, increased phonological awareness.	
Intervention 3: Pupils will have improved mathematical strategies based on conceptual understanding rather than processes.	Identification of individuals/groups through E&E tracking meetings and SfL Liaison. Baseline assessment to identify starting level. Daily inputs with pupils delivered by PSA staff and progress recorded. SfL to monitor progress.	Reduction in attainment gap.	

Pupil Equity Financial Plan Session 2021 - 2022

Allocated Amount:

Cluster	School	Focus	Intervention(be speciic about service to be provided)	Name of Provider	Annual Amount	Expected Length of Engagement
Madras	Lawhead	HWB	PSA hours to deliver HWB interventions	School	£14,117.00	Aug 21 - June 22
		L	Rocket Phonics literacy resource	Rocket Phonics	£2,168.40	
		N	SEAL Maths		purchased last session	
			Key			
			L- Literacy			
			N - Numeracy			
			HWB- Health and Wellbeing			
			IT - IT software/ hardware			
			PL- Professional Learning			
			PE - Parental Engagement			