



Context

Setting/School Roll (including ELC)	242			
FME	P1-5 = 98 P6-7 = 5			
Attendance (%)	Authorised	2.97%	Unauthorised	1.79%
Exclusion (%)	0%			
Attainment Scotland Fund Allocation (PEF and SAC)	£14,702 + carry forward + 15% increase = £16,098			

Our Vision: Aiming High

Values: Embracing challenge, nurturing creativity, taking responsibility, showing respect and celebrating achievement

Aims:

For all of our young people to achieve their potential.

Staff will work collaboratively in supporting our young people to succeed as learners.

Lawhead School is a nurturing environment with a focus on attainment and achievement for all.

**Improvement for Recovery Priority Work
Session 2021 – 2022**

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

NIF 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)

NIF Driver

- school leadership
- teacher professionalism
- parental engagement
- assessment of children's progress
- school improvement
- performance information

HGIOS 4 Quality Indicators

- 1.2 Leadership of learning
- 2.2 Curriculum

HGIOELC Quality Indicators

- 1.2 Leadership of learning
- 2.2 Curriculum

Progress:

Staff inset days have been used to engage and consult with the whole school staff team on the development of our curriculum rationale. Pupils have been consulted throughout the school session during P1-3 and P4-7 assemblies, during classroom visits and focus groups. The pupil council have

also taken the lead on gathering pupil views through a questionnaire they designed based on theme 1 of pupil participation. Parents have been consulted during Parent Council meetings and the wider parent forum have been consulted through a parental questionnaire.

The curriculum rationale is now in draft form ready to be shared in August via a SWAY link.

Impact:

Almost all staff now have a deeper understanding of the purpose of a curriculum rationale. Almost all children can articulate our school vision and values and have a deeper understanding of our curriculum and the uniqueness of our school setting. Some parents have actively been involved in shaping our curriculum rationale.

Next Steps:

- *Share the link to the curriculum rationale SWAY through all communication channels*
- *Regularly review with all stakeholders (minimum of once per session)*

**Improvement for Recovery Priority Work
Session 2021 – 2022**

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

NIF Priority

- Improve attainment, particularly in Literacy and Numeracy
- Close the attainment gap between the most and least disadvantaged children

NIF Driver

- school leadership
- teacher professionalism
- assessment of children's progress
- school improvement
- performance information

HGIOS 4 Quality Indicators

- 1.2 Leadership of learning
- 2.3 Learning, teaching and assessment

HGIOELC Quality Indicators

- 1.2 Leadership of learning
- 2.3 Learning, teaching and assessment

Progress:

The writing attainment average across P1, P4 and P7 for Session 2021-2022 is 83.6%. This is 0.3% lower than the average attainment from session 2020-2021. We are continuing to work towards the attainment target average of 87%.

All pupils who are off track in writing have been identified and through consultation with class teachers, support for learning teacher, pupil support assistants and the senior leadership team have ensured that all appropriate universal and additional supports are in place. For example, the use of digital tools such as Clicker and the 4-part lesson model. These are reviewed termly during excellence and equity meetings and during support for learning liaison. Senior leadership team and support for learning meet every four weeks to monitor.

All teaching staff have engaged with collegiate sessions focused on 'Teaching Backwards' and 'Pedagogy Premieres'. These have focused on the learning, teaching and assessment of writing. All teaching staff and pupil support staff have been upskilled on the use of digital tools to support writing, specifically through the use of Clicker and iPads. Digital champion (chartered teacher) has been used to support individual children and to upskill staff.

An inter-school (Lawhead and Largoward) professional learning team has been established and this has been used to facilitate moderation and professional learning.

All teachers have introduced the 4-part lesson model for all writing lessons. All teachers dedicate sufficient time to writing across the week however less than half of teachers are building in sufficient time for a meaningful plenary and time for learners to act on feedback.

Impact:

At this early stage there is not a measurable improvement in writing attainment across the school. However, for a number of identified individuals tracking data shows a reduction in their attainment gap and they are now closer to being on track.

The use of ELIPS and BASE data has allowed the early identification of individuals who require additional support and intervention within writing.

Quality assurance visits during writing lessons and monitoring of literacy jotters timetabled throughout the session have shown that pupils are now writing across a greater variety of genres and the 4-part lesson model has been observed in almost all observed lessons. The majority of learners can articulate their strengths and next steps.

Having a whole school genre focus for writing has been very successful this session as reported by all teaching staff. It has helped to facilitate increased collegiate planning, assessment and moderation.

All pupil support staff have reported increased confidence in being able to support learners with writing, particularly when using Clicker.

In a few classes digital technology is being used effectively to support learners in writing. The use of digital technology is supporting them to become increasingly independent writers and to extend their writing.

All teaching staff have a greater understanding of the assessment cycle, greater confidence in the learning teaching and assessment of writing. This was measured through staff questionnaires at the beginning and end of the session.

All children are given planned opportunities to write every day for a range of purposes and in a range of styles and genres.

Next Steps:

- *Planned opportunities to moderate writing across the school and the cluster (minimum of once per term)*
- *Use of data and assessments to identify specific aspects of writing that are preventing pupils from attaining desired levels*
- *Small test of change/use of improvement methodologies to target pupils that are 1-6 months off track in writing*
- *Embed 4-part lesson model across the school*
- *Collegiate development work focused on high quality plenaries, feedback and identifying next steps for improvement*
- *Collegiate development work focused on differentiation and challenge within writing*
- *Further upskilling of teaching and support staff on digital tools to support writing*
- *Develop approaches to improve parental engagement in supporting children's writing*

**Improvement for Recovery Priority Work
Session 2021 – 2022**

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

NIF 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)

NIF Driver

- school leadership
- teacher professionalism
- school improvement

HGIOS 4 Quality Indicators

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

HGIOELC Quality Indicators

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

Progress:

School garden, bumpy and P1 area have undergone significant developments this session in partnership with the parent council and pupils.

Almost all teaching staff have engaged in professional learning and collegiate planning to develop draft learning pathways for outdoor learning.

We are still at the early stages of this improvement priority.

Impact:

All teaching staff now understand the difference between outdoor learning and taking learning outdoors. Support staff, pupils and parents will require further training and information on this.

The school garden has been well used this session by the majority of classes. Almost all pupils have experienced a range of outdoor learning experiences this session. Almost all pupils are able to talk about the positive impact that their outdoor experiences have on their sense of wellbeing.

Almost all staff are confident delivering learning outside within the school grounds but most will require additional support and training to successfully and confidently deliver this beyond school grounds.

Next Steps:

- *Develop an information SWAY for parents on Outdoor Learning*
- *Working party to finalise and trial Outdoor Learning pathway during session 2022-23*
- *4 contexts*
- *Pupil support staff to engage in professional learning and upskill in supporting the delivery of Outdoor Learning*
- *Develop wider community links to support the delivery and sustainability of outdoor learning provision.*
- *Further develop school grounds to support the delivery of outdoor learning.*
- *Establish a dedicated working party to lead this development*

**Improvement for Recovery Priority Work
Session 2021 – 2022**

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

NIF 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)

NIF Driver

- school leadership
- teacher professionalism
- parental engagement
- assessment of children's progress
- school improvement
- performance information

HGIOELC Quality Indicators

- 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

Progress:

All staff are now confidently and effectively using the new PLJ format. This is moderated termly along with key worker observations. Almost all staff have attended development sessions on the assessment cycle, experiences and outcomes and benchmarks. Keyworkers engage in termly excellence and equity meetings to track progress and next steps for learners.

From January 2022 Seesaw has been introduced to enhance home links and to share learning with parents.

Since January 2022 the wellbeing indicators have been used as a framework for PLJ discussions with parents.

Keyworkers and the senior leadership team use the records of understanding for literacy to track learner progress across the early level.

Impact:

All staff have increased confidence and accuracy of assessment and pupil tracking across the early level.

There is increased use of the language of assessment within the nursery setting. The use of Seesaw has helped to facilitate this.

Almost all learners in the nursery are appropriately challenged and making expected progress through early level. All children are more actively engaged in their learning.

Next Steps:

- *Continue to embed the use of the language of assessment across the nursery – between staff, between staff and learners and between staff and parents.*
- *Consult with parents on the impact of Seesaw*

Attainment of Children and Young People

Attainment Data June 2022:

Stage	Reading	Writing	Listening & Talking	Number, Money & Measure	Shape, Position & Movement	Information Handling
P1 Achieved Early Level	100%	96%	100%	100%	100%	100%
P4 Achieved First Level	81.1%	81.1%	89.2%	75.7%	78.4%	81.1%
P7 Achieved Second Level	89.5%	73.7%	89.5%	68.4%	68.4%	68.4%

Attainment Over Time:

	2017				2018				2019				2020				2021				June 2022			
	P1	P4	P7	Av	P1	P4	P7	Av	P1	P4	P7	Av	P1	P4	P7	Av	P1	P4	P7	Av	P1	P4	P7	Av
Reading	84.4%	67.9%	55.6%	67.6%	86.2%	87.5%	70.8%	82.4%	81.3%	77.3%	57.1%	73.3%	87.5%	53.8%	64.5%	67.6%	*	*	*	86.5%	100%	81.1.8%	89.5%	90.2%
Writing	78.1%	57.1%	20%	47.6%	79.3%	75.0%	70.8%	75.3%	78.1%	72.7%	52.4%	69.3%	87.5%	38.5%	48.4%	56.9%	*	*	*	83.9%	96%	81.1%	73.7%	83.6%
Listening & Talking	84.4%	78.6%	55.6%	70.5%	89.7%	93.8%	87.5%	90.6%	87.5%	90.9%	66.7%	82.7%	93.8%	76.9%	64.5%	78.4%	*	*	*	91.7%	100%	89.2%	89.5%	92.9%
Number, money and measure	87.5%	53.6%	48.9%	61.9%	82.8%	78.1%	75%	78.8%	84.4%	77.3%	66.7%	77.3%	96.9%	38.5%	61.3%	63.7%	*	*	*	84.3%	100%	75.7%	68.4%	81.4%
Shape, position and movement	87.5%	71.4%	46.7%	65.7%	82.8%	90.6%	75%	83.5%	87.5%	77.3%	66.7%	78.7%	96.9%	64.1%	64.5%	74.5%	*	*	*	88.7%	100%	78.4%	68.4%	84.6%
Information Handling	87.5%	67.9%	46.7%	64.8%	82.8%	90.6%	83.3%	85.9%	87.5%	77.3%	66.7%	78.7%	96.9%	66.7%	61.3%	74.5%	*	*	*	85.2%	100%	81.1%	68.4%	83.2%

Literacy: When comparing performance across the three literacy organisers over time pupils are attaining at higher levels in reading and listening & talking. Performance in writing is consistently lower than the other two organisers. This supports the decision to continue focusing on raising attainment in writing next session.

Mathematics/Numeracy: When comparing performance across the three mathematics organisers over time pupils are attaining at higher levels in shape, position & movement and in information handling. Performance in number, money and measurement is consistently lower than the other two organisers. Pupil equity funding will be focused on closing the gap in number, money and measurement.

Evidence of significant wider achievements:

This session, with the gradual reduction in covid mitigations, pupils have enjoyed increased opportunities for wider achievements.

All pupils have had the opportunity to participate in an educational excursion this session during term 4. Pupils in P1-3 visited St Andrews Botanics garden and participated in the 'Bioblitz Event'. Pupils in P4-7 visited St Andrews Castle and Harbour and participated in the 'Tales of the Toun' story telling workshop. Both of these excursions helped build local community links and enhanced the learning and teaching taking place in classes.

Staff have been trained to deliver 'Bikeability Level 1 and 2' this session and training was then offered to all P7 pupils. Almost all P7 pupils will be moving onto high school with increased cycling knowledge and skill. This session Junior Road Safety Officers have been re-established and they have successfully contributed to the completion of our School Travel Plan. Our school travel plan will officially be launched in September 2022 and we are looking forward to working with the pupils, parents and wider community to promote safe and healthy travel to school.

All pupils in P4/5 and P5/6 have enjoyed participation in the Youth Music Initiative 'Voice Gym' project and ended the school year with a singing showcase for parents as they were unable to attend the music festival. The pupils have developed group performance skills and almost all pupils have gained confidence when singing.

All pupils in the nursery and school are currently participating in the Dandelion School Growing Project by growing potatoes at home. This will culminate in a harvest festival in September. This project has helped to promote home-school links. The pupil council also engaged in a tree planting session in collaboration with the Woodland Trust as part of our school grounds development.

Throughout the session the children have engaged in a range of experiences that have helped to build wider community links. This includes a photography project in collaboration with St Andrews University and the annual Rotary Club Quiz. Pupils have learned more about the world of work and the writing process by engaging in a wide range of author talks.

Our languages provision was enhanced by weekly sessions with the Madras College language ambassadors. Senior pupils supported the delivery of French and Spanish lessons within P4-7. We look forward to building on this next session.

A range of activities have supported the health and wellbeing of our pupils including our second year referring pupils to the 'Wave Project' based at West Sands, re-establishing playground pals to support play and peer relationships in the playground, swimming lessons for P6 and P7 pupils at St Leonards and a range of extra-curricular sessions supported by Active Schools. These opportunities have allowed pupils to demonstrate improved resilience and to develop their leadership capabilities.

Impact of Local/National resources to support recovery within your setting (additionality of staffing)

Additionality in staffing (teaching/support)	25 hours – Pupil Support Assistant Level 2 0.3 FTE Class Teacher
--	---

A group of 16 P4-6 pupils who were off track in writing were identified to participate in a short-term writing intervention called 'Wild Wednesdays' that involved a series of immersive outdoor, multi-sensory experiences followed by writing sessions with teaching staff. All pupils completed a short questionnaire at the start and end of the intervention to measure changes in attitude and confidence towards writing.

Additional teaching capacity have led gross motor skills groups for children with identified need. Individually tailored motor skills programmes were developed in collaboration with support for learning teacher. Targets were set for pupils, reviewed and evaluated weekly.

Pupils requiring additional digital supports were identified in consultation with class teachers and support for learning. Additional teaching capacity delivered upskilling sessions with staff and pupils to ensure the additional supports were being used effectively to improve learner engagement. All staff and pupils who have engaged in digital upskilling inputs report increased confidence in the use of these supports.

Additionality have also been involved in 1:1 reading sessions with identified pupils to build decoding skills and reading fluency.

The additional pupil support hours allocated this session have helped enhance the delivery of our Pupil Equity Fund interventions as detailed below and facilitated 1:1 support for pupils

Scottish Attainment Challenge Funding

Progress:

Intervention 1: HWB - Improved resilience and coping skills with reduction of distressed behaviours:

All pupils in P3-7 completed a baseline assessment using the 'Glasgow Wellbeing and Motivation Profile'. Targeted individual/groups identified early in term 1. Based on the results of this survey specific intervention activities were developed. These included a friendship group and a resilience building group. All interventions were monitored using pre and post assessments.

Intervention 2: Literacy - Improvement in phonological awareness within P1

Implementation of new 'Rocket Phonics' programme including information session and awareness raising with parents. Professional learning for P1 teachers and PSA's on new resource. Additional 1:1 and small group phonics inputs for pupils with gaps in phonics knowledge based on BASE and phonics assessments.

Intervention 3: Numeracy - Pupils will have improved mathematical strategies based on conceptual understanding rather than processes.

Identification of individuals/groups through Excellence & Equity tracking meetings and Support for Learning Liaison. Baseline assessments carried out to identify starting level. Daily inputs with pupils delivered by PSA staff and progress recorded.

Impact:

Intervention 1: HWB - Improved resilience and coping skills with reduction of distressed behaviours:

All pupils in P3-7 repeated the 'Glasgow Wellbeing and Motivation Profile' in June 2022. Results were reviewed for the targeted individual/groups identified early in term 1 as well as general class trends. Almost all pupils involved in health and wellbeing focused interventions this session have an increase in their scores in at least one of the four areas measured.

Intervention 2: Literacy - Improvement in phonological awareness within P1

Implementation of new 'Rocket Phonics' programme including information session and awareness raising with parents. Professional learning for P1 teachers and PSA's on new resource. Additional 1:1 and small group phonics inputs for pupils with gaps in phonics knowledge based on BASE and phonics assessments.

Intervention 3: Numeracy - Pupils will have improved mathematical strategies based on conceptual understanding rather than processes.

Identification of individuals/groups through Excellence & Equity tracking meetings and Support for Learning Liaison. Baseline assessments carried out to identify starting level. Daily inputs with pupils delivered by PSA staff and progress recorded.

Next Steps:

Intervention 1: HWB

- Results from the end of session assessments carried out with P3-7 in June 2022 will be used to identify individuals/groups who would benefit from additional support in session 2022-2023.

Intervention 2: Literacy

- Continue to use BASE and phonics assessment data to identify pupils who would benefit from early intervention.

Intervention 3: Numeracy

- Continue to use tracking data and assessment information to identify individuals/groups who would benefit from additional number support in session 2022-2023.
- Train additional support and teaching staff to deliver SEAL maths interventions
- Introduce conceptual numeracy play box to nursery/P1

School/Setting Name: **Lawhead Primary School and Nursery**

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Good	Good	N/A
3.2 Raising attainment and achievement	Good	Good	Good	N/A

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)

Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Very Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Very Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Good	Good	N/A
3.2 Securing children's progress	Very Good	Good	Good	N/A

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2019 – 2020	2020 - 2021	2021- 2022
Quality of care and support	N/A	N/A	N/A
Quality of environment	N/A	N/A	N/A
Quality of staffing	N/A	N/A	N/A
Quality of leadership and management	N/A	N/A	N/A