Lawhead Primary School And Nursery

School Improvement Plan
# 2023-2024

Information for Parents and Carers

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
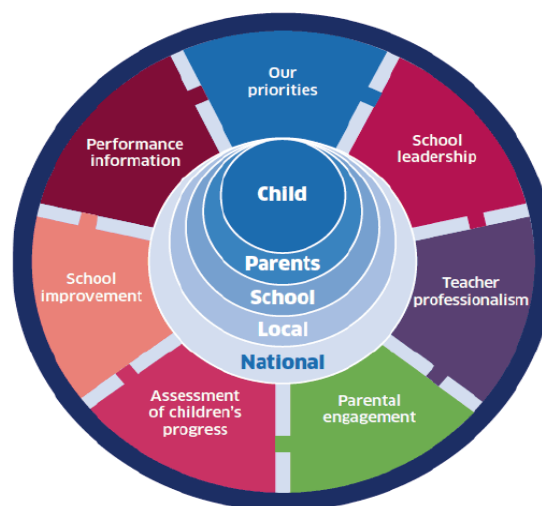
How We Triangulate Our Evidence:

Pupils:

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

Parents:

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

QUANTITATIVE DATA

PEOPLE'S VIEWS

EVALUATION OF QUALITY

DIRECT OBSERVATION
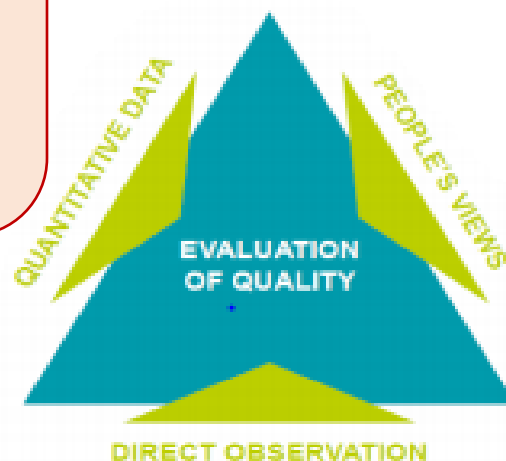
Staff:

- 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 employability skills and sustained, positive destinations for all young people (DYW 3 to 18)

Focused Priority 1: Raise attainment in writing across P1-7 from 84.9% to 89.3% (24/25 Stretch Target) by developing pedagogical approaches to learning, teaching and assessment (Year 3 of 3-year improvement cycle)

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

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence)*	Timescales
Increased attainment in writing across P1-7 from 84.9% to 89.3% by May 2024	**Nursery:** Opportunities for learners to mark make in all areas of core provision – indoors and outdoors.	EYOs, EYDO, Jen Simpson, Nursery teacher	Audit of core provision, learning partnership visit	By October 2023
	Extend/develop activities to support fine motor development and pincer grip – intentional promotion for identified learners	EYOs, EYDO, Jen Simpson, Nursery teacher	PLJ literacy trackers and observations, minutes of E&E meetings, ELIPS	Ongoing
	Develop listening and talking skills and awareness of genre	EYOs, EYDO, Jen Simpson, Nursery teacher	PLJ literacy trackers and observations, minutes of E&E meetings, ELIPS	Ongoing
	Use of QI tools to identify robust aims and tests of change for identified learners	HT to upskill staff on QI tools, EYOs and nursery teacher to collaborate on tests of change.	PDSA/Driver diagrams for test of change	Term and Term 4

	Across P1-7: Use of QI tools to identify robust aims and tests of change for identified individuals who are off track in writing. Each class teacher to develop a change idea specific to their class/learner needs.	HT to upskill staff on QI tools, class teachers and SfL to collaborate on tests of change.	PDSA cycles/Driver diagrams for test of change.	Term 3 and Term 4
	Termly opportunities to meet with Largoward staff to moderate using new writing resource pack.	DHT Jen Simpson and HT Donna Bain, class teachers from Lawhead and Largoward.	Genre assessment sheets from writing resource pack. Moderated examples of learner writing.	Minimum once per term.
	Embed use of the peer/self-assessment mats from new writing resource pack.	Sarah-Jane Forsyth, HT Donna Bain, class teachers	Evidence of peer/self-assessment in jotters, pupil targets, pupil focus groups	Term 2
	Develop approaches age/stage appropriate for target setting/identification of next steps in writing – specific to genre and for tools for writing.	Sarah-Jane Forsyth and class teachers		
Increased attainment in writing in P6 from 76.3% to 84.7% (23/24 Stretch Target) by May 2024	**Primary 6 Cohort:** 9 identified learners who are off track - review all supports in place and complete circle participation scale. Create action plan. Targeted PSA and SfL support based around action plans for learners.	SfL teacher and P6 class teachers	CPS sheets, SfL chronology, summary of support, action plans	Term 1 complete CPS Term 2 and Term 3 implement individual action plans
Ongoing Evaluation:				

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 2: Pupils from Nursery through to P7 will have appropriately challenging learning experiences across the BGE (Focus for Session 2023-24 to be 1+2, Computing Science and Outdoor Education)

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
All pupils will be appropriately challenged in their learning based on where they are in their learning journey, making progress through current CfE level at a pace that is right for them. Most learners will attain expected national benchmarks across the BGE, working towards Literacy stretch target of 84.7% and Numeracy stretch targets of 86.8%. All pupils will be able to discuss what they are learning, why and how.	**Across the BGE:** Update learning, teaching and assessment strategy to reflect progress and changes across the school and nursery. Professional learning sessions focused on feedback and plenaries, linked to prior work on 4-part lesson model. Professional learning sessions focused on developing co-operative learning strategies.	HT Donna Bain, DHT Jen Simpson, class teachers and EYOs. HT Donna Bain and class teachers HT Donna Bain, SfL teacher and class teachers	Strategy document published on school website and shared with Parent Council. LTA observed in practice during lesson visits and learning partnership. Parental feedback from Parent Council (minutes) Observed during lesson visits and learning partnership as per QA calendar. Observed during lesson visits and learning partnership as per QA calendar. Pupil focus groups. Parental questionnaire Term 1 and Term 4	By Nov 23 By end of term 3 By end of term 3

All pupils will be able to discuss their strengths and how to be successful in their learning. All pupils will be able to discuss their next steps/areas for improvement. All pupils will be motivated and engaged in their learning. Increased staff confidence to meet the needs of learners across Nursery and P1-7.	**Computing Science:** Professional Learning Sessions to upskill teachers, EYOs, new digital leaders and PSAs after initial audit to identify need. • CAS Barefoot • Microbits • Any other identified area Introduction of new technologies progression pyramids to support planning	HT Donna Bain and Wendy Garty to support delivery to all class teachers, digital leaders and PSAs. HT Donna Bain, EYOs and class teachers	Feedback from staff audit – pre/post. Observations from lesson visits and learning partnership. Online planning folders, termly evaluation, minutes from termly E&E meetings	Term 1 and Term 2 Focused input during November Inset Day
	1+2: **L2 French:** Revisit French phrases of the week from last session to ensure routine classroom language is embedded. English/French Boardmaker labels in classroom and around the school. Use Fife sentence builder resource, Thinglink and 1+2 GLOW resources to support delivery. **L3 BSL:** Staff to complete modules 6-10 of online BSL training.	1+2 SPOC, HT Donna Bain, class teachers and PSAs.	Lesson visits as per QA calendar, pupil focus groups, classroom environment monitoring record. Minutes from termly E&E meetings and termly evaluations in online planning folders.	By end of term 2 By September 2023 Ongoing – input at November Inset day. Ongoing

	Introduce BSL sign of the week			Term 3 and term 4
	Continue with termly BSL song at assembly – pupils to select.			Termly
	Outdoor Education: Upskill PSA staff to support delivery. Zoning of our school grounds based on learning from recent PSA 'Playground Pedagogy' training. Collaborative working with Largoward school staff. Upskilled staff to cascade learning to less confident staff.	DHT Jen Simpson, Lawhead teacher Nicole Johnston and Lawhead PSA Agnes Fulton to support and cascade learning.	Lesson visits as per QA calendar, pupil focus groups. Minutes from termly E&E meetings and termly evaluations in online planning folders. Feedback from staff.	Input at November Inset day
	Nursery revamp of outdoor area to facilitate high quality outdoor experiences – led by learners Beach or Forest Kindergarten training for relevant EYO staff.	DHT Jen Simpson, EYDO, EYOs, Nursery teacher	Floor books, PLJ's, SeeSaw	By May 2024

Ongoing Evaluation:

Session 2023 - 2024 Improvement Plan – PEF Plan

Attainment Fund Rationale: *'To use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap to deliver on the Scottish Government's vision of equity and excellence in education'.*	Amount of Fund: £14,700 To fund additional PSA hours and purchase additional SEAL maths boxes

Increased speed and accuracy of mental calculations across the four operations for 11 identified learners in Primary 6 who are not on track to achieve second level at the end of P7.

Expected Impact	Interventions Planned	Measure of Success *(Triangulation of Evidence)*	Impact on learners Ongoing evaluation

Improved accuracy and recall of number bonds/table facts.
 	
Application to other mathematics topics such as fractions.
 	
Improved attainment within number organiser.
	• Baseline assessment of number bonds/tables
	   o Aug-Feb focus on addition and subtraction
	   o Feb-June focus on multiplication and division
	• Assessment of mental strategies used to add, subtract, multiply and divide. Gaps identified from baseline assessment.
	   o September – addition baseline assessment
	   o November – subtraction baseline assessment
	   o February – addition/subtraction follow up assessment
	   o End of Feb – multiplication and division baseline assessment
	   o June – multiplication and division follow up assessment
	   o Review of November NSA results and compare to baseline assessments and records of understanding
		Improvement in speed and accuracy of number bond and times table recall.
		
		Reduction in attainment gap across the number organiser.
		
		Improved NSA performance for P7 learner
		
		Addition, subtraction, multiplication and division knowledge applied to other topics
		
		Increased learner confidence	

	- Conceptual numeracy approach to teach range of mental strategies to improve manipulation of number - Discuss assessment results with pupils to gather their views and opinions on how they like to learn, how they feel about number. Get them to rate their confidence levels at pre/post assessments. - Model for improvement test of change – PDSA template used to track progress of change ideas - Use of SEAL maths boxes - Targeted input on Tuesday and Thursday with PEF funded PSA. - Strategies being taught to learners will be shared with parents.		