



Context

Setting/School Roll (including ELC/ASC)	<i>For Session 2022-23 there were eight classes at Lawhead Primary School. Lawhead Nursery was full with 30 children attending most days, operating the term-time 9am-3pm model.</i>			
FME	<i>Number of P4-7 Pupils on school roll entitled to FSM (taken from Healthy Living Survey February 2023) – 0.46%</i>			
SIMD Profile for establishment	<i>All pupils reside within SIMD deciles 5-10, with the majority of pupils residing within SIMD decile 10.</i>			
Attendance (%)	Authorised	3.86%	Unauthorised	1.35%
Exclusion (%)	0			
Attainment Scotland Fund Allocation (PEF and SAC)	£14,700			

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 Priorities Session 2022 – 2023

Priority 1 – Raise attainment in writing across P1-7 from 83.6% to 87% by developing pedagogical approaches to learning, teaching and assessment (Year 2 of 3-year improvement cycle)

NIF 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)

NIF Driver

- Teacher and practitioner professionalism
- Curriculum and assessment
- School and ELC 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

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	
<p>Progress:</p> <ul style="list-style-type: none"> • Writing attainment for P1-7 has increased from 83.6% to 84.9% • All staff using the 4-part lesson model for all writing lessons • All classrooms have a dedicated writing area • Almost all teaching staff have completed four cycles of change using PDSA improvement tool focusing on a single learner in their class who was not on track in writing • Positive feedback from staff following moderation activities with colleagues from across the Madras Cluster • Consistent use of genre tracker by all class teachers • Almost all staff engaged in Smart Notebook and Lumio training • Nursery/P1 targeted intervention to support fine motor development for learners within the early level 						
<p>Impact:</p> <ul style="list-style-type: none"> • Stretch target for writing has been achieved. • Increased use of 'language of learning' across the school – most learners can articulate their next steps. Almost all learners can discuss how to be successful in their writing. • Almost all teaching staff reported improved writing performance for identified learners, with a reduction in number of months off-track for almost all learners, after completion of PDSA cycles. A few learners who were off track have now achieved the next level and are now on track • Increased confidence in teacher professional judgement on achievement of a level, improved collegiate working across the Madras cluster and improved understanding of high school expectations to support improved primary to secondary transition. • All learners have had planned, purposeful opportunities to write across a wide range of genres this session • Increased range of digital tools being used by most staff to support learner engagement and differentiation to ensure pupils are appropriately supported and challenged. • Almost all learners are mark making and developing correct pincer grip showing that they are 'ready to write'. 						
<p>Next Steps:</p> <ul style="list-style-type: none"> • Develop consistent approaches to support target setting and identification of next steps for learners • Further opportunities for collegiate working and moderation with colleagues across the Madras cluster • Introduce increased range of model for improvement/quality improvement tools for staff to utilise. Targeted interventions specific to age/stage of learners using QI tools. • Planned opportunities for staff to engage with the writing resource pack during planned moderation activities. • Focus on plenaries and feedback from 4-part lesson model. • Early identification of difficulties with fine motor control for nursery/P1 pupils. • Expand range of digital tools in use e.g. enhanced features of Word and book creator. 						

Priority 2 – Develop and trial progressive learning pathways from Nursery to P7 for learning outdoors and outdoor education (Nursery and School) – Year 2 of 3-year improvement cycle

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 and ELC leadership
- Teacher and practitioner professionalism
- School and ELC 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

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	
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Progress:

- Working party developed progression pathway and shared with all staff
- Areas of the school grounds developed to support delivery of outdoor education e.g. courtyard outdoor classroom and school garden.
- Nursery garden continued to be developed and Forest Kindergarten sessions resumed.
- All P4 pupils completed ‘Childe in the Wilde’ outdoor learning course.
- Outdoor Learning/Gardening P4-7 pupil leadership group established and P5-7 after school gardening club with Mrs Simpson DHT continued this session.
- P7 residential resumed in September 2022.
- Orienteering resource purchased and almost all teaching staff trained on how to use maps and markers in the school grounds.
- All PSA’s attended ‘Playground Pedagogy’ training during June inset day.
- Whole school open afternoon in May for parents/carers with outdoor education focus and regular sharing with parents using class SWAYs

Impact:

- Almost all staff report feeling more confident in delivering Outdoor Education leading to the majority of children in P1-7 and all nursery learners having more enriched and progressive outdoor learning experiences. P1 and P4 pupils demonstrating improved listening and collaborative work, leading to improved peer relationships and interactions. EAL and ASN learners within the P1 and P4 classes demonstrating improved engagement in learning across the curriculum.
- All children have used the outdoor classroom and school garden more frequently this session, improved sense of pride, care and respect for these areas by learners.
- Almost all P7 pupils attended the residential and had opportunities to develop team work, resilience and problem-solving skills.
- P4 class teacher, P4 PSA and P4 pupils have been upskilled and achieved Forest School Award.
- Increased pupil leadership opportunities and opportunities for pupil voice to lead change and improvement within the school.
- Improved parental awareness and understanding of outdoor education.

Next Steps:

- Upskill pupil support staff to support delivery across the school
- Pupil support staff to use learning from recent ‘Playground Pedagogy’ professional learning session to develop ‘zoning’ of school grounds
- P4 class teacher, P4 PSA and P4 pupils to cascade learning to other staff and pupils

- Forest or Beach kindergarten training for identified early years officers
- Add section to school website
- Interview/Questionnaire for pupils to gather views and information – do pupils know the key skills they are developing with their outdoor experiences?

Priority 3 – Whole school, consistent approach to the delivery of Digital Literacy and Computing Science

<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> • 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) <p><u>NIF Driver</u></p> <ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Curriculum and assessment • School and ELC improvement 	<p><u>HGIOS 4 Quality Indicators</u></p> <p>1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing employability skills</p> <p><u>HGIOELC Quality Indicators</u></p> <p>1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Developing creativity and skills for life and learning</p>
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Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	
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- Progress:**
- Digital leaders established in all P4-7 classes. Learners have been upskilled to trouble shoot common technical issues and to cascade learning.
 - Device audit conducted in term 1
 - Peer learning across the school with P5 and P7 pupils supporting learners in P1, P2 and P4.
 - Investment in devices and improved systems for replacing faulty hardware/reporting faults – increased number of laptops and iPads across the school and all classes now have a Smart TV.
 - Almost all teaching staff engaged in professional learning session with Gemma Sanderson on Smart Notebook and Lumio
 - 80% threshold reached against all areas of digital schools’ award self-evaluation
 - All classes participated in safer internet day and almost all pupils contributed to the development of our internet safety and safe use of devices agreement.
 - All classes share learning every week through their class SWAY
 - All learners in the nursery and pupils with identified ASN use SeeSaw to share learning
 - Term 3 cuppa chat with parents included P7 pupils demonstrating computing science resources and learning to parents
 - Whole school open afternoon in May for parents/carers with computing science focus and information shared at parent teacher interviews in term 1.
 - All teaching staff have joined Fife Digital Team

Impact:

- Reduction in reports of technical issues with devices due to the support from our pupil digital leaders. (First Contact Reports)
- All pupils have access to suitable device to support learning at home as per the Fife Equity of Devices standard (MS Form)
- Almost all staff report increased confidence in delivering digital literacy and computing science resulting in increased pupil confidence. Almost all pupils making expected progress against technologies benchmarks for digital literacy and computing science. A few learners are demonstrating increased competency within benchmarks into the next CfE level.
- All pupils have increased access to reliable, up-to-date devices to support learning
- Almost all learners demonstrate improved care and respect for school devices and almost all pupils demonstrate a good understanding of our safe use agreement.
- Use of digital tools (SWAY and SeeSaw), open afternoon and cuppa chat have improved parental engagement and awareness of digital literacy and computing science across the school.
- Increased informal collegiality across staff

Next Steps:

- Finish collating evidence for digital schools award and apply for accreditation
- Engage with new technologies progression pyramids when published
- Continue to build on significant progress made this session, particular focus on computing science as staff feel less confident in this area compared to digital literacy – audit staff to identify specific gaps and arrange appropriate training
- Upskill PSA staff, new P7 pupils and new digital leaders to support delivery
- Revisit CAS Barefoot training
- Peer mentoring to support new staff to school

Priority 4 – 1+2 - Embed L2 French across the school and Introduce L3 British Sign Language

NIF Priority

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Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	
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Progress:

- Introduction of 2 French words/phrases per week across the school since February
- Less than half of staff attended French master classes and cascaded learning to other members of staff
- All teaching staff using languages progression pyramids, GLOW resources, thing link and are members of the 1+2 Fife Team. Collegiate time dedicated to familiarisation with resources available on Fife GLOW pages.
- P5 and P5/6 classes had weekly inputs from Madras language ambassadors during terms 1 and 2
- Majority of staff attended 1+2 cluster input led by Madras staff and Katie Haigh
- P4 class established pen pal exchange with school in Paris
- Audit of French resources across the school. Additional French resources purchased to support L2 delivery – class calendar, globes, dictionaries. Staff training delivered by Miss Johnston to colleagues on how to use French calendar effectively and to support correct pronunciation.
- All staff enrolled in 2 year online BSL training – first 5 modules to be completed by end of session 2022-23
- Termly BSL song taught at weekly assemblies (Terms 2, 3 and 4) – learned by all pupils P1-7. Songs performed at Christmas concert and filmed to share with parents.

Impact:

- Almost all staff report feeling increased confidence in delivering progressive French lessons and using routine French vocabulary daily.
- Learning within L2 is evident in all classrooms
- All pupils working within second level are reading and writing more regularly in French
- All learners in P1-7 can demonstrate signs in BSL, almost all pupils are highly motivated and engaged in learning BSL and can discuss the reasons why sign language is used.
- Most P7 pupils are moving to Madras College with sufficient L2 coverage as per cluster agreement

Next Steps:

- Boardmaker labels in French prepared for use across the school from August 2023
- Staff to complete next 5 BSL online learning modules
- Introduce BSL sign of the week
- Revisit French phrases of the week in term 1 to ensure they are embedded
- Embed use of the L2 sentence builder resource
- 1+2 pupil leadership group to be established
- Continue to build 1+2 into school events and activities so that use becomes routine and embedded e.g. BSL house quiz

Attainment of Children and Young People

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	85%	75%	85%	85%
P4	93.3%	90%	90%	93.3%
P7	92.5%	92.5%	92.5%	90%

Overall Attainment for 2023 - 2024		
	Literacy	Numeracy
P1	75%	85%
P4	90%	93.3%
P7	92.5%	90%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
80%	84.9%	84.2%	86.7%

Evaluative statement of attainment over time:

At Lawhead we track individual learner attainment journeys within our excellence and equity trackers – these are reviewed termly with class teachers.

Literacy: When comparing performance across the three literacy organisers over time pupils are continuing to attain at higher levels in reading and listening & talking. Performance within writing continues to be lower than the other two organisers but this session this difference has reduced. Writing attainment has increased from 83.6% (Session 2021-22) to 84.9% (Session 2022-23).

Numeracy: When comparing performance across the three organisers over time pupils are attaining at higher levels in shape, position & movement and in information handling. Attainment within number, money and measurement is consistently lower than the other two organisers. This session attainment in number has increased from 81.4% (Session 2021-22) to 86.7% (Session 2022-23). Pupil equity funding will continue to be used to focus on closing the gap in this organiser, particularly within our current P5 stage.

Cohorts of Learners:

At Lawhead we are very proud that we have 100% attainment for our armed forces learners. Overall, learners with identified additional support needs are not attaining to the same level as their peers. Although learners with ASN are not all meeting expected national benchmarks all learners are making progress within levels. This is carefully tracked and monitored by the senior leadership and support for learning team. Almost all learners with English as an additional language are making expected progress with CfE levels. Our current P5 cohort of learners have lower projected attainment across literacy and numeracy when compared to all other stages in the school. This cohort will be a focus for PEF interventions and aspects of school improvement work next session.

Evidence of significant wider achievements

This session we introduced pupil leadership groups across all pupils in P4-7 – pupils were involved in identifying the groups and selecting the group they wanted to be involved in – Pupil Council, Digital Leaders, Sports Leaders, School Library or Wellbeing Group. Each group provides opportunities for the learners to lead an area of school improvement.

We have continued to build on our offering of extra-curricular provision across the school with a wide range of sporting and an increasing range of non-sporting provision. P7 pupils have established a lunchtime micro-bit club, Mrs Johnston runs lunchtime cross-country, Mrs Bain and Miss Garty run the Friday homework club and Mrs Simpson offers gardening and art clubs at different times throughout the session. Our junior sports leaders have led a range of lunch time multi-sports for pupils in P1-3. Staff and pupils are contributing to the ethos and life of the school and supporting increased physical activity.

Almost all P7 pupils have achieved level 2 bikeability training and almost all P5 and P6 pupils have achieved level 1, ensuring they have the knowledge and skills to keep themselves safe when cycling. Through our involvement in the WOW travel tracker scheme and the establishment of a walking bus by parent volunteers we have increased numbers of families choosing active travel options when coming to/from school.

All P4 pupils have been involved in gaining the Forest Schools Award in partnership with Chris Childe (Childe in the Wilde). P4 staff and pupils have been upskilled in Outdoor Education and will be cascading this learning to staff and learners across the school.

At Lawhead this session we have continued to develop parental engagement by introducing class SWAYs, termly cuppa chats and resumed in person open afternoons. Our Parent Council have been very active in planning social events with termly discos for pupils. These social events now include pupils from Largoward Primary School, supporting improved links across the joint headship. There has been a significant reduction in parental anxiety this session following the restrictions of the pandemic, parents report feeling more involved and aware of what is happening in school.

In September almost all P7 pupils attended a 3-day residential at the Dounans Outdoor Education Centre with the P7 pupils from Largoward. Pupils had the opportunity to experience adventurous activities and develop resilience, teamwork and problem-solving skills. This was the first residential since 2020.

Session 2022-23 has been a very busy and successful year for the pupils, staff and wider Lawhead community. Many events and competitions that were put on hold due to the pandemic resumed as normal this session, providing numerous opportunities for personal and team achievements. These are celebrated at our weekly assemblies and shared on our 4-contexts for learning achievement board in the school hall.

Feedback from External Scrutiny

Learning Partnership (November 2022) - Strengths and Areas for Improvement

Strengths identified:

- Almost all stakeholders demonstrated an awareness and could discuss their role in improvement and change within the school.
- Vision, values and aims were displayed and understood by pupils, staff and parents.
- Increased evidence of pupil leadership – school is working towards embedding pupil voice to lead change within the school
- Parent council felt well informed and involved in school improvement. They felt valued and that their opinions and suggestions were both welcomed and acted on.

- Almost all of the learners involved in focus groups presented as articulate, motivated and engaged. They spoke positively about their learning experiences.
- Children were well behaved, settled, respectful and engaged in their learning.
- In some classes opportunities for choice were evident in how children approached their learning.
- Learning experiences were matched to learning need in almost all classes.
- Tracking systems support staff to plan appropriately for learners
- Effective systems in place to track, monitor and review individual needs of learners (SfL)
- Emerging evidence that interventions are having an impact on individual learner attainment and achievement. They had a clear focus and were regularly reviewed.
- Almost all staff demonstrated knowledge and understanding of the individual needs of learners.
- All relevant stakeholders are aware of the barriers that different children face in their learning and active steps are taken to address these. These are reviewed and adapted as necessary.
- Nurturing relationships within the nursery between staff, pupils and parents/carers.
- Use of Seesaw within the nursery and with pupils who have an identified ASN is having a positive impact on parental engagement.
- Nursery children were proud to share their PLJ's. These showed evidence of the language of learning and identified next steps.
- All pupils within the nursery were engaged in purposeful play, showing focus and enjoyment.
- Wellbeing indicators used to structure PLJ meetings with parents.

Areas for Improvement/Planned Next Steps

- Review and amend vision, values and aims regularly to ensure they remain relevant to our school community.
- Continue to embed pupil leadership groups (P4-7)
- Consistent approaches to sharing learning intentions, constructing success criteria and differentiation
- Embed the 4-part lesson model and use of formative assessment approaches
- Within the breadth of learning need there is scope for further focus on how to meet the wide range of learning need in the classes (differentiation). In particular, challenge for more able learners.
- Ensure that technology is being used appropriately in all classes to enhance learning
- Continue to provide regular opportunities for learners to discuss the wellbeing indicators and 5 ways to wellbeing and link to real life experiences.
- Embed the use of the Circles tool to support learner wellbeing.
- Embed the language of learning across the nursery, including within PLJs.
- Involve children more in leading their learning, with increased opportunities for personalisation and choice.
- Continue to develop our approaches to parental involvement and engagement.

PEF Evaluation/Impact

Targeted Interventions

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

Intervention 2: Literacy – Early/First Level Phonics (P1-3) – improved phonological awareness

Intervention 3: Numeracy – SEAL Maths intervention – increased sophistication of children’s strategies for manipulating numbers

Progress:

Intervention 1: Group of P5 and P6 pupils identified from results of Glasgow Wellbeing and Motivation Profile. Group have participated in weekly ‘Together We Can’ sessions since March. Baseline taken at start of block and follow up assessment to be completed w/b 19th June.

Intervention 2: Group of 6 pupils in P2 and P3 identified following initial assessment. Weekly sessions with Mr Mitchell throughout the academic session.

Intervention 3: Four SEAL maths groups identified with learners grouped across P3 (6 pupils), P4 (3 pupils), P5/6 (6 pupils) and P6/7 (6 pupils). Baseline assessment completed by Mrs Cotnoir for all learners to establish starting point. Sessions delivered four times per week. Weekly evaluations completed to monitor learner progress.

Impact:

Intervention 1: Data from follow-up assessment pending. Will add to final SQR before publishing next session.

Intervention 2: All 6 learners have demonstrated improved phonological awareness. Mr Mitchell completing term 4 evaluations w/b 19th June. Will add to final SQR before publishing.

Intervention 3: 80% of the P7 pupils who participated in the SEAL maths groups achieved second level numeracy by the end of P7. In August these learners were not on track to achieve second level by the end of P7.

School/Setting Name: Lawhead Primary School and Nursery

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</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	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	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</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	Good	Good	Good	N/A
3.2 Securing children’s progress	Good	Good	Good	N/A

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
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

Headteacher: Donna Bain