

Lawhead Primary School
And Nursery



School Improvement Plan
2024 - 2025
Summary for Parents and Carers

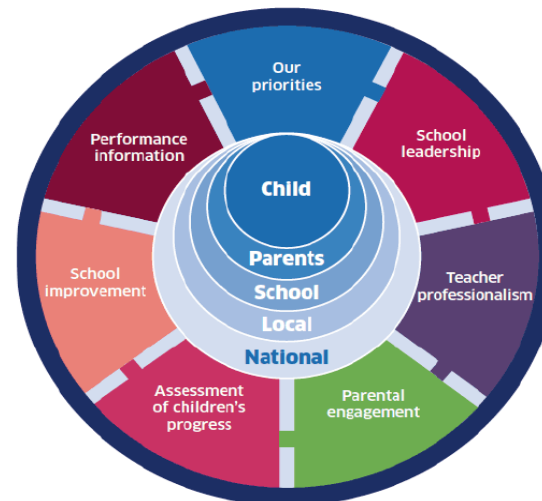


Identifying Priorities For Improvement:

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 (incl. PupilWise)
- Pupil council
- PLJ's
- Microsoft Teams/GLOW
- Observations
- Assessment information

Parents:

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



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, etc.
- Planning with community groups – rotary club, sports groups and clubs, etc

Education Directorate Improvement Plan:

- Achievement

Focused Priority 1: Raise attainment in number, money and measure from 84.3% to 88% by developing pedagogical approaches to learning, teaching and assessment (Year 1 of 3)

QI (HGIOS4):

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

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 <i>(Triangulation of Evidence)</i>	Timescales
<p>Increased attainment within the number, money and measure organiser across P1-7 from 84.3% to 88%</p>	<p>Across P1-7:</p> <p>All teaching and support staff to engage with the Conceptual Understanding in Numeracy: Self-Led Modules and PL Team Pedagogy Premieres for CUiN.</p> <p>Moderate use of the Fife Core Approaches across the school – overviews, pathways and RUs - to ensure consistent use.</p> <p>Development of maths learning walls in all classes.</p> <p>Upskill staff on how to use range of data to inform learning, teaching and assessment – historical NSA</p>	<p>Led by HT and DHT All teaching and PSA staff</p> <p>Led by HT and DHT All teaching staff</p> <p>Led by HT and DHT All teaching staff</p> <p>Led by HT and DHT All teaching staff</p>	<p>Data:</p> <ul style="list-style-type: none"> • NSA and BASE data • CfE data – termly tracking • Sumdog assessment data • QI/PDSA cycles <p>People’s views:</p> <ul style="list-style-type: none"> • Staff baseline and follow up MS Form linked to CUiN • Pupil focus groups <p>Observations:</p> <ul style="list-style-type: none"> • Learning environment monitoring – peer and SLT • Learning partnership visit 	<p>By November 24</p> <p>By November 24</p> <p>By January 25</p> <p>By January 25</p>

	<p>analysis, BASE, Sumdog analytics, etc.</p> <p>Identify 'RED' priority areas for focus e.g. fractions. Map conceptual learning across early, first and second level and development from concrete to pictorial and then to abstract (CPA and Singapore Methods for Maths Mastery)</p> <p>Resource audit and upskill teaching and support staff on the range of concrete materials available to support delivery of CUiN.</p> <p>Identification of staff maths champion/lead to support colleagues and support with website development and parent workshops</p> <p>QI Methodology – each class teacher to carry out a targeted improvement project focused on one child/group of learners who are off track by less than 6 months for number, money and measure organiser.</p>	<p>Led by HT and DHT All teaching staff</p> <p>Led by HT and DHT All teaching and PSA staff</p> <p>t.b.c</p> <p>All teaching staff Maths champion</p>		<p>By February 25</p> <p>By February 25</p> <p>By November 24</p> <p>By April 25</p>
	<p>Parental Engagement:</p> <p>Further develop 'Learning at Home' section of school website with focus on number, money and measure.</p> <p>Number, money, measure inputs/workshops at September and</p>	<p>Led by HT and DHT SfL Teacher – NB</p> <p>Led by HT and DHT SfL Teacher – NB Maths lead/champion</p>	<p>Data:</p> <ul style="list-style-type: none"> • Parental survey data • Website analytics <p>People's views:</p> <ul style="list-style-type: none"> • Parental feedback from PTI and cuppa chats/parent learning evening • Parent focus group 	<p>By February 25</p> <p>November 24 and March 25 and termly</p>

	<p>April parents evenings and termly 'Cuppa Chats' or parent learning evenings</p> <p>Top Tips, activities and games included on weekly newsletter</p> <p>Number, money, measure focus for P1 shared start sessions.</p>	<p>Led by HT and DHT SfL Teacher – NB Maths lead/champion</p> <p>DHT, P1 and P1/2 teachers</p>	<ul style="list-style-type: none"> Parent council discussions <p>Observations:</p> <ul style="list-style-type: none"> Learning partnership visit 	<p>Monthly</p> <p>By November 24</p>
<p>Almost all children will be able to use appropriate mathematical vocabulary linked to number, money and measure.</p>	<p>Learner Participation:</p> <p>Pupils in all classes to be involved in developing learning wall – updating throughout the session to reflect current maths learning.</p> <p>Development of class specific maths dictionaries – in format to suit age/stage of learners.</p>	<p>Class teachers and pupils</p>	<p>Data:</p> <p>People's views:</p> <ul style="list-style-type: none"> Pupil focus groups <p>Observations:</p> <ul style="list-style-type: none"> Learning environment monitoring – peer and SLT Learning partnership visit 	<p>By February 25</p>
<p>Increased attainment in number, money and measure organiser in P4 and P5 from 80% to XXX</p>	<p>P4 and P5 Cohort:</p> <p>In depth analysis of NSA data and RUs for off track learners to identify gaps in learning. Create action plan. Focused interventions for off-track P4 and P5 pupils including use of SEAL maths boxes.</p>	<p>Led by HT and DHT SfL Teacher – NB P4 and P5 class teachers PSAs working in P4 and P5</p>	<p>Data:</p> <ul style="list-style-type: none"> P4 NSA data CfE data – termly tracking Sumdog assessment data SEAL records <p>People's views:</p> <ul style="list-style-type: none"> Pupil focus groups <p>Observations:</p> <ul style="list-style-type: none"> Action plan evaluations 	<p>By May 25</p>
<p>Almost all N5 learners will be working within early progressing by June 2025.</p>	<p>Nursery:</p> <p>Develop opportunities to explore number, money and measure across</p>	<p>Led by DHT EYO staff EYDO</p>	<p>Data:</p> <ul style="list-style-type: none"> ELIPS data CfE data PDSA cycles 	<p>By February 25</p>

	<p>core provision. Use of new trackers for intentional promotion.</p> <p>All EYOs to undertake conceptual understanding in numeracy self-led module.</p> <p>Identified numeracy lead</p> <p>Looking outwards – make links and visit other nurseries to share good practice</p> <p>Early identification of learners at risk of not achieving early initial engagement by Feb 2025 – use of QI tools to identify robust aims and tests of change for identified learners.</p> <p>Parent ‘Learning Together’ sessions with a numeracy focus</p>	<p>Nursery teacher</p> <p>All EYOs</p> <p>NG</p> <p>All EYOs Nursery teacher</p> <p>All EYOs Nursery teacher DHT</p> <p>All EYOs Nursery teacher DHT</p>	<ul style="list-style-type: none"> • Playroom audit - numeracy <p>People’s views:</p> <ul style="list-style-type: none"> • EYDO records of visit • Feedback from parents • Floor books/pupil observations <p>Observations:</p> <ul style="list-style-type: none"> • PLJ observations and monitoring • Learning partnership visit 	<p>By November 24</p> <p>By September 24</p> <p>By May 25</p> <p>By February 25</p> <p>By May 24</p>
Ongoing Evaluation:				

Education Directorate Improvement Plan:

- Equality & Equity
- Achievement
- Health & Wellbeing
- Attendance & Engagement

Focused Priority 2: Lawhead Primary School and Nursery will provide an inclusive learning environment for all learners (Year 1 of 2)

QI (HGIOS4):

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.4 Personalised support
- 2.7 Partnerships
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

QI (HGIOELC):

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.4 Personalised support
- 2.7 Partnerships
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Securing children’s progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<p>Decrease in literacy attainment gap for children with ASN (81.4% whole school average and 48.3% for children with ASN = 33.1% gap)</p> <p>Decrease in numeracy attainment gap for children with ASN (83.8% whole school average and 55.2% for children with ASN = 28.6% gap)</p> <p>All children will feel supported and included</p>	<p>Across Nursery and P1-7:</p> <p>Identified staff members to attend two in person ‘Up, Up and Away’ and ‘Circles’ training sessions and deliver two in-house sessions in school/nursery – train the trainer approach.</p> <p>Collegiate sessions to upskill staff on the assessment tools and strategies within the Circles/Up Up and Away resource.</p> <p>Review school and nursery systems/processes using the ‘How Good Is Our ASL?’ self-evaluation</p>	<p>HT, DHT and SfL teacher</p> <p>Led by HT/DHT/SfL All teaching, support and nursery staff</p> <p>Led by HT/DHT/SfL All teaching, support and nursery staff</p>	<p>Data:</p> <ul style="list-style-type: none"> • Classroom audits • CfE data – moderated termly • ELIPS, BASE and NSA data • Analysis of data for specific cohorts of learners – ASN, EAL • GMWP results – Sept and May <p>People’s views:</p> <ul style="list-style-type: none"> • Gather teacher views • Teacher professional dialogue during excellence and equity meetings and SfL liaison meetings • Pupil views during Summary of support discussions 	<p>September and November 24</p> <p>Term 2 and 3</p> <p>Term 3</p>

<p>by removing barriers to learning and achievement.</p> <p>All children will benefit from high-quality universal support.</p> <p>All pupils with an identified support need will be able to discuss the supports they use to help them learn.</p> <p>All pupils requiring targeted support (additional/intensive levels) will be appropriately challenged and supported in their learning.</p> <p>Almost all pupils will be able to discuss the SHANARRI wellbeing indicators and their relevance to their daily life</p>	<p>tool. Identify next steps to inform priorities for year 2.</p> <p>Staff to use Circles Inclusive Classroom Audit or Up, Up and Away audit when setting up their class/nursery playroom.</p> <p>All pupils in P3-7 to complete Glasgow Motivation and Wellbeing Profile – start and end of year</p> <p>Wellbeing indicator displays in nursery playroom and every class. Pupil led updating with weekly examples. SHANARRI section of weekly newsletter – House Captains to collate weekly input and lead assembly inputs.</p> <p>Universal Level:</p> <p>Summaries of Support – professional learning sessions to share good practice on developing, updating and sharing summaries of support – including pupils and parents in this process. (Nursery and P1-7)</p> <p>Further develop ‘Support for Learning’ section of the school website.</p> <p>Digital Tools – upskill staff on the range of digital tools available to support learners with identified</p>	<p>All teaching and nursery staff</p> <p>Class teachers</p> <p>Led by HT/DHT/SfL All teaching, support and nursery staff House captains</p> <p>HT, DHT and SfL</p> <p>HT, DHT and SfL</p> <p>Member of ATSS team t.b.c Wendy Garty P7 teacher Christine Dunnet EYO</p>	<ul style="list-style-type: none"> • Parental views – feedback on summaries of support • Parental views – as part of child’s plan/pro-active management plan meetings <p>Observations:</p> <ul style="list-style-type: none"> • ‘How Good Is Our ASL?’ evaluation grids • Focus for learning partnership visit • QA sampling of summaries of support, child’s plans and pro-active management plans 	<p>May 25</p> <p>August 24</p> <p>August 24 and May 25</p> <p>By end of term 2</p> <p>Term 3</p> <p>Ongoing</p> <p>Term 3</p>
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	<p>need e.g. immersive reader, speech to text, etc. Arrange professional learning input from ATSS.</p> <p>Additional/Intensive Level:</p> <p>Child’s Plans and Pro-Active Management Plans – professional learning sessions to share good practice on developing, updating and sharing CPs and PAMPs – including pupils, parents and other agencies/professionals in this process</p> <p>Key staff members to attend whole family wellbeing sessions to collaborate with partners. Cascade learning on the revised ‘Child Wellbeing Pathway’.</p> <p>Workshops for parents on support for learning – at September and April parents evenings</p> <p>Upskill nursery team on use of PECTS to support communication</p>	<p>Link educational psychologist HT, DHT and SfL</p> <p>HT, DHT and WG</p> <p>SfL teacher</p> <p>All EYOs Nursery teacher DHT</p>		<p>By Term 3</p> <p>9th September 24, 25th November 24 and 4th March 25</p> <p>September and April</p> <p>By May 25</p>
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Ongoing Evaluation:

	<ul style="list-style-type: none"> Attainment and Forward Planning dialogues will support assessment within all curriculum areas linked to assessment evidence which informs professional judgements. Staff will develop confidence in planning for assessment. <p>Tracking & Monitoring</p> <ul style="list-style-type: none"> All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children. <p>Reporting</p> <ul style="list-style-type: none"> All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements. <p>Curriculum Rationale Our Curriculum Rationale will be further developed to ensure that it is reflective of the experiences all children are experiencing across the school in relation to the BGE.</p>	<p>Led by HT/DHT All teaching staff</p> <p>Teaching and nursery staff</p> <p>Led by HT/DHT All staff</p>	<ul style="list-style-type: none"> Feedback from moderation activities Parent/carer views on children's experiences of BGE Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum <p>Observations</p> <ul style="list-style-type: none"> Forward planning documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas Classroom observations linked to identified areas of the curriculum (QA calendar) Focus for LP – analysis of data, Learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum 	<p>September 2024 November 2024 January 2025 April 2025</p> <p>February 2025</p> <p>April 2025</p> <p>May/June 2025</p> <p>June 2025</p>
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Ongoing Evaluation:

Session 2024 - 2025 Improvement Plan – PEF Plan

<p>Attainment Fund Rationale: <i>'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'.</i></p>		<p>Amount of Fund: £14,700 To fund additional PSA hours</p>	
<p>Intervention 1: Phonics/Spelling – identified individuals in P3, P4 and P5 who have identified gaps in their phonic knowledge will have increased confidence and accuracy in their word attack skills and ability to decode.</p>			
<p>Expected Impact</p>	<p>Interventions Planned</p>	<p>Measure of Success (Triangulation of Evidence)</p>	<p>Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</p>
<p>Increase in spelling age. Increase in accuracy when reading and writing high frequency words. Improved phonological awareness. Increased confidence to write, reduced anxiety/hesitation over spelling.</p>	<p>Baseline assessments of high frequency words – reading and writing. Initial screening using 5/10-minute literacy box. 5/10-minute sessions, minimum three times per week using 5/10-minute literacy box with PSA. Follow up assessment at end of intervention block. Share with parents top tips to support targeted work in school.</p>	<p>Data:</p> <ul style="list-style-type: none"> Schonnel assessment in September and May High-frequency work initial and follow up assessment 5/10 minute box screening <p>Peoples Views:</p> <ul style="list-style-type: none"> Pupil views on how they feel about spelling and writing gathered at start, mid point and end 	

		Observations: <ul style="list-style-type: none">• Sampling of jotter work throughout the session	
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