



Lawhead Primary School and Nursery

Standards and Quality Report

2023 - 2024

Achieving Excellence and Equity



Our Context

| | | | | | | |
|--|--|--------|-------------------|-------|---------------------|-------|
| Setting/School Roll (including ELC/ASC) | <p>For Session 2023-24 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.</p> <p>0.5% of our school cohort consists of armed forces pupils, 6.1% of pupils have English as an additional language and 13.7% of our pupils have an identified additional support need.</p> | | | | | |
| FME | <p>As of February 2024, the FME profile for P6 and P7 was 4.5%.</p> | | | | | |
| SIMD Profile for establishment | <p>All pupils reside within SIMD deciles 5, 6, 7, 8, 9 or 10 with almost half of learners residing in SIMD decile 10. The average SIMD is 8.7.</p> | | | | | |
| Attendance (%) As of 31 st May 2024 | Overall | 95.27% | Authorised | 3.28% | Unauthorised | 1.45% |
| Exclusion (%) | 0% | | | | | |
| Attainment Scotland Fund Allocation (PEF and SAC) | £14,700 | | | | | |
| Cost of the school day statement | <p>At Lawhead Primary School and Nursery we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. Please visit our school website to find out more about the approaches we are taking to reduce the Cost of the School Day - Cost of the School Day Lawhead Primary School and Nursery (glowscotland.org.uk)</p> | | | | | |

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 For Session 2023-2024

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)

Directorate Improvement Plan:

Equality & Equity

Achievement

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:

Fully

Achieved

Partially

achieved

X

Continued into
next session

As part
of PEF

Progress:

Nursery - In October the nursery team carried out an audit of indoor/outdoor core provision with a focus on opportunities for literacy promotion. As a result of the core provision audit staff developed an action plan for literacy promotion. Additional training was arranged for staff using OT top tips. Additional resources were also sourced to support fine motor development. The nursery team also

carried out three PDSA cycles as part of a model for improvement project focused on a targeted group of learners.

Across P1-7 - All class teachers completed a driver diagram and three PDSA cycles focused on targeted groups of learners in each class who are off-track or at risk of becoming off-track in writing. Change ideas were developed to meet the needs of their learners based on tracking data. Across the academic session teaching staff have had opportunities to engage with the new Fife Writing Assessment pack and in May 2024 worked with the Madras Cluster Raising Attainment Principal Teacher to develop our whole school writing policy.

Primary 6 Cohort - Off track learners were identified and the Circles Participation Scale was completed in collaboration between the P6 teacher, Pupil Support Assistant and Support for Learning teacher. An action plan was developed and targeted work carried out across the academic session.

Impact:

As observed by key workers and recorded in PLJ observations there has been an increase in learner engagement in fine motor activities across all areas of core provision. This has led to an increased number of children in the nursery demonstrating the correct pincer grip and improved fine motor control when mark making. (PDSA data to be included once third cycle is complete.)

All teaching staff have reported increased confidence in developing robust quality improvement aims and identifying appropriate interventions for learners. Almost all learners have demonstrated increased confidence when writing or quantity of writing specific to the PDSA cycle aims. The impact of our school writing policy will be observed next session but will help to ensure a consistent approach across our school.

One third of the identified P6 learners are now on track to achieve second level writing by the end of P7. For the remaining identified learners there has been a reduction in the number of months they are off-track. Almost all identified learners have demonstrated increased confidence in planning their writing and improved content in relation to text-type.

Next Steps:

To upskill new nursery team members on our approach to promotion of early literacy skills.

Continue to upskill all nursery and teaching staff on use of QI tools.

This session we did not achieve our stretch target in writing for P4 and P7. It is our intention to address this within our planned PEF interventions for Session 24-25 and targeted work being undertaken with P3, P4 and P5 in collaboration between class teachers and the Madras cluster raising attainment principal teacher. We aim to increase P4 attainment in writing from 65.7% to 77%.

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)

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|--|---|
| <p><u>Directorate Improvement Plan:</u></p> <p>Equality & Equity</p> <p>Achievement</p> <p>Attendance & Engagement</p> | <p><u>HGIOS 4 Quality Indicators:</u></p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p><u>HGIOELC Quality Indicators</u></p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> |
|--|---|

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

Progress:

Across the BGE: All teaching staff have been involved in developing a Lawhead learning, teaching and assessment strategy. All teaching staff have engaged in professional learning sessions focused on plenaries, the 4-part lesson model and co-operative learning strategies.

Writing: All staff were involved in creating a driver diagram which then led to the development of model for improvement aims and three PDSA cycles focused on identified learners.

Digital Literacy and Computing Science: Teaching and support staff have participated in a range of professional learning sessions delivered by colleagues from Lawhead and members of the professional learning team. The focus for professional learning sessions were identified from an audit completed by staff in September 2023. This has included sessions on CAS Barefoot, coding, animation and using Microbits.

1+2 - L2 French and L3 BSL: All French phrases of the week from last session were revisited over terms 1 and 2. English/French Boardmaker labels were in place in the classroom and around the school from August. During the November inset day almost all teaching staff shared good practice and resources for delivery of progressive French, with a particular focus on reading. Almost all staff have completed their online BSL modules and identified staff members attended training on the new Highland BSL resource pack.

Outdoor Education: All support staff have worked with Largoward colleagues during inset days to be upskilled on how to support the delivery of outdoor education. Ideas have been shared across the joint headship to explore how playground zoning can be further developed. All teaching staff have carried out an eight week block of outdoor learning with their class, supported by an additional teacher and pupils support assistant. One member of the nursery team completed forest kindergarten training. In collaboration with parents the nursery garden has undergone renovations to improve the quality of the outdoor space.

Impact:

The draft learning, teaching and assessment strategy is ready for implementation for session 2024-25 and will ensure that all learners experience a consistent approach from all teaching staff and appropriately differentiated learning. As a result of professional learning strategies on plenaries teachers are using a wider range of plenary approaches and making more time within their lesson for the plenary, because of this almost all learners are more confident at discussing what they are learning, how to be successful and their next steps in learning. This has been observed during lesson visits and during conversations with learners.

All teaching staff are using the technologies progression pyramids to plan learning and teaching for digital literacy and computing science which has led to all pupils experiencing a wider, more challenging range of learning experiences in these areas. This is evidenced in the class annual overview and through learner dialogue.

Almost all learners are familiar with routine French instructions and phrases and can describe how they are used daily e.g. sharing the date each morning, making lunch selections. Most learners talk positively about their language learning and can discuss why it is important. All learners can sign their name using BSL and have increased the number and range of signs they can use and understand (observed in weekly assemblies).

Almost all learners talk positively about their outdoor learning experiences and can give examples of the skills they have developed and the impact that outdoor learning has on their wellbeing (observed during scheduled lesson visits and through learner dialogue). 72.9% of parents who responded to the Parentwise survey felt the school provides positive outdoor learning opportunities for their child.

Next Steps:

All staff to consistently use routine French and BSL phrases and instructions. Continue with French and BSL phrases of the week to support this becoming embedded using GLOW and Fife French resources and Highland BSL pack.

Attainment of Children and Young People

| Stage | Listening and Talking | Reading | Writing | Numeracy |
|--------------------------------|-----------------------|---------|---------|----------|
| | Actual | Actual | Actual | Actual |
| P1 | 100% | 100% | 100% | 100% |
| P4 | 74.3% | 80% | 65.7% | 82.9% |
| P7 | 93.3% | 93.3% | 83.3% | 70% |
| P1-7 Whole School (210 pupils) | 89.5% | 90% | 81.9% | 84.3% |

Overall Attainment for 2023 - 2024

| | Literacy | | Numeracy | |
|----|----------|--------|----------|--------|
| | Stretch | Actual | Stretch | Actual |
| P1 | 88% | 100% | 94% | 100% |
| P4 | 77% | 65.7% | 86% | 82.9% |
| P7 | 79% | 83.3% | 83% | 70% |

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 alongside TRAMS data.

Most children are making very good progress from their prior levels of attainment. By the end of P1 most children achieve early level, by the end of P4 most children achieve first level and by the end of P7 most children achieve second level across all literacy and numeracy organisers. This session all P1 learners have attained early level by the end of P1.

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.

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.

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 team and support for learning team. Almost all learners with English as an additional language are making expected progress within CfE levels.

For some learners with attendance below 95% there appears to be a link between school attendance and those pupils not meeting expected attainment levels.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the Nursery and School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These are also linked to our school values, the UNCRC and the 4 contexts for learning.

These have been shared throughout the session through our weekly newsletters, weekly updates on class SWAYS, via Seesaw for our nursery pupils, the Parent portal app, our school website and using our class and house TEAMS. Our wider achievements are celebrated every week during our assemblies, with photographs added to our celebrating success wall.

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| August 2023 | P6 and P7 pupils presented manifestos and the whole school voted for house captains and vice captains. All pupils in P4-7 selected their pupil leadership group for the year. Through these whole school systems pupils are becoming responsible citizens and effective contributors, leading meaningful change across the school. P1 pupils had the opportunity to take part in lunchtime capoeira sessions led by a parent volunteer. |
| September 2023 | All P7 pupils completed a three-day residential at the Belmont Centre. Pupils enjoyed a range of outdoor activities helping them to develop communication and |

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| | problem-solving skills. Pupils in P1-7 had the opportunity to take part in the Cambu cup cross country running event hosted by a cluster primary school. |
| October 2023 | Across term 2 all pupils in P5 and P6 were given the opportunity to complete Bikeability Level 1 and pupils in P7 had the opportunity to complete Bikeability Level 2. Most P5-7 learners have achieved this important qualification. |
| November 2023 | In November we achieved our Bronze Rights Respecting School Award and we are currently on track to achieve our Silver Award early in academic session 2024-25. All pupils are becoming increasingly rights aware and developing an understanding of how they can influence positive change. |
| December 2023 | In December our P4/5 and P5/6 classes led an African drumming performance following a block of work with a YMI instructor. All pupils in nursery and P1-7 delivered festive concerts for parents, providing them the opportunity to develop their performance skills as confident individuals. |
| January 2024 | In January almost all P1-7 pupils learned a Scots poem and finalists were judged by members of the St Andrews Burns Society. A number of pupils then went forward to compete at the Fife Burns competition. |
| February 2024 | Upper school learners in some classes participated in the 'Eyes on Mars Day' and contributed to the #Marsballoon experiment as well as enjoying a visit from St Andrews University planetarium. These opportunities enhanced their learning in the Sciences. |
| March 2024 | Our school news team published their second edition of the Lawhead newspaper this term. The termly publications are enjoyed across the school. |
| April 2024 | All P6 pupils attended the RHS 'Farm and Food' event allowing them to develop their understanding of where our food comes from. There was also a developing the young workforce focus for this event with pupils gaining a deeper insight into the wide range of occupations and work opportunities linked to food and farming in our local area. |
| May 2024 | Following their win at the local rotary quiz tournament our P7 quiz team progressed to the Rotary quiz area finals. The pupils demonstrated excellent team work and general knowledge. Our pupil council organised a whole school RRSA afternoon where all P1-7 pupils learned more about the ABCDE of rights. |
| June 2024 | Pupils across the school have further developed their computing science skills this session with some individuals earning 'Hour of Code' certificates and P6 have also earned their bronze and silver 'Microbit Playground' awards. Upper school pupils are cascading this learning and supporting younger pupils and staff to enhance their computing science skills. |

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| <p>Ongoing throughout the session</p> | <p>Across the academic session we have participated in a range of competitive and non-competitive sporting opportunities including a swimming gala, football tournament, cluster basketball and netball leagues and cross-country running. All pupils in the upper school have had the opportunity to take part in one of these activities.</p> <p>Our P4-7 pupil leadership groups have been further developed this session with the introductions of new leadership opportunities - the School News Team, French Ambassadors, Power of the Playground and Cost of the School Day group. Through these whole school systems pupils are becoming responsible citizens and effective contributors, leading meaningful change and making improvements across the school.</p> <p>All pupils in P1-3 have had the opportunity to take part in a variety of sports activities led by our P4-7 sports leaders at lunchtime. P1 and P1/2 pupils have benefitted from visits from our French Ambassadors leadership group who have taught the pupils French vocabulary and led songs and games. Our playground power leadership group has developed a craft zone in the playground for our P1-3 learners. This is very popular with the pupils and allows them the opportunity to be creative during their play times.</p> |
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This is not an exhaustive list but captures some of the highlights across the academic session. As a school we track pupil wider achievement and actively promote opportunities to ensure equitable opportunities for all.

Feedback from External Scrutiny

Care Inspectorate

On 29th August Lawhead Nursery had an unannounced visit from the care inspectorate.

Key Messages:

- Strong nurturing relationships between children, staff and families were improving outcomes for children.
- Children were listened to and their interests respected as they played.
- Children had access to a well-developed outdoor learning environment.
- Children benefitted from a staff team that were passionate and committed to taking forward improvements.
- Opportunities to explore risk and play supported children to understand risks and manage them appropriately.
- The service should review the lunch and group time routine to ensure that children are not sitting for an extended period.

Follow this link to view the full inspection report - [InspectionReport-316751.pdf \(glowscotland.org.uk\)](https://www.glowscotland.org.uk/inspections/InspectionReport-316751.pdf)

Learning Partnership Visit - 28th November 2023:

Strengths identified:

In observed lessons a very high level of pupil engagement, was evident. Alongside this, pupils were seen to be polite and articulate in their interactions a) with the visiting team and b) within their classrooms with peers and staff. Most children demonstrated particular strengths in skills of collaboration in small group settings.

Progression in Computing Science is clear across the school, with a clear learning pathway which ensures clear learning progression.

There is evidence that the school is making impacts upon improving the challenge for children in their learning. Last year the school surpassed its 'stretch targets' for attainment and is on track to continue to do this again this session.

Teachers are making good use of data to effectively track learners' progress and identify next steps and are making good use of Improvement Methodology to raise attainment in writing. Parents value the daily practice that comes with the Improvement Methodology approach.

A wide range of extra-curricular activities are on offer for children across the school. In the upper school this is delivered in partnership with Active Schools and Junior Sports leaders are delivering options for extra-curricular activity for children in P1-3. Staff members lead lunchtime and after school clubs for children.

All children in P4-7 are involved in leadership roles, developing skills and confidence. Pupils in the leadership focus groups spoke articulately, knowledgeably and with a real sense of enjoyment about their leadership roles and activities. Their ownership of the aspects for development was very evident.

There is good practice in P4-7 children's experience in Outdoor Learning. Children can talk about the skills they are learning through outdoor experiences.

Areas for Improvement/Planned Next Steps

Continue to progress Digital Schools award, pulling together work already undertaken on this already.

Continue to reflect with Parent Council on how best to raise awareness of school improvement priorities with children and the wider parent forum. (This might include consideration of the option to bring pupil representatives into Parent Council meetings at some time to raise awareness and talk about school improvement aspects)

Consider ways to increase parental involvement in the daily life of the school (e.g. volunteering roles, or through reintroduction of aspects of a Shared Start model)

Continue to build staff capacity and confidence as leaders of change (e.g. use of Improvement methodologies)

Continue to work in partnership with Parent Council to review and evolve understanding of how parents can support their child's learning, including through homework approaches.

School to devise learning, teaching and assessment strategy that will include school expectations on use of Aifl, Self and peer assessment.

Continue to build consistency of practice in application of agreed standards for jotter work.

Consultation with Stakeholders

All parents and carers had the opportunity to feedback on improvement priority work through a questionnaire. A parent focus group formed part of our learning partnership. An update on school improvement priorities is provided at every parent council meeting.

Ongoing pupil feedback is gathered through pupil leadership groups and classroom visits. School improvement work is discussed at weekly assemblies.

This session all parents and pupils had the opportunity to complete the Parentwise and Pupilwise surveys.

How is SQR, IP and PEF Plan shared with stakeholders?

In September our school improvement plan and standards and quality report are shared with all parents/carers through our weekly newsletter and posted on our school website.

A copy of the se documents is also available for all visitors in our reception area.

An update is given at every parent council meeting via the headteacher report that is shared with all parents in advance of the meeting and then available on our website as part of the minutes.

PEF Evaluation/Impact

Targeted Intervention:

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.

Progress:

In September all pupils completed an addition and subtraction baseline assessment. Results from this assessment informed targeted teaching of appropriate mental and written strategies. All pupils completed a follow up assessment in January. This process was then repeated for multiplication and division with a baseline assessment in February and follow up assessment in June. All pupils had targeted input from the P6 class teacher and targeted support from our PEF funded pupil support assistant. Information on the strategies being consolidated with the learners were shared with parents and uploaded to the school website. Additional time was spent on consolidation of times table facts so less time was spent on division strategies as a result of this.

Impact:

The target group size reduced from 11 pupils to 7 pupils. Following initial baseline assessments and a short period of targeted intervention 4 pupils were projected to be on track and will achieve second level by the end of P7. From the remaining 7 pupils all pupils had increased scores from their baseline assessment when compared to the follow up assessments for addition, subtraction, multiplication and division. All pupils report increased confidence in their knowledge, understanding and application of mental and written strategies for the four operations. The average reduction in the attainment gap for these 7 learners was 3.5 months. One identified learner has reduced their attainment gap in number by 10 months.

School/Setting Name: Lawhead Primary School and Nursery

| NIF Quality Indicators (HGIOS 4) School Self- Evaluation | | | | |
|--|------------|------------|-----------|---|
| Quality Indicator | 2021 -2022 | 2022- 2023 | 2023-2024 | Inspection Evaluation <i>(since August 2023)</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 | 2021 -2022 | 2022- 2023 | 2023-2024 | Inspection Evaluation <i>(since August 2023)</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) | | |
|---|-----------------------|------------|---------------|
| | 2021 -2022 | 2022- 2023 | 2023-2024 |
| Quality of care, play and learning | N/A | N/A | 4 - Good |
| Quality of setting | N/A | N/A | 4 - Good |
| Quality of leadership | N/A | N/A | 4 - Good |
| Quality of staff team | N/A | N/A | 5 – Very Good |

Headteacher: Donna Bain