Lawhead Primary School and Nursery

IMPROVEMENT PLAN

SESSION 2026-2027



Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment

Focused Priority 1: Raise attainment in number, money and measure from 85.9% to 88.3% (an increase from 183 to 188 children across P1-7) by developing pedagogical approaches to learning, teaching and assessment (Year 3 of 3)

HGIOS4 Quality Indicators	Quality Improvement Framework
• 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	• Leadership of continuous improvement • Play and learning • Curriculum • Learning, teaching and assessment • Children's progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Increased attainment within the number, money and measure organiser across P1-7 from 85.9% to 88.3% All Learners in P1-7 will demonstrate increased confidence and fluency in applying numeracy skills across the number, money and measure organiser.	**Professional Learning:** • Develop staff understanding of conceptual numeracy, ensuring depth of learning rather than procedural approaches. All teaching staff and support staff will complete Fife Conceptual Numeracy Training 6 core modules (or refresher training) Core Maths & Numeracy • Professional dialogue, research and reading to share effective practice on developing Number Talk	SLT to co-ordinate Teaching Staff Support Staff	**Evidence of improved attainment data, pupil confidence and fluency will be evidenced from the sources recorded below:** **Data:** • NSA, ELIPS and BASE data • Progress tracking data • Sumdog analytics data and termly mental maths assessment results **People's views:** • Staff questionnaire • Pupil focus groups • Staff feedback during PL sessions **Observations:** • Lesson observations • Playroom observations • Learning partnership visit	Module 1: Structure of Number – Inset 1 Module 2: Place Value t.b.c Module 3: Decimals t.b.c Module 4: Addition & Subtraction t.b.c Module 5: Multiplication & Division t.b.c Module 6: Fractions t.b.c PSA Specific Module: Nov Inset

	Learning, Teaching and Assessment (Including Moderation):
	• Whole school consistent approach to maths teaching including:
	  ○ Consistent lesson structure
	  ○ Explicit teaching of strategies
	  ○ Developing maths talk
	  ○ Effective questioning
	  ○ Regular opportunities to explain thinking
		SLT
		Teaching staff
			Data:
			• NSA, ELIPS and BASE data
			• Progress tracking data
			• Core assessment results
			
			People's views:
			• Pupil focus groups
			• Pupil questionnaires
			• Staff feedback
			• Termly E&E meeting discussions
			
			Observations:
			• Lesson observations
			• Playroom observations
			• Learning partnership visit
			• Learning environment checks
			• Planning folder monitoring
				August and November inset

	• Increase opportunities for problem-solving, reasoning and real-life application in numeracy e.g. baking, budgeting, etc.	SLT Teaching staff		Term 2 onwards
	• Explicit teaching of problem-solving strategies and regular problem-solving lessons.	SLT Teaching staff		Term 2
	• Continue to embed 10 minutes of daily mental maths across all classes and daily opportunities for number talk.	Teaching staff		Term 1 onwards
	• Use a variety of formative assessment strategies (e.g. questioning, feedback, success criteria, plenaries) to support learners to accurately identify next steps.	Teaching staff NJ		Ongoing
	• Streamline termly mental maths assessments (See focused priority 2)	Teaching staff		By Nov, March & May for each assessment
	• Use a wider range of assessments including Fife Core assessments(Education professional learning - Assessment			

	Resources - Fife Number Money and Measure Core Assessments - All Documents) to identify gaps and inform next steps (See focused priority 2) • Structured moderation sessions using Benchmarks and Records of Understanding to improve teacher professional judgements.	SLT Teaching staff		Termly
	Targeted Interventions: • Identified individuals will have targeted support to develop fluency with number bonds, place value and multiplication facts with regular spaced retrieval and practise (e.g. SEAL maths and Numeracy PALS) • Targeted support for money and measure concepts • Small group maths interventions • Upskill identified pupils on how to use range of maths/numeracy tools on iPads • Introduce new tracking system for 'Red' off-track learners to moderate impact of targeted interventions.	SfL, PSA and class teachers	**Data:** • NSA, ELIPS and BASE data • Progress tracking data • Core assessment results • Intervention trackers **People's views:** • Feedback from individual pupils • Pupil confidence scales • Support staff and teacher feedback • SfL/SLT weekly meetings • Termly E&E meetings **Observations:** • Lesson observations • Learning partnership visit • Jotter monitoring • Planning folder monitoring • Pupil trackers	6-8 week blocks of targeted support From Sept 26
	Parental Engagement: • Develop selection of Parent Guides on how number, money and measure is taught at Lawhead (CuiN approach).	SLT and SfL	**Data:** • Website analytics • Lending library records **People's views:** • Parent feedback and evaluations • Pupil feedback and evaluations	Introduce guides as CUIN modules are completed

	• Expand Numeracy bags into First and Second Level • Maths game lending library • Monthly whole school maths challenges shared on newsletter/Showbie Community	SfL and Support Staff SLT to co-ordinate	• Feedback from Parent Council	Nov Inset In place for term 3 From September
	Learning Environment: • All classes will have a maths word wall • Continue to embed use of Fife 'A Rich Numeracy Learning Environment' to audit and ensure consistency across early, first and second level classrooms.	Class teachers	• Learning environment checks • Lesson observations • Learning partnership visit • Termly E&E discussions	Sept 26
	Curriculum Rationale: • Our Curriculum Rationale will be further developed to ensure that this is reflective of the approaches used for learning, teaching and assessment within this organiser	All staff led by HT		Ongoing then formally update in Term 4
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment				
Focused Priority 2: Improve assessment and moderation practices across the school to ensure greater consistency, reliability and accuracy in professional judgement, leading to improved learner outcomes and attainment.				
HGIOS4 Quality Indicators			**Quality Improvement Framework**	
• 1.2 Leadership of learning • 1.3 Leadership of change • 2.3 Learning, teaching and assessment • 3.2 Raising attainment and achievement			• Leadership of continuous improvement • Play and learning • Learning, teaching and assessment • Children's progress	
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Timescales**
Staff will demonstrate increased confidence and consistency in using CfE Benchmarks to inform professional judgement across the BGE. Assessment evidence will be used more effectively to inform planning, teaching and targeted support. Almost all learners will be able to articulate their progress and next steps in learning.	**Moderation Processes:** • Cluster moderation activity focused on music and drama (see Madras Cluster Plan) • Moderation activities linked to number, money and measure (see Focused Priority 1) • Use Local Authority and National exemplification materials as part of termly structured moderation sessions • Moderate a range of learner evidence across curricular areas (focus child discussions) as part of termly E&E meetings	Cluster HTs and teachers SLT and teachers SLT and teachers SLT and teachers	➢ **Reliable, data informed judgements for all learners.** ➢ **Tracking of targeted support will be robust and impact will be clear to demonstrate.** ➢ **Almost all learners will accurately identify their learning goals.** **Evidence to support the measures of success will be found from the data, observations and views listed below.** **Data:** • NSA, ELIPS and BASE data • Progress tracking data • High quality assessment results • Termly mental maths assessments and core maths assessments • Other formative and summative assessment data **People's views:** • Feedback from individual pupils • Support staff and teacher feedback • SfL/SLT weekly meetings	Cluster twilight 16.09.26, online meeting 25.11.26 and follow up session at Feb Inset (AM) Termly E&E meetings as per annual calendar.

			• Termly E&E meetings • MS Forms feedback from Cluster staff **Observations:** • Lesson observations • Learning partnership visit • Jotter monitoring • Planning folder monitoring • Pupil trackers	
	Assessment Practices: • CLPL on assessment principles and research informed approaches – Small Test of Change QI approach – all teachers to carry out practitioner enquiry • High quality formative assessment across all classes – review AiFL approaches • Review assessment calendar • Review assessment approaches across the school ensuring appropriate balance of formative and summative assessment • Plan and implement termly high-quality assessment with stage partners • Introduce Fife Assessment Packs for Reading and Listening & Talking – teaching staff to form two working parties • Improve assessment evidence gathering by expanding the range of evidence we gather – explore how digital tools can support this	SLT and class teachers SLT and class teachers SLT and class teachers Class teachers with stage partners Two working parties with mixed stages SLT, TL Ambassador	**Data:** • NSA, ELIPS and BASE data • Progress tracking data • Termly High quality assessment and results • Termly mental maths assessments and core maths assessments • Updated assessment calendar **People's views:** • Feedback from individual pupils and focus groups • Support staff and teacher feedback • SfL/SLT weekly meetings • Termly E&E meetings • Staff meetings and collegiate sessions **Observations:** • Lesson observations • Learning partnership visit • Jotter monitoring • Planning folder monitoring • Pupil trackers • Showbie classes and portfolios	Term 3 Ongoing Term 1 Ongoing Termly Introduce at Feb inset then term 3 and 4 focus

	Learner Engagement: • Increase pupil ownership of assessments through use of learning conversations, personal targets, progress trackers, reflection journals, etc. • Strengthen approaches to self and peer assessment, including use of Showbie • Strengthen approaches to target setting and identification of next steps, including use of Showbie. • Introduce weekly reflection time – 30mins each Friday – initially for P6 and P7 then cascade to P1-5 (see Cluster Plan)	SLT, SfL and class teachers Class teachers Class teachers P6 and P7 teachers	• Pupil targets in jotters and Showbie classes • Pupil feedback and focus group discussions • Lesson observations	Initial focus term 1 and then ongoing. P6 and P7 staff to agree approaches Aug inset From August 26
	Targeted Intervention: • Introduce new tracking system for 'Red' off-track learners to moderate impact of targeted interventions. • Moderation discussions for all 'Red' off-track learners at all termly E&E meetings and weekly SfL meetings.	SLT, SfL and PSA SLT, SfL and class teachers	• Whole school overview tracker • Progress intervention trackers • Termly E&E meeting minutes • Support staff observations and intervention records	From August 26
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment and Curricular Pathways				
Focused Priority 3: All children will experience a rights based, responsive and progressive curriculum in our nursery. (Nursery only – Year 1 of 2/3)				
Quality Improvement Framework: • Leadership of continuous improvement • Curriculum • Learning, teaching and assessment • Children's progress				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Timescales**
Practitioners will have increased confidence in planning, observing and assessing learning, resulting in improved continuity, progression and consistency across the Early Level. All children will be supported to develop increased independence, curiosity, creativity and resilience through high-quality play experiences which provide appropriate challenge and opportunities for investigation, problem solving and leadership.	**Curriculum Rationale and Design:** • Develop a draft curriculum rationale that reflects our unique context, research, guidance and principles of curriculum design. • Promote the rights of the child by implementing the 'Think Equal' program • Launch revised vision, values and aims within the nursery	HT, DHT, NT, EYDO and EYOs	**Data:** • Progress CfE data and projections – greater consistency across keyworker groups • ELIPS data • P1 BASE data • PLJ trackers showing good progress across early level depending on age of learners (N4, N5, N6) **People's views:** • Nursery teacher weekly records of visit • EYDO records of visit • Nursery staff meeting minutes • E&E meetings with nursery teacher • Children's voice activities and interactions with staff show greater understanding of rights and using language of skills **Observations:** • Playroom observation - High quality interactions, appropriate challenge and learner engagement	By May 27 From August 26 August 26
	Continuity and Progression: • Complete core provision audit for remaining areas using new audit tool. • Introduce new audit tool for playroom observations • Build challenge and increased opportunity for investigation, creativity and problem solving into core provision to ensure	NT DHT and NT		Ongoing From August 26 Ongoing

Enhanced collaboration between nursery and P1 staff will ensure smoother transitions, shared understanding of progress and more effective use of Early Level Benchmarks to identify next steps in learning. This will lead to improved outcomes for children as they move through Early Level and into Primary 1. Children's rights, wellbeing and emotional literacy will be strengthened through the implementation of the **Think Equal programme**, the embedding of the nursery vision, values and aims, and the development of nurturing relationships and inclusive practices.	appropriate differentiation across early level. • Technologies used to support learning (See Focused priority 4 – Transforming Learning t.b.c depending on timing of deployment) • Collaborative planning and moderation between ELC and P1 staff • Build ELC staff confidence in using the early level benchmarks to identify next steps for learners and to inform professional judgements and declarations on Progress • Continue to develop and strengthen ELC to P1 transition using Fife policy	DHT, NT and TL Ambassador EYOs and P1 teacher DHT, NT and EYOs HT and DHT	• Parent carer attendance at shared sessions and positive feedback • Learning partnership visit • PLJ sampling	t.b.c once iPad deployment confirmed Termly Nov and Feb Inset days and termly E&E As per policy timescales
	Partnership: • Increase the range of community partners who support delivery of the curriculum e.g. local library, museum, sports clubs, care home, church, etc. • Strengthen links with partners e.g. SALT, OT, HV, NST, Childsmile, etc. • Introduce numeracy games workshops for families and lending library (see focused priority 1) • Introduce story telling sessions with family members • Link with other local ELC settings to introduce reciprocal visits, shared	DHT DHT NT and EYOs NT, EYDO and EYOs DHT		Ongoing t.b.c

	play experiences and/or joint learning projects • Develop staff partnerships with joint observations, professional enquiry and shared planning with P1 staff.	DHT, NT, EYOs and P1 teacher		
	Skills For Life and Learning: • Explicitly promote the 4-capacities across the curriculum • Use the Metaskills and Metaskills land to develop the language of skills with the children and families • Expand our community links – going out into the community and inviting the community into the nursery to enhance our curricular experiences.	EYOs EYOs DHT, NT and EYOs		Introduce at Feb inset then term 3 and 4 focus
Ongoing Evaluation				

***This may not be a nursery improvement priority until next session depending on timescale for iPad deployment**

Education Directorate Improvement Plan: Achievement/Positive Destinations/Attendance & Engagement	**NIF: 3, 4, 5, 7**
Focused Priority: • *Engagement in staff professional learning.* • *Embedding digital approaches to learning and teaching across the curriculum.*	
HGIOS4 Quality Indicators	**Quality Improvement Framework**
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability	• Leadership of continuous improvement • Learning, teaching and assessment • Curriculum • Children's progress

Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Timescales**
Almost all children become more engaged and independent learners through the meaningful use of digital technology. Staff can capture high-quality evidence of learning and identify clear next steps in real time.	Introduce the consistent use of iPads across ELCs to document observations, record children's voice, photograph learning experiences and track progress. Professional learning sessions will support staff confidence and consistency in using iPads effectively. Professional learning opportunities will be delivered through online training sessions and digital training modules focused on the effective use of iPads in early years.	EYOs, EYDOs, LOs, Peripatetic Nursery Teachers, SLT	Increased quality and consistency of learning evidence recorded. Staff confidence in using iPads improves through feedback and monitoring. Improved parental engagement through shared digital learning experiences. Evidence of digital approaches observed during learning walks and quality assurance activities.	August 2026 – June 2027

100% of provisions will engage in professional learning opportunities created by the Transforming Learning Team.	Further in-house support and coaching will be provided by SLT, Nursery Teachers and EYDOs to model good practice and support implementation within nursery environments. Staff will engage in collaborative professional dialogue and share effective practice across settings.	Transforming Learning Team, SLT, NTs, EYDOs, LOs and EYOs.	All settings participate in planned online professional learning sessions. Increased staff confidence and competence evidenced through feedback and self-evaluation. Consistent use of iPads observed across nursery settings. Staff engagement in professional dialogue and sharing of good practice. Improved digital quality of observations, assessment and planning documentation.	August 2026 – June 2027
Ongoing Evaluation				

PEF Plan

Pupil Equity Fund allocation for session 2026/27	£14,700 + £2,590 underspend from 2025/26 = £17,290

School Context:

At Lawhead we have a very diverse school population that includes international pupils who have parents who work or study at the University of St Andrews or work in the many local businesses centred mainly around the golf, hospitality and tourism industries. We also have many families who have lived in the town for several generations and attended Lawhead themselves as children.

For academic session 2025-26 there were 8 classes within the open plan teaching areas consisting of 213 pupils across P1-7. 56.3% of the pupils who currently attend Lawhead Primary School do not reside within the Lawhead catchment area. This high figure is linked to the wrap around care provision that parents can access. Lawhead Primary School hosts an out-of-school club that provides before and after school care as well as holiday provision.

Our parents are actively engaged in the life and work of our school and we benefit from an active and supportive Parent Council who meet termly as well as running regular events for pupils and families.

Lawhead Nursery had 36 learners enrolled with a maximum of 30 pupils attending each session. Lawhead Nursery operates a term time 9am-3pm model. 19.4% of pupils enrolled at Lawhead Nursery during session 2025-26 were having a deferred, additional funded year in nursery.

The pupils at Lawhead Primary School reside within SIMD deciles 5-10 with an average SIMD profile for the school of 8.1. As of September 2025, the free school meal entitlement for P6 and P7 was 4.69%. 6.1% of pupils enrolled at Lawhead have English as an additional language (EAL) and 18.78% of pupils have a recognised and recorded additional support need (ASN).

General levels of attendance remain high with a school average of 94.12% (As of 31st May 2026), but we have not achieved our stretch target of 95.5%. 7.1% of pupils have attendance lower than 80%.

Cost of the School Day:

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. Our Cost of the School Day pupil leadership group takes a lead in planning, implementing and reviewing our cost of the school day work across the school.

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)

Stakeholder engagement	Participatory Budgeting
Staff, parents and pupil views are gathered in a range of ways as outlined in our Standards and Quality Report	N/A

Rationale:			
12 identified learners have attendance and/or attainment levels that are lower than the school average which is linked to the poverty related attainment gap.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	**Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)	**Measure of Success** (Triangulation of Evidence/QI Methodology)	**Impact on children Ongoing evaluation ongoing throughout school session and final evaluation in June** **(**What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
Identified pupils will have improved attendance at school – individual stretch targets. Identified pupils will have improved punctuality at school – individual stretch targets.	Each pupil will have a bespoke plan and package of support put in place. This will include stretch targets for attendance, literacy and numeracy. The plan will be developed in collaboration with the pupil using person-centered planning tools. **Possible interventions will include:** • Cooking and baking activities	**Data:** • Improved pupil attendance data (Seemis and Power BI) • CfE data/Progress tracking data – reduction in number of months pupil is off track by	

Identified pupils will demonstrate increased resilience, confidence and engagement when in school and across the BGE Identified pupils will have improved engagement in literacy and numeracy leading to a reduction in the number of months they are off track. (see focused priority 1) Strengthened family engagement for the identified learners.	• Active promotion of healthy eating • Relationship building activities – with pupil, family and peers • Attendance mentor • Walking bus • Literacy interventions – reading recovery, 5–10-minute box, IDL • Numeracy interventions – numeracy PALS, number talks, SEAL • Emotion coaching e.g. Kitbag, mindfulness • Decider skills • Family learning activities e.g craft sessions • Support to access extra-curricular activities and holiday provision • Literacy/numeracy take home kits • Outdoor learning opportunities Funding will be used to employ an Active Schools coach to deliver targeted interventions and additional PSA hours. Funding will also be used to enhance the universal provision within every class so the identified learners do not feel singled out.	• NSA/BASE data – within national norms • Literacy/numeracy intervention data – improved performance and fluency • Stretch targets met • Increased parental attendance at school activities **People's views:** • Person centered planning • Pupil feedback – showing improved confidence, resilience, etc • Parental feedback – showing increased confidence to interact with school **Observations:** • Reduction in work avoidance or chat during lessons • Improved focus and engagement • Increased participation and interaction in lessons • Reduction in distressed behaviour	