



Lawthorn Primary School & Early Years Class



Standards & Quality Report

Session 2022-2023

STANDARDS & QUALITY REPORT



INTRODUCTION

Lawthorn Primary School is a unique school, surrounded by woodland walkways which lead to Eglinton Country Park. The school opened in August 2000 to serve the growing needs of the Lawthorn, Girdle Toll and Perceton areas of Irvine. It is a purpose built, open plan, non-denominational school. In June 2023, the total role was 335, with 14 classes from Primary 1 to Primary 7 across the school and 44 children in the Early Years Class, arranged over morning and afternoon sessions.

SCHOOL ROLE: JUNE 2022							
EYC	P1	P2	P3	P4	P5	P6	P7
44	44	47	36	47	61	42	58

Our staff team are highly experienced and committed to their roles. The staffing structure consists of a full-time equivalent of 18.5, including 1 Head Teacher, 2 Depute Head Teachers and 2 Principal Teacher (one funded through the Pupil Equity Fund). The teaching staff is supported by 2 full-time and 4 part-time Classroom Assistants and 3 part-time clerical staff. The Early Years Class is staffed by a full-time equivalent of 4.0 Early Years Practitioners, including 1 full-time Senior Early Years Practitioner. Our Early Years Class is a Model 2 Early Years Class, operating term time and offering 17.5 hours per week organised as 5 morning or afternoon sessions. Children attending our Early Years Class also have the option to have 12.5 hours per week of Early Learning and Childcare with a funded provider or childminder.

Close links have been established with Greenwood Academy and associate primary schools and a robust P7/S1 transition programme has been firmly established.

Our catchment area is mixed and has a high population of families living within deciles 7-9. We have embedded a positive, nurturing ethos and have achieved a Silver 'Rights Respecting School' award. We are fully committed to working together to ensure we nurture, inspire and support our children to reach their full potential. Our children and families are at the heart of our school community and we have high expectations and aspirations for them all.

This report details the progress we have made in relation to our School Improvement Plan and is set within the context of both Curriculum for Excellence and the National Improvement Framework. We have measured ourselves against the quality indicators of 'How Good is our School 4' and 'How Good is Our Early Learning & Childcare'.

LAWTHORN PRIMARY SCHOOL & EARLY YEARS CLASS



VISION, VALUES & AIMS

To promote empowerment and collaboration at all levels, our whole school community was involved in a consultation in 2019 to review our school vision, values and aims.

School Vision & Values

To nurture, inspire and support our children to achieve their full potential.

KINDNESS HONESTY RESPECT RESPONSIBILITY

School Aims

- *To provide a high-quality learning environment which promotes excellence and equity and enables our children to become successful learners, confident individuals, effective contributors and responsible citizens.*
- *To celebrate the talents and achievements of all children to enable them to achieve their full potential.*
- *To work in partnership with parents, carers and our whole school community to maintain a positive school community, where everyone is respected, included and nurtured.*

in a world
where you
can be
anything,
be KIND

ATTAINMENT OVERVIEW 2022-2023



Attainment at key stages in **June 2022** shows that Lawthorn Primary School attainment is higher than the NAC average for all areas of literacy and numeracy and higher than the average for schools in similar catchment areas (quartile 4) for almost all areas of literacy and numeracy.

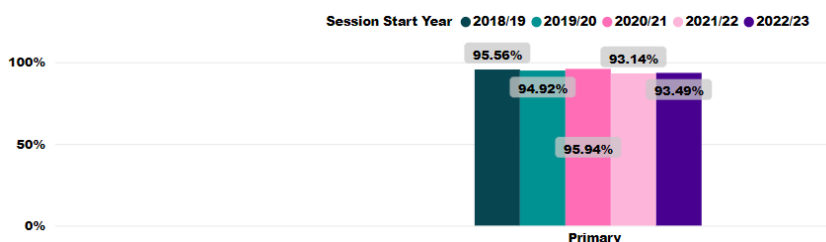
		READING	WRITING	L&T	NUMERACY
P1	NAC data June 2022	74.5%	73.46%	83.21%	80.34%
	Quartile 4 data June 2022	84.74%	82.87	90.65%	88.16%
	Lawthorn PS June 2022	75.6%	82.2%	97.8%	91.1%
P4	NAC data June 2022	73.12%	66.76%	81.29%	72.49%
	Quartile 4 data June 2022	83.01%	76.88	92.76%	83.29%
	Lawthorn PS June 2022	87.3%	78.2%	98.2%	87.2%
P7	NAC data June 2022	78.73%	70.57%	86.02%	74.18%
	Quartile 4 data June 2022	84.29%	77.14	93.14%	78.57%
	Lawthorn PS June 2022	96.2%	81.1%	100%	86.8%

The following table details the percentage of pupils on track in their learning for each stage in **June 2023**. At almost all stages, attainment has shown a steady increase over time.

	PERCENTAGE OF PUPILS ON TRACK			
	READING	WRITING	LISTENING & TALKING	NUMERACY
PRIMARY 1	86.4%	97.7%	97.7%	100%
PRIMARY 2	80.9%	83%	97.9%	80.9%
PRIMARY 3	86.1%	84.2%	97.2%	91.7%
PRIMARY 4	78.7%	72.3%	89.4%	76.6%
PRIMARY 5	88.3%	81.6%	98.3%	88.3%
PRIMARY 6	83.3%	73.8%	92.9%	81%
PRIMARY 7	89.5%	84.2%	96.4%	79.3%

Attendance

In 2022-2023 there was a slight improvement in overall attendance from 2021-2022, however this still falls short of the attendance rate in 2018-2019.



There were no exclusions in session 2022-2023.

SCHOOL IMPROVEMENT PRIORITIES 2022-2023

PRIORITY 1: IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING

What have we achieved?

- A bespoke nurture class continues to support identified pupils in P1-3. Pupils attended 5 mornings per week and had a positive impact on the social, emotional and behavioural development of pupils who attended.
- Pastoral support groups were available to support identified pupils in P4 – P7. Groups included:
 - Resilience
 - Change & Loss
 - LIAM (Let's Introduce Anxiety Management)
 - Breakfast club (supporting separation anxiety)
 - Lego Therapy

Pupils, staff and parents of children involved in these groups felt they were valuable and effective.

- The 'Zones of Regulation' programme has been adapted to ensure a framework of progression across the school and EYC. This develops awareness of feelings, energy and alertness and provide children with the tools to regulate their emotions.
- A robust process for assessing children's wellbeing has been developed.
- Early Years to P7 classes were involved in Outdoor Learning sessions with Operation Play Outdoors.
- Further development of the school grounds took place to promote outdoor learning. This has resulted in an increase in outdoor learning opportunities across the school.
- Our Early Years Class Garden has been developed to promote creativity and STEM opportunities.
- A cross curricular orienteering programme has been developed and resources purchased to support this.



Next steps

- To continue to build on the good practice of our Nurture Class and Pastoral Support Groups.
- Further staff training to support children who display distressed behaviours.
- Review of the school relationships policy and protocols for managing distressed behaviours within the school.

PRIORITY 2: IMPROVING ATTAINMENT IN LITERACY

What have we achieved?

- *We have a robust plan in place to assess and moderate writing and listening and talking, ensuring consistency of assessment and expectation.*
- *P1 – P7 classes took part in North Ayrshire’s Professional Learning Academy programme for talking and listening and oracy. This has ensured a consistent approach and high quality teaching of talking and listening across the school.*
- *Our Early Years Class has developed a robust process in place to assess progress in phonological awareness and ‘I Can’.*
- *Our school library has been book-banded to enable children to select age and stage appropriate books suitable to their reading age. New books have been purchased based on children’s interests and which are dyslexia friendly and promote diversity and inclusion.*
- *A reading pathway and reading record has been developed to ensure effective pace, progression and tracking of children’s progress.*
- *We have continued with the Reading Recovery programme which has had a positive impact on reading attainment of those involved in the programme.*

Next steps

- *To introduce the school library to promote reading for enjoyment*
- *To develop a new lending system*
- *To create a pupil focus group of librarians*



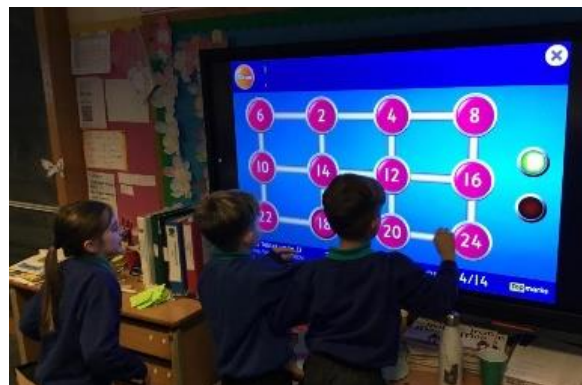
PRIORITY 3: TO RAISE ATTAINMENT IN NUMERACY

What have we achieved?

- *New Numeracy & Maths planning has been introduced across the school to promote a skills based approach and ensure a clear progression pathway*
- *White Rose Maths has been purchased to promote high quality learning and teaching in Numeracy and Maths*
- *Staff took part in Outdoor Learning in Numeracy training to support them to take numeracy outdoors*
- *Early Years Practitioners and Classroom Assistants took part in 'Making Maths Meaningful' training to enable them to provide relevant opportunities for learning in numeracy*
- *Staff took part in the planning and moderation of rich numeracy tasks to promote deeper learning*

Next steps

- *To further develop the numeracy progression pathway to ensure effective pace and progression across the levels*
- *To further develop high quality questions and assessment in numeracy*



PUPIL EQUITY FUND

What we achieved in 2022-2023

Nurture and Pastoral Support

This session, we invested in embedding the Zones of Regulation curriculum from the EYC to P7, as well as ensuring that the process for assessing children's health and wellbeing is robust and trackable. We also continued our bespoke nurture provision and ran a number of pastoral support groups:

- Boxall profiles showed an increase in the developmental score for all children attending out nurture provision.
- Observations carried out alongside specialists from the Local Authority were positive and nurture staff participated in a number of moderation sessions and received regular training.
- 64 children were supported through the pastoral support groups, 19 of which were parental referrals.
- Staff self-evaluation of the Nurture Principles shows a more consistent approach to the assessment of Health and Wellbeing across the school.
- Transition packs were given out to all pupils that promoted the Zones of Regulation by continuing information and resources to support this at home.



What Zone Are You In?

Blue	Green	Yellow	Red
Sick	Happy	Frustrated	Mad/Angry
Sad	Calm	Worried	Mean
Tired	Feeling Okay	Silly/Wiggly	Yelling/
Bored	Focused	Excited	Hitting
Moving Slowly	Ready to Learn	Loss of Some Control	Disgusted
			Out of Control

Outdoor Learning

Outdoor learning was a key focus for this session's School Improvement Plan, and staff participated in professional development in order to increase opportunities for learning outside of the classroom. We also invested in resources and experiences to ensure a continued legacy:

- *Staff surveys illustrate a marked increase in confidence in delivering effective outdoor learning between August 2022 and May 2023.*
- *Classroom observations showed some very good opportunities for outdoor learning were being provided across the school.*
- *Pupil focus groups, from every class, reported that they have had more opportunities to learn outdoors this session than in 2021-2022.*



Reading Recovery

Reading Recovery Reading recovery is a focused intervention aimed at raising attainment in reading.

- *All pupils who have participated in the programme have made excellent progress in their reading.*
- *Adapting the programme to target a primary four group saw pupils move from level 12 to level 15 in our reading program, after the first 27 lessons.*

School Library

Our aim is to promote reading for enjoyment by reinstating and developing our school library.

- *All books were banded to aid pupils in selecting books that match their reading level.*
- *New books were purchased with pupil interest in mind.*
- *Reading areas are being revamped across the school.*
- *Transition packs, issued to all pupils, included information and suggestions to support reading at home.*



OTHER SUCCESSES AND ACHIEVEMENTS IN 2022-2023

- ✓ Primary 7 pupils worked with The Scottish Opera to create the most fantastic performance of Disney's Aladdin
- ✓ Primary 1- Primary 3 pupils performed 'Starlight' our Nativity to parents
- ✓ We are extremely proud of the significant donations made by our school community in October to support our local foodbank.
- ✓ We raised £325.40 for Children in Need
- ✓ We collected a fantastic amount of pre-loved toys to donate to the North Ayrshire Health and Social Work Teams
- ✓ All classes have worked with the Irvine Clean-up Crew to litter pick around our local community
- ✓ We celebrated World Book Day by dressing up as our favourite book character or coming to school in our PJs.
- ✓ P1-P7 pupils took part in a Dance-a-thon raising £2248.68 for school funds
- ✓ Our boys' football team took part in the Active Schools Irvine Football League, P7 Football Tournament and The McWilliam Cup.
- ✓ Our girls' football team took part in Active Schools Irvine Girls Football League and the NAC Girl's Football World Cup
- ✓ Some of our children took part in the North Ayrshire Primary Athletics Championship
- ✓ Some of our children took part in the Irvine Burns Club poetry competition and a number of pupils went on to perform in the All Ayrshire Burns Competition, with one pupil coming first in the P1-3 section and then winning the P1-3 National Competition
- ✓ All children took part in a whole school Coronation Concert to celebrate the Coronation of King Charles III
- ✓ Six Primary 5 pupils achieved their Young STEM Leader award
- ✓ Two of our Primary 7 pupils were shortlisted for the GSK logo award
- ✓ Several pupils across our school were shortlisted with distinction for the Primary Engineering Challenge
- ✓ We had a variety of successful Parental Engagement opportunities which included Den Building and Family Book Club sessions led by Carol Young our Family Learning Worker
- ✓ We were able to offer a wide range of after school clubs for children at every stage of the school
- ✓ Our Junior Road Safety Officers organised a Be Bright Be Seen day for all pupils to come to school wearing bright clothes
- ✓ Our New Primary 1 pupils had the opportunity to visit the school on a number of occasions including time within the classroom, a Teddy Bear's Picnic and a Lunch Taster Session.
- ✓ Our ECO Committee held a very successful Halloween Costume recycle raising £92
- ✓ Our uniform recycle which has ran throughout the year as been extremely successful raising £353.72
- ✓ Many of our Primary 6 pupils worked with North Ayrshire Youth Services to complete the Bee You Ambassador programme. Our Lawthorn Primary Bee You Ambassadors have since led a resilience workshop for parents during our Health Fayre and have run a successful competition to promote mindfulness with pupils across school. They will continue their roles into the new session to support the health and wellbeing of pupils across the school.
- ✓ All pupils had the opportunity to participate in a wide range of activities during a highly successful Health Week. We worked closely with community sports clubs and visitors to ensure pupils benefitted from high quality experiences across the week.
- ✓ Families were able to attend a Health Fayre during Health Week. Our Digital Leaders and Bee You Ambassadors led successful workshops for parents, carers and children while our Pupil Council representatives took on key roles. Partner agencies also delivered workshops for the event.
- ✓ Our newly formed Pupil Council worked closely with Donna Anderson from NA Youth Services to develop priorities and shape change in school. The pupils will continue their roles into session 2023-2024 to allow them to build on their successes.



HGIOS 4 SUMMARY

QUALITY INDICATOR 1.3: LEADERSHIP OF CHANGE

DEVELOPING A SHARED VISION, VALUES AND AIMS

- ✓ We developed our vision, values and aims in 2019 in consultation with our whole school community
- ✓ Our school values are embedded and promoted throughout the school
- ✓ Our staff are fully committed to our school values and have high aspirations for our learners
- ✓ Our school improvement plan provides clear direction for improvement

STRATEGIC PLANNING FOR CONTINUOUS IMPROVEMENT

- ✓ Staff are committed to school improvement and effectively engage in professional dialogue
- ✓ Staff have a good understanding of the school's strengths and areas for improvement and we are beginning to develop a sound evidence base to support this
- ✓ We are committed to raising attainment for all
- ✓ Staff successfully drive forward improvement and engage in professional learning to further develop their knowledge and understanding

IMPLEMENTING IMPROVEMENT FOR CHANGE

- ✓ Leadership at all levels is promoted across the school and staff are proactive at implementing change
- ✓ The staff team are involved in the process of change and in evaluating the impacts of improvements
- ✓ The collegiate calendar provides opportunities for staff to engage in high quality dialogue, critical and creating thinking
- ✓ Staff, children and parents were consulted on school strengths and areas for improvement and these have been actioned accordingly

School Self-evaluation for 1.3: 5 – Very Good

QUALITY INDICATOR 2.3: LEARNING & TEACHING

LEARNING & ENGAGEMENT

- ✓ We have achieved our silver Rights Respecting School Award
- ✓ The whole school community was involved in the development of the relationships policy. This is reviewed regularly
- ✓ There is a nurturing ethos across the school and all staff have engaged in nurture training
- ✓ We are extremely proud of our children at all stages of the school and almost all pupils show motivation and engagement in their learning
- ✓ Pupil attitudes to school are positive and pupils report enjoyment for learning
- ✓ Pupils contribute effectively to the life of the school e.g. House Captains, Bee You Ambassadors, Eco Committee, Pupil Council, Digital Leaders

QUALITY OF TEACHING

- ✓ A play based approach is being trialled in Primary 1, with pupils having increased opportunities to lead their learning
- ✓ This year we have seen the return of learning opportunities across the school
- ✓ A continued focus on collegiate working has ensured increased consistency, built staff confidence and allowed for rich professional dialogue
- ✓ There has been a focus on high quality learning outdoors. This has been particularly successful in the Early Years & Primary 1
- ✓ The Early Years Class staff engage in Forest School and Welly Wednesday to promote creativity and risky play

EFFECTIVE USE OF ASSESSMENT

- ✓ *An assessment calendar ensures a consistent approach to assessment in literacy and numeracy*
- ✓ *Staff are confident at data analysis and make sound professional judgements*
- ✓ *There are opportunities for staff to engage in moderation of writing, listening and talking and numeracy*
- ✓ *Assessment folders demonstrate effective tracking and data analysis of assessments to inform planning and next steps in learning*
- ✓ *There is detailed analysis of attainment across the school*

PLANNING, TRACKING & MONITORING

- ✓ *We have developed a consistent approach to planning and tracking and this has been embedded throughout the school*
- ✓ *Consistency Guides for each curricular area are used to ensure consistency across the school*
- ✓ *Tracking meetings take place 3 times per year to discuss and track pupil progress*
- ✓ *The poverty related attainment gap is monitored and interventions are in place where necessary*

School Self-evaluation for 2.3: 4 – Good

QUALITY INDICATOR 3.1: ENSURING WELLBEING, EQUALITY & INCLUSION

WELLBEING

- ✓ *Pupil wellbeing has continued to be prioritised*
- ✓ *Relationships across the school are positive and the school values are embedded in day to day practice*
- ✓ *Nurturing approaches are evident across the school and staff have engaged in nurture training*
- ✓ *PASS assessments and SHANARRI webs are used to gather pupil views and support their wellbeing*
- ✓ *We have achieved our silver Rights Respecting School award, all classes have their own charter and children's rights are respected throughout the school*
- ✓ *Nurture and pastoral support groups support identified pupils*
- ✓ *We work closely with other professionals to ensure pupil wellbeing needs are met*

FULFILMENT OF STATUTORY DUTIES

- ✓ *Staff are up to date with legislation in relation to Child Protection and GIRFEC*
- ✓ *Staged Intervention Paperwork is regularly updated and wellbeing plans are in place for identified children*
- ✓ *Children have continued to receive the required allocation of Physical Education, with the outdoor space timetabled effectively to manage this*

INCLUSION & EQUALITY

- ✓ *Staff are inclusive in their approach*
- ✓ *The relationships and anti-bullying policy was written in 2019 to ensure it reflected the Scottish Government's 'Respect for All' guidance, promoted children's rights and ensured a restorative approach. These policies are reviewed annually.*
- ✓ *The Pupil Equity Fund has been used effectively to tackle inequity and reduce barriers to learning for identified pupils*
- ✓ *We are committed to Raising Attainment for All*

School Self-evaluation for 3.1: 5 – Very Good

QUALITY INDICATOR 3.2: RAISING ATTAINMENT & ACHIEVEMENT

ATTAINMENT IN LITERACY & NUMERACY

- ✓ Children across the school and EYC continue to make good progress in Literacy and Numeracy and attainment results continue to increase at all stages year on year
- ✓ We continue to focus on raising attainment within our School Improvement Plan

ATTAINMENT OVER TIME

- ✓ Attainment in Literacy and Numeracy has continuously improved over time
- ✓ Detailed planning allows teaching staff to track progress over time at a glance
- ✓ Our assessment calendar provides a consistent approach to tracking attainment over time
- ✓ Attainment tracking is consistent across the school and shows attainment for individuals and cohorts over time
- ✓ Staff use their analysis of assessment data to support their professional judgements

OVERALL QUALITY OF LEARNERS' ACHIEVEMENTS

- ✓ Overall, our children are successful and confident learners. Many of them share their successes and achievements outwith school during school assemblies
- ✓ All P4 – P7 pupils achieved their John Muir Award
- ✓ Wider achievement is tracked across the school
- ✓ Staff across the school celebrate children's achievements

EQUITY FOR ALL LEARNERS

- ✓ Staged Intervention and the targeted use of our Pupil Equity Fund enables us to meet the needs of identified children and families
- ✓ Cost of the School Day is considered and supported in a sensitive manner

School Self-evaluation for 3.2: 4 – Good

SCHOOL IMPROVEMENT PRIORITIES 2023-2024

Priorities for Session 2023-2024 are;

- ✓ To develop the use of digital technologies across the school and Early Years Class to support enhance learning and teaching
- ✓ To develop a curriculum which is skills based and takes account of the 7 principles of curriculum design
- ✓ To raise attainment by placing the needs of every child at the centre of education

PUPIL EQUITY FUND 2023-2024

Additional funding gained for next session will allow us to further embed and enhance our Pupil Equity Fund proposal to support pupil wellbeing across the school. Funding will be used to;

- ✓ Fund additional staffing to provide nurture and pastoral support for identified pupils
- ✓ Fund additional staffing to provide targeted interventions and raise attainment
- ✓ Fund outdoor learning resources to promote pupil wellbeing
- ✓ Purchase a range of library books, based on children's interests and promoting diversity
- ✓ Purchase subscriptions which enhance learning and teaching

LEAVERS – JUNE 2023

