



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

**Communities and Education Directorate**  
**LAWTHORN PRIMARY SCHOOL**  
**& EARLY YEARS CLASS**

**Improvement Plan 2024-2025**



### Vision, Values and Aims

#### VISION

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

#### VALUES

KINDNESS

HONESTY

RESPECT

RESPONSIBILITY

#### 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*
- *To promote empowerment, leadership and collaboration at all levels.*

### EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.



### PRIORITY 1

**Strategic Objective:** To ensure high quality learning and teaching across the curriculum

**Highlight your KEY drivers for this improvement priority**

#### Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (*practitioners*)
- 1.5 Management of resources to promote equity

#### HGIOS & HGIOS ELC

*Language specific to HIGIOELC is in green*

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing equality and inclusion
- 3.2 Raising attainment & achievement (*Securing children's progress*)
- 3.3 Increasing creativity and employability (*Developing creativity and skills for life and learning*)

#### NIF Drivers of Improvement

LC Leadership  
Practitioner Professionalism  
Parent involvement & engagement  
& Assessment  
LC Improvement  
Open Information

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

#### Care Standards - Care Inspectorate Quality Indicators

*Applicable within all early years settings*

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

### Rationale for Change

Our school review in April 2024 identified:

- creativity, personalisation and choice for pupils as an area for improvement
- There was a need to revisit AifL strategies and high quality questioning
- Children would benefit from opportunities to lead their own learning and understanding the purpose behind learning key skills

In a Parent Consultation focused on School Improvement, parents were asked if they thought the development of creativity and critical thinking would be beneficial to our children. 84% of parents agreed with this, with 11% unsure and only 4% answering no to this question. In the same survey, 84% of parents identified high quality learning and teaching as one of their top priorities for school improvement, with 51% identifying outdoor learning and 33% identifying pupil leadership.

In our Pupil Consultation in June 2024, 50% of pupils felt that we could improve their learning by giving them opportunities to learn about things they are interested in. 19% prioritised learning outdoors, 11% prioritised learning through play, 7% voted for having leadership opportunities and 13% prioritised feeling happy and safe in school.

Our Early Years model has changed and new staffing has been aligned to Lawthorn. A focus on a consistent approach to high quality learning opportunities and effective interactions is therefore essential.

<b>PRIORITY 1: To ensure high quality learning and teaching across the curriculum</b> <b>Action Plan</b>					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<b>There will be increased P1 – P3 student engagement in learning through:</b> <ul style="list-style-type: none"> <li><b>Play based Pedagogy</b></li> </ul>	<ul style="list-style-type: none"> <li>The P1 – P3 classroom and outdoor environments will be developed in line with the zones (Social zone/ creative zone/ discovery zone/ outdoors)</li> <li>Resources will be purchased to support play experiences and ensure accessibility and independence in learning.</li> <li>Collegiate meetings and inservice days will focus on training in Play Pedagogy.</li> <li>The structure of the day will be developed to support the management of teaching and learning in a play setting.</li> </ul>	<p>Class teachers Aug – Sept 2024</p> <p>Carissa Hyndman Aug – Sept 2024</p> <p>Sarah Jane Steadman &amp; Elaine Walker Aug 24 – June 25</p> <p>Class teachers Sept 2024</p> <p>Class teachers</p>	<ul style="list-style-type: none"> <li>Classroom Observations will show that children can independently access all zones</li> <li>A resource audit will take place to ensure high quality play equipment is available to children</li> <li>NAC Learning Environment Audit tool will ensure the play environment is high quality and will demonstrate improvement over time</li> <li>Staff evaluations will show improvements in staff confidence and understanding of play pedagogy</li> <li>A structure of the day plan will show consistency and progression in P1 – P3</li> </ul>		

# NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

## School/EYC Improvement Plan 2024-25

	<ul style="list-style-type: none"> <li>A 3 week model of learning will be developed (exploration/ direct input/ application of skills)</li> <li>Observations, assessment and planning tools will be developed to support Play Based Pedagogy.</li> </ul>	<p>Dec 2024</p> <p>Sarah Jane Steadman &amp; Elaine Walker Aug 24 – June 25</p>	<ul style="list-style-type: none"> <li>Classroom observations will show effectiveness of staff interactions</li> <li>Pupil focus groups will identify children’s understanding of their learning</li> <li>Planning &amp; Assessment of learning will show progression, differentiation and focused observations to support next steps</li> </ul>		
<p><b>There will be increased student engagement in learning through:</b></p> <ul style="list-style-type: none"> <li><b>Deep Learning (Personalisation and ownership/ Connections to the real world/ Enquiry based learning/ Partnership building)</b></li> </ul>	<ul style="list-style-type: none"> <li>Staff will engage in reading and professional dialogue based on Michael Fullen’s ‘Deep Learning’</li> <li>Staff will engage in an inquiry based learning project focused on children’s engagement in learning and the impact of a skills based approach.</li> <li>Collegiate meetings and Inservice Days will focus on ‘Deep Learning Training’</li> <li>Staff will plan, deliver and evaluate project based learning opportunities taking into account the 6Cs (Character, critical thinking, collaboration, communication, creativity and citizenship) and 4 design elements (learning environments, leveraging digital, pedagogical practices, learning partnerships)</li> </ul>	<p>Independent/ P4 – P7 Class teachers Aug- 2024 – June 2025</p> <p>P4 – P7 Class teachers August 2024 – March 2025</p> <p>Hugh English (PT) Simon Leitch (SWEIC) Aug 2024 – June 2025</p> <p>P4 – P7 Class teachers Aug 2024 – June 2025</p>	<ul style="list-style-type: none"> <li>Staff evaluations will show improvements in understanding and staff confidence</li> <li>Staff PRD plans/ evaluations will show staff development following engagement in Deep Learning reading and discussion.</li> <li>Pre and post pupil questionnaire will show an increase in pupil’s motivation and interest in learning</li> <li>Staff showcase/ evidence of pupils’ work will show increased pupil engagement and the development of skills (6Cs)</li> <li>Collegiate calendar</li> <li>Collegiate presentations</li> <li>Deep learning planning sheets will ensure each of the 4 elements are evident in learning &amp; teaching to ensure high quality experiences for children</li> <li>Classroom observations will show increased pupil engagement and skills development</li> <li>Pupil focus groups will identify pupil agency and motivation in learning</li> </ul>		

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	<ul style="list-style-type: none"> <li>Staff will share learning and good practice</li> <li>Staff will establish networks with partnerships within and/ or outwith the school</li> </ul>	<p>P4 – P7 Class teachers March 2025</p> <p>P4 – P7 Class teachers Aug 2024 – June 2025</p>	<ul style="list-style-type: none"> <li>Staff showcase will evidence pupils’ work, skills development and engagement in learning</li> <li>Deep learning planning will identify partnerships</li> <li>List of partners used will be created to build a bank of partnerships to support varied and motivating experiences for pupils</li> </ul>		
<p><b>There will be increased student engagement in learning through</b></p> <ul style="list-style-type: none"> <li><b>Leveraging digital</b></li> </ul>	<ul style="list-style-type: none"> <li>Digital leaders will continue to work towards the digital school award</li> </ul>	<p>Hugh English (PT) August 2024 – June 2025</p>	<ul style="list-style-type: none"> <li>We will achieve our Digital schools award based on whole school evaluation and evidence across the school</li> </ul>		
<p><b>There will be increased student engagement in learning through</b></p> <ul style="list-style-type: none"> <li><b>Learning environments</b></li> </ul>	<ul style="list-style-type: none"> <li>The school and classrooms will be decluttered and displays and environments will be natural and calm.</li> <li>Inservice time will allow staff to engage in professional dialogue to consider how outdoor learning can be integral to planning</li> <li>Resources will be developed and organised to facilitate outdoor learning</li> <li>Staff will plan high quality outdoor learning opportunities weekly</li> </ul>	<p>Class teachers Aug 24 – Oct 24</p> <p>Sandie Grossart Aug 2024</p> <p>Elaine Wilson Aug 2024 – June 2025</p> <p>Class teachers Aug 24 – June 25</p>	<ul style="list-style-type: none"> <li>Classroom observations based on the Circle Resource ‘Physical Environments’ audit will show that classroom environments are more inclusive</li> <li>Consistency guide will be developed based on staff consultation</li> <li>An audit and inventory of resources will show the range of resources available to support outdoor learning</li> <li>Deep learning plans will show where the outdoor environment is used to support learning and ensure pupils have access to a wide range of learning environments</li> <li>An outdoor learning floorbook will be created to evidence outdoor learning opportunities across the school</li> </ul>		

## School/EYC Improvement Plan 2024-25

<p><b>There will be increased student engagement in learning through</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment is for Learning (AifL)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Collegiate meetings and Inservice Days will focus AifL (LI &amp; SC/ AifL strategies/ Peer &amp; Self Assessment)</li> </ul>	<p>Elaine McLachlan (Aug 24 – June 25)</p>	<ul style="list-style-type: none"> <li>• Classroom Observation will show effective use of AifL</li> <li>• Jotter monitoring will evidence peer and self evaluation</li> <li>• Pupil focus groups will demonstrate pupil's understanding of LI/ SC and peer and self evaluation</li> </ul>		
<p><b>There will be increased student engagement in learning through</b></p> <ul style="list-style-type: none"> <li>• <b>The development of a range of pedagogical approaches to support teaching in numeracy</b></li> </ul>	<ul style="list-style-type: none"> <li>• A lead teacher for numeracy will participate in a teacher learning community (TLC) focusing on enhancing a range of pedagogical approaches including concrete, pictorial, abstract approaches embedding active learning and formative assessment.</li> <li>• A lead teacher will attend 6 SWEIC training sessions.</li> <li>• A lead teacher will plan and deliver learning experiences focusing on the initial key themes of developing algebraic thinking, task design and assessment.</li> </ul>	<p>Paul Flanagan Aug 24 – Jun 25</p> <p>SWEIC sessions will take place via Microsoft Teams on:</p> <ul style="list-style-type: none"> <li>• 12<sup>th</sup> September</li> <li>• 7<sup>th</sup> November</li> <li>• 16<sup>th</sup> January</li> <li>• 20<sup>th</sup> March</li> <li>• 8<sup>th</sup> May</li> <li>• 5<sup>th</sup> June.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will experience engaging lessons that include a range of concrete, pictorial, abstract (CPA), active learning will be embedded alongside formative assessment.</li> <li>• Quality assurances processes will evidence that numeracy and maths lessons are more engaging for the learner with increased pace and challenge.</li> </ul>		
<p><b>There will be increased EY engagement in play and learning through</b></p> <ul style="list-style-type: none"> <li>• <b>High quality interactions</b></li> <li>• <b>Learning environments (indoors and outdoors)</b></li> <li>• <b>The development of pupil voice</b></li> </ul>	<ul style="list-style-type: none"> <li>• The structure of the day will be reviewed to ensure pupil engagement, pace and challenge in line with new EYC hours</li> <li>• A plan will be created to ensure a consistent approach to small group time</li> <li>• Staff inservice days and collegiate meetings will have a focus on staff roles &amp; responsibilities/ effective</li> </ul>	<p>Sandie Grossart &amp; Alison Linton Aug 24 – June 25</p> <p>Alison Linton Aug 24 – June 25</p>	<ul style="list-style-type: none"> <li>• Observations will show that children are engaged in learning and the pace and structure of the day meets the needs of our learners.</li> <li>• Plan for small group will show consistency between practitioners</li> <li>• Focused observations will show children's progress</li> <li>• Staff evaluation will show improvements in confidence and skills</li> </ul>		



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	<p>engagement and interactions/planning and progression</p> <ul style="list-style-type: none"> <li>• Review of policies and consistency frameworks for teaching and learning</li> <li>• Opportunities will be provided to share good practice across the cluster/ trios</li> <li>• Staff training on I Can/ phonological awareness</li> <li>• Development of both indoor and outdoor environments based on children’s interests and targets</li> <li>• New learning journals will be introduced to capture children’s learning and pupil voice</li> <li>• Floorbooks will be used to plan learning experiences and ensure pupil voice and children’s interests are taken into account</li> <li>• Development of robust monitoring and quality assurance practices to ensure effective monitoring of high quality learning experiences</li> </ul>	<p>Sandie Grossart Sept 2024</p> <p>Sandie Grossart Aug 24 – June 25</p> <p>Alison Linton/ Nicola McGuire Dec 2024</p> <p>Alison Linton Aug 24 – June 25</p> <p>Alison Linton Aug 24 – June 25</p> <p>Sandie Grossart Aug 24 – June 25</p>	<ul style="list-style-type: none"> <li>• Time to talk meetings will identify staff strengths and opportunities for development</li> <li>• Policies will reflect practice</li> <li>• Staff Evaluations</li> <li>• Phonological screeners and I Can assessments will be completed appropriately and in a consistent way</li> <li>• Planning/ floorbooks will reflect children interests and targets</li> <li>• Observations</li> <li>• Learning journals will show children progress towards targets and capture pupil and parent voice</li> <li>• Planning/ floorbooks will reflect children interests and targets</li> <li>• An Early Years specific quality assurance calendar will show robust monitoring of learning within the EYC</li> </ul>		
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