



Lawthorn Primary School & Early Years Class



Standards & Quality Report

Session 2023-2024

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 2024, the total role was 310, with 13 classes from Primary 1 to Primary 7 across the school and 51 children in the Early Years Class, arranged over morning and afternoon sessions.

SCHOOL ROLE: JUNE 2024							
EYC	P1	P2	P3	P4	P5	P6	P7
51	33	44	47	35	46	61	44

Our staff team are highly experienced and committed to their roles. The staffing structure consists of a full-time equivalent of 17.1, including 1 Head Teacher, 1 Depute Head Teacher and 2 Principal Teacher (one funded through the Pupil Equity Fund). The teaching staff is supported by 201.5 hours Classroom Assistant support (with 55h funded through PEF) and 2.0 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 associated 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 and our Eco Green Flag. 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 2023-2024



Attainment at key stages in **June 2023** 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.

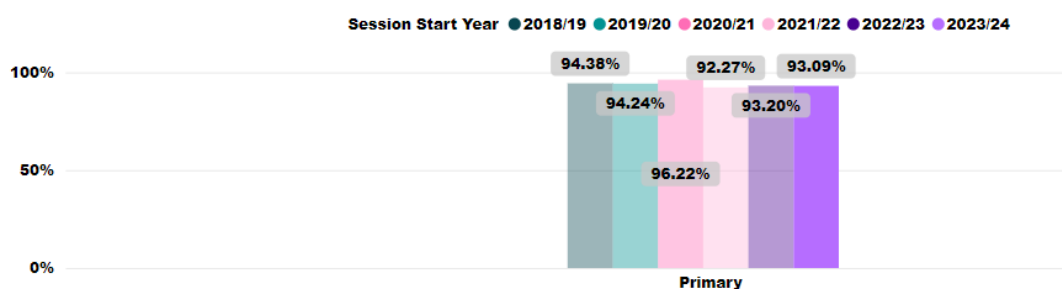
		READING	WRITING	L&T	NUMERACY
P1	NAC data June 2023	76.97%	75.41%	84.75%	81.56%
	Quartile 4 data June 2023	76.97%	75.41%	84.75%	81.56%
	Lawthorn PS June 2023	86.36%	97.73%	100%	100%
P4	NAC data June 2023	73.21%	67.91%	82.51%	72.17%
	Quartile 4 data June 2023	73.21%	67.91%	82.51%	72.17%
	Lawthorn PS June 2023	78.72%	72.34%	89.36%	76.6%
P7	NAC data June 2023	77.16%	71.29%	84.62%	74.54%
	Quartile 4 data June 2023	77.16%	71.29%	84.62%	74.54%
	Lawthorn PS June 2023	87.72%	87.72%	96.49%	79.31%

The following table details the percentage of pupils on track in their learning for each stage in **June 2024**. At almost all stages, attainment has shown a steady increase over time.

	PERCENTAGE OF PUPILS ON TRACK			
	READING	WRITING	LISTENING & TALKING	NUMERACY
PRIMARY 1	88%	91%	100%	100%
PRIMARY 2	77%	80%	100%	91%
PRIMARY 3	81%	81%	96%	75%
PRIMARY 4	91%	80%	100%	89%
PRIMARY 5	80%	78%	96%	78%
PRIMARY 6	90%	77%	97%	89%
PRIMARY 7	91%	80%	95%	89%

Attendance

In 2023-2024 there was a slight dip in overall attendance from 2022-2023, however the average rate of attendance remains over 90%.



There were no exclusions in session 2023-2024.

SCHOOL IMPROVEMENT PRIORITIES 2023-2024

PRIORITY 1: To develop the use of digital technologies across the school and EYC to enhance learning and teaching.

What have we achieved?

- A new cluster planning framework for ICT has been developed to ensure depth and progression of core skills
- All staff engaged in a variety of cluster training opportunities including:
 - CAD
 - Canva
 - Coding
 - Glow
 - Google Classroom
 - Spreadsheets
 - Microbits

A staff survey showed that training opportunities helped to build their understanding and skill

- The NAC Digital Development Officer provided training for all teaching staff and classroom assistants on the use of accessibility tools within the classroom
- A Digital Leaders Group was developed within the school and are working towards the Digital Schools Award
- Staff engaged in training in relation to the Safer Schools App. This was launched across the school by our Digital Leaders and an information leaflet for parents/carers was developed.
- All classes took part in Safer Internet Week
- Every class held a Parent/Carer open afternoon with a focus on internet safety



Next steps

- To achieve our Digital Schools Award
- To continue to develop the use of accessibility tools to promote inclusion within the classroom

PRIORITY 2: To develop a curriculum which is skills based and takes account of the 7 principles of curriculum design.

What have we achieved?

- *Topics were reviewed across the school and these were reviewed to ensure there was a wide range of learning experiences*
- *New topic planners were developed to show a pathway of learning and ensure digital learning, outdoor learning and children's rights were incorporated into learning experiences*
- *Resources were purchased to support learning and teaching of Social Subjects and Science and Play Based learning*
- *A consultation took place with staff and parents to help shape our curriculum rationale*
- *Our P3 & P4 pupils and staff piloted the National Numeracy Parental Engagement Programme. This developed confidence in parents and carers to support learning in numeracy at home.*
- *Staff engaged in numeracy training to develop the teaching of maths mastery skills*
- *A range of practical resources and maths text books were purchased to promote a problem solving approach to numeracy and maths*
- *A new lending library was introduced and developed allowing children to select books which are banded in line with their reading ability*
- *A range of fiction and non-fiction library books were purchased based on children's interests*
- *A range of 'Little Gem' library books were purchased to support dyslexic learners*
- *A range of library books were purchased to support diversity*
- *A group of Junior Librarians was formed who promoted reading for enjoyment and supported the development of the school library*
- *A Play Based Pedagogy was developed across Primary 1. This was highlighted as a strength in our school review which took place in April 2024.*

Next steps

- *To further develop home learning opportunities in numeracy from P3 – P7*
- *To extend the Play Based Pedagogy across P1 – P3*
- *To develop a planning and assessment tool to support Play Based Learning*
- *To develop deeper learning across P4 – P7*



PRIORITY 3: To raise attainment by placing the needs of every child at the centre of education

What have we achieved?

- *Our school relationships policy was reviewed in consultation with staff, children and parents and a parent friendly guide has been created*
- *Gail Nowek, NAC Principal Psychologist delivered training to all teaching staff on managing behaviours that challenge and de-escalation*
- *6 members of staff undertook CALM training to support de-escalation and physical intervention*
- *A safe space has been created within the school to support children with sensory processing difficulties*
- *Teaching staff have been trained in new NAC guidelines for staged intervention*
- *Additional Classroom Assistants were recruited to provide targeted support and interventions to raise attainment across the school*
- *A system has been developed to track and monitor interventions and their progress*
- *The DHT has undertaken Dyslexia training and has developed guidance for families on how to support dyslexic children at home*
- *Nurture support remained in place to support identified pupils from P1 – P3*
- *Targeted pastoral support continued to be provided for identified pupils across the school*
- *SCERTS has been used to identify clear targets for individual children across the school and EYC*
- *The Circle Resource was used to support the development of inclusive classrooms*

Next steps

- *To introduce a more flexible approach to nurture within the P1 – P3 classrooms*
- *To provide training for PSAs across the school*



PUPIL EQUITY FUND

What we achieved in 2023-2024

Nurture and Pastoral Support

This session we 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.
- Feedback from our School Review carried out in April 2024 highlighted our nurture and pastoral support as a strength.
- 46 children were supported through the pastoral support groups, 28 of which were parental referrals.
- Transition packs were given out to pupils transitioning to the different departments (P1, P4 and P6) within our school. Packs promote the Zones of Regulation and provide information and resources to support learning at home.
- A safe space was developed within the school for individuals requiring support.



Additional Classroom Assistant Support

Through the funding of two additional classroom assistants, we were able to provide a wide range of successful interventions to individuals and groups of pupils across the school. These included:

- LIAM (Let's Introduce Anxiety Management)
- 5 Minute Boxes to support phonics and literacy
- Boosting Reading
- Talk Boost
- Nessy Spelling



Additional Resources to support Learning

Numeracy: Resources have been purchased to support a problem solving approach in Numeracy and Mathematics. There has been an improvement in attainment in Numeracy and Maths since June 2023 with 87% of P1 – P7 pupils on track or beyond expectation in their learning.



Literacy: A range of fiction and non-fiction library books were purchased based on children's interests to promote reading for enjoyment for all children. These included books to support dyslexic learners and books to support diversity.



Other: A range of resources were purchased to motivate children and support learning in Outdoor Learning, Social Studies and Science.



OTHER SUCCESSES AND ACHIEVEMENTS IN 2023-2024

- ✓ Primary 7 pupils worked with The Scottish Opera to create the most fantastic performance of Disney's The Jungle Book
- ✓ P7 attended the Edinburgh playhouse to watch Disney's Aladdin, in preparation for their own Disney show
- ✓ Primary 7 took part in play makers training and applied these skills in supporting infants at break times
- ✓ Primary 7 visited the holocaust exhibition at the Towns House
- ✓ Primary 1- Primary 3 pupils performed Hosanna Rock our Nativity to parents
- ✓ Our Primary 4 & Primary 5 pupils led our Harvest Service and led a harvest collection for our local foodbank.
- ✓ We raised £305.19 for Children in Need.
- ✓ Our House Captains organised fundraising for Comic Relief and the whole school participated by wearing red. We raised £238.64.
- ✓ We collected a fantastic amount of pre-loved toys to donate to the North Ayrshire Social Work Team
- ✓ EY – P7 took part in a Christmas Enterprise project and raised £2337.37 towards our school fund.
- ✓ 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.
- ✓ EY-P7 pupils took part in a Sponsor Walk raising £3147.60 for school funds
- ✓ We achieved our Gold Sports Award in October 2023.
- ✓ Our boys' football team won The Active Schools Irvine Football League and took part in the 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 Euros Festival
- ✓ Some of our P7 children took part in the Sports Hall athletics at the Portal and the outdoor athletics at St Matthew's
- ✓ The majority of our P6 & P7 pupils took part in and passed their cycling proficiency.
- ✓ 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.
- ✓ 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.
- ✓ Our P6 pupils led our Burns Supper. We were amazed by the talent on display from excellent speeches and poetry to amazing singing, dancing and artwork.
- ✓ 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 won the NAC poster competition for their entry on the 'Dutch Reach', encouraging vehicle users to be cycle aware by opening their car door using the hand furthest from the door, enabling them to check their blindspot before opening the car door.
- ✓ Our Junior Road Safety Officers organised a Be Bright Be Seen day for all pupils to come to school wearing bright clothes
- ✓ Our Junior Road Safety Officers organised Walk to School Week and led a very successful walking bus during the week
- ✓ 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 £48.10
- ✓ Our uniform recycle which has ran throughout the year as been extremely successful raising £106.50
- ✓ 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.
- ✓ Our Digital Leaders launched the Safer Schools App to families across the school. 148 parents and carers have signed up to use the app.
- ✓ Digital Leaders taught all P4-7 classes how to use the microbits.

✓ Our school leadership groups took part in a Pupil Parliament, led by Donna Anderson from NA Youth Services to identify their priorities and shape change within school. Each of the groups went on to lead a range of successful initiatives over the year these included:

- Walk to School Week
- World Book Day
- Random Acts of Kindness Day
- Earth Day
- Human Right's Day
- Lawthorn's Got Talent



SCAN ME

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, our Green Eco Flag and our Gold Sports Award
- ✓ The whole school community was involved in the development of the relationships policy. This was reviewed in 2023
- ✓ 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, JRSO, Ambassadors, Buddies and RRS group

QUALITY OF TEACHING

- ✓ A play based approach has been successfully implemented in Primary 1, with pupils having increased opportunities to lead their learning
- ✓ 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 in literacy and numeracy and attainment results are high across the school
- ✓ 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 Circle Resource has been used to support the development of inclusive classrooms*
- ✓ *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
- ✓ P7 pupils have the opportunity to gain their Playleader award
- ✓ P6 & P7 pupils have the opportunity to gain their cycling proficiency 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

The Priority for Session 2024-2025 is;

- ✓ To ensure high quality learning and teaching across the curriculum

PUPIL EQUITY FUND 2024-2025

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 resources to promote high quality learning and teaching and develop a play based approach from P1 – P3

PRIZEWINNERS – JUNE 2024



LEAVERS – JUNE 2024

