



Lawthorn Primary School & Early Years Class



Standards & Quality Report

Session 2024-2025

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 2025, the total role was 287, with 12 classes from Primary 1 to Primary 7 across the school and 31 children in the Early Years Class.

SCHOOL ROLE: JUNE 2025							
EYC	P1	P2	P3	P4	P5	P6	P7
31	23	31	45	45	36	45	62

Our staff team are highly experienced and committed to their roles. The staffing structure consists of a full-time equivalent of 16.9, 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 165 hours Pupil Support Assistant (with 27.5h 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. We also benefit from 15h Early Years Assistant which covers staff lunchbreaks. Our Early Years Class operates from 9am – 3pm Monday-Friday, term time and offers 25 hours of Early Education and Childcare per week.

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 we are fully committed to working together to ensure we nurture, inspire and support our children be the best they can be. 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

OUR VISION

Lawthorn Primary and Early Years is a welcoming and caring school that supports children

to be the best they can be!



OUR PROMISE

We will welcome our children and families to our school community and work together as a team. We will support children's learning and wellbeing as well as embracing their unique talents and interests. 

OUR VALUES



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 2024-2025



Attainment at key stages in **June 2024** shows that Lawthorn Primary School attainment is higher than the NAC average for all areas of literacy and numeracy.

		READING	WRITING	L&T	NUMERACY
P1	NAC data June 2024	78.5%	77.42%	86.72%	82.48%
	Lawthorn PS June 2024	87.88%	90.91%	100%	100%
P4	NAC data June 2023	75.34%	69.31%	85.48%	74.35%
	Lawthorn PS June 2023	91.43%	80%	100%	88.57%
P7	NAC data June 2023	77.16%	71.29%	84.62%	74.54%
	Lawthorn PS June 2023	90.91%	79.55%	97.73%	88.64%

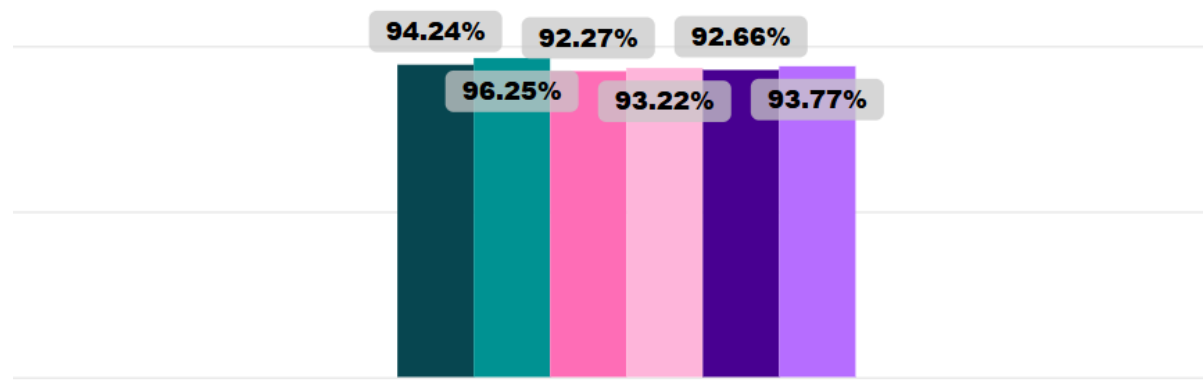
The following table details the percentage of pupils on track in their learning for each stage in **June 2024**. At almost all stages, attainment has shown a steady increase over time.

	PERCENTAGE OF PUPILS ON TRACK			
	READING	WRITING	LISTENING & TALKING	NUMERACY
PRIMARY 1	91%	91%	91%	96%
PRIMARY 2	87%	94%	100%	100%
PRIMARY 3	89%	82%	98%	93%
PRIMARY 4	89%	73%	93%	76%
PRIMARY 5	86%	86%	94%	80%
PRIMARY 6	74%	80%	96%	70%
PRIMARY 7	92%	84%	97%	92%

Attendance

In 2024-2025 there was a slight increase in overall attendance since 2023-2024, however this still falls short of attendance in 2019/20 and 2020/21.

Session Start Year ● 2019/20 ● 2020/21 ● 2021/22 ● 2022/23 ● 2023/24 ● 2024/25



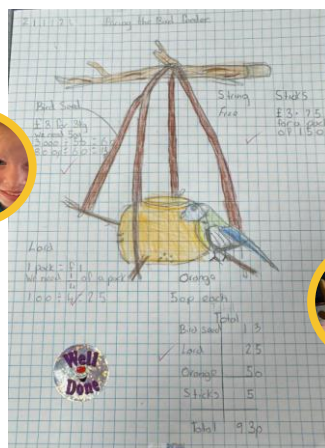
There were no exclusions in session 2024-2025.

SCHOOL IMPROVEMENT PRIORITIES 2024-2025

PRIORITY 1: To ensure high quality learning and teaching across the curriculum

What have we achieved?

- **P1–P3 Play-Based Learning:** Classrooms across our infant department were redesigned to support play-based learning. Staff received training, and children are now more independent and engaged.
- **P4–P7 Deep Learning:** Our P4 – P7 pupils took part in exciting projects that helped develop skills like teamwork, creativity, and problem-solving. Pupils had more choice and ownership in their learning and showcased this to parents and carers.
- **Outdoor Learning:** We made better use of outdoor spaces. Pupils enjoyed regular outdoor learning opportunities, helping with social and emotional skills as well as skills for life.
- **Assessment for Learning:** Pupils are now clearer about what they are learning and how to succeed. They are more involved in assessing their own progress.
- **Digital Learning:** We continued working towards the Digital Schools Award, with digital tools used more effectively across the school.
- **Numeracy:** Our Principal Teacher engaged in a cluster development programme to look at new approaches to teaching in numeracy.
- **Early Years:** The nursery day was adapted to suit children's needs. A robust quality assurance calendar was developed to ensure high quality teaching and learning within our Early Years Class.
- **Care Inspectorate Report:** We were delighted to receive a very positive Care Inspectorate report for our Early Years Class. The report recognised the strong relationships between staff and children and the nurturing, supportive environment we provide.



Next steps

- To further develop pupil voice within learning through the introduction of floorbooks
- To create a teaching and learning policy which promotes the development of skills and inquiry based learning across the Early Years and school

PUPIL EQUITY FUND

What we achieved in 2024-2025

Nurture and Pastoral Support

This session, we continued to strengthen our bespoke nurture and pastoral support provision.

Boxall Profile data showed an improvement in developmental scores for almost all children attending our nurture groups. Feedback from pupils and their families was overwhelmingly positive, highlighting the value of this support in promoting wellbeing, emotional resilience, and readiness to learn.



Additional Pupil Support Assistant

PEF funding enabled us to recruit two additional classroom assistants, significantly enhancing our capacity to deliver targeted interventions. These included:

- *Toe by Toe (structured literacy support)*
- *5 Minute and 10 Minute Boxes (phonics and literacy reinforcement)*
- *Boosting Reading Programme*

All interventions demonstrated positive impact, supporting pupil progress in literacy and increasing confidence in learning.



Enhancing Digital Technology to Improve Teaching & Learning

We invested in a range of digital tools to support and enhance learning experiences, including:

- *Sphero Minis Education Pack*
- *Sphero Indi Cars*
- *HDMI to iPad adaptors*
- *iPad microphones*
- *Sphero mats and activity cards*
- *Green screen technology*

Our PT (PEF) led staff training sessions to build capacity in the use of these digital resources, working alongside our Digital Leaders to embed technology across the curriculum. A staff survey indicated a notable increase in both confidence and competence in using digital tools to support high-quality learning and teaching.



Relationships and Anti-Bullying

We partnered with Brian Donnelly (Orbis), a nationally recognised expert in behaviour and relationships, to:

- *Deliver targeted work with parents and families*
- *Increase pupil readiness to learn*
- *Build staff capacity to respond effectively to bullying and relational challenges*

Evidence gathered throughout the year showed a reduction in:

- *Incidents of pupils leaving their seats during lessons*
- *Instances of shouting out or across the class*
- *Off-task behaviour and inattentiveness*
- *Playground disagreements and incidents*
- *Parental complaints involving peer relationships*
- *Requests for senior leadership intervention*
- *Phone calls home due to behavioural concerns*



In collaboration with staff, pupils, and families, we developed a new Relationships and Anti-Bullying Policy, which will be officially launched in August 2025. This policy reflects our commitment to nurturing respectful, inclusive, and safe learning environments for all.

OTHER SUCCESSES AND ACHIEVEMENTS IN 2024-2025

- ✓ Our Primary 7 pupils delivered a fantastic performance of *The Lion King*, showcasing their talent and confidence on stage.
- ✓ P7 pupils also took part in Playmaker training and successfully applied their leadership skills by supporting younger children during break times.
- ✓ Primary 1 to Primary 3 pupils performed a heart-warming Nativity for their families, demonstrating confidence and enthusiasm.
- ✓ Primary 4 and 5 pupils led our Harvest Service and coordinated a food collection to support our local foodbank.
- ✓ We raised £296 for Children in Need through a whole-school fundraising effort.
- ✓ Our P7 pupils created shoeboxes for Blythswood Care, spreading kindness and joy to families at Christmas.
- ✓ From Early Years to Primary 7, all pupils participated in a Christmas Enterprise Project, raising an incredible £1,632 for school funds.
- ✓ Our P1–P7 pupils represented the school superbly on their theatre trip to see *Goldilocks and The Three Bears*, while our Early Years class enjoyed a festive performance of *The McDougalls' Fairytale Christmas Show*.
- ✓ Every class worked in partnership with the Irvine Clean-Up Crew to carry out litter picks and contribute to our local community.
- ✓ We celebrated World Book Day with enthusiasm—pupils dressed as their favourite book characters or wore their pyjamas to school.
- ✓ All pupils from Early Years to P7 took part in a sponsored Dance-a-thon, raising an impressive £3,137.04 for school funds.
- ✓ We achieved our sixth Eco-Schools Scotland Green Flag Award in June 2025—an important recognition of our continued environmental efforts.
- ✓ Our boys' football team participated in the Active School's Football League
- ✓ Our girls' football team had great success—winning both the Active Schools Irvine Girls Football League
- ✓ Selected P7 girls participated in the North Ayrshire Girls Football Squad who went on to win the Girls Ayrshire District Cup.
- ✓ Selected P7 pupils took part in Sports Hall Athletics at the Portal
- ✓ The majority of our P6 pupils successfully completed their cycling proficiency, developing confidence and road safety skills.
- ✓ All pupils enjoyed a highly successful Health Week, engaging in a wide range of high-quality experiences delivered in partnership with local clubs and community visitors.
- ✓ Pupils participated in the Irvine Burns Club Poetry Competition, with several going on to perform at the All Ayrshire Burns Competition.
- ✓ Our P6 pupils led a wonderful Burns Supper, showcasing their creativity through speeches, poetry, singing, dancing, and artwork.
- ✓ We presented our work on Deep Learning at the Regional Improvement Collaborative (RIC) Conference in Glasgow.
- ✓ Our Early Years children and families joined us for a Scottish Ceilidh, which was a fun and memorable celebration for all.
- ✓ A wide range of after-school clubs were offered across all stages of the school, supporting pupil interests and wellbeing.
- ✓ Our Junior Road Safety Officers (JRSOs) and Parent Council secured funding for signage to promote road safety in the school car park.
- ✓ Early Years children took part in football training sessions led by the Scottish Football Association (SFA).
- ✓ The JRSOs organised a successful Be Bright, Be Seen day, encouraging all pupils to wear bright clothing to raise awareness of road safety.
- ✓ JRSOs also led a very successful Walk to School Week, including a popular walking bus initiative.

- ✓ P4–P7 pupils worked with local engineers to complete the Primary Engineer Award, with every participant receiving a certificate and some pupils receiving merit awards for outstanding designs.
- ✓ Primary 7 pupils attended a memorable residential trip to Arran Outdoor Centre, taking part in a wide range of outdoor activities including canoeing, hiking, and rock climbing.
- ✓ P7 pupils proudly represented the school in the North Ayrshire Rotary Quiz, demonstrating excellent teamwork and sportsmanship.
- ✓ Four P6 pupils achieved great success by winning the North Ayrshire Euroquiz and representing the authority at the National Finals in Edinburgh.
- ✓ P5 pupils took part in the Champions for Change programme, promoting active lifestyles and mental wellbeing.
- ✓ We celebrated Founders' Day by wearing the uniform of our clubs to school.
- ✓ Our Early Years class hosted a very successful Daffodil Tea, raising £232.97 for Early Years funds.
- ✓ Our new Primary 1 pupils took part in a well-planned transition programme, including Stay and Play sessions, Forest Schools experiences, and a lunch taster event.
- ✓ Our Eco Committee ran a successful Halloween costume recycling initiative, raising £31.
- ✓ Our uniform recycling initiative, which ran throughout the year continues to support sustainability.
- ✓ Our Digital Leaders played a key role in promoting digital learning, introducing a variety of tools and platforms to support teaching across the school.
- ✓ Pupil voice remained central to our school improvement journey. Our leadership groups participated in a Pupil Parliament, identifying key priorities and leading successful initiatives including:

- Walk to School Week
- Safer Internet Day
- World Book Day
- Lawthorn's Got Talent
- Children in Need
- Dyslexia Awareness



HGIOS 4 SUMMARY

QUALITY INDICATOR 1.3: LEADERSHIP OF CHANGE

DEVELOPING A SHARED VISION, VALUES AND AIMS

- ✓ We have reviewed our vision, values and aims this session 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 continue 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 – a number of teachers and Pupil Support Assistants take on additional leadership roles across the school and our Pupil Leadership Groups establish their focus for leadership at a Pupil Parliament at the start of the year
- ✓ 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 are 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

- ✓ Children's rights are promoted and are evident across the school, with every class having their own class charter
- ✓ The whole school community has been involved in the development of our new Anti Bullying and Behaviour and Relationships policy in 2024-2025
- ✓ 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 across Primary 1 & 2, with pupils having increased opportunities to lead their learning. We continue to develop this into Primary 3.
- ✓ Deep Learning in Primary 4 – Primary 7 has promoted a focus on skills development and children can talk confidently about the 6 Cs (Creativity, Communication, Collaboration, Citizenship, Character and Critical Thinking)

- ✓ We continue to build on effective use of digital technologies to support learning and teaching and children can talk confidently about their use of digital in class
- ✓ 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 – Primary 3 staff engage in Forest School to promote creativity and risky play and there is increasing use of the outdoor environment to support learning and teaching in P4 – P7

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
- ✓ Children's rights are considered and are evident across the school
- ✓ Nurture and pastoral support groups provide targeted support for 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 behaviour support plans and risk assessments 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 Behaviour and Relationships and anti-bullying policy have been reviewed in 2024-2025 and take cognisance of the Scottish Government's 'Respect for All' guidance, promoting children's rights and universal and targeted supports.
- ✓ 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 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 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 2025-2026

The Priorities for Session 2025-2026 are;

- To ensure high quality learning and teaching across the curriculum
- To improve behaviour and relationships across the school and Early Years Class

PUPIL EQUITY FUND 2025-2026

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 and improve the quality of learning and teaching.

Funding will be used to;

- ✓ Fund additional PSA staffing to provide pastoral support for identified pupils
- ✓ Fund an additional PT and 0.2 class teacher to review curriculum development
- ✓ Fund specialist support in Behaviour and Relationships to promote Readiness to Learn

CELEBRATING SUCCESS – JUNE 2025

DUX Winner 2025



Winning House Captain & Vice Captain 2025



LEAVERS – JUNE 2025



