

LAW PRIMARY SCHOOL & ELC

**SCHOOL
IMPROVEMENT PLAN
2025-2026**



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Strategic Improvement Priorities Plan over 3-year cycle

Timescale: 24/25-26/27

Strategic Priority	Year 1 24/25	Year 2 25/26	Year 3 26/27
1.	Develop whole-school approaches to learning for sustainability through implementation of elements of curriculum map with focus on UNCRC rights, outdoor learning and sustainable development	Further develop learning for sustainability embedding all areas incl, global citizenship and implementing updated Making Rights Real across all staged	Self-evaluate any further areas for development and identify improvements needed with learning for sustainability
2.	Develop STEM approaches with focus on Science skills and STEM challenges and context-based projects	Further develop STEM with focus on technologies and implementation of planning. Embed Science skills progression.	Further development of STEM with focus on digital literacy and computing science. Embed technologies progression.
3.	(LC) Moderation of writing across Carluke LC	Further development of writing criteria to support writing moderation across LC	TBC
4.		Implement a VCPA approach across the school to increase pupil confidence and begin to raise attainment in Numeracy.	Enhance curriculum planning and LTA in numeracy and maths to ensure regular, relevant opportunities for breadth, depth and application of learning.

The following Strategic Priority has been moved to maintenance agenda:

Strategic Priority	Year 1 24/25	Year 2 25/26	Year 3 26/27
	Develop skills for learning, life and work through inclusion of skills-based framework across all areas and all stages ELC to P7 with focus on adapting LI's and SC, personal achievement and target setting in pilot stages	Further develop skills-based learning through online profiling across all stages	Embed skills-based learning within the four contexts for learning

Context of school June 2025

Law Primary School and ELC is a rural, non-denominational school in the Clydesdale area of South Lanarkshire, near the town of Carluke. It has approximately 277 pupils including 56 children accessing 1140 hours in our early learning and childcare service. The 2024-2025 staff team consisted of a head teacher, acting deputy head teacher, 12 permanent teaching staff, 1 NQT, 1 area cover teacher, 8 support assistants and 10 early years staff. The local area is a mixture of social and privately-owned housing, with new housing currently being built. Local amenities and transport links are poor however there is an active community council which organise local events throughout the year. Opportunities for local employment are limited however there are a range of employers in Carluke and other surrounding towns.

The school building opened in June 2006 and provides a modern campus for children to learn and achieve. There continues to be improvements made to the aesthetics of the inside of the building including new floor coverings and painting to create an inspiring learning environment. We have a large outdoor environment to enhance and extend learning including an orchard, trim trail, potting shed, polytunnel, outdoor classroom, wooded area, gardens and Secret Garden as well as a multi-use pitch. All classes have access to C-Touch interactive boards, a set of chromebooks, and a set of ipads or tablets allowing pupils to share devices, one-between-two across the school.

Law Primary School & ELC is part of Carluke Learning Community who have worked together to develop more effective transition activities and the moderation of writing across all stages. This has included a LC working group and LC moderation activities throughout the year resulting in greater confidence for staff. This work will be further developed during session 2025-2026 including the development of consistent marking criteria and resources to support teacher professional judgements of writing levels.

With the Scottish Government's aim to close the poverty related attainment gap, it is vital to understand and respond to the gaps that inhibit learners reaching their potential. In accordance with the SIMD there are no pupils in decile 1 and 2 at Law PS. We have 36 pupils entitled to FSM. Our Pupil Equity Funding of £36,750 includes a carry forward of only £0.47 from session 2024-2025. Our participatory budget is 5% (£1837.50) and will be allocated following consultation with stakeholders in October 2025.

Work to support families has proven that deprivation is more prominent, with a small number of families receiving regular foodbank referrals, Christmas donations and food and clothing parcels which has been supported by funding from the local Scotmid and contributions from the school community.

The ethos and culture of our school is one of our key strengths. We pride ourselves in the positive and friendly ethos that extends to all within the school and local community. We work hard to encourage positive partnerships to uphold our school vision and values and to provide the best educational experience possible for our pupils within a nurturing and safe environment. Our values are **positivity, determination, kindness, trust, respect, & responsibility**. Our school motto and theme song, #wearelawesome help to inspire and motivate our school community. We actively promote leadership at all levels with teaching staff, support staff, early years practitioners taking leadership in priority improvement areas including Numeracy and Mathematics, Reading Schools, Outdoor Learning, Nurture, and Play-Based Learning. Parent partnerships are key to our success with parental leadership and support successfully running after school clubs, whole school events and fundraisers. Parents have many opportunities to participate in the learner journey through open lessons, showcases, assemblies, performances, and consultations. We also have an active Parent Teacher Association who are engaged and participate in the daily life of the school.

Pupil leadership is a key strength of our school. Opportunities include Rights Respecting School Award group, JRSOs, Young Leaders Of Learning, ECO Team, Reading Schools Champions, Health Ambassadors, & Club Leaders. Our pupils lead a wide range of extra-curricular lunchtime clubs, totalling 16 clubs. This year opportunities included, art club, netball, badminton, & basketball. Our senior pupils also have responsibility for positive play in the playground through our Games Crew initiative which has a positive impact on play with zones around the school grounds including racetrack, construction, sandpit, loose parts, and many more. Our house and vice captains also play a significant role in leading fundraising activities for local and national charities.

We are proud to be an award-winning school having secured our Rights Respecting Schools Award, Reading Schools Award and School for Nature Award. During session 2025-2026 we aim to secure an ECO flag, at least two Digital Schools Awards and start the process of becoming a STEM Nation Award school through the creation of a STEM Lab providing a physical centre for the exploration of STEM knowledge and skills.

During the summer break our nursery will be expanded to increase capacity, this includes extension to the ELC playroom, new storage spaces, new offices and toilets.

OUR SCHOOL VALUES

School values underpin the ethos and culture of our school. Our values are:
POSITIVITY | KINDNESS | TRUST | RESPONSIBILITY | DETERMINATION

OUR SCHOOL RULES

We have high expectations of our pupils' behaviour and achievements. Our pupils are taught to follow these rules:

READY | RESPECTFUL | SAFE

OUR SCHOOL MOTTO

We aim for excellence in what we do and who we are as a school community and proudly declare:

#wearelawesome

Strategic Priority 1: Learning for Sustainability

Improvement Planning and Standards and Quality Reporting 2025/2026

<u>NIF Priority (select from drop down menus)</u> Choose an item. <u>NIF Outcome</u> Choose an item. Choose an item.	<u>SLC Priority (select from drop down menus)</u> Choose an item. Choose an item.	<u>SLC Stretch Aims</u> Choose an item. Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
LfS weaves together global citizenship, sustainable development and outdoor learning. LfS is an entitlement for all learners within CfE; is embedded within the GTCS Professional Standards; permeates HGIOS and key within GIRFEC. It is at the heart of the Scottish Government's National Performance Framework to ensure that every school and early learning setting in Scotland will be sustainable by 2030. As a school we aim to ensure our curriculum linked outdoor learning is a regular part of our practice.	As an ongoing priority, we will be confident that all our school community are aware of the UNCRC and children's rights. Our school will respect and promote the holistic development and wellbeing of every child. By December 2025, all pupils will have participated in global citizenship and sustainability projects. We will achieve one ECO flag. All classes will create a class charter based on children's rights. Rights will be referenced, displayed and the language of rights used by all. An increase in the confidence, skill and regularity of outdoor learning experiences will be evident across all stages	GLOBAL CITIZENSHIP - From August 2025, global citizen projects will continue to be implemented across all stages, including <i>Seeds for Change</i> at Early Level, <i>Pants to Poverty</i> and <i>Farm To Fork</i> in First Level, and enterprise projects in Second Level - The Green Team (Eco Committee) have leadership responsibility for achieving Eco-Schools Green Flag accreditation RIGHTS AND SUSTAINABILITY - RRS pupil leadership group will achieve Silver: Rights Aware Award by March/April 2026 - From August 2025, training will be completed by all staff through implementation of updated <i>Making Rights Real</i> framework	Survey of learners' engagement with challenges and opportunities of our world through development of knowledge, skills, values and attitudes using Glasgow Motivation and Wellbeing Profile. By December 2025, our school will achieve one Eco-Schools Green Flag Award through completion of specific goal and topics RRS action plan outcomes and measures detail progress towards achieving Silver Award incl. calendar of events, staff CLPL. Rights will be linked to learning and evident through class visits and self-evaluation. Achievements, class charters, displays, etc will identify the rights of the child and children will be able to speak about their meaning.	All teaching staff ECO lead staff RRS lead staff

UNCRC (Incorporation) (Scotland) Act 2024 comes into effect in July. We need to ensure that our school meets the legislation and is working towards a better understanding of all aspects of Rights, Equalities and Sustainability.	Educating students about the Sustainable Development Goals holds significance as it empowers them to acknowledge their role in shaping the future and encourages collective efforts towards fostering a more sustainable and improved world for all.	SUSTAINABLE DEVELOPMENT ▪ ELC and primary classes will participate in LfS from August 2025, with particular focus on sustainable development goals; RHET specific programme, and Keep Scotland Beautiful programme OUTDOOR LEARNING ▪ Teaching and support staff complete second session of training from <i>Learning Through Landscapes</i> including Whole-School Approach course and Playtime Revolution for Support Staff	Surveys by staff and parents will show an increase in understanding and confidence. Evidence gathering: classroom displays, collaborative planning, school assembly presentations, class visits, monitoring of pupil work, self-evaluation discussions with pupils using HGIOURS. Whole staff training increases knowledge and skill in delivering quality outdoor learning. Increased use of outdoor spaces and pupil motivation measured through surveys	All teaching staff All teaching and support staff
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Progress & Impact - Sustainability

Progress

GLOBAL CITIZENSHIP

In session 2025-2026, global citizen projects have continued to be implemented across all stages, including *Seeds for Change* at Early Level, *Pants to Poverty* and *Farm To Fork* in First Level, and enterprise projects in Second Level

The Green Team (Eco Committee) have leadership responsibility for achieving Eco-Schools Green Flag accreditation. The ECO committee have

RIGHTS AND SUSTAINABILITY

The Rights Respecting Schools Pupil leadership group have increased knowledge of UNCRC and have achieved our Rights Respecting School award in June 2026.

In session 2025-2026 all staff through implementation of updated *Making Rights Real* framework

SUSTAINABLE DEVELOPMENT

ELC and primary classes will participate in LfS from August 2025, with particular focus on sustainable development goals; RHET specific programme, and Keep Scotland Beautiful programme

OUTDOOR LEARNING

Teaching and support staff complete second session of training from *Learning Through Landscapes* including Whole-School Approach course and Playtime Revolution for Support Staff

Impact

Children's rights are firmly embedded across Law Primary School and ELC, with pupils, staff and families demonstrating a growing awareness and understanding of the UNCRC. A strong rights-respecting ethos is evident throughout the school, supporting the holistic development, wellbeing and inclusion of every child. Rights are visible within learning environments, referenced regularly in daily practice and underpin our Positive Relationships and Behaviour Management Policy.

All learners across the ELC and school have engaged in meaningful global citizenship and sustainability projects, developing their understanding of their role as responsible global citizens. This work has strengthened environmental awareness and contributed to the achievement of an Eco-Schools Green Flag.

Every class has co-created and embedded a Class Charter based on children's rights. Rights-based language is used confidently by pupils and staff and is evident in classroom interactions, decision-making and learning experiences.

Class Charters are referenced regularly and contribute positively to the inclusive, respectful ethos across the school. Through pupil participation activities, children have also influenced whole-school improvement priorities, ensuring their voices are valued and acted upon.

Outdoor learning has become an increasingly established feature of learning across all stages. Staff confidence and expertise continue to grow, resulting in a wider range of high-quality outdoor learning experiences that enhance engagement, wellbeing and skills development. Strong practice within the ELC and Primary 7 provides a foundation for further strengthening and sharing effective approaches across the school.

Learning linked to the United Nations Sustainable Development Goals has enhanced pupils' understanding of sustainability, equity and global responsibility. Children increasingly recognise their capacity to influence positive change within their school, local community and the wider world, fostering the knowledge, skills and values required for responsible citizenship.



NEXT STEPS

- Continue this priority through our maintenance agenda.
- Continue to embed and strengthen good practice through;
- UNCRC awareness in daily practice
- ECO approaches at whole school level
- Continue sustainability projects across the curriculum
- Embed high quality Outdoor Learning opportunities at whole school level.

80%

of staff felt that following our Sustainability Priority, the UNCRC and sustainability approaches had been enhanced across the ELC and School.

90%

Of staff felt that as a result of our sustainability priority, their confidence in planning and teaching UNCRC and sustainable topics had increased.

82.4%

Of pupils asked felt that our approach to sustainability had improved this year. They were more aware of their rights and would like to do more ECO based activities next session.

Strategic Priority 2: STEM

Improvement Planning and Standards and Quality Reporting 2025/2026

<u>NIF Priority (select from drop down menus)</u> Improvement in achievement, particularly in literacy and numeracy. <u>NIF Outcome</u> Inclusive and relevant curriculum and assessment Closing the attainment and achievement gap	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Raising Aspirations in Science Education (RAiSE) empowers primary school practitioners with the confidence, skills, and networks to develop and deliver engaging and motivating STEM learning experiences. The work of the RAiSE programme is aligned to the STEM Education and Training Strategy and the Developing the Young Workforce Programme. It aims to raise attainment and achievement in primary science and STEM, and tackle inequity and	As an ongoing priority, all teaching staff will use planning frameworks in science, technology, digital literacy & computing science ensuring consistent approaches to quality learning and teaching All teaching staff will use appropriate instruction to support learners progress within STEM As an ongoing priority, all pupils will experience STEM related challenges and projects and will recognise its importance From August, most pupils will increase knowledge of STEM skills and identified stages track through skills passports	By September 2025, an audit of STEM using Education Scotland STEM self-evaluation and improvement framework will be carried out to evaluate our approaches to STEM. Establish STEM staff and pupil leadership group to lead participation in STEM Nation Award programme. SCIENCE Audit implementation of Science Skills Framework and review effectiveness of skills passports for targeted stages. Science Progression planners implemented by all teaching staff Self-evaluate pupil knowledge, skills and attitudes through Science Skills Passports Available resources audited and new resources identified to support STEM	Completed Ed.Scot. audit using HGIOS indicators and next steps identified and shared with all stakeholders STEM Nation Award provides structure for whole setting strategy for effective STEM learning Identified staff attend training and cascade professional learning to all through CAT / INSET resulting in increased knowledge, skills and confidence. Evidence: forward planning; classroom observations; learner conversations using HGIOURS; collaborative planning; monitoring science skills passports	STEM lead teacher All teaching staff

inequality in learners' experiences and outcomes.		TECHNOLOGIES Develop STEM Lab providing physical space for learning and teaching and development of STEM skills. Identify associated resources and staff CLPL. Technologies planners will be introduced for all levels and resources purchased to support learning and teaching. Teachers attend SLC DO led CLPL through planned INSET ½ Day (10.11.25) to improve digital literacy and computing science learning, teaching and assessment approaches. Establish teacher and pupil leadership group with responsibility for Digital Schools Award – audit using self-evaluation toolkit; create action plan and gather evidence	Evidence: forward planning; professional dialogue, feedback from CLPL Digital Schools Award action plan outcomes and measures detail progress towards achieving at least 2 digital awards.	STEM lead teacher SLC DO Digital School lead staff
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Progress & Impact - STEM

Progress

STEM

Audit of STEM using Education Scotland STEM self-evaluation and improvement framework carried out to evaluate our approaches to STEM.

Establish STEM staff and pupil leadership group to lead participation in STEM Nation Award programme.

SCIENCE

Science Progression planners implemented by all teaching staff.

Available resources audited and new resources identified to support STEM including progression pathways.

TECHNOLOGIES

Created STEM Lab providing physical space for learning and teaching and development of STEM skills. Included associated resources and staff CLPL.

Technologies planners will be introduced for all levels and resources purchased to support learning and teaching.

Teachers attend SLC DO led CLPL through planned INSET ½ Day (10.11.25) to improve digital literacy and computing science learning, teaching and assessment approaches.

Establish teacher and pupil leadership group with responsibility for Digital Schools Award – audit using self-evaluation toolkit; create action plan and gather evidence

Impact

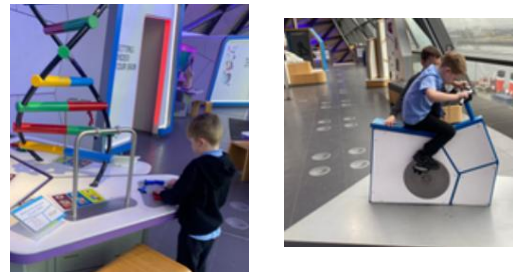
STEM is now a well-established feature of learning and teaching across Law Primary School and ELC. Staff consistently utilise agreed planning frameworks for science, technology, digital literacy and computing science, ensuring a coherent and progressive approach to STEM learning across all stages. As a result, learners experience high-quality, engaging and relevant learning opportunities that build knowledge, skills and understanding over time.

Staff confidently apply effective instructional approaches to support learner progress within STEM, resulting in increased pupil engagement, challenge and achievement. Through a wide range of STEM projects, investigations and real-life problem-solving experiences, children recognise the relevance of STEM to everyday life and future careers.

Most pupils demonstrate increased knowledge and application of STEM skills and are able to articulate their learning and progress through identified skills pathways. Skills development is explicitly discussed across the curriculum, helping learners make meaningful connections between different areas of learning and understand how their skills support success in a variety of contexts.

Engagement with the STEM Nation Award has provided a clear framework for whole-school STEM development, supporting a shared vision and consistent practice across the setting. Targeted professional learning opportunities have enhanced staff knowledge, skills and confidence, with effective dissemination through collegiate activities and INSET sessions ensuring a sustainable and collaborative approach to improvement.

Evidence of impact is demonstrated through forward planning, classroom observations, learner conversations, collaborative planning approaches, ongoing monitoring of STEM skills progression across the school and learner experiences of STEM across the school and ELC.



NEXT STEPS

- Continue this priority through our maintenance agenda.
- Timetable and monitor use of STEM Lab for all classes
- M&T Skills coverage as whole school consistent approach.
- Continue work to achieve STEM Nation award and session 2026-2027.

80%

Of teaching and SSA staff and 50% of ELC staff felt that following our STEM Priority, our whole school and ELC teaching and learning resources have improved and that their confidence has increased in planning and teaching STEM based lessons.

90%

Of teaching and SSA staff and 75% of ELC staff felt that as a result of our STEM priority, the STEM experiences for our learners across the school and ELC have been improved.

100%

Of pupils felt that our approach to STEM had improved this session as a result of our improvement priority. They said they loved the new resources and would like to continue more STEM based activities in our new STEM lab. They loved working with Miss Vickers as STEM ambassadors.

Strategic Priority 3: LC writing moderation

Improvement Planning and Standards and Quality Reporting 2025/2026

<u>NIF Priority (select from drop down menus)</u> Improvement in achievement, particularly in literacy and numeracy. <u>NIF Outcome</u> Inclusive and relevant curriculum and assessment Closing the attainment and achievement gap	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Following shared moderation activity across our Learning Community in 24/25, evidence shows that confidence in making teacher professional judgements in writing has increased. To increase writing attainment, next steps identified the need to review the criteria to inform TPJ in Writing for all learners across Early, First and Second Level, increasing staff understanding of what achievement of a level looks like at each stage.	Provide opportunities for teaching staff to review evidence gathered across a range of abilities in writing. Increase staff confidence that professional judgements are robust, moderated and accurate in almost all cases. Increase staff understanding of what is required to achieve end-of-level milestones (P1/4/7). Increase staff understanding of what is required to achieve mid-level milestones (P2/3/5/6) in writing. Increase opportunities for working across Early Years/Primary and Primary/Secondary to develop understanding of progress across all levels. Increase writing attainment in the LC by at least 1%.	LC working group (established 24/25) will meet at least 6 times across the session. September 2025 – Working group will collate and distribute examples of writing across EY-P7, showcasing achievement of a level. September 2025 – Working group to agree a shared set of criteria to be used throughout moderation tasks. October - November 2025 – All schools to make use of writing criteria/examples of work, as part of in-house moderation activity. February 2026 – LC Inset Day will provide an opportunity for all teachers to take part in moderation of writing activity, using agreed criteria and exemplar folders. May 2026 – analyse writing attainment data across each school and the LC.	Attainment data in Writing – 24/25 and 25/26, across each school and the Learning Community. We would aim for an increase in Writing attainment of at least 1% across the LC. A bank of resources will be distributed to provide support for teachers making professional judgements at each stage of learning (EY – S1). Teacher evaluations will inform next steps for moderation activity.	Hazel Buchanan (DHT, CDPS) Lorna Kilgallon (DHT, Law PS) One lead from each LC Primary School, Nursery and CHS

Progress & Impact – Writing Moderation

Progress

WRITING

LC working group (established 24/25) and met at 7 times across the session as a working group and as a Learning Community.

Working group collated and distributed examples of writing across EY-P7, showcasing achievement of a level.

Working group collaborated and agreed a shared set of criteria to be used throughout moderation tasks.

All schools began to make use of writing criteria/examples of work, as part of in-house moderation activity.

Learning Community Inset Day provided an opportunity for all teachers to take part in moderation of writing activity, using agreed criteria and exemplar folders.

Each School analysed writing attainment data and discussed at Learning Community level.

Impact

Building on the successful moderation activities undertaken across the Carluke Learning Community during Session 2024/25, staff have continued to strengthen their understanding of high-quality writing and the standards required for achievement of Curriculum for Excellence levels. Collaborative moderation opportunities have enhanced professional dialogue, resulting in increased confidence in making robust, accurate and consistent teacher professional judgements across Early, First and Second Level.

Through the review and refinement of writing criteria, staff have developed a clearer shared understanding of progression and achievement within writing. Regular moderation activities involving evidence from learners across a range of abilities have supported greater consistency in expectations and assessment practices across establishments. Professional learning and collaborative working between Early Years, Primary and Secondary colleagues have further strengthened understanding of learner progression and achievement across levels.

The development and use of a shared bank of moderation resources has provided staff with increased confidence when making professional judgements and has supported consistency across the Learning Community. Teacher evaluations indicate that moderation activities have had a positive impact on practitioner knowledge, understanding and confidence, with staff reporting improved clarity around both mid-level and end-of-level expectations.

As a result, attainment in writing has shown positive improvement across the Learning Community. The collaborative approach to moderation and assessment has contributed to increased confidence that teacher professional judgements are accurate, reliable and evidence-based.

School Writing Attainment

Stage	% Increase in Writing in Session 25-26	
P1	- 0.8%	Writing attainment data shows an overall positive trend, with improvements in five of the seven year groups. The largest increases were in P2 (+10.3%) and P6 (+9.3%), with further gains in P5 (+4.8%), P3 (+3.8%) and P7 (+3.2%). Small decreases were evident in P1 (-0.8%) and P4 (-7.5%), highlighting areas for further analysis and targeted support. Overall, the data indicates that approaches to moderation and the impact on learning, teaching and assessment in writing are having a positive impact across most stages, with continued focus required to address identified gaps and sustain improvement.
P2	+ 10.3%	
P3	+ 3.8%	
P4	-7.5%	
P5	+ 4.8%	
P6	+ 9.3%	
P7	+3.2%	

80%

of staff across the school felt that as a result of our Writing Priority, our whole school approach to the assessment of writing was more consistent and collaborative.

90%

As a result of the Learning Community Priority in Writing, 90% of staff felt that working with staff across other establishments for moderation activities was beneficial and would like to continue this work.

NEXT STEPS

The Learning Community achieved an overall increase in writing attainment, demonstrating the positive impact of collaborative moderation, shared professional learning and consistent approaches to assessment. Evaluation evidence gathered through teacher feedback, moderation activities, learner evidence and attainment data will continue to inform future priorities and next steps to further improve outcomes for all

Strategic Priority 4: **VCPA**

Improvement Planning and Standards and Quality Reporting 2025/2026

<u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Outcome</u> Globally respected, empowered, responsive education system; leadership, accountability, improvement Staff and SLT driving excellent LTA skills, esp. for learners with ASN	<u>SLC Priority</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<u>HGIOS?4 Qis</u> <u>1.3 Leadership of change</u> <u>2.3 Learning, teaching and assessment</u> <u>3.3 Increasing creativity and employability</u> <u>HGIOELC Qis</u> <u>1.3 Leadership of change</u> <u>2.2 Curriculum</u> <u>2.3 Learning teaching and assessment</u>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Numeracy and Mathematics attainment data highlights the need to focus on continuing to improve progress and attainment levels in numeracy and mathematics for learners through high quality learning, teaching and assessment approaches developed through the professional learning materials of the SLC VCPA Professional Learning offer.	By December 2025 almost all teachers will have increased practitioner knowledge, confidence and skills in teaching Numeracy and Mathematics- using the pedagogical approach VCPA. By December 2025, all pupils will have increased access to a wide range of concrete materials during Numeracy and Mathematics learning. By December 2025, majority of pupils will be able to select and use the materials they will need to access Numeracy and Mathematics learning. By February 2026, majority of pupils will be able to explain their choices around selection of materials and/or strategies	Teachers attend CLPL through planned INSET ½ Day (12.08.25) and 5 liaison sessions to improve Numeracy and Mathematics learning, teaching and assessment approaches. Teachers complete pre-CLPL questionnaires Audit of VCPA materials and follow up procurement of resources. Teachers engage with a range of VPCA resources on SLC Staff Learning Centre, Curriculum Hub. Staff engage in collaborative activity to support implementation of VCPA approaches. e.g. opportunities to plan/implement/review	Pre and post- CLPL questionnaire for teachers to gauge knowledge, confidence and skills in supporting learners using the VCPA learning, teaching and assessment approach (August 2025 and December 2025/January 2026) VCPA resources overview pre and post audit. Information collated from learning walks during numeracy and maths learning about pupil access to and engagement with VCPA materials. Teacher and pupil focus groups to facilitate direct observation of pupils engaging with VCPA resources and pupil dialogue which supports pupils to explain their choices and strategies.	All teaching staff

	they use to solve numeracy /mathematical problems.	Staff will gather information about pupils' understanding and progress in an aspect of numeracy and/or mathematics learning where the learning, teaching and assessment approach is VCPA. Teachers complete post CLPL questionnaires.		
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Progress & Impact - VCPA

Progress

VCPA

Teachers attended CLPL through planned INSET ½ Day (12.08.25) and 5 liaison sessions to improve Numeracy and Mathematics learning, teaching and assessment approaches.

Teachers complete pre-CLPL questionnaires

VCPA materials audited and replenished and follow up procurement of resources.

Teachers engaged with a range of VCPA resources on SLC Staff Learning Centre, Curriculum Hub.

Staff engaged in collaborative activity to support implementation of VCPA approaches. e.g. opportunities to plan/implement/review

Team teaching opportunities with VCPA trainer helped support teaching and learning in practice.

Staff gathered information about pupils' understanding and progress in an aspect of numeracy and/or mathematics learning where the learning, teaching and assessment approach is VCPA.

Parent Workshops of the Me + You programme helped demonstrate ways to support within the home

Teachers completed post CLPL questionnaires.

Impact

Throughout Session 2025–2026, staff at Law Primary School and ELC engaged in professional learning linked to the South Lanarkshire Council VCPA (Visual, Concrete, Pictorial and Abstract) approach to Numeracy and Mathematics. This has resulted in increased practitioner knowledge, confidence and skills in delivering high-quality numeracy and mathematics learning experiences. Professional dialogue, collaborative planning and classroom practice demonstrate a more consistent approach to learning, teaching and assessment across the school.

Learning walks, classroom observations and audits of resources indicate that all learners now have increased access to a wide range of concrete materials to support their understanding of mathematical concepts. As a result, most pupils confidently select appropriate resources to support their learning and demonstrate increasing independence when tackling numeracy and mathematics tasks.

Pupil voice activities and focus groups show that most learners are able to explain the strategies and resources they have chosen to solve problems, demonstrating improved mathematical thinking and reasoning skills. Learners are increasingly confident in discussing their learning and making connections between concrete materials and abstract mathematical concepts.

Attainment data demonstrates positive progress across all stages, with increases evident from P1 to P7. The strategic focus on high-quality learning, teaching and assessment, underpinned by the VCPA approach, has contributed to improved outcomes for learners in Numeracy and Mathematics.

Resource audits evidence increased availability and use of VCPA materials across all stages. Learning walks show learners accessing and engaging with a wide range of concrete materials during numeracy and mathematics lessons.

Teacher and pupil focus groups demonstrate improved learner ability to explain the strategies and resources they use to solve mathematical problems. Attainment data across P1–P7 evidences improved progress and attainment in Numeracy and Mathematics. Classroom observations demonstrate greater consistency in high-quality learning, teaching and assessment approaches across the school.



NEXT STEPS

*Continue our approach as a whole school.
Train ELC in similar approaches to the school. Consistency in approach through Number Talks and VCPA activities.
Continue on as part of the Maintenance Agenda.*

100%

of teaching staff felt learner experiences had been enhanced as a result of our VCPA priority and that our whole school approach to teaching and learning in numeracy is consistent.

100%

of teaching staff felt that our teaching resources had improved and their confidence in planning, teaching and assessing collaboratively had improved.

Staff said...

‘pupils can succeed with their own level of support and challenge’
‘activities are helpful to support learning’
‘basics help support mental agility’

PEF Improvement Planning and Standards and Quality Reporting for 2025/26
Allocation: £36,750.47

<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
Analysis of attainment data identified group of 9x P3, 12x P4, 6x P5, 11x P6, 8x P7 pupils for support through targeted reading interventions.	£3,759.00	Increased attainment level by at least one PiL level, affecting overall attainment by up to 15%.	Targeted interventions including, IDL, Catch-Up Literacy, Literacy Shed, Reading Eggs and summative assessments including NGRT	Interventions assessment data Literacy attainment data Assessment information gathered in writing jotters Tracking and monitoring dialogue		
Analysis of attainment data identified group of 8x P6, 9x P7 pupils for support in numeracy.	£5,990.00	Increased attainment level by up to 10%. By December 2025, majority of pupils will be able to select and use the materials they will need to access Numeracy and Mathematics learning.	Staff CLPL and procurement of additional resources to support VCPA approaches in maths/numeracy	Numeracy attainment data Assessment information gathered in numeracy jotters, MALT assessments, VCPA assessment data, Sumdog data Tracking and monitoring dialogue		
	£8,225.00	Reduction or removal of costs for all pupils to ensure equitable access to physical education and sporting experiences, enhancing healthy lifestyles and increasing participation levels	Swimming lessons for all P6 pupils at no cost Sports activities at no cost for all pupils Booking coaches through Active Schools for additional sports activities	Participation and engagement levels monitored		

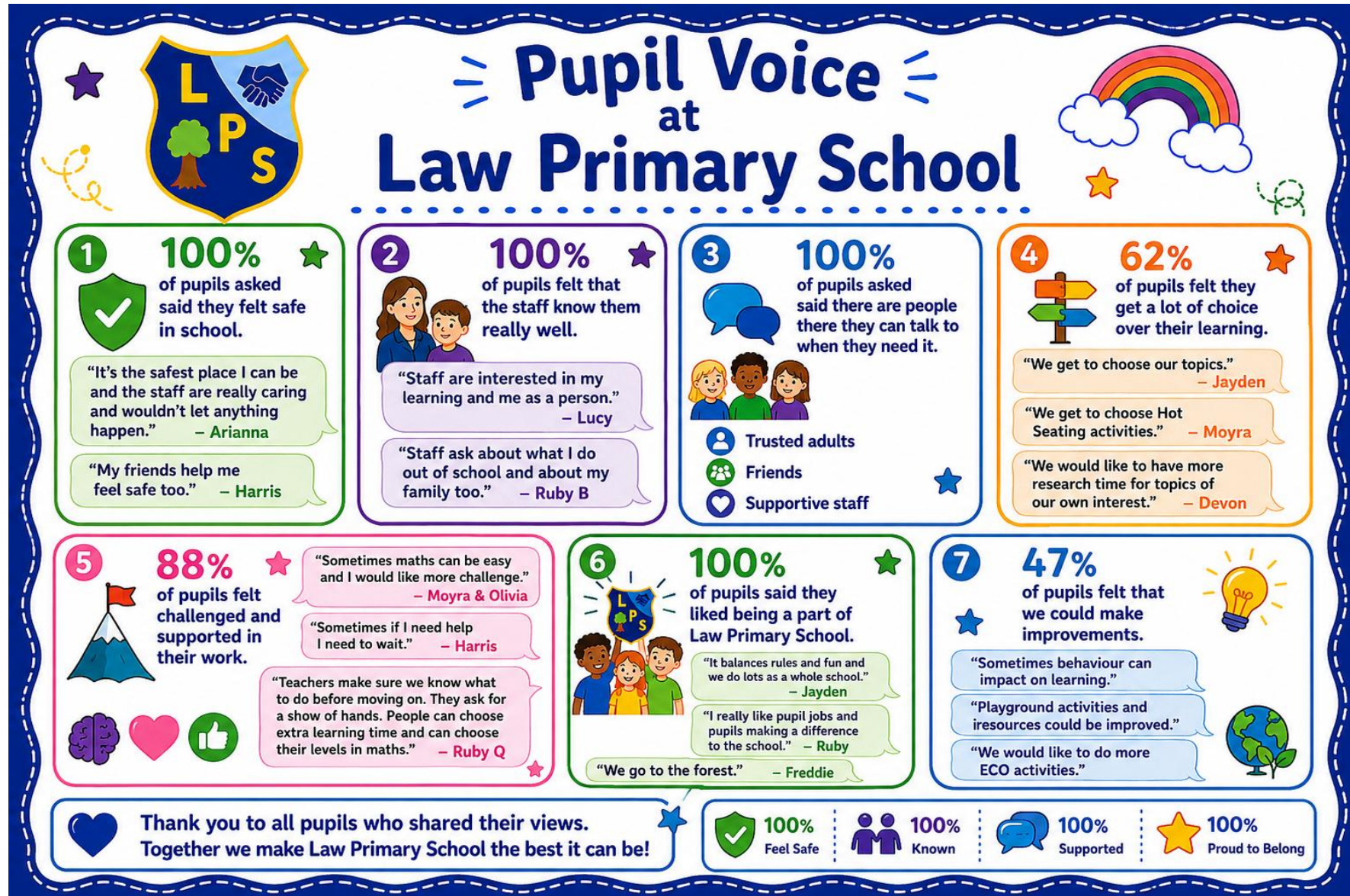
			Residential subsidy for all pupils and no cost for targeted individuals			
			Trip subsidies for all pupils and no cost for targeted individuals			
	£3,800.00	Increase in positive play experiences at break times Increase opportunities for quality outdoor learning experiences	All teaching staff and support staff will participate in Learning Through Landscapes training to support delivery of high-quality outdoor learning and positive play in the playground Organise nurture breaks to support targeted pupils	Evaluate positive play – reduction in distressed behaviours Evaluate outdoor learning, training through professional dialogue and levels of motivation in pupils		
	£9,420.00	Increase opportunities for quality STEM learning experiences	Development of STEM Lab to support delivery of high-quality learning and teaching			
	£5,500.00	Reduction or removal of costs associated with transport and travel for all families due to rural location and access to sporting and cultural experiences	Subsidy for all travel and transport costs	Participation and engagement levels monitored		
	TOTAL SPEND (incl carry forward) £36,694.00					

<i>Progress and Impact</i>	Next Step(s) and rationale to inform PEF spend session 2026/2027.
Pupil Equity Funding has been used effectively to reduce barriers to learning, improve attainment and ensure equity of access across the school. Targeted literacy interventions, including IDL, Catch-Up Literacy, Literacy Shed and Reading Eggs, have supported identified pupils to make improved progress in reading, contributing to increased attainment levels across targeted stages. Assessment evidence, literacy attainment data and tracking discussions demonstrate positive gains in learner confidence, engagement and achievement. Combined Literacy has improved significantly this session with a combined Literacy increase in P1, 4 and 7 of 14.2%. In numeracy, investment in staff professional learning and resources to support the VCPA approach has strengthened learning and teaching. Assessment data and professional dialogue indicate improved learner understanding, increased use of concrete materials and greater confidence in selecting appropriate strategies to solve mathematical problems. Combined Numeracy in P1, 4 and 7 has seen an increase by 7% PEF has also enabled all pupils to access a wide range of sporting, cultural and residential experiences regardless of financial circumstances. Participation rates have remained high, with increased engagement in physical activity and opportunities to develop health and wellbeing. Subsidised transport has further reduced financial barriers associated with the school's rural location. Investment in outdoor learning, positive play and nurture approaches has contributed to improved engagement, increased opportunities for meaningful learning outdoors and a reduction in distressed behaviours during unstructured times. The development of the STEM Lab has enhanced learning experiences across the curriculum, providing pupils with greater opportunities to develop creativity, problem-solving and collaborative skills through high-quality STEM learning.	Achieve! More! Scotland! Charity based company who support schools and families. Work to support learning, activity, clubs, skills and family support through two programmes. Staffing; Class Teacher Consistency across classes paying for class teacher to create 1.0FTE from Oct onwards. Cost of the School Day Travel and buses to access Learning Community sporting events and transition activities. Cost of the School Day Subsidise P7 residential payment ICT refresh To ensure ICT provision is not disadvantaged following refresh

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Further development of skills-based learning across all stages	All teaching staff	Throughout session
Further development of leadership 1.3 Leadership of Change through increased pupil leadership opportunities, staff leadership across ELC & primary, increased involvement of parental leadership through award-based improvements	All	June 2026

Pupil Voice June 2026



Evaluation of Quality Indicators

June 2026

School Evaluations

1.3 Leadership of Change

Through our whole staff evaluation we have evaluated ourselves as **Good**

We have established a coherent approach to improvement, with priorities for Session 26–27 clearly informed by self-evaluation. Approaches to stakeholder engagement are becoming increasingly robust, ensuring that views effectively inform decision-making. A growing culture shared staff CLPL to promote consistency across the school. Leadership opportunities for staff and pupils are being strategically aligned to SIP, supporting a focused approach that prioritises depth, sustainability and impact.



2.3 Learning Teaching and Assessment

Through our whole staff evaluation we have evaluated ourselves as **Good**

We are developing inclusive learning environments informed by the Circle Framework, ensuring learning is responsive to individual needs. Staff work effectively with multi-agency partners to reduce barriers and support engagement. Through co-creating our Learning, Teaching and Assessment position statement, we have established a shared understanding of effective practice and are strengthening consistency in high-quality, relevant, coherent and child-led experiences across the school.



3.1 Ensuring Wellbeing Equality and Inclusion

Through our whole staff evaluation we have evaluated ourselves as **Good**

Most staff contribute to a warm, welcoming and inclusive ethos, underpinned by children's rights and our school values. We are on track to achieve the Silver Rights Respecting Schools Award in June 2026, reflecting our commitment to a rights-based approach. Evidence shows children feel safe, respected and included. Through ongoing professional dialogue, staff continue to strengthen inclusive practice and better meet the diverse needs of all learners.



3.2 Raising Attainment and Achievement

Through our whole staff evaluation we have evaluated ourselves as **Good**

Overall attainment in numeracy is very good, with this session's VCPA improvement priorities having a positive impact on learning and achievement. Attainment in literacy has been identified as an area for improvement and will be a key focus of the 2026–27 School Improvement Plan. Most children in P1, P4 and P7 achieve expected Curriculum for Excellence levels in numeracy, reading, and listening and talking. Most children requiring additional support make good progress towards their learning goals.



Evaluation of Quality Indicators

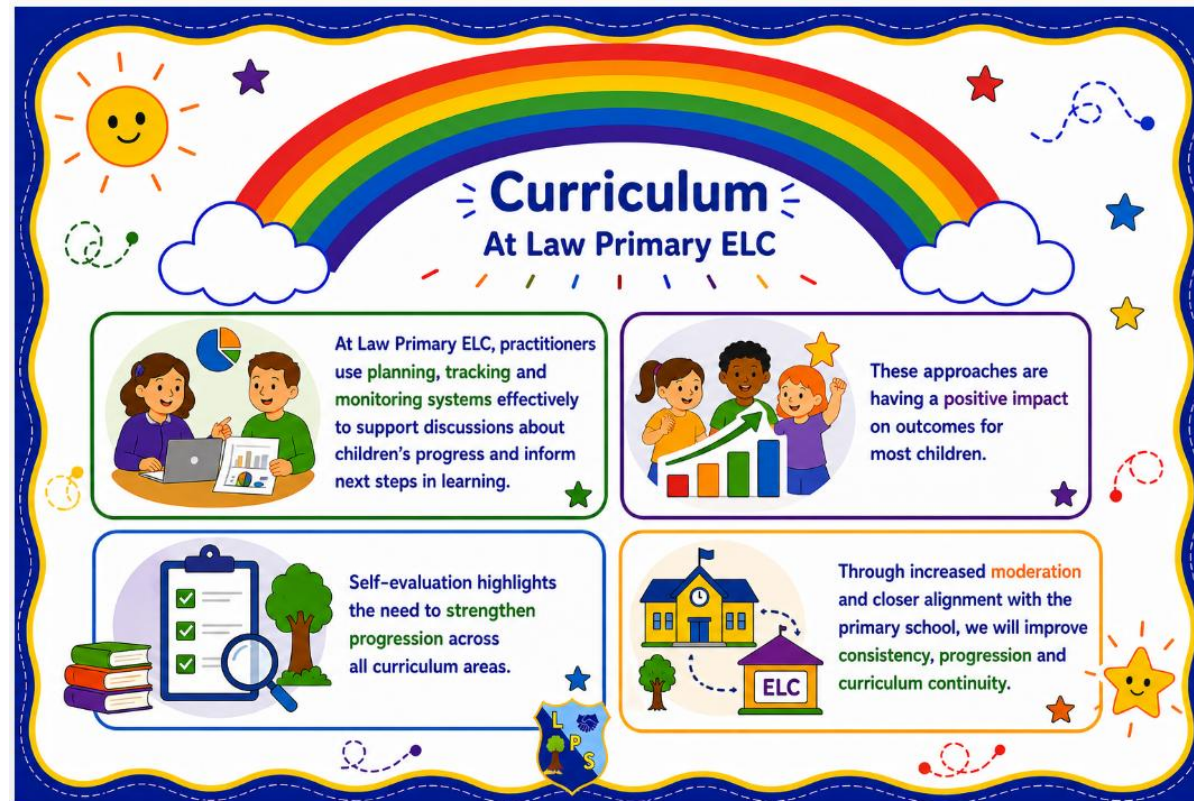
ELC Evaluations

June 2026

Curriculum

Through our whole staff evaluation we have evaluated ourselves as **Good**

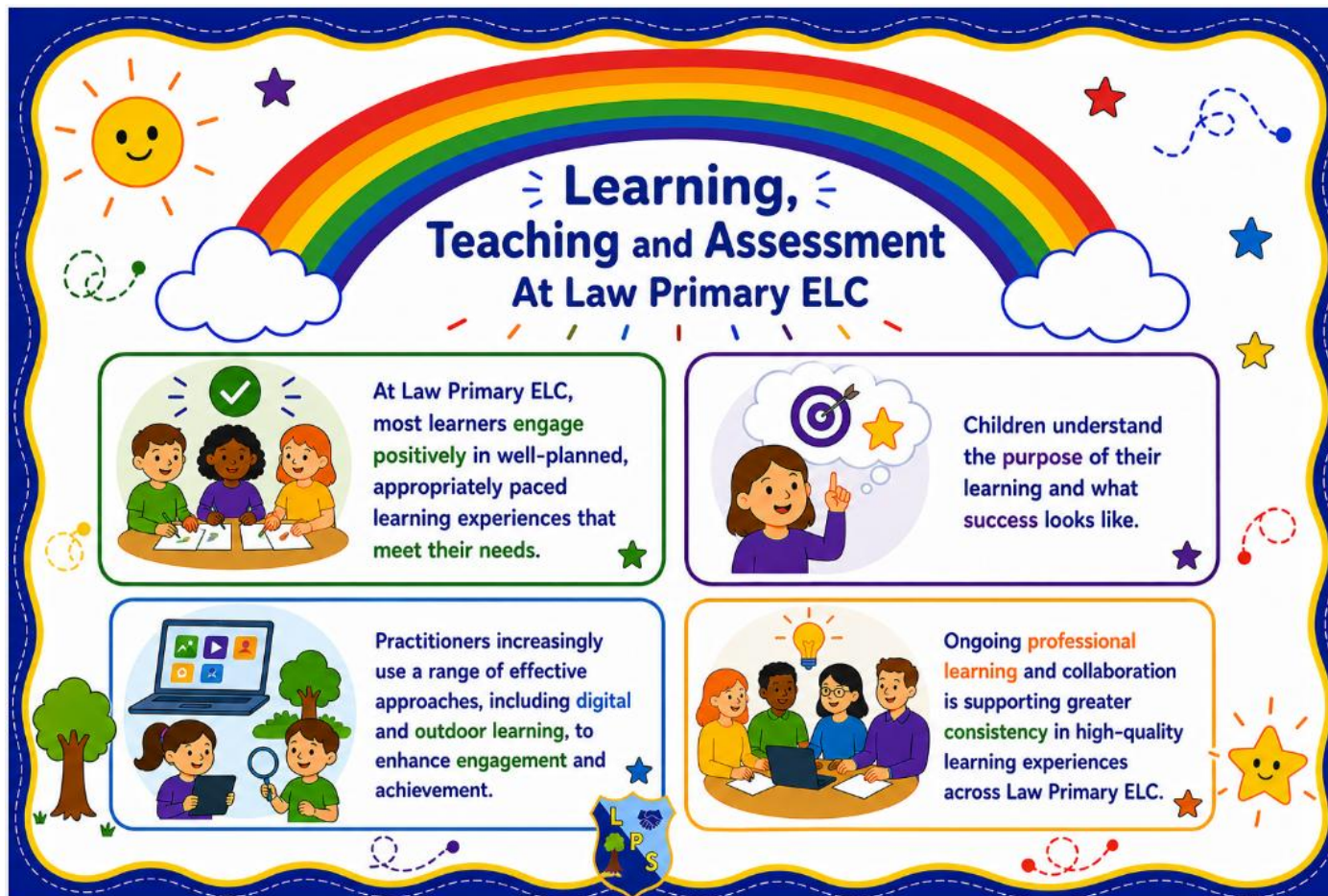
At Law Primary ELC, practitioners use planning, tracking and monitoring systems effectively to support discussions about children's progress and inform next steps in learning. These approaches are having a positive impact on outcomes for most children. Self-evaluation highlights the need to strengthen progression across all curriculum areas. Through increased moderation and closer alignment with the primary school, we will improve consistency, progression and curriculum continuity.



Learning, Teaching and Assessment

Through our whole staff evaluation we have evaluated ourselves as **Good**

At Law Primary ELC, most learners engage positively in well-planned, appropriately paced learning experiences that meet their needs. Children understand the purpose of their learning and what success looks like. Practitioners increasingly use a range of effective approaches, including digital and outdoor learning, to enhance engagement and achievement. Ongoing professional learning and collaboration is supporting greater consistency in high-quality learning experiences across Law Primary ELC.



Wellbeing, Inclusion and Equality

Through our whole staff evaluation we have evaluated ourselves as **Good**

At Law ELC, staff promote wellbeing, inclusion and equity through positive relationships, shared values and a nurturing ethos. Children feel safe, respected, valued and included. Practitioners understand children's rights and individual needs, working with families and partners to provide appropriate support and reduce barriers to learning. High expectations and high-quality play experiences help children develop confidence, independence and the skills they need to thrive.

