



## Leadhills Primary School

### Standards and Quality Report 2022/2023

#### Context of the school:

Leadhills Primary is a non-denominational school, with a current pupil roll of 20 pupils, which serves the rural community of Leadhills, set in the Lowther Hills. It is the second highest village in Scotland, with 40% of pupils being placing requests from Wanlockhead (Dumfries and Galloway) and other localities. 60% of our present pupil roll come from Leadhills. Our school consists of 2 multi-composite classes, P1-4, and P5-7, taught within 2 classrooms, with a library, open area and assembly/gym hall accessible for all. The school has a Multi-use Games Area which is accessed by the school and wider community. Our school has long established partnership links with various community groups within Leadhills and Wanlockhead, which support our learning journey, as well as sustainability and wider activities.

The school is part of Biggar Learning Community, which has very strong and positive working relationships, recently focussing on moderation cycle, with a focus on Learning and Teaching. Our vision, as a learning community – Building Life Chances’- emulates our own school vision to put learner’s and learning at the heart of our community. Principal Teacher’s within our Learning Community work collaboratively, producing a Mental Health and Wellbeing Policy, focussing on Young Leaders of Learning, linked to SLC Skills Framework for session 2023-24.

At Leadhills Primary School we aim to make school a happy, supportive environment in which every child thrives and develops socially, emotionally, academically, and physically. We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Working in partnership, we aim to provide learning experiences that will engage and inspire all our learners enabling them to achieve success. Our curriculum is designed to ensure that all pupils are supported in their learning through our nurturing ethos, attachment informed practice and inclusion practices. Recent development of STEM based practice has provided opportunities for all pupils to progress their skills-based learning through creative and enquiry-based activities. This will be developed further to ensure a progressive skills-based curriculum design. Staff CLPL has had a positive impact on the emergence of STEM activities both within our own environment as well as across our Learning community and South Lanarkshire, through STEM Leadership opportunities.

Our vision for Leadhills Primary is a community of learning where everyone is valued, nurtured, and inspired to flourish and succeed. We have a shared set of values: Respect, Kindness, Happiness, Responsible, Inclusive, and Caring, which were agreed in collaboration with all stakeholders, and all stakeholders endeavour to live our vision of “Putting learners, and learning, at the heart of our communities”.

In May 2023 our school was delighted to be awarded Reading School status, adding to our earlier Sport Scotland Silver Award and first Eco-Flag, in recognition of our whole school commitment to improving reading opportunities across the whole school and community, as well as a whole school commitment to the promotion sustainability and health and wellbeing for all.

Our engagement with local community groups, wider community and parents continue to evolve with pupils and staff working together with community to enhance their learning, utilising a wealth of local knowledge and enthusiasm.

In session 2022/23 pupils and staff have:

- Continued to work collaboratively with Active Travel on progressing a Safer Route to School, promoting sustainability within both Leadhills and Wanlockhead.
- Engaged with Museum of Lead Mining to support learning and collaboration in creating educational literature for future use.
- Engaged with Leadhills Miner's Library to research and create artwork based on points of interest within the village, which will be used to create the annual library calendar for 2024.
- Worked collaboratively with Leadhills Community Council to secure native trees for planting in the local woodland, as part of our Eco plan/sustainability work.
- Secured £5000 of funding from SLC Climate Emergency Fund to support Cost of the School Day. Money has allowed for the purchase of a community sharing shed, shelving, and various seeds to provide sustainable produce for anyone within the community. Other monies have allowed for the purchase of refurbished bicycles from Halfords to be gifted to pupils who currently don't have access to a bike, and with the support of Healthy Valleys bikes will be maintained within the local community and can be recycled in the future. This has supported our Equity/CoSD agenda.

### Review of progress for session Aug 2022- June 2023

<b>School priority 1:</b>	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 3.1 Ensuring wellbeing, equality and inclusion 1.3 3.2 Raising attainment and achievement</p>
<p><b>Strategy</b> <b>What did we set out to do?</b></p> <p>To continue to develop a positive reading for pleasure culture within Leadhills Primary across all stages as data gathered suggests a significant number of pupils do not have a love of reading (33.3% of pupils enjoy reading 'a bit' and 7.4% do not enjoy reading at all. 17.9% of pupils hardly ever read with 7.1% never reading.) Most children have access to books which are purchased from various locations however 100% of parents surveyed do not have access to a local lending library facility, with 55.6% welcoming support with being able to get hold of books and 44.4% welcoming help suggesting books they might read to their children.</p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• Reading School status achieved March 2023.</li> <li>• Whole staff engagement with Reading Schools Award scheme</li> <li>• Promotion of reading through Reading Schools Award</li> <li>• Creation of a lending library serving the community and school</li> <li>• Reading Passports</li> <li>• Pupil reading committee and junior librarians.</li> <li>• Improved use of outdoor learning environments to support and develop enjoyment of reading.</li> </ul>	

**Impact:**

- All staff engaged in regular, positive promotion of reading within their class.
- Almost all children have a positive attitude to reading, and state that they have a good range of genre to choose from.
- All pupils benefit from pupil choice and being able to choose books for their class library, as well as school library.
- A school/community lending library is available for all to access. Although the wider community has not fully benefitted/engaged with this opportunity, it is regularly accessed within the community to support home schooling. This opportunity will be further promoted session 2023/24 to engage the wider community.
- Some children were able to track their reading journey, utilising their reading passports, but this was not consistent across all stages.
- Junior Librarians and reading committee supported and encouraged reading across all stages, as well as developing leadership skills and being responsible citizens.
- All stakeholders engaged with reading outdoors.

**Next Step(s) to inform SIP for 2023/2024**

- Seek to achieve silver Reading school status.
- Lending library promoted to encourage regular engagement by the wider community.
- Reading cafes and other reading events hosted to support and promote greater engagement with the wider community.
- All pupils to engage regularly with Scottish Book Trust Authors Live events to promote a greater engagement with reading.
- Continue to provide various opportunities to support and remove any barriers to reading.
- Explore other ways to track books read and encourage others to read them, utilising digital technology.
- Promote positive reading culture with parents on a regular basis and explore ways that they can nurture that love of reading within the home.

**School priority 2: Continuity of Learning**

NIF Priority (select from drop down menus)  
Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Teacher professionalism

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

**Strategy: 2.2 Curriculum, 2.3 Learning, Teaching & Assessment****What did we set out to do?**

1. Create a Curriculum Rationale ensuring it reflected the 4 contexts of learning, pupil voice and skills for learning. We wanted to
2. Ensure that our pupils receive a curriculum which takes account of the 4 Contexts of Learning through staff planning, regular engagement with the outdoors and celebrating pupil voice and wider achievement.
3. Ensure continuity and progression of learning for all stakeholders through the creation on learner pathways and cohesive planning documentation, in all curricular areas.

**Progress and Impact**

1. Our Curriculum Rationale was created in collaboration with all stakeholders. It depicts our unique context and reflects our strong partnership links with our communities. It celebrates our rural setting and engagement with the outdoors. Through creating our shared Curriculum rationale all stakeholders were able to vocalise what made Leadhills PS unique and what were our strengths. It gave new staff an opportunity to immerse themselves in what Leadhills PS meant to different stakeholders and how they could support that further. It gave them a sense of belonging and understanding the context of the school as they were part of the development.
2. Our values were agreed collaboratively with staff, pupils, and parents, with staff and pupils showcasing our values in everyday activities and the ethos of our school. Values are displayed and shared across the school, as well as being shared at home with parents. Pupils were able to vocalise what the values meant to them and give examples of how they 'live' their values in daily activities. This will be continued in session 2023/24 as we continue to 'live' our values through daily activities.
3. Planning formats were reviewed and changed with staff to reflect the 4 contexts of learning, pupil voice and skills. Staff have a greater understanding of what the 4 contexts of learning are and are planning for them through the revision of their planning documentation. These areas now have a central focus when staff are planning. Staff confidence in planning and delivery of a progressive curriculum has improved.
4. Progression pathways were accessed for most curricular areas through SLC Hub, and documentation compiled to ensure robust tracking/coverage of benchmarks. Staff produced progressive trackers which have resulted in improved confidence in coverage of curriculum, as well as benchmarks. Staff also undertook West Partnership Assessment CLPL which gave them greater understanding and confidence in the various types of assessment, and the value of implementing a range across the year. Staff revisited our Assessment calendar and streamlined standardised assessments. This will be continued in 2023/24 to include other assessment types.
5. Curriculum Maps were created to ensure coverage of the curriculum and will be moderated session 2023/24.

**Next Step(s) to inform SIP for 2023/2024**

- Collate and regularly interrogate classroom and summative data to learner progress.
- Implement planning formats across all stages and moderate.
- Moderate tracking of benchmarks/coverage.
- Moderate Curriculum Maps to ensure robust coverage of E's/O's/ bundling opportunities.
- Continue to moderate assessment calendar to ensure staff are using a range of assessment across the year.

**School priority 3:**NIF Priority (select from drop down menus)

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Teacher professionalism

School Improvement

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

**Strategy****What did we set out to do?**

To raise attainment in writing as school data shows that are 29% of P1, 4, & 7 pupils were not on track in writing (71% were on track) in June 2022.

Through self-evaluation and reflection conversations with teaching staff, there is a need for a greater level of confidence, and a clearer understanding, of achievement of a level in writing. We will continue to moderate across classes within Leadhills Primary but also improve moderation across cluster schools.

Staff need to implement current tracking and monitoring supports within writing to support their confidence in determining achievement of a level, specifically in writing.

**Progress:**

1. Staff engaged in regular moderation discussion- in school but this needs to be extended across other cluster schools.
2. Staff provided structured scaffolding of writing techniques for all learners, removing barriers to writing where appropriate.
3. T4W methodology was implemented across all stages to ensure a consistent approach, as 75% of staff were new to stage/establishment.
4. Staff implemented a uniformed and transparent tracking of writing data P1-7, which will continue to be built on 2023/24.
5. All teaching staff engaged in Talk for Writing CLPL, to ensure consistency of approach across all classes and support moderation discussions.
6. All staff improved their use of outdoor learning environments to support and develop attainment in writing.

**Impact:**

- 78% of pupils in P1,4, & 7 are on track or above in writing as of June 2023. This is a 9% increase on June 2022.
- Staff confidence in teaching writing has improved and are able to discuss progress in writing in greater depth.

- All staff are tracking progress in writing and acting upon difficulties in a timely manner, accessing interventions to support learners.

**Next Step(s) to inform SIP for 2023-2024:**

- Continue to engage in regular and robust moderation discussions within establishment.
- Engage in moderation discussions across cluster establishments.
- Continue to track pupil progress in writing and interrogate class data to inform next steps in learning.
- Use technology to remove barriers to writing.
- Improve staff confidence in providing positive and effective feedback to learners, in writing and across other areas of the curriculum.

**National priority: How we are ensuring Excellence and Equity?**

During 2022-2023 session, we have made significant efforts to promote equity and address barriers for learning for pupils. Through a whole school approach, professional learning sessions, financial support, and targeted interventions we have worked towards creating an inclusive and supportive environment for families.

All staff took part in two staff professional learning sessions on Cost of the School Day and Poverty Awareness which fostered a whole school understanding of barriers to learning caused by Cost of the School Day. These sessions equipped staff with a deeper knowledge and understanding, and tools to identify and address barriers effectively. As a result, there is a heightened awareness and sensitivity towards students facing financial challenges, leading to increased support and more equitable learning opportunities for all students.

We utilised a Cost of the School Day audit tool to enable us to access and evaluate our procedures and current practice, identifying areas where there may be apparent or hidden financial burdens. Evidence from the audit guided staff to implement changes to reduce and remove barriers for families, ensuring pupil participation in school and after-school activities free of cost.

Additional grant funding was secured to provide a Community Sharing Shed to mitigate financial barriers within the community and provide a space to support sustainability at a local level. This session we were able to instal our shed and grow some produce which members of the wider community could harvest and use, addressing sustainability and cost of living.

Access to a bike for Bikability tuition was also a hardship which was addressed as part of Equity and Excellence. The financial barrier of not having a bicycle and not being able to participate freely in wider school activities, such as Bikability and Wheelie Friday, were addressed by all staff, with bikes being sourced and gifted to those who needed them.

New guidance surrounding Cost of the School Day has been written and implemented following on from consultation with stakeholders on financial pressures faced. This will continue to be added to each session.

Staff, pupils and parents were consulted on 5% of our Pupil Equity Funding and voted to allocate the proportion to accessing wider school activities, such as a community Pantomime hosted by Crawford Community Council, Cross Country and Multi Games

sessions within Biggar Learning Community. This promoted a sense of ownership and equity within our school community.

Closing the learning gap is a priority at Leadhills Primary, with targeted and group interventions implemented across all stages. Pupil Equity Funding provided equity for all pupils to be supported individually and in groups, to support learner progress and provide challenge where required.

Initiatives undertaken to increase engagement with Outdoor Learning and improve wellbeing have seen almost all pupils showing an improved engagement with school, with 95% of pupils feeling positive. Staff feedback indicates an improved engagement with learning and pupil wellbeing.

**What did we achieve? What difference did we see?**

- Improved pupil and staff engagement with Outdoor Learning, ensuring regular, weekly learning for all pupils.
- Equity barriers were reduced through the provision of suitable clothing and footwear.
- Increased staff awareness of potential barriers for pupils being able to access wider school activities and being sensitive to addressing them.
- Parent feedback commented that the school is considerate and mindful around Cost of the School Day concerns.
- 5% of our PEF allocation was spent on 'resources' chosen by parents, staff and pupils to improve access to wider school activities.

**Next Step(s) to inform SIP for 2023/2024:**

- Continue to implement Cost of the School Day policy and extend ways we can reduce financial hardship, through the development of our Community Sharing Shed and promoting Reduce, Recycle Reuse to support sustainability within our communities.
- Continue to upskill staff in being aware of the 'hidden' poverty costs and addressing the barriers they may pose.

Our Reading Committee supported us in promoting a positive reading culture within Leadhills PS and achieving Reading School



We work in partnership with our local environment/ amenities to further learning.

Museum of Lead Mining is one of our local partnerships.



P7 went to Broomlee for their residential in June 2023, developing their teambuilding, resilience, and leadership.

Part of our Participatory budget allowed pupils to access wider opportunities such as Dynamic Earth.



Coding club was very popular and enhanced creativity and leadership across the whole school. Pupils were enthusiastic, creative and had a lot of fun!



Our Digital Leaders shared their knowledge of Google Classroom with their peers and parents.





Staff and pupils organised a fantastic careers week. We had a great response from parents and wider community partnerships who attended and gave an insight into their profession and the skills required.

Our JRSO leadership team worked with Leadhills Community Council to create a personalised banner to encourage everyone to be more road safety aware.



**BE BRIGHT  
BE BOLD  
BE SEEN**



PEF funding has supported, and will continue to support, our pupils and wider community, promoting sustainability and equity.



We celebrated National Smile Week with a fantastic morning of workshops delivered by NHS Health team.

