

Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2023/24

Leadhills PS
Leadhills, Biggar

Strategic Improvement Priorities over 3-year cycle

Timescale:2023-2026

Strategic Priority	Year 1 2023/24	Year 2 2024/25	Year 3 2025/26
1.	Raise attainment in literacy and numeracy through improved learning, teaching and assessment using West Partnership Learning and Teaching toolkit, focussing on data and assessment.	Continue to use West Partnership Learning and Teaching toolkit to raise attainment in literacy and numeracy.	Continue to use West Partnership Learning and Teaching toolkit to raise attainment in literacy and numeracy.
2.	Introduce a progressive music curriculum across all stages.		
3.	Begin to create a consistent progressive approach to skills development across all schools in Biggar Learning Community to increase creativity and employability.	Continue to develop a consistent progressive approach to skills development.	Embed Skills development/ how skills are taught and tracked across all curricular areas.
4.	Further develop links with families, other agencies and wider community to improve experiences for all learners.		

Context of 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 spacious 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. The Learning Community has very strong and positive working relationships, recently focussing on moderation cycle, with a focus on Learning and Teaching. Principal Teacher’s within the Learning Community have also worked collaboratively to produce a Mental Health and Wellbeing Policy for the Learning Community and will focus 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 place in which every child will thrive and develop 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 being a STEM Leader.

The 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, Caring and Fun, which agreed in collaboration with all stakeholders, and strive 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 of health and wellbeing for all.

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

Pupils and staff have:

- Continued to work collaboratively with Active Travel on progressing a Safer Route to School
- Engaged with Museum of Lead Mining to support learning and giving feedback on 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.
- 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.

Section below is for internal use only.

School Level Data (complete / delete as appropriate)

[SSR Folder Link](#) [SQIP Data File Link](#)

School Profile

Leadhills Primary School

ASN Base: No Nursery: No

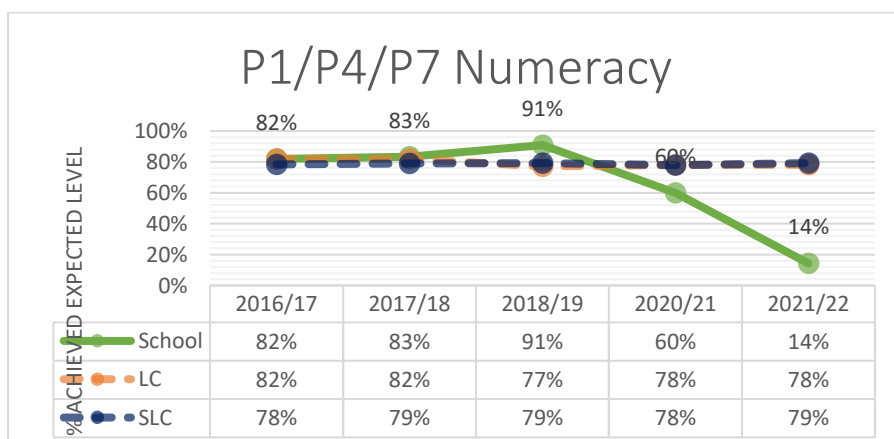
		Number of pupils per cohort							FSM (P6/7)	SIMD 1/2
		P1	P2	P3	P4	P5	P6	P7		
24	11 13	1	1	6	4	5	2	5	33.3%	0.0%

Attendance	Exclusion (openings per 1000 pupils)	Care Experienced (recorded as LAC)	ASN	EAL
22/23 89.3%	0	22/23 4.2%	22/23 33.3%	22/23 0.0%

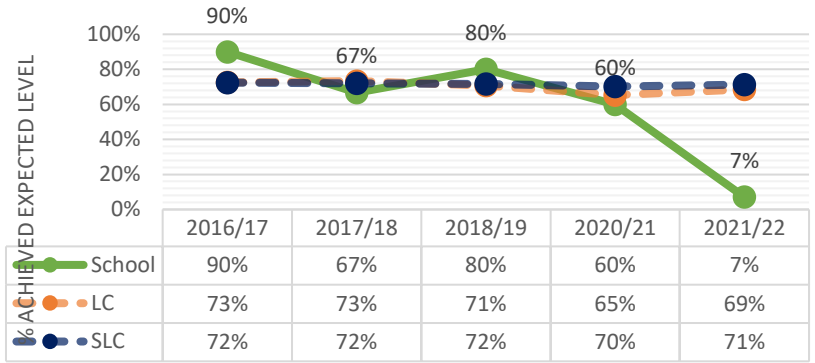
Performance data - ACEL

The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.

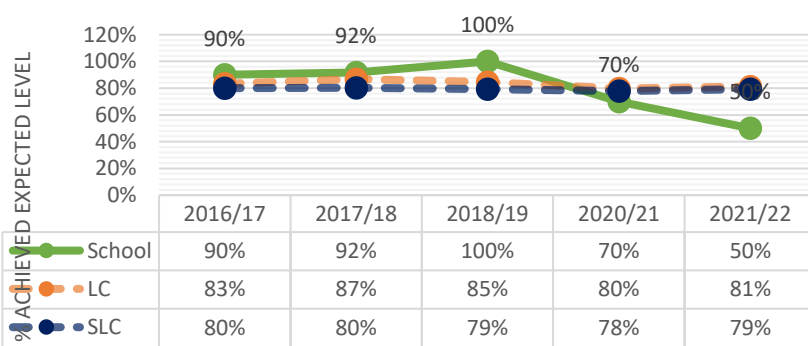
[SSR Folder Link](#)



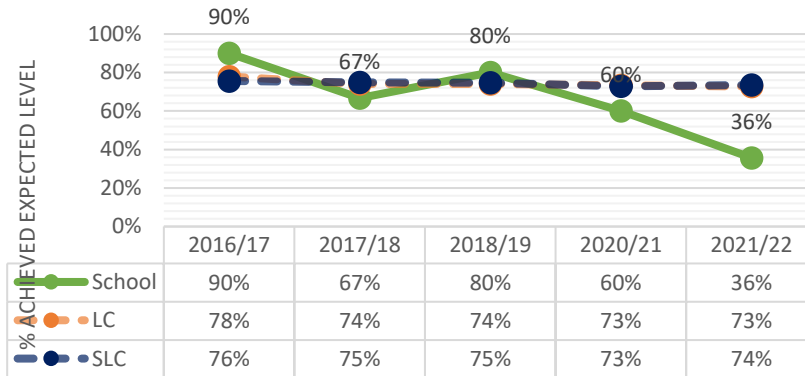
P1/P4/P7 Literacy



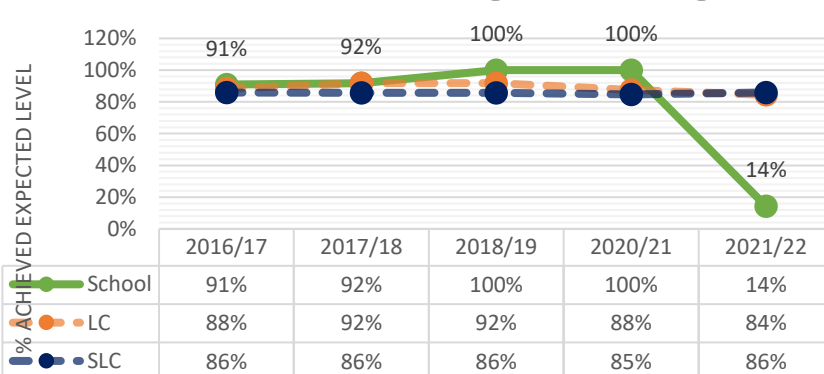
P1/P4/P7 Reading



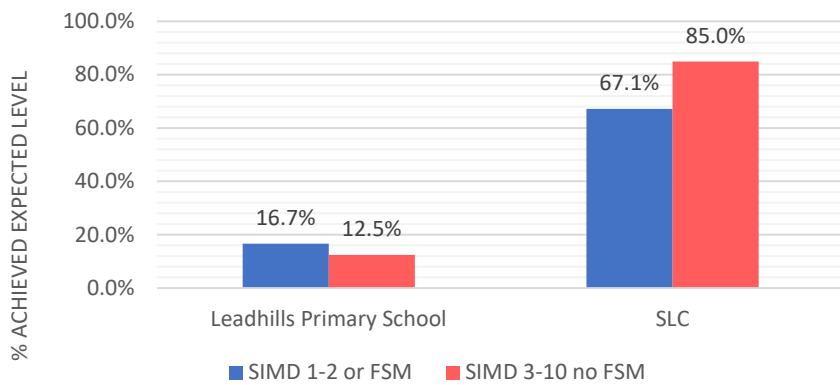
P1/P4/P7 Writing



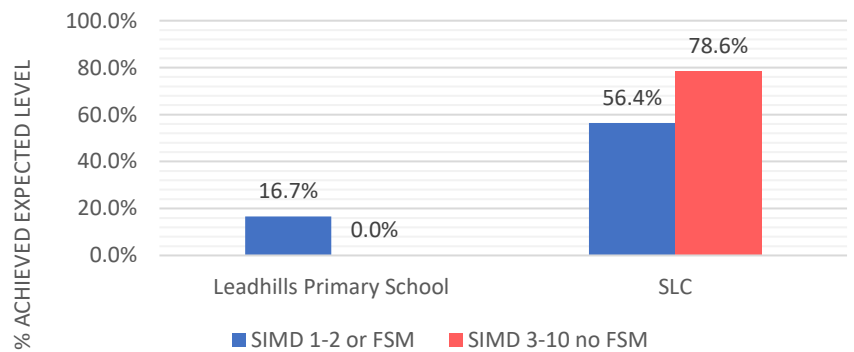
P1/P4/P7 Listening & Talking



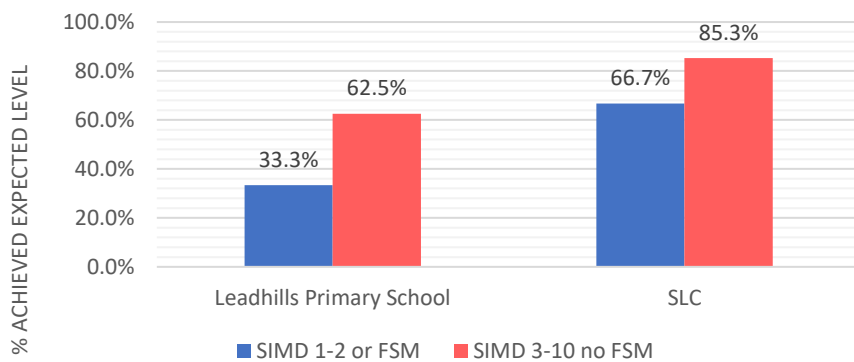
P1/P4/P7 Numeracy



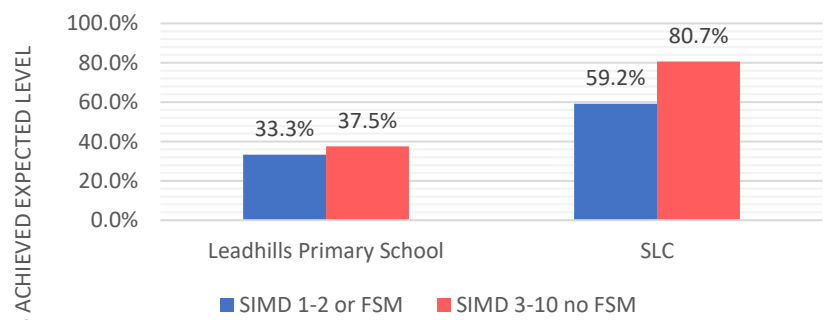
P1/P4/P7 Literacy



P1/P4/P7 Reading



P1/P4/P7 Writing



Performance data - Closing the Gap

Strategic Priority 1 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Teacher and practitioner professionalism</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Data gathered from Moderation activities and teacher professional judgement conversations, highlighted that Learning, Teaching and Assessment pedagogy (Q.I.2.3 HGIOS 4) needs to have a consistent approach across all stages.</p>	<p>All teaching staff will have a clear understanding of learning, teaching and assessment.</p> <p>Consistent approaches to teaching of literacy will take place across all stages, with a focus on Learning Intentions, Success Criteria and Effective Feedback.</p> <p>Through CLPL and moderation activities with cluster schools, staff will develop strategies to support learners in identifying and co-creating success criteria in literacy and using feedback effectively to progress their learning. (Q.I 1:2 Leadership of learning)</p>	<p>Teaching staff will continue to upskill their knowledge of Learning, teaching and assessment, through participation in 4 CAT sessions. Staff will review their knowledge and understanding of learning, teaching and assessment cycle, and their understanding of ongoing, periodic, standardised, and holistic assessments, ensuring that our assessment calendar and procedures are robust and incorporating a range of assessment throughout, to support learner progress.</p> <p>Pupils and staff will participate in Young Leaders of Learning Programme to deepen their understanding of learning, teaching and assessment within their own establishment and across cluster schools.</p> <p>Staff will participate in 3 moderation activities with cluster schools using WP Learning, Teaching and Assessment toolkit to improve Learning and Teaching.</p>	<p>Staff feedback May 2023, November 2023, February 2024, May 2024 gauging improved knowledge and understanding of what good quality learning and teaching is. HT monitoring through learning walks September 2023,</p> <p>Focus group/learner conversations with HT in February and May 2024 will show improvement in learners being able to talk confidently about their progress in literacy through improved effective feedback.</p> <p>Fact/Story Action discussions with staff will show increased confidence in teacher professional judgement. (Nov'23, Jan'24 & May'24)</p> <p>Curriculum Planning meetings in January'24 and May'24, will show increased knowledge and confidence of learner progress through improved</p>	<p>HT CT</p> <p>HT</p> <p>HT CT</p> <p>HT CT</p>

		<p>(September '23, November'23, February'24)</p> <p>Through participation in Collegiate Activity Time sessions staff will evaluate what a good lesson looks like in literacy using LPS L, T & A mat, current guidance and HGIOS 4 Q.I.2.3, with a focus on effective feedback. Staff will evaluate current practice in using effective feedback, explore pedagogy and create guidance to inform practice within Leadhills PS, L, T&A policy.</p>	<p>tracking and monitoring processes. (Tracking of benchmarks and ongoing assessment data)</p> <p>Feedback from pupils in October '23 and March '24, to assess impact on their understanding of L, T&A and the skills that they use daily to support it.</p> <p>Reviewed and updated LPS Learning, Teaching and Assessment guidance for staff May 2024.</p>	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p>5.5.23 – Staff training with L Kilgallon, to discuss the use of West Partnership Moderation and Assessment Toolkit. Staff reviewed current practices to</p> <p>CAT 1 -23.8.23 Staff discussed ongoing assessment and reviewed the range of assessments which should be used to support learners progress and inform next steps. Classroom data was discussed and reviewed. Greater emphasis across all stages required to interrogate ongoing data to support teacher judgement and learner progress. Assessment calendar created to support range of assessments.</p>				

Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Choose an item. <u>NIF Driver</u> Curriculum and assessment Teacher and practitioner professionalism	<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> 1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.3 Learning, teaching and assessment <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
To provide learners with high quality learning, through a progressive expressive arts curriculum, with a focus on the learning, teaching and assessment of music.	We aim to deliver high quality learning and teaching in music through: <ul style="list-style-type: none"> Ensuring practice is led by clear, shared understanding across the whole school. Creating learning experiences which are based on a progressive and coherent expressive arts program. 	P1-7 staff will engage in CLPL to support, and deepen their understanding of Music, to enable the implementation of a coherent and progressive music curriculum. P1-7 staff will create an environment which supports and nurtures the learning and teaching of music. Through participation in CAT sessions, staff will create progressive music planners and guidance, which support learning, teaching and assessment of music.	Baseline audit of staff confidence in teaching a progressive music curriculum. Staff confidence measured October 2023 and March 2024 to assess progress. HT Learning Walks November 23 and February 24 to see progress in learning, teaching and assessment of music. Staff and pupil feedback as to progress. Following an audit of current planning and guidance, staff will create progressive music planners and guidance, which will support the learning, teaching and assessment of music across P1-7 in Leadhills Primary.	CT HT Pupils CT HT HT CT Pupils HT
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<ul style="list-style-type: none"> 24.5.23 – All teaching staff engaged in CLPL with cluster schools – Charanga Music. 				

- Aug 23 – Year subscription of Charanga purchased.
- Aug 23 – Staff and pupils engagement in YMI for 12 weeks (P5-7)

Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<p><u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> Curriculum and assessment School and ELC improvement</p>	<p><u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Improve Health and Wellbeing to enable children and families to flourish</p>	<p><u>SLC Stretch Aims</u> <u>Choose an item.</u> <u>Choose an item.</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>The need for a consistent and progressive approach to skills development throughout the LC has been identified and the new SLC Framework can be used for this. It has been acknowledged that children should develop agency to recognise their strengths and areas for development in relation to skills by referring to the</p>	<ul style="list-style-type: none"> • Develop a shared understanding and language around the development of skills by using the SLC Framework as a scaffold. • All stakeholders will gain a better understanding of skills development: • Staff to develop their understanding of the framework refer to this during all lessons. • Children will use the language in the framework to discuss themselves and set personal targets. • Parents will have an increased awareness of the framework and how it is being used in school. 	<ul style="list-style-type: none"> • August In-service: all school staff meet for an introduction to the framework followed by a workshop to discuss how this could be implemented in their context (e.g., skill of the month, one capacity per term, learning wall, characters developed for each skill) • Schools to complete their action plan and work on this from August to February • February In-service – schools to reconvene and present information on their action plan and the impact it has had within their establishment. 	<ul style="list-style-type: none"> • Staff: jamboard to allow sharing of current practice (school specific) (August 2023) • Staff: LC google form to gather info on understanding of skills development and levels of confidence with this. • Both to be completed in August and then repeated in February so impact can be measured. • Pupils: GMWP from children (current results from term 4 2023 will be compared with results from February 2024) • Pupils: Conversations with learners in August and again in February • Parents: Consultation in February to gauge awareness/understanding. 	<p>Biggar Learning Community HT's</p> <p>Class teacher's</p> <p>Support Staff</p> <p>Biggar LC PT's</p>

Framework. This will allow them to discuss themselves as learners, set relevant targets, consider how to transfer skills into new learning experiences and prepare them for the world of work.				
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p>14.8.23 – Staff completion of google form to gauge understanding and engagement with Skills Framework/Spotlight on Skills</p> <p>15.8.23 – Whole staff CLPL SLC Skills Framework, led by Hayley Gibney, SLC Development Officer and Geography teacher, Biggar High School. Biggar Learning Community CLPL, including support staff.</p> <p>1.9.23 – Staff discussion as to how implementation of skills framework would be introduced session 2023/24, in Leadhills Primary.</p>				

PEF Improvement Planning and Standards and Quality Reporting for 2023/24

SLC Stretch Aims						
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	End of year review
					RAG	RAG
Robust analysis of attendance data identified a group of pupils throughout the school who are not achieving their	Transport costs to support all pupils accessing wider curricular opportunities.	By June 2024, at least 20% of identified pupils will be attending school regularly within the appropriate percentage range, with 40% showing improved attendance.	Staff to engage in CLPL sessions to improve their understanding and use of SLC Attendance Toolkit, to support improved attendance.	SLC Attendance Toolkit audit (all staff) data will provide next steps to improve engagement with school. Analysis of Glasgow Wellbeing Toolkit data Sept		

<p>expected positive attendance on a regular basis (25%). These pupils will be targeted, along with parents, using strategies from the Attendance toolkit.</p>	<p>Increasing after school club opportunities for all pupils to support improved attendance.</p>	<p>Glasgow Wellbeing data will show that 20% of identified pupils will show improved liking of school.</p>	<p>Staff to revisit SLC Attendance Policy and Guidance with parents and pupils, to ensure a deeper understanding of the importance of regular attendance at school.</p> <p>Through implementation of attachment guidance staff will support positive attendance in school.</p> <p>Staff will use a proportion of PEF money to engage pupils in accessing after and extra school activities to support improved engagement and attendance in school.</p>	<p>23 & March 24 to measure pupil engagement with school.</p> <p>Monitoring of monthly attendance figures for all pupils. (All staff)</p> <p>Parent survey re attendance (HT) September 2023 and March 2024.</p>		
<p>Equity for all to participate in extracurricular activities such as Bikability. Data gathered identified 37% of pupils were not able to participate in wider school activities such as Bikability due to having no access to a bike. A combination of PEF spends and SLC Climate Emergency Funding will remove the barrier to experience Bikability session for all pupils. Data also identified that 68% of pupils did not experience out of school activities.</p>	<p>Transport costs to support all pupils accessing wider curricular opportunities.</p> <p>Increasing after school club opportunities for all pupils to support improved attendance.</p> <p>Purchase of a secure shed to house bikes - £2,500</p> <p>Purchase of 2 adult (£440) bikes to allow staff to run bikability sessions.</p> <p>Active School Coordinator –</p>	<p>60% of pupils will have increased opportunity to attend extracurricular activities throughout session 2023/24</p> <p>By June 2024 ALL pupils will have attended at least 1 after school opportunity.</p> <p>All pupils will have participated in bikability at their appropriate level, with measures taken to ensure equity for all.</p>	<p>Cover transport costs to provide access to extracurricular and wider school activities.</p> <p>Ensure provision of a range of after school and extracurricular activities for all pupils to access.</p> <p>Staff to engage with CLPL opportunities to improve accessibility with Bikability programme for all pupils.</p> <p>Staff to ensure that all pupils have access to a suitable bike so they can participate in bikability sessions.</p> <p>Staff, pupils, and wider community to engage with Active Travel and Healthy Valleys to support and promote the positive wellbeing benefits of cycling.</p>	<p>Tracking and monitoring data of pupils attending extracurricular activities, including after school and lunchtime clubs. (termly)</p> <p>Feedback from pupils and parents as to wider school activities. – (termly)</p>		

	Coaches for After School activities.					
	TOTAL SPEND (incl carry forward) £					
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2024/2025.			
Purchase of shed - £2500 Bike Maintenance session – Sept 2023 Bikability level 1 -Sept/Oct 2023 Source of trike to enable ASN pupil to participate in bikabilty sessions						

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Young Leaders of Learning: <ul style="list-style-type: none"> PTs will complete Young Leaders of learning in relation to SLC Skills Framework. They will then consider how this can be embedded into the curriculum within their own setting and across the learning community. 	Biggar LC Principal Teacher's Class Teachers Support Staff	June 2024
Reading: <ul style="list-style-type: none"> Continue to implement and promote a positive reading culture across the whole school community to achieve Reading School Silver Award 	Class teachers Support staff Wider Community Learning Community Teacher Reading Group	June 2024
Sport Scotland Award: <ul style="list-style-type: none"> Whole school progression of health and wellbeing through the achievement of Sport Scotland Gold Award Increased after school and lunch time activities offered to all pupils to support improved engagement and attendance in school. 	Whole School staff Parents Wider Community Health Committee Active Schools Co-ordinator Clydesdale Sports leaders	June 2024
Digital Learning: <ul style="list-style-type: none"> Achieve Digital Leaders Award as part of improvements within IT. Link IT development to STEM curriculum. 	Class teachers Cluster school staff Digital Leaders Committee ICT Coordinator SLC IT Officer	June 2024

<p>ECO/Outdoor Learning/Sustainability:</p> <ul style="list-style-type: none"> • Continue to engage with regular sustainability activities to support achievement of our second Eco Flag. • Continued regular access to the outdoors – Fresh Air Friday • Staff to revisit Outdoor learning section of SLC Hub and plan for regular OL experiences linked to all curricular areas. 	<p>Wider Community Class Teachers Support Staff Eco Committee Parents</p>	<p>June 2024</p>
<p>Cost of the School Day:</p> <ul style="list-style-type: none"> • Continue to promote Leadhills Primary Cost of the School Day Policy to reduce barriers to learning for all learners. 	<p>Class Teachers Support Staff Parents/PTC Wider Community</p>	<p>June 2024</p>
<p>New Fire Procedures:</p> <ul style="list-style-type: none"> • HT to familiarize self with new guidance. • Undertake Learn online training appropriate to new guidance. • Create school guidance in correlation with Fire Procedures. • Cascade information to all staff and ensure appropriate training has been undertaken. 	<p>Class teachers Support staff Facilities staff</p>	<p>June 2024</p>