

**Education Resources**  
**Curriculum and Quality Improvement Service**  
**School Improvement Plan and Standards and Quality 2024/25**

**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; implementing SLC Being Me in SLC Play Pedagogy.	Following implementation of SLC Teach, Target, play approach in P1-4 2023/24 continue to implement across P2-7, with a more inquiry-based approach.	Through self-evaluation and data analysis identify curricular areas to raise attainment. Considering the development of listening and talking/spelling.
2.	Introduce a progressive music curriculum across all stages.	Participation in Improving Our Schools programme.	Through self-evaluation and data analysis identify curricular areas to raise attainment.
3.	Begin to create a consistent progressive approach to skills development across all schools in Biggar Learning Community to increase creativity and employability.	Equalities: <ul style="list-style-type: none"> <li>Racial Literacy linked to UNCRC</li> <li>SLC Attachment Pledge linked to UNCRC</li> </ul>	To be confirmed with Biggar Learning Community.
4.	Further develop links with families, other agencies and wider community to improve experiences for all learners.	Sustainability  SLC Attachment Pledge	SLC Attachment Pledge

**Context of school**

Leadhills Primary is a non-denominational school, with a current pupil roll of 17 pupils, which serves the rural community of Leadhills, set in the Lowther Hills. It is the second highest village in Scotland, with 29% of pupils being placing requests from Wanlockhead (Dumfries and Galloway) and other localities. 71% of our present pupil roll come from Leadhills. Our school consists of 1 multi-composite class, P2-7 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.



Our curriculum makes full use of our local environment, utilising our local area to support and enhance learning. Forest School type sessions take place in various locations within the community, with sustainability being supported through community tree planting, building hedgehog houses and bug hotels and putting them within the local nature reserve. Links with Museum of Lead Mining and Leadhills Miners Library have enhanced learning with pupils participating in visits to deepen their knowledge of renewable energy, social climate and geology.



Equity for all is a key strength of the work which we do. Knowing our learners, and our wider community, enables us to support pupils and families alike to participate in all activities/opportunities within the school. During COVID we sourced technology to enable all learners to access online learning. This has evolved since, with grant funding ensuring families and wider community have access to wider opportunities, such as sports events, Edinburgh Playhouse, Cinema and swimming. We have introduced a Sharing Shed within our school grounds which is accessible by the whole community, with sustainability and recycling at the heart of its purpose. To ensure that all learners were able to participate in Bikability sessions bikes and funding

were sourced to ensure equity for all. Cost of the School Day is at the core of what we do, and we are proud to be a zero-cost school, for most activities/events.

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". We endeavour to live our values through our curriculum as well as daily through our actions and ethos.

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. In May 2024 we participated in a workshop with South Scotland Eagle Project, which was filmed and aired on Countryfile. This was a fantastic opportunity for our pupils to continue their learning about the wildlife within their locale, as well as gaining insight into how television programmes are made.



## Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2024/2025

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in attainment, particularly in literacy and numeracy. <b><u>NIF Driver</u></b> Curriculum and assessment Teacher and practitioner professionalism</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy  Choose an item.</p>	<p><b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 &amp; P7 combined ACEL Primary – numeracy – P1, P4 &amp; P7 combined</p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item. <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.</p>	
<p><b>Rationale for strategic priority</b></p>	<p><b>Outcome (Intended impact)</b></p>	<p><b>Operational activity</b></p>	<p><b>Measures</b></p>	<p><b>School Lead</b></p>
<p>Staff plan as an establishment to engage in West Partnership, Improving Our Schools programme 2024/25. This is a natural lead on from beginning to engage with West Partnership Moderation, Learning and Assessment at Learning Community level, as well as SLC Data workshops/clinics throughout session 2023/24.</p> <p>Self-evaluation is based on learning conversations where staff highlighted a need</p>	<ol style="list-style-type: none"> <li>By December 2024, all staff have enhanced their understanding of the teaching and learning cycle.</li> <li>By January 2025, all staff have increased their use of data to identify and implement appropriate interventions to raise attainment in identified curricular area.</li> <li>By June 2025 most staff will be skilled in participating in meaningful tracking conversations through professional dialogue with peers/HT that provides support and challenge.</li> <li>By June 2025, identified pupils for intervention will have increased attainment in curricular area.</li> <li>By June 2025, combined P1/4/7 literacy or numeracy (depending on curricular data will increase)</li> </ol>	<p><b><u>IOS Overview 2024/25</u></b> CLPL training for HT/PT: 5.9.24 – tracking 3.10.24 – features of highly effective practice. 16.1.25 – targeted intervention groups/trio visits 25.4.25 – feedback from targeted intervention and trio visits. 12.6.25 – presentations</p> <p>Professional reading and discussions</p> <hr/> <ol style="list-style-type: none"> <li>IOS programme – whole school. Professional reading and learning are associated features of highly effective practice.</li> <li>Development of use of data at class level (analysis, interpretation, next steps)</li> <li>Use of Fact, Story, Action approach to tracking and monitoring conversations. All staff to participate in trio visits and professional dialogue.</li> </ol>	<p>Individual learning journals monthly and observed lessons.</p> <p>Class data overviews.</p> <p>Tracking conversations and termly professional dialogue (assessment) with staff will be in greater depth and quality, with clear links to class data.</p> <p>ACEL data for identified pupils.</p>	<p>HT</p> <p>PT</p>

<p>to further develop collective responsibility in the use of data to inform targeted interventions to raise attainment and achievement.</p> <p>Staff require further opportunities to engage in more robust tracking conversations and become more confident in analysis, interpretation of data and identification of next steps.</p>		<ol style="list-style-type: none"> <li>4. Staff will participate in CLPL (13<sup>th</sup> August 2024) delivered by M Henry, SLC, on data and F, S, A.</li> <li>5. Identification of pupils to be part of Targeted Intervention Group. Focused intervention delivered.</li> </ol>		
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda</b>	

## Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in attainment, particularly in literacy and numeracy. <b><u>NIF Driver</u></b> Curriculum and assessment Teacher and practitioner professionalism</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>  Choose an item.</p>	<p><b><u>SLC Stretch Aims</u></b> <b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b> <b>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</b></p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.3 Learning, teaching and assessment <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.</p>	
<p><b>Rationale for strategic priority</b></p>	<p><b>Outcome (Intended impact)</b></p>	<p><b>Operational activity</b></p>	<p><b>Measures</b></p>	<p><b>School Lead</b></p>
<p>Session 2023/24 saw a 57% improvement in learner engagement, predominantly improvement in independent learning and improved focus in P1-4. Due to staff absence in P5-7 this has not been replicated, with an improvement in engagement of 20% (2 pupils) where increased use of assisted technology has supported improved engagement.</p> <p>Staff will build on Teach, Target, Play pedagogy, focussing on improved independence skills in 2024/25, whilst introducing Inquiry</p>	<ol style="list-style-type: none"> <li>By October 2024 staff to have improved their knowledge of inquiry-based learning approach in upper stages.</li> <li>By December 2024 staff to have introduced inquiry-based learning within IDL learning.</li> <li>By March 2025 evidence of most pupils having an increased understanding of teaching and learning experiences/benchmarks etc in relation to Inquiry-Based learning approach.</li> </ol>	<ol style="list-style-type: none"> <li>Set up learning environments to complement Teach, Target, Play approach.</li> <li>Staff Collegiate activity time to improve knowledge and understanding of Inquiry-Based approach.</li> <li>Continue to implement a Teach, Target, play approach across all stages and track engagement of learners using Leuven's Scale and classroom observations, September 2024, December 2024 and April 2025.</li> <li>Staff Collegiate activity time to improve knowledge and understanding of Inquiry-Based approach.</li> <li>Staff identify an area of the curriculum to begin to introduce an inquiry-based approach with all learners and commence introduction.</li> <li>Staff collate 'hooks'/resources to support the introduction of inquiry boxes.</li> <li>Evaluate progress to date with all stakeholders.</li> </ol>	<p>Leuvens Scale data tracked to measure learner engagement and independence in learning. (Sep 24, Dec 24, April 25)</p> <p>Glasgow Wellbeing (October 2024, May 2025)</p> <p>Classroom observations to measure understanding and implementation of Inquiry-based learning with staff and pupils, and improved pupil engagement.</p> <p>Pre and post survey on pupils understanding of learning, teaching and assessment.</p>	<p>PT HT</p>

Based pedagogy with P5-7, increasing engagement and independent learning.		8. Communicate Inquiry- Based learning with parents during 'show me' afternoons/Parent Evening's.		
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda</b>	

### Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<b><u>NIF Priority (select from drop down menus)</u></b> Placing the human rights and needs of every child and young person at the centre of education <b><u>NIF Driver</u></b> Teacher and practitioner professionalism Curriculum and assessment	<b><u>SLC Priority (select from drop down menus)</u></b> <b>Support children and young people to develop their skills for learning, life and work</b>  <b>Improve Health and Wellbeing to enable children and families to flourish</b>	<b><u>SLC Stretch Aims</u></b>  <u>Choose an item.</u> <u>Choose an item.</u>	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion <b><u>HGIOELC QIs (select from drop down menus)</u></b> 2.2 Curriculum 2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
All stakeholders across the school are to improving their understanding of racism and equality support them to reflect on their own positionality and	The promotion of respect for all. A curriculum that better reflects the wider world. Developing critical thinking, developing relationships and taking responsibility in pupils which develop in them the courage to challenge discrimination.	<ol style="list-style-type: none"> <li>Ensuring wellbeing, equality and inclusion. Learning Community CLPL/CAT session with J Hamilton 29.1.25.</li> <li>CLPL activities for staff to increase their understanding of racial literacy and their individual roles within anti-racist education.</li> <li>A process of decolonizing the curriculum will begin by ensuring that</li> </ol>	All stakeholders: <ul style="list-style-type: none"> <li>Pre and post questionnaires will demonstrate an increased awareness and understanding of the anti-racist agenda within Scottish Education and their Racial Literacy will be improved.</li> <li>Improved recording of race-related incidents.</li> </ul>	HT PT

<p>take an active stand against racism.</p> <p>All pupils will be able to see themselves reflected in the school's curriculum.</p> <p>United Nations Convention on the Rights of the Child (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,</p>	<p>By the end of June 2025, we will be confident that almost all our school community (parents, pupils and staff) are aware of the UNCRC and the fact that our children have Rights that are Universal, inalienable, indivisible and interdependent.</p>	<p>the texts read across the school reflect all young people within our learning community and pupils' local context. Other areas of the curriculum will be audited to find scope for broadening perspectives. (Complete Audit) Assemblies will continue to focus on Rights, Values and Wellbeing with an anti-racist education context.</p> <p><u>2.5: Family Learning and Partners</u></p> <ul style="list-style-type: none"> <li>• Raise parental awareness of the anti-racist agenda in Scottish Education and how does this look in their child's school.</li> </ul> <p><u>1.5: Management of Resources</u></p> <ul style="list-style-type: none"> <li>• Throughout the curriculum an audit of minority representation in resources i.e book, instruments, dressing up, cooking utensils across the school,</li> <li>• Purchase appropriate resources from audit to promote positive representation across our school community.</li> <li>• Encourage use of resources available through SLC</li> </ul> <ol style="list-style-type: none"> <li>1. Training will be completed by HT through CQIS and Education Scotland.</li> <li>2. HT to cascade training to all staff</li> <li>3. Children will be introduced to the UNCRC through assemblies and through PSD.</li> <li>4. Parents will be invited to a presentation on UNCRC as a Curriculum Evening and be sent information through the usual channels.</li> <li>5. All teachers will complete an audit using the GTCS standards.</li> <li>6. We will agree on a calendar of 'Right of the Month' as a vehicle to teach our</li> </ol>	<ul style="list-style-type: none"> <li>• Resources used across the curriculum will begin to reflect a greater diversity.</li> </ul> <p>The language of Rights will begin to be used in our school.</p> <p>Class charters will be visible in all classes and children will be able to speak about their meaning.</p> <p>Pre and post questionnaires by staff and parents will show an increase in understanding and confidence.</p>	
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Equalities and Sustainability.		children and parents the Articles of the UNCRC.	Almost all our school community will be able to speak about the fact that children have rights, and these rights are not related to responsibilities and cannot be removed.	
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>	



## PEF Improvement Planning and Standards and Quality Reporting for 2024/25

<b>SLC Stretch Aims</b>						
<b>ACEL Primary – literacy – P1, P4 &amp; P7 combined ACEL Primary – numeracy – P1, P4 &amp; P7 combined Cost of the School Day</b>						
<b>Rationale for PEF / PB Spend</b>	<b>Allocation of PEF / PB spend</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>Mid year review</b>	<b>End of year review</b>
					<b>RAG</b>	<b>RAG</b>
<p>Almost all pupils reside in areas SIMD 3 or 5. Rural poverty means that almost all learners do not have the opportunity or means to access wider school activities. To enable equity for all pupils in accessing wider opportunities PEF allocation will be used to support transport costs, coaching costs and residential stays.</p> <ul style="list-style-type: none"> <li>• Transport</li> <li>• Activity/coaching costs</li> <li>• Residential visit</li> </ul>	<p>Transport costs to support all pupils accessing wider curricular opportunities and improved learner engagement.</p>	<p>All pupils to have accessed wider/out of school activities without barrier of cost.</p> <p>All pupils show an improvement in learning and HWB.</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>COSD Policy created to support equity for all learners.</p> <p>Staff member trained in Forest School Leader training.</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> <p>Leuvens Scale – monitor engagement of all learners before and after 6 weeks block. Use Glasgow Wellbeing data to support measuring improvement in learner engagement with school/learning.</p>		
<p>Continue to enhance Learner Engagement through Forest School activities.</p>	<p>Staff training for 1 Forest School Leader.</p>	<p>Improved pupil engagement.</p>	<ol style="list-style-type: none"> <li>1. 1 staff member trained September-December 2024.</li> <li>2. All pupils experience Forest School activities – 6-week block (February-March 2025)</li> </ol>	<p>Pre and post pupil survey to measure impact of engagement with Outdoor Learning sessions.</p>		

29% of pupils need additional support to raise their attainment in literacy. (24% of whom are FSE). PEF funding will be allocated to support improvement in literacy/numeracy attainment for these pupils.	1.25 additional SSA hours per week to support improvement in literacy for 29% of learners, 24% of which are FSE	All identified pupils will make positive gains in spelling through targeted SSA support.	Identified spelling interventions for specific pupils.  Progress tracked and monitored by CT, Sept, Nov, March 2025.  Clydesdale Extended Team CLPL for SSA in teaching of spelling September 2024.	Progress tracked and monitored by CT, Sept, Nov, March 2025 using agreed standardised assessment. Correlate data with on-going classroom data/observations to monitor progress.  Introduce use of online standardised assessments in literacy and numeracy reducing barriers for some learners and equity for all.		
	TOTAL SPEND (incl carry forward) £					
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform PEF spend session 2025/2026.</b>			

## Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
YLL: All pupils will continue to engage with whole school improvement through their involvement with committees, and HGOURS. Improvement in Pupil Voice across all stages.	Head Teacher Class Teachers Support Staff	June 2025
Literacy/Numeracy: <ul style="list-style-type: none"> <li>Continue to implement and promote a positive reading culture across the whole school community to achieve Reading School Silver Award</li> <li>T4W – continue to implement T4W methodology across P2-7 – links with IOS</li> <li>Track progress using improved class data.</li> <li>CT implementation of Math Mastery to improve learner knowledge and application of skills</li> <li>Exploration of SLC Numeracy and Maths planners</li> </ul>	Class teachers Support staff Wider Community Learning Community	June 2025
SLC Skills Framework:		

<ul style="list-style-type: none"> <li>Continue to improve pupil and staff understanding of language skills through introduction of masterclasses.</li> <li>Improve pupil tracking skills through learning journals</li> <li>Continue to use Skills Bill to promote and engage with Skills</li> <li>Raise awareness of skills, language and purpose, with parents.</li> </ul>		
<p>Digital Learning:</p> <ul style="list-style-type: none"> <li>Linking IT development to STEM curriculum.</li> <li>Improve use of ICT to support independent learning e.g. QR codes,</li> <li>HT – Google Educator Level 1</li> </ul>	Class teachers Cluster school staff Digital Leaders Committee ICT Coordinator SLC IT Officer	June 2025
<p>ECO/Outdoor Learning/Sustainability:</p> <ul style="list-style-type: none"> <li>Continue to engage with regular sustainability activities to support achievement of our second Eco Flag.</li> <li>Continued regular access to the outdoors – Fresh Air Friday</li> <li>Staff to revisit Outdoor learning section of SLC Hub and plan for regular OL experiences linked to all curricular areas.</li> <li>Enhance learning opportunities and engagement of pupils through training of staff members in Forest School.</li> </ul>	Wider Community Class Teachers Support Staff Eco Committee Parents	June 2025
<p>Cost of the School Day:</p> <ul style="list-style-type: none"> <li>Cost of School Day Policy</li> <li>Continue to promote Leadhills Primary Cost of the School Day Policy to reduce barriers to learning for all learners.</li> </ul>	Class Teachers Support Staff Parents/PTC Wider Community	June 2025