

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. | Implement Inquire to Inspire pedagogy across all stages, with a focus on planning and assessment. |
| 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 – Maths Mastery pedagogy with a focus on improving problem solving skills 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. | Equalities: <ul style="list-style-type: none"> Racial Literacy linked to UNCRC SLC Attachment Pledge linked to UNCRC | Equalities: <ul style="list-style-type: none"> Racial Literacy Transition: <ul style="list-style-type: none"> Small schools and learning community approach |
| 4. PEF | Further develop links with families, other agencies and wider community to improve experiences for all learners. | Sustainability SLC Attachment Pledge | Develop creativity and skills through increased outdoor learning experiences |

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.

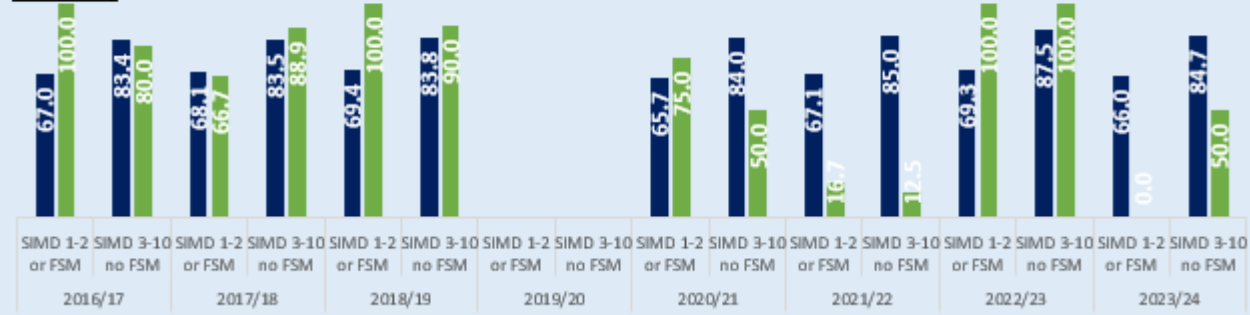
Our partnership/engagement with local community groups, wider community and parents have continued to evolve with pupils and staff working together with community to enhance learning, utilising a wealth of local knowledge and enthusiasm. In May 2024 we participated in a workshop with South Scotland Eagle 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.



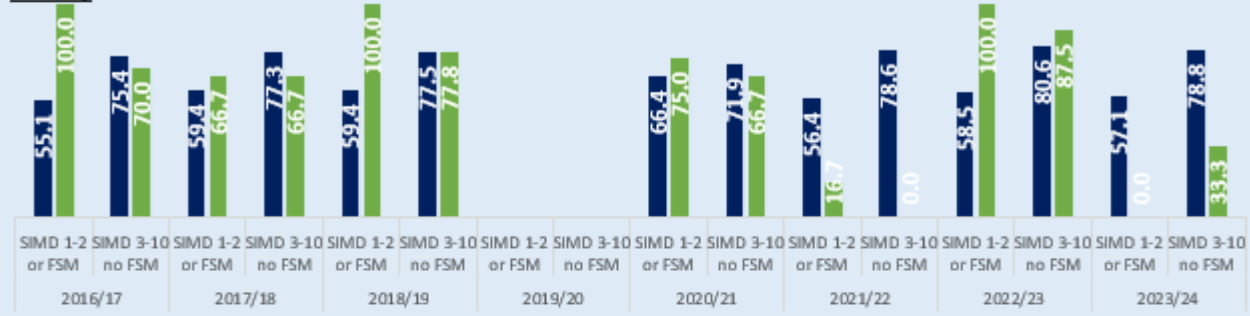
2016/17 - 2023/24

■ South Lanarkshire Council ■ School

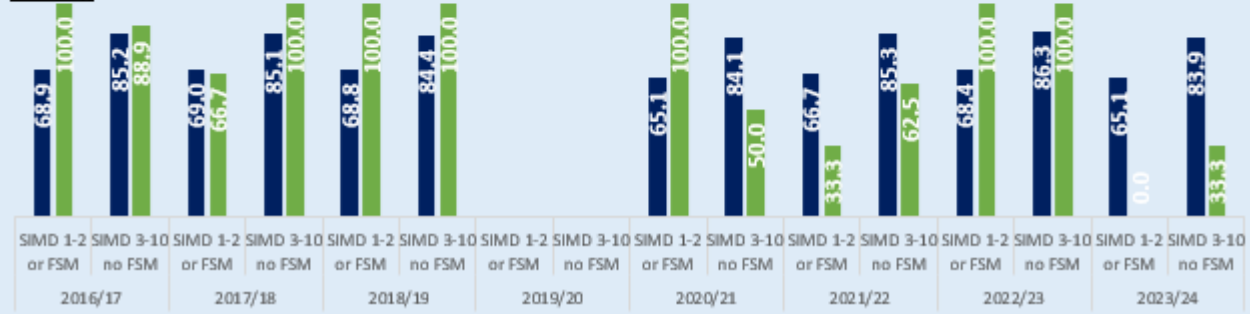
Numeracy



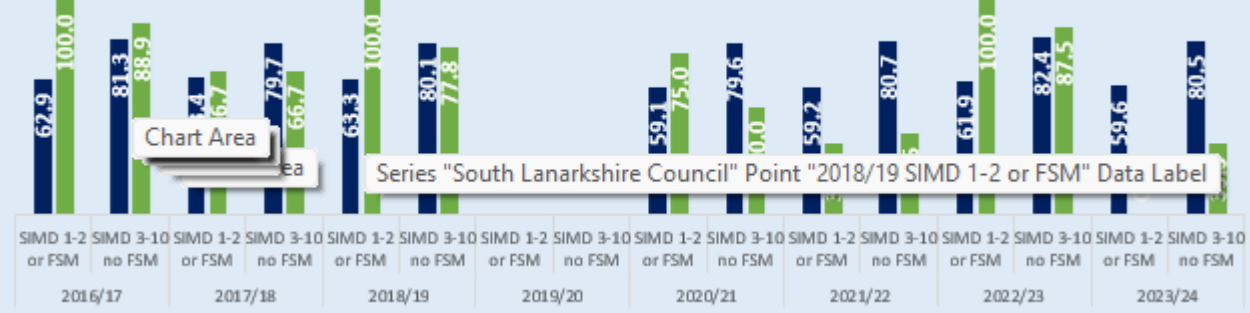
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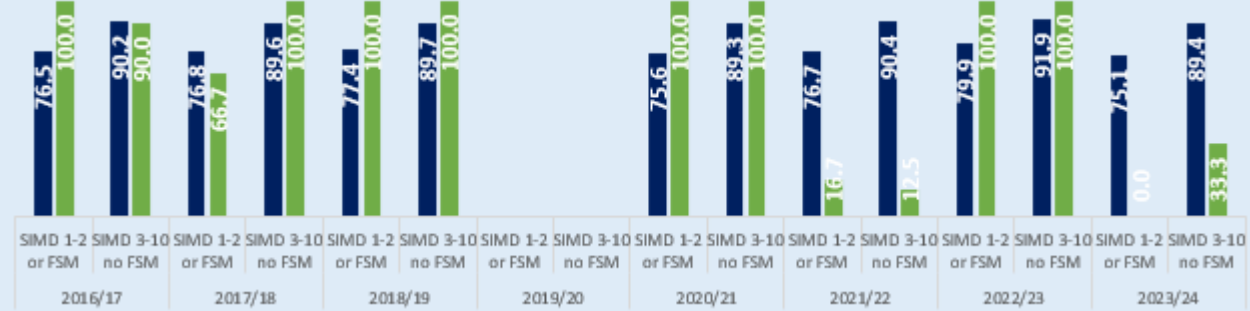
Reading



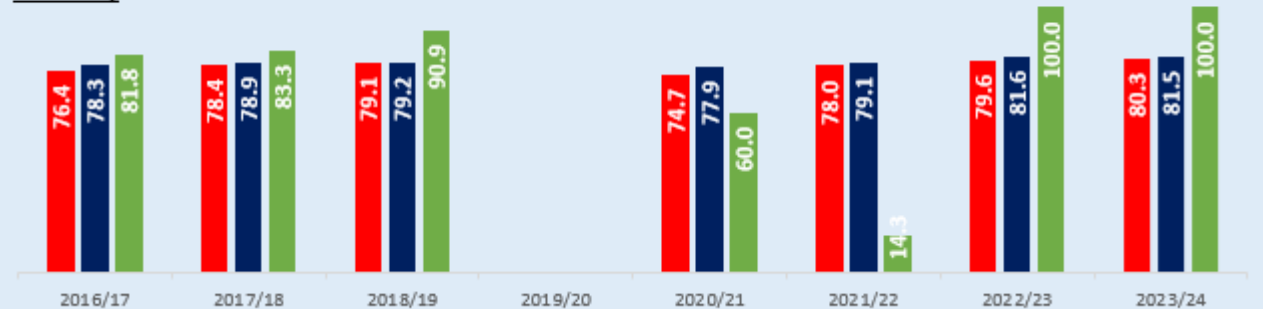
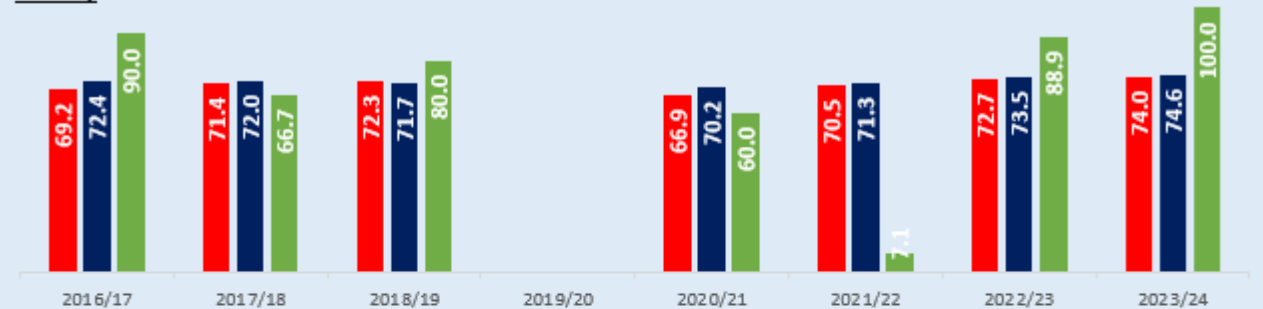
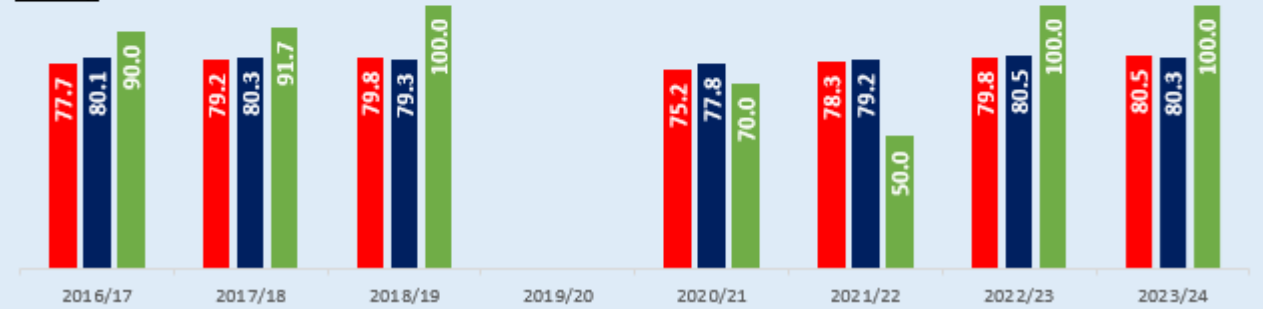
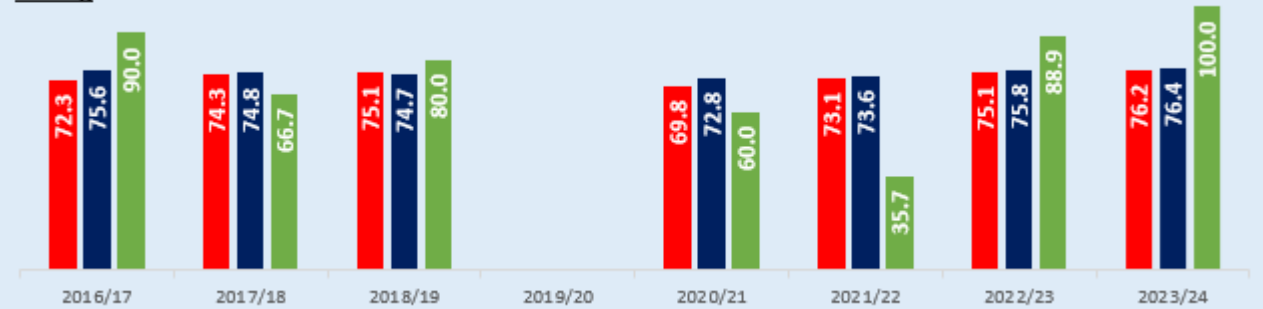
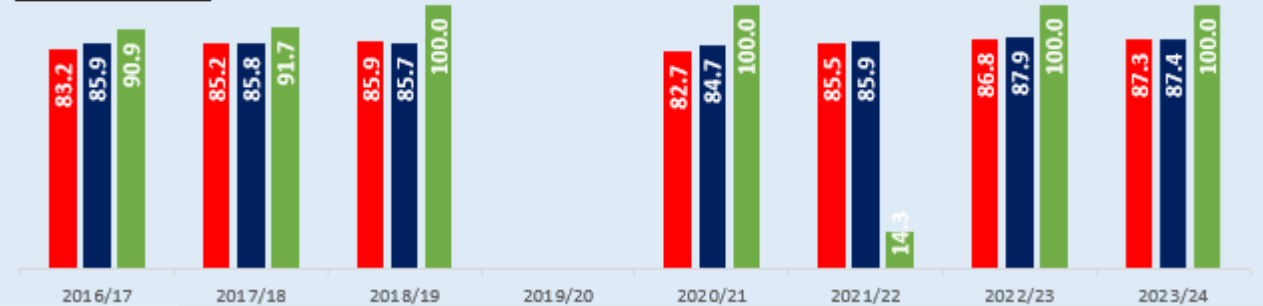
Writing



Listening & Talking



■ Scotland ■ South Lanarkshire Council ■ School

NumeracyLiteracyReadingWritingListening & Talking

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

| <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 | <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. | <u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined | <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. | |
|--|---|---|--|--------------|
| Rationale for strategic priority | Outcome (Intended impact) | Operational activity | Measures | School Lead |
| 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. Self-evaluation is based on learning conversations where | <ol style="list-style-type: none"> By December 2024, all staff have enhanced their understanding of the teaching and learning cycle. By January 2025, all staff have increased their use of data to identify and implement appropriate interventions to raise attainment in identified curricular area. 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. By June 2025, identified pupils for intervention will have increased attainment in curricular area. By June 2025, combined P1/4/7 literacy or numeracy (depending on curricular data will increase) | <u>IOS Overview 2024/25</u> 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 Professional reading and discussions <hr/> <ol style="list-style-type: none"> IOS programme – whole school. Professional reading and learning are associated features of highly effective practice. Development of use of data at class level (analysis, interpretation, next steps) Use of Fact, Story, Action approach to tracking and monitoring conversations. All staff to participate in trio visits and professional dialogue. | Individual learning journals monthly and observed lessons. Class data overviews. Tracking conversations and termly professional dialogue (assessment) with staff will be in greater depth and quality, with clear links to class data. ACEL data for identified pupils. | HT PT |

| <p>staff highlighted a need 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> | | <p>4. Staff will participate in CLPL (13th August 2024) delivered by M Henry, SLC, on data and F, S, A.</p> <p>5. Identification of pupils to be part of Targeted Intervention Group. Focused intervention delivered.</p> | | |
|--|--|--|---|--|
| Progress and Impact | | | Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda | |
| <p>Outline of progress:</p> <p>August – December 2024: SLT and CT attended IOS sessions throughout 2024/25. Staff outlined feedback and questioning as areas for improvement in pedagogy. Staff undertook CLPL on both High-quality Questioning and feedback viewing webinars and staff literature. Staff agreed to focus on verbal feedback in writing and planning for high quality questioning in core reading activities. Through class observations, discussions and interrogation of NGRT data reading was identified as being an area which was needing intervention. Whole school analysis of NGRT data showed that in June 2024 our whole school NGRT Reading Data showed that “Writer’s use of language” sat at 50% and writers purpose sat at 39% whereas our whole school data now in June 2025 shows that both are sitting at 59%. Writer use of language has increased by 9% overall and writer’s purpose has increased by 20%. Observations of pupil participation in core reading activities showed pupils to be passive and lacking engagement. Pupil reading surveys supported this as did CT/SLT discussion.</p> <p>December – March 2025:</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> • Audit of current reading practice • Whole staff survey on reading – teaching/supporting reading • Staff undertook CLPL on reading pedagogy (Anne Glennie - Reflective Reading and Closing the Reading Gap, as well as Reciprocal Reading and Literature Circles pedagogy.) • A reciprocal reading approach was implemented across all stages with a focus group being identified to track impact. • Reading for Pleasure – involvement in Trunky’s Travels to increase access to variety of genre. | | | <p>NGRT data for June 2025 shows an improvement in pupil understanding of writer’s craft and writers use of language however further support is required to continue improvement through continuation of:</p> <ul style="list-style-type: none"> • Teaching of core reading skills – inference, summarizing prediction etc. ensuring they are revised during a 4-week rolling program, using group/model text • SLC Grammar & Punctuation | |

- Began to track IDL Reading – impact of across whole school
- Identified target group to improve reading fluency
- Introduced fluency rubrics for all pupils (fortnightly) with progress tracked.

What did we want to achieve?

- Improved confidence in staff using data to support improvement for learners.
- Improved independence in discussing texts read, identifying unfamiliar vocabulary, writer's use of language and writer's craft.
- High quality questioning planned for with pupils being supported in their discussions regarding texts read.
- Improved understanding of writer's craft and use of language
- Improved staff confidence in teaching reading skills
- Improved engagement in reading/improved reading culture
- Improved use of feedback in writing to support learner next steps

Impact?

- Most staff said that their understanding and confidence in teaching and supporting reading had improved, with almost all staff valuing the planning of high-quality questions prior to group reading discussions as they felt this gave greater focus and clarity of understanding of text read.
- IDL Reading data tracked demonstrated that all pupils made improvement in reading from August 2025-March 2026. Using IDL as an intervention with all pupils, initially for spelling, supported improvement in reading with all pupils making positive gains. From the analysis 3 pupils made positive gains between December 2024 and March 2025 from being within 1 year of their chronological age to now being 1 year or more above. Individual gains were also good.
- Whole school analysis of NGRT data showed that in June 2024 our whole school NGRT Reading Data showed that "Writer's use of language" sat at 50% and writers purpose sat at 39% whereas our whole school data now in June 2025 shows that both are sitting at 59%. Writers' use of the language in writing has increased by 9% overall and writer's purpose has increased by 20%.
- Through implementing a range of improvements all pupils now enjoy reading. (In January 2025 94.1% of pupils felt that they enjoyed reading. Pupils surveyed in May 2025 showed this was now 100%)
- Reading for Pleasure has also shown improvement from 94.1% in January 2025 to 100% with pupil comments such as

"At first, I didn't because I am slow at reading and get distracted but if I like the story then I will like the reading process, and I've read more books recently."

- Targeted Intervention Group – reading fluency was tracked through use of fluency rubric. This demonstrated that all children have shown progress within fluency, however some aspects of fluency still need to be developed and moderated with staff,
- In addition to this all children have overall improved their reading age.
 - Staff participation in trio visits supported their confidence in providing valuable feedback to learners in writing. Trio visits focused on observing effective feedback and questioning within literacy. We highlighted throughout our Trio visits that more effective use of high – quality questioning allowed us to deepen our understanding and overtime we believe will build more independence within group work across all stages. Staff feedback was positive.

- T4W Model text discussions/pedagogy
- Core novel – North Lanarkshire pedagogy
- Staff CLPL – Closing the Vocabulary Gap
- Reading genre – nonfiction and fiction
- Trunky's Travels reading genre (Maintenance agenda 2025/2026)

"I found the Trio school visits to be an excellent way to support myself on my professional journey. It offered me a valuable opportunity to collaborate, reflect and share teaching practice. Seeing different approaches in action across inspired fresh ideas and built on my confidence, ultimately enhancing my teaching and learning for the learners in my class."

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

| <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 | <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. | <u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined | <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 |
| 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. | <ol style="list-style-type: none"> By October 2024 staff to have improved their knowledge of inquiry-based learning approach in upper stages. By December 2024 staff to have introduced inquiry-based learning within IDL learning. 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. | <ol style="list-style-type: none"> Set up learning environments to complement Teach, Target, Play approach. Staff Collegiate activity time to improve knowledge and understanding of Inquiry-Based approach. 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. Staff Collegiate activity time to improve knowledge and understanding of Inquiry-Based approach. Staff identify an area of the curriculum to begin to introduce an inquiry-based approach with all learners and commence introduction. | Leuven's Scale data tracked to measure learner engagement and independence in learning. (Sep 24, Dec 24, April 25) Glasgow Wellbeing (October 2024, May 2025) Classroom observations to measure understanding and implementation of Inquiry-based learning with staff and pupils, and improved pupil engagement. Pre and post survey on pupils understanding of learning, teaching and assessment. | PT HT |

| Staff will build on Teach, Target, play pedagogy, focussing on improved independence skills in 2024/25, whilst introducing Inquiry Based pedagogy with P5-7, increasing engagement and independent learning. | | 6. Staff collate 'hooks'/resources to support the introduction of inquiry boxes. 7. Evaluate progress to date with all stakeholders. 8. Communicate Inquiry- Based learning with parents during 'show me' afternoons/Parent Evening's. | | |
|--|--|--|---|--|
| Progress and Impact | | | Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda | |
| <u>What did we want to achieve for our learners?</u> <ul style="list-style-type: none"> Increased engagement in learning – social studies Increased digital skills Increased creativity, personalisation and choice Improved teacher pedagogy <u>What did we do?</u> <p>August-December 2025</p> <ul style="list-style-type: none"> Staff CLPL – Inquire to Inspire – SLC Strategy guidance HT attendance at Play Pedagogy Conference, October 2025 Development Officer visit to Leadhills PS to discuss Inquiry Based Learning pedagogy with HT/CT Audit of current practice and resources Begin to use SLC Planning tools to support planning of social studies CAT sessions with focus on planning of Inquiry and assessment of activities Joint CAT session with other cluster schools – I Wonder approach to Inquiry Zones of Inquiry established in consultation with pupils <p>January – June 2026</p> <ul style="list-style-type: none"> Development Officer visits Leadhills PS to discuss Inquiry Based Learning pedagogy with HT/CT – discussion of journey to date, planning of Inquiry Based Learning and modelling of how to involve pupils in the planning of learning using benchmarks and Es/Os. Leuven Scale of Engagement survey Discussion with pupils Classroom observation Refined planning process with staff Begin to plan Inquiry Based social studies for Term 4 <p>Impact:</p> <ul style="list-style-type: none"> Increased pupil engagement in learning – social studies | | | <ol style="list-style-type: none"> Continue to implement Inquiry Based Learning pedagogy with all staff Continue to embed IBL pedagogy across social studies and science Continuing to improve pupil engagement and creativity skills Continue to develop and support teacher planning using IBL pedagogy | |

- Increased personalisation and choice through engagement with Inquiry Based Learning pedagogy
- Improved staff confidence in planning using Inquiry Based Learning pedagogy
- Increased use of digital and research skills.

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

| <u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> Teacher and practitioner professionalism Curriculum and assessment | <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 | <u>SLC Stretch Aims</u> Choose an item. Choose an item. | <u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion <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 | |
|---|---|--|---|--------------------|
| Rationale for strategic priority | Outcome (Intended impact) | Operational activity | Measures | School Lead |
| All stakeholders across the school are to improving their understanding of racism and equality support them to reflect on their own positionality and take an active stand against racism. All pupils will be able to see themselves reflected in the school's curriculum. | 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"> 1. Ensuring wellbeing, equality and inclusion. Learning Community CLPL/CAT session with J Hamilton 29.1.25. 2. CLPL activities for staff to increase their understanding of racial literacy and their individual roles within anti-racist education. 3. A process of decolonizing the curriculum will begin by ensuring that 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 | All stakeholders: <ul style="list-style-type: none"> • 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. • Improved recording of race-related incidents. • Resources used across the curriculum will begin to reflect a greater diversity. | HT PT |

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| <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, Equalities and Sustainability.</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>Rights, Values and Wellbeing with an anti-racist education context. <u>2.5: Family Learning and Partners</u></p> <ul style="list-style-type: none"> • Raise parental awareness of the anti-racist agenda in Scottish Education and how does this look in their child's school. <p><u>1.5: Management of Resources</u></p> <ul style="list-style-type: none"> • Throughout the curriculum an audit of minority representation in resources i.e book, instruments, dressing up, cooking utensils across the school, • Purchase appropriate resources from audit to promote positive representation across our school community. • Encourage use of resources available through SLC <ol style="list-style-type: none"> 1. Training will be completed by HT through CQIS and Education Scotland. 2. HT to cascade training to all staff 3. Children will be introduced to the UNCRC through assemblies and through PSD. 4. Parents will be invited to a presentation on UNCRC as a Curriculum Evening and be sent information through the usual channels. 5. All teachers will complete an audit using the GTCS standards. 6. We will agree on a calendar of 'Right of the Month' as a vehicle to teach our children and parents the Articles of the UNCRC. | <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> <p>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.</p> | |
| <p>Progress and Impact</p> | | | | <p>Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda</p> |

Building Racial Literacy:

Pre and post survey results show that all teaching staff have an increased understanding of racial literacy; however, support staff and parent knowledge/awareness is limited. Staff awareness increased following CAT session in January 2025 but consideration of Racial Literacy when planning is limited.

Pupil knowledge and understanding of diversity and racism is good with most pupils able to identify diversity and injustice. An audit of reading material available to pupils identified that there was a lack of access to diverse genres. PEF monies were utilised to ensure that the library was updated to include a range of diverse literature for all ages, with all pupils demonstrating increased engagement in reading. (94.1% in January 2025 – 100% in May 2025)

UNCRC:

What did we achieve?

- HT and teaching staff completed Education Scotland UNCRC and SLC UNCRC CLPL by October 2025.
- Staff completed UNCRC whole school audit
- UNCRC principles shared with all pupils through assemblies and learning
- Whole school charter created in collaboration with pupils and staff, linked to UNCRC articles
- Assembly calendar linked to UNCRC articles
- Leadhills PS Positive Relationships guidance created in collaboration with all stakeholders and linked to UNCRC articles.
- Anti-Bullying guidance created with all stakeholders and linked with UNCRC articles
- UNCRC principles shared with parents and Parent Council

- All staff to view Racial Literacy webinar (Aug-Oct 2025)
- Staff to consider Racial Literacy when planning.
- Raise parental awareness of the anti-racist agenda in Scottish Education and how does this look in their child's school.
- Parent survey to be completed
- Begin to audit social studies to find scope for broadening perspectives. (Complete Audit)
- Continue to ensure assemblies will focus on Rights, Values and Wellbeing with an anti-racist education context.
- Improved recordings of race-related incidents (where appropriate) (Priority 3 2025/2026)
- Continue to share UNCRC principles with parents through weekly/fortnightly SWAY newsletters
- Continue to link UNCRC articles to other curricular areas, including sustainability

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

| 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 RAG | End of year review RAG |
| <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"> Transport Activity/coaching costs Residential visit | Transport costs to support all pupils accessing wider curricular opportunities and improved learner engagement. | <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> | | |
| Continue to enhance Learner Engagement | Staff training for 1 Forest School Leader. | Improved pupil engagement. | 1. 1 staff member trained September-December 2024. | Pre and post pupil survey to measure impact of engagement with Outdoor Learning sessions. | | |

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| through Forest School activities. | | | 2. All pupils experience Forest School activities – 6-week block (February-March 2025) | | | |
| 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) £ | | | | | |
| Progress and Impact | | | Next Step(s) and rationale to inform PEF spend session 2025/2026. | | | |
| Transport & Wider Opportunities PEF funding provided all pupils with opportunity to access various extracurricular activities throughout session 2024/25, including swimming, cinema visits, transition activities (including residential) and cross country. Pupils and parents wished that Participatory Budget allocation provide access to wider curricular opportunities as well as improvements to playground games etc, both were provided. Raising Attainment in Literacy/Numeracy <ul style="list-style-type: none"> • Online digital assessments funded • IDL Literacy (1 yr subscription) funded • SSA additional hours funded • Improved reading genre funded • Digital technology funded • Sumdog Literacy and Numeracy (3 yr subscription) funded All targeted learners have made gains in all areas of literacy and numeracy through increased SSA hours, supported by PEF. | | | Analysis of MALT standardised assessments indicate that most pupils require further improvement in their knowledge and application of problem-solving strategies. To support this, we will engage with SLC Maths Mastery pedagogy throughout session 2025/26, using classroom data and periodic assessment to measure impact. SSA hours will continue to be supported through PEF funding in 2025/26 to continue to support interventions and learner progress/attainment. | | | |

Maintenance Agenda

| Key actions | Relevant stakeholder involvement | Timeline for completion | Next Steps 2025/26 |
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| 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 | YLoL have visited 2 other schools within their Learning Community and sharing elements of their learning with both. Continue to engage with improvement through HGIOURS and YLoL visits. |
| Literacy/Numeracy: <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 T4W – continue to implement T4W methodology across P2-7 – links with IOS Track progress using improved class data. CT implementation of Math Mastery to improve learner knowledge and application of skills Exploration of SLC Numeracy and Maths planners | Class teachers Support staff Wider Community Learning Community | June 2025 | <ul style="list-style-type: none"> Continue with Trunky's Travels to support development of a positive reading culture. NGRT data for June 2025 shows an improvement in pupil understanding of writer's craft and writers use of language however further support is required to continue improvement through continuation of: <ul style="list-style-type: none"> Teaching of core reading skills – inference, summarizing prediction etc. ensuring they are revised during a 4-week rolling program, using group/model text |

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| | | | <ul style="list-style-type: none"> • SLC Grammar & Punctuation • T4W Model text discussions/pedagogy • Core novel – North Lanarkshire pedagogy • Staff CLPL – Closing the Vocabulary Gap • Reading genre – nonfiction and fiction • Trunky's Travels reading genre • (Maintenance agenda 2025/2026) • Maths Mastery 2025/26 (Priority 1) |
| <p>SLC Skills Framework:</p> <ul style="list-style-type: none"> • Continue to improve pupil and staff understanding of language skills through introduction of masterclasses. • Improve pupil tracking skills through learning journals • Continue to use Skills Bill to promote and engage with Skills • Raise awareness of skills, language and purpose, with parents. | | | <ul style="list-style-type: none"> • Link skills to pupil Learning Journals, publish and share with parents |
| <p>Digital Learning:</p> <ul style="list-style-type: none"> • Linking IT development to STEM curriculum. • Improve use of ICT to support independent learning e.g. QR codes, • HT – Google Educator Level 1 | <p>Class teachers Cluster school staff Digital Leaders Committee ICT Coordinator SLC IT Officer</p> | June 2025 | <ul style="list-style-type: none"> • Continue to build pupil knowledge and understanding of digital technology to support their learning – focus on AI and Google Slides |
| <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. • Enhance learning opportunities and engagement of pupils through training of staff members in Forest School. | <p>Wider Community Class Teachers Support Staff Eco Committee Parents</p> | June 2025 | <ul style="list-style-type: none"> • Staff to plan for OL activities on a weekly basis – literacy and maths. • Termly overview and focus for learning outdoors to be created and implemented by December 2025. |

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| <p>Cost of the School Day:</p> <ul style="list-style-type: none">• Cost of School Day Policy• 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 2025</p> | <ul style="list-style-type: none">• Continue to review Leadhills PS CoSD Policy• Relaunch Sharing Shed with local community & parents• Continue to access grant funding provide wider opportunities for all learners |
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