

## Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Lennoxton Primary School
Head Teacher	Rona Coughlan
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>It is our shared vision that all of our children, staff, families and the community work together to provide a happy, safe and nurturing learning environment for all. It is our aspiration that all of our children are appropriately supported, and provided every opportunity, to achieve their full potential and in doing so are motivated and confident in meeting the challenges of learning, life and work.</p> <p>As a school team, we champion our children and work tirelessly to support them in becoming the very best versions of themselves possible. As a school community, we share the values of Respect, Honesty, Inclusion, Co-operation and Kindness and we seek to represent these values in our day to day interactions in, and beyond, our school and nursery. Through strong relationships and partnership, we strive to meet the following aims;</p> <ul style="list-style-type: none"> <li>• To work together to create a safe, happy, nurturing environment for all to learn.</li> <li>• To raise children's standards of attainment and achievement through providing a range of effective learning and teaching approaches which are stimulating, motivating and meet the needs of all learners.</li> <li>• To ensure that all children aspire to reach their potential and feel a sense of achievement in all that they do.</li> <li>• To nurture a growth mind-set ensuring all children are confident and motivated to contribute to lifelong learning and the wider world of work.</li> <li>• To encourage creativity and independence in all learners and ensure everyone feels valued, respected and has the capacity to compromise.</li> <li>• To promote the importance of strong partnership between home and school and with the wider community through regular communication and planned activities.</li> </ul>

Framework for School Improvement Planning 2022/23

	Looking Forwards - 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Health and Wellbeing <ul style="list-style-type: none"> <li>- Emotion Works</li> <li>- UNCRC</li> <li>- Nurture</li> </ul>	Learning and Teaching Pedagogy <ul style="list-style-type: none"> <li>- Reading and Spelling</li> </ul>	Learning and Teaching Pedagogy <ul style="list-style-type: none"> <li>- Improving Our Classroom</li> </ul>
Priority 2	Learning and Teaching; <ul style="list-style-type: none"> <li>- Numeracy and Writing</li> </ul>	Learning and Teaching; <ul style="list-style-type: none"> <li>- Moderation</li> </ul>	Learning and Teaching; <ul style="list-style-type: none"> <li>- Digital Learning</li> </ul>
Priority 3	Curriculum; <ul style="list-style-type: none"> <li>- Contexts for Learning</li> </ul>	Curriculum Rationale	The Curriculum <ul style="list-style-type: none"> <li>- Outdoor Learning</li> </ul>

## Framework for School Improvement Planning 2022/23

Section 2: Improvement Priority 1	
<b>School/Establishment</b>	Lennoxton Primary
<b>Improvement Priority 1</b>	Health and Wellbeing
<b>Person(s) Responsible</b>	HT, Nurture Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	teacher professionalism parent / carer involvement and engagement	QI 3.1 Wellbeing, equality & inclusion QI 1.3 Leadership of Change QI 3.2 Raising attainment and achievement	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Nurture Teacher - LA leading on Nurture and Emotion Works Teacher collaborative groups sharing good practice Pupil feedback groups	Emotion works training pack and resources BOXALL tokens Homework club venue FLA support Space for cooking sessions (family room) & nurture base)	Emotion works presentation RSHP workshop Nurture Interventions Universal and targeted FLA work
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Emotion Works Training Application of HWB tracker training RSHP training YR 2 Nurture training Autism Training	Equity of experience for targeted children accessing Primary 8 Experiences will be informed by assessment process and where gaps are identified Targeted support for SIMD 1-3 (as needed)	£1000 to support resourcing of Emotion Works

## Framework for School Improvement Planning 2022/23

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<i>Outcomes for learners; targets; % change</i>	<i>Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions</i>	<i>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</i>	<i>What are the key dates for implementation? When will outcomes be measured?</i>	
<p>Almost all learners demonstrate an increase in confidence in expressing emotions verbally, pictorially or through writing.</p> <p>Almost all learners, families and staff report impact of positive change in how they observe children managing emotions.</p>	<p>Staff trained in introductory level of Emotion Works Programme.</p> <p>Implement <b>Emotion Works</b> lessons in all classes, introduce visual resources and use of reflective tool to support discussion around behaviour.</p> <p>Visuals introduced to classes</p> <p>Lessons and learning from programme of study implemented.</p> <p>Visuals introduced around the school.</p>	<p>Ferre Laevers Assessments</p> <p>Strength and Difficulties assessments</p> <p>Wellbeing assessments</p> <p>Class teacher observations</p> <p>Learner conversations</p> <p>Engagement assessments</p> <p>Staff and parent questionnaires</p> <p>support reduction in adult support for restorative discussions;</p> <p>Learners become more adept in peer support/peer co-regulation</p> <p>Families report impact of their child's capacity to talk about emotions and positive mental health strategies via glow form</p>	<p>Aug In-service day 2- staff trained in Emotion Works</p> <p>Sept 22 - pupil questionnaire</p> <p>Sept 22 - talking news to raise parental awareness in</p> <p>Sept 22 - SLT present to PC</p> <p>Stakeholder pre/posy assessments - Sept 22, May23</p> <p>Ongoing Professional Dialogue as part of Quality Assurance processes</p>	
Improved Wellbeing for learners; learners can communicate a good understanding of strategies and how/where to seek	<p>Learners engage with SHANARRI indicator video soundbites.</p> <p>Almost all Learners will engage with assessment process x3</p> <p>Interventions planned to support pupil wellbeing (pm nurture model)</p>	<p>Learner engagement (Ferre Laevers/class observations)</p> <p>Learner focus group; pupil questionnaires</p> <p>Parent focus group; parent questionnaires</p>	<p>September 22 - Awareness raising assembly on SHANARRI indicators</p> <p>Tracker completed Oct. Jan and May</p>	

## Framework for School Improvement Planning 2022/23

support if their wellbeing is diminished.	Seasons for Growth re-introduced for targeted pupils	Planning conversations; classroom observations; feedback during staff meetings Analysis of wellbeing data	Tracking meetings as per QA calendar - analysis of HWB data Evaluation of planned interventions	
Learners can talk confidently about what strategies and resources support them to be successful learners.	Wellbeing and tracking meetings with staff to identify children who are not achieving FLA to support families identified Class teachers work with SLT/Raising Attainment Teacher to identify pupils who are not achieving Wellbeing Support Plans created for children who are failing to reach expected levels, over and above nurturing approaches and academic interventions.	Wellbeing trackers, Champion Check ins Analysis of attendance data Termly review of pupil support plans Support Plans Evaluations of support plans	Oct 22, Jan 23, May 23  Termly	
Almost all learners access learning in line with the Relationships, Sexual Health and Parenting Resource and can illustrate learning, making links to other aspects of HWB	Introduce updated resource/approach to teaching <u>Relationships, Sexual Health and Parenting</u> Staff attend training session and familiarise themselves with resource. Short life working party look at themes in line with the school's HWB planner with a view to updating.	Staff questionnaire capturing confidence in teaching the resource Pre and post learner questionnaire - learning and confidence in relation to context Family feedback form CT learning evaluations	Oct 22 - SLT/RSHP rep presentation on resource  Oct 22 - WTA hours for resource familiarisation  November 22 - Parent workshop on RSHP	

Framework for School Improvement Planning 2022/23

	Family (Grown-ups) Information session held. Family information leaflets created and shared (stage specific)		Staff feedback on the impact of lessons (L&T meetings)  Family feedback post-delivery of learning - May 23	
Improved data in both attainment and wellbeing for learner's accessing targeted nurture support Learners accessing intervention show improved engagement in day to day learning post intervention	Nurture teacher to present outcomes of year 1 to staff and share evaluation of model form 21-22. Nurture teacher to share proposed model and associated assessment and planning actions for year 2. Staff to complete Ferre Laevers and Strength and Difficulties assessment with their new class. Staff to liaise with nurture teacher and collegiately plan targets for any pupils accessing Primary 8 provision (wellbeing groups and p8 group). Plan, implement and evaluate supports for Year 2 model. Nurture teacher continues to attend EDC PLC meetings and training sessions. Maintain a Nurture PLC approach in line with Local Authority role out.	Pre and post assessment as outlined in Nurture training- Ferre Laevers, Stirling and Boxall assessments Pre and post attainment data Pre and post assessment as outlined in Nurture training- Ferre Laevers, Stirling and Boxall assessments Tracking meetings Evaluative statements/observations from forward plans Quality Assurance monitoring	Nurture teacher to present year 1 outcomes to staff - August 16 <sup>th</sup> Analysis of Ferre Laevers and Strength and Difficulty data.  Evaluation of Stirling and BOXALL assessments - termly	
All teaching staff can talk about the role of BOXALL profiling and the role of targets when	Nurture Teacher lead professional learning Revise and update Parent Information leaflets.	Quality Assurance processes Staff evaluations	Collegiate session for teaching staff in September 2022	

Framework for School Improvement Planning 2022/23

planning for Learning. Teaching and Assessment	Include Primary 8 in 'Look in and Learn' and explore opportunity for open event to raise awareness of the provision. Cluster Nurture teachers to liaise and produce materials to support roll out of EDC's nurture model	Updated of LPS Nurture Rationale and whole school Nurture Position Statement Parent Information leaflets (Primary 8, Wellbeing Groups)	Termly evaluations of Nurture targets - Nurture and class teacher  Ongoing self-evaluation	
Increased Family engagement for targeted families of children accessing the school's nurture provision	FLA and NT to work together to encourage and support parental engagement Termly visits for parents to support learning of pupils accessing Primary 8	Professional dialogue relating to targets and progress of learners accessing the Nurture base/Nurture teacher Ongoing Family feedback	Evaluations / discussions pre, interim and post Sept, Feb, June	
Anti-Bullying and Positive Relationships policy is updated taking account of stakeholder views.	Review Current Policy Family and Learner focus groups. Update policy taking account of feedback	Feedback from family and learner consultation Newly updated policy	Oct 22 - parents' night consultation November 22 - parent and pupil focus group January 23 - draft of updated policy April 22 - agreed policy update	

## Framework for School Improvement Planning 2022/23

Section 2: Improvement Priority 2	
<b>School/Establishment</b>	Lennoxton Primary
<b>Improvement Priority 2</b>	Learning, Teaching and Assessment in Numeracy and Writing
<b>Person(s) Responsible</b>	DHT, Raising Attainment Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	curriculum and assessment performance information teacher professionalism	QI 1.1 Self evaluation for self improvement QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in numeracy Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Raising Attainment Teacher lead TIG groups across the school Class teachers invited to present to peers - strategies for effective learning and teaching which have been successful in their classroom Class teacher - MA, Numeracy Champion Class Teacher - RF, Literacy Champion	Raising Attainment Teacher leading targeted intervention groups. Concrete numeracy materials to support Teaching and Learning	Parents will be invited in to school for shared learning visits. PLP's sent home regularly as part of reporting to parents Head Teacher reporting to Parent Council keeping them regularly informed of progress in relation to SIP targets at monthly parent council meetings. Parent information sessions on Literacy, Numeracy and RSHP
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>



## Framework for School Improvement Planning 2022/23

<p>Link in with Karen Oppo to join EDC working party. DHT to deliver CPD sessions through working time agreement collegiate hours. Collegiate professional dialogue with colleagues out with own establishment via partnership working with cluster primaries.</p>	<p>TIG groups to take into account PEF pupils Wellbeing Trackers used alongside attainment data to ensure targeted intervention is appropriate for pupils not achieving</p>	<p>BL PEF funded (£7588) SLA to support in classes to close attainment gap by working with class teacher to provide more personalised support. £21 000 - 0.6 Teacher to support targeted intervention</p>
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<i>Outcomes for learners; targets; % change</i>	<i>Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions</i>	<i>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</i>	<i>What are the key dates for implementation? When will outcomes be measured?</i>	
Improved Numeracy attainment; 5% increase in ACEL data in numeracy	<p>Analysis of errors in summative assessments (SNSA &amp; PUMA) as focus for collegiate sessions. Planned, targeted intervention at both class and group level to address common areas of difficulty. Raising attainment teacher leads Targeted Intervention Groups, based on data - to address specific barriers to learning and close the attainment gap. At least 2 members of Staff participate in Karen Oppo's</p>	<ul style="list-style-type: none"> <li>• PUMA Assessment</li> <li>• SNSA Assessments</li> <li>• Tracking Meetings</li> <li>• Jotter sampling</li> <li>• Targeted Intervention data</li> </ul>	<p>November 2022 January 2023 May 2023</p>	

Framework for School Improvement Planning 2022/23

	Numeracy Professional Learning Module and disseminate to staff			
Improvements in the quality of teaching in numeracy across the school	<p>Staff work collaboratively to evaluate planning for teaching and learning of numeracy.</p> <p>Staff training in children's development and understanding of the major milestones of numeracy through engagement with EDC's Professional Learning Calendar</p> <p>Staff participation in EDC training from Karen Oppo</p> <p>Staff work together to create a 'model lesson' observation proforma for numeracy, based on agreed criteria covering aspects of highly effective practice.</p> <p>Peer and SLT observations of teaching and learning to share good practice.</p> <p>Manipulatives are available in all classrooms.</p>	<ul style="list-style-type: none"> <li>• PUMA Assessment</li> <li>• SNSA Assessments</li> <li>• Tracking Meetings</li> <li>• Forward plans</li> <li>• Learning and teaching meetings</li> <li>• Staff evaluations from professional learning.</li> <li>• Jotter sampling</li> <li>• TIG groups questionnaires</li> <li>• Assessment data</li> <li>• Targeted Intervention data</li> <li>• Evaluation of peer and SLT observations</li> <li>• Learning Walks</li> </ul>	<p>November 2022</p> <p>January 2023</p> <p>May 2023</p> <p>Sept-June in line with QA calendar</p>	
Improved writing attainment; 5% increase in ACEL data in writing.	Raising Attainment Teacher to work with Targeted Intervention Groups (TIGs)	<ul style="list-style-type: none"> <li>• GL Assessment</li> <li>• SNSA Assessments</li> <li>• Writing assessments</li> <li>• Tracking Meetings</li> </ul>	<p>November 2022</p> <p>January 2023</p> <p>May 2023</p>	

Framework for School Improvement Planning 2022/23

	across the school in order to raise attainment in writing.			
Improved standards in the teaching of writing, as evidenced in attainment data, throughout the school.	Revisit Talk4Writing training materials and establish agreed non-negotiables for implementation of effective learning and teaching of Talk for Writing. Staff Learning Walks to magpie ideas for Talk for Writing. SLT Learning Walks to ensure all the Talk for Writing Toolkits and connectives are displayed to support learning. CLPL sessions focused on non-fiction Talk for Writing	Learning walks, Peer and SLT observations Learning and Teaching meetings Tracking meetings Writing moderation with locality schools Self-Evaluation of professional learning	Sept-June in line with QA calendar  Oct 22	
Increased pace of delivery of writing curriculum, in line with developed planners.	Review and adapt planning approaches to ensure pace of learning across the school.	Professional dialogue in forward Tracking meetings Reviewed yearly planner	Oct 22 Termly	
Learners' writing skills will develop through continued practice; writing a range of genres with detailed success criteria	Short burst writing reinstated at least 3/5 days. All classes will display Talk for Writing prompts. Re-establish model unit planners for Talk for Writing lessons. Non Fiction Talk for Writing approach for functional writing used to engage children who	Pupil learning conversations  Jotter sampling and moderation activities  Forward Plans  Learning and Teaching meetings  Samples of writing	Sept-June in line with QA calendar	

Framework for School Improvement Planning 2022/23

	find imaginative writing challenging. Raise profile of functional writing across the school through whole school display and assembly shout outs.	Moderation booklet showing samples of writing at all stages for Fiction and Non-fiction.		
Learners are more confident in talking about their learning journey and are confident in sharing examples of achieved learning targets.	Teachers leading PLP development to lead CLPL session for staff. PLP's launched at whole school assembly. Talking news to inform parents of new PLP format. Learners make regular use of PLPs to showcase achieved learning and next steps.	Sampling PLPS Pupil Learning Conversations Family Feedback via Glow Form Personal Learning Plans. Family evaluation on PLPs. Family feedback on jotters (sent home termly)	Collegiate session - Aug 22  Ongoing Sept 2022 - May 2023	

Framework for School Improvement Planning 2022/23

Section 2: Improvement Priority 3	
<b>School/Establishment</b>	Lennoxtown Primary
<b>Improvement Priority 3</b>	Curriculum Planning
<b>Person(s) Responsible</b>	HT, DHT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in skills and sustained, positive school-leaver destinations for all Placing the human rights and needs of every child and young person at the centre	school improvement curriculum and assessment teacher professionalism	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Developing pedagogy and methodology in teaching science, technology/engineering/design, art, maths Supporting new staff Working party developed to lead STEAM Planning Pupil Rights Ambassadors Teacher leadership - RRS ambassadors group	Young STEM leaders resource Collegiate time	Family coming in as part of DYW focus week. Family attending 'Look in and Learn' Family attendance at Science open day Family attendance at class assemblies
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>

## Framework for School Improvement Planning 2022/23

EDC STEM participation (all staff on working party) EDC staff Leadership opportunities - Literacy Champion, Numeracy Champion, Play Champion, Autism Champion, Health and Wellbeing Champion, UNCRC Champion	Targeted children who may experience barriers to cooking sessions and fitness and support them to attend where possible.	
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
All staff will use the STEAM planning format to support IDL planning Almost all learners can talk about relevance of learning and links with learning across the curriculum	Further engagement with Curriculum Design Principles. Audit of STEAM experiences and outcomes covered at early first and second level. Ongoing work on bank of planners for identified contexts for learning. Creation of interim overview of planned IDL contexts for learning. Ongoing work on bank of planners for identified contexts for learning. Clear identification of any gaps in Curriculum coverage and	Reviewed planners Learning and Teaching meetings Pupil Learning conversations Parent and pupil consultation a	September 22' - Staff training session October in-service Oct parents' night - PC engage in focus discussion with families in attendance Oct parents' night - SLT set up interactive stand/mechanism to capture parent views	

Framework for School Improvement Planning 2022/23

	interim position statement draw up.		November 22 - Draft position statement shared with families training May 23 - review	
Primary 6 and primary 7 learners will develop their STEM knowledge and leadership skills	P6 and p7 learners engage in the Young Stem Leaders programme. Young STEM Leaders will create, plan and deliver one or more STEM activity, event or interaction for other people. Throughout this process, Young STEM Leaders will develop skills in mentoring, communication and leadership	Pupil learning conversations  Science week planning and evaluations  Family feedback from Science open day (March 23)	September 22' March 23 Oct-June 23'	
Learners, staff and Families have an understanding of the UNCRC rights of the child and their relevance in everyday life	Registration August 2022 Develop action plan to achieve Bronze award Set up a 'School Rights Ambassador Group' Whole school familiarisation with UNCRC through assemblies and class teaching EDC Pupil forum engagement Launch assembly for P1-7 by Rights Ambassadors Rights Ambassadors to implements awareness raising for parents e.g. Rights Newsletter	Pre and post school questionnaire survey for pupils, parents and staff Action Plan including UNCRC learning visible around school Pupil Learning Conversations Forward Plan Evaluations Family Evaluations Reviewed assembly plan	August onwards As per EDC's engagement timetable Launch assembly Nov 22 Awareness raising Nov 22 onwards - Newsletters, assembly, tweets, TEAMS Oct onwards	

## Framework for School Improvement Planning 2022/23

	Submission by May 2023 Introduce an annual timetable of events		May 23 for Bronze accreditation submission	
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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Learners build on skills of co-operation and resilience. Increased wellbeing from better relationships with peers and time spent outdoors, and equity of opportunity in the local environment.	Engagement in the Forest Schools Programme Engagement with the Inverclyde Sports Facility residential (P7)  Health and Wellbeing Intervention to support learners with team building, problem solving and communication.	Forest schools for p7 £420  £618 Subsidising P7 residential to ensure equity of opportunity	Pupil feedback Increased capacity to work co-operatively	Oct 22  Nov 22  March 2023	