



EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Lennoxtown Primary School
Head Teacher	Jen Murphy
Link QIO	Karen Oppo

School Statement: Vision, Values & Aims and Curriculum Rationale

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 given every opportunity to achieve their full potential and in doing so are motivated and confident in meeting the challenges of learning, life and work.

As a school team we champion our children and we work tirelessly to support them in becoming the very best versions of themselves possible.

As a school community we share the **values** of Safe, Truth, Aspiration, Respect and Support 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**;

- To work together to create a safe, happy, nurturing environment for all to learn.
- 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.
- To ensure that all children aspire to reach their potential and feel a sense of achievement in all that they do.
- To nurture a growth mind-set ensuring all children are confident and motivated to contribute to lifelong learning and the wider world of work.
- To encourage creativity and independence in all learners and ensure everyone feels valued, respected and has the capacity to compromise.
- To promote the importance of strong partnership between home and school and with the wider community through regular communication and planned activities.

Curriculum Rationale

The curriculum: ‘the totality of all that is planned for children and young people throughout their education’ – Building the Curriculum 3

We are passionate to work with the children to allow them to develop the 4 capacities of Curriculum for Excellence;

- Successful learners
- Responsible citizens
- Effective contributors
- Confident individuals.

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Our curriculum recognises the four contexts for learning:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning (IDL)
- Opportunities for personal achievement

We have recently worked collaboratively to design a curriculum that is relevant and reflects our school's journey of continuous improvement.

Together, we developed our own school skill framework that our teaching and learning will focus on.

All lessons will encourage the children to develop skills in;

- | | |
|---------------------|-----------------|
| - Creativity | - Collaboration |
| - Critical Thinking | - Communication |
| - Curiosity | - Citizenship |

It is through this skill set and guided by our values, the golden thread that runs through our school that we will continue to work with our children on their journey to excellence.

Current Standards & Quality Report



Lennoxton Primary School

Vision, Values and Aims

[Go to this Sway](#)

Framework for School Improvement Planning 2026 – 29

	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	2026/27	2027/28	2028/29
Priority 1	Wellbeing & Inclusion Emotional Literacy Family Learning Meeting Learners Needs - Dyslexia	Wellbeing & Inclusion Meeting Learners Needs - Dyslexia Nurturing Schools	Wellbeing & Inclusion Meeting Learners Needs Nurturing Schools
Priority 2	Pedagogy & Meta-Skills Stephen Graham - Explicitly Teaching Writing Embedding Lennoxtown Skill Set	Curriculum CIC Implementation Planning 21 Hours	Pedagogy CIC Implementation

Section 2: Improvement Priority 1			
School/Establishment	Lennoxtown Primary School		
Improvement Priority 1	Wellbeing & Inclusion - Developing a Nurturing and Inclusive Environment to Support Wellbeing and Achievement		
Strategic Leads	Jen Murphy, Health Wellbeing Champions		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Families and community partnerships Child centred and future focussed Inclusion and Empowerment	Priority 6: Wellbeing and Inclusion Priority 3: Monitoring and Tracking Priority 7: Skills for Learning, Life and Work	Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all	QI 3.1 Wellbeing, Equality and Inclusion QI 2.5 Family Learning QI 2.4 Personalised Support

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher Leadership related to meeting individual pupil needs as part of classroom practice (CLPL). Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies. CIRCLE Advisor to share learning with all practitioners Health and Wellbeing Champion roles	Time – see collegiate calendar for SIP and Working Time Agreement/Staff meetings and In-service Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning. PAThS resources	Parent Council and PTA ongoing involvement in feeding back parent views at meetings. Parental Engagement-Use of Participation Scale and CIRCLE Inclusive Classroom Scale. Family Learning Assistant to take forward coffee morning. SLT coffee and cake drop in Family Learning opportunities – curriculum, hidden difference, nurture
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs). Professional reading/ viewing online materials Quality Assurance processes Cluster working Dyslexia CLPL	Social and Emotional Wellbeing Early Intervention and Prevention High Quality Learning Experience	Purchase of PAThS Resources £2000 Whole school regulation signage £1000 Support for effective design of class spaces – based on CICS. £2000

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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
Most young people will be able to identify, name and talk about a range of emotions using age-appropriate language.	Audit current wellbeing approaches using HNIOS and wellbeing indicators Refresh whole-school PATHS programme with progressive planning across stages Deliver professional learning on nurturing principles, trauma-informed practice and emotional regulation Develop whole-school emotional regulation toolkit (zones, calm corners, visuals, scripts, sensory supports)	Most young people will increasingly use agreed emotional regulation strategies independently. Almost all staff will state they feel confident to use PATHS lessons and strategies to teach social and emotional skills. Almost all children will demonstrate improved resilience, confidence and readiness to learn. Almost all children report feeling safe, included and respected in school. Through observations, almost all children show improved relationships with peers and adults. Attendance levels improve and dysregulated incidents reduced	September 2026 for audit to be completed. October In-service to share outcome. PATHS plans to be discussed in August in-service. Review May 2027 Wellbeing questionnaire – Sept/May. Professional Learning for Nurture, Trauma and Emotional Regulation – Trauma – May 26, Nurture 15th Sept, Emotional Reg. – 14th Aug May 2027 for emotional regulation tool kit completion. Implementation for August 2027 to be completed by Champions. 6 week rota of attendance monitoring. 21/9, 2/11, 14/12, 15/2, 29/3, 24/5	
Most families will state their have an improved understanding of wellbeing approaches used by the school and almost all will feel supported by the school.	FLA working with targeted families on 1-1 basis and group – core nurture. Engage families through workshops, and shared resources on wellbeing, and nurture.	Families understand and engage with the school's wellbeing approaches. Almost all families will positively evaluate workshops on curriculum, hidden difference and emotional regulation. All families will have the opportunity to meet with SLT and FLA on an informal basis to build relationships and remove barriers.	Curriculum evening – Sept 2026 (Jen) Supporting hidden Difference – November 2026 (Susan) Emotional regulation / nurturing principles– March 2027 (Jen) Monthly 'cake and conversation' with SLT – last Friday of every month – 1430-1500. Weekly coffee morning with FLA.	

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Effective support will be in place to enable learners to participate fully and achieve their learning objective.	All pupils who require targeted supports, will be identified earlier through robust tracking and monitoring. All teachers will use CIRCLE participation scale and inclusive classroom audits in all classes. Nurture groups / targeted interventions will be established to support identified pupils. Teaching staff will begin to develop a secure understanding of dyslexia to increase their confidence to use a range of inclusive teaching strategies and assessment to support our young people.	Teachers will track wellbeing data including attendance, behaviour, engagement and wellbeing indicators. All children will be discussed at tracking meetings and all children will have targets and supports to ensure their needs are met. All identified children will have CPS to identify hidden barriers and supports. Boxall Profile (pre and post) for nurture group will show progress in targets for all pupils. Clear planning for assessment for nurture group will show targeted support impacting positively on all pupils across curriculum. All children's plans are updated with all stakeholders' views with supports in place. Almost all teachers will pass Module 1 of Open University Dyslexia training – 'Dyslexia and Inclusive Practice'. All staff will be familiarise with new EDC Dyslexia Guidelines & Literacy Framework Materials	All staff will use of CPS to identify barriers to learning for identified young people throughout the year. During Quality Assurance Visits, supports for all identified young people will be visible, most of whom will be able to discuss their supports. CIRCLE Inclusive Classroom Scale will be completed by staff and young people in September, January and April. Boxall profile completed and discussed with SLT pre and post intervention. Children's plans updated in January and June following TAC meetings – more frequently if needed. Dyslexia training 11/11, 9/2, 25/5 for all staff. Covering EDC Dyslexia Guidelines, Literacy Framework and staff guidance booklet. All classes will participate in Dyslexia Awareness week – 5th- 11th October,	
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Section 2: Improvement Priority 2	
School/Establishment	Lennoxton Primary
Improvement Priority 2	Pedagogy & Meta-Skills - Raising Attainment in Writing Across the Curriculum.
Strategic Leads	Susan McGregor, Literacy Champions

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning and Teaching Child Centred and Future Focussed	Priority 2: Learning & Teaching Priority 4: Curriculum Priority 1: Leadership	Improvement in achievement, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all Closing the attainment gap between the most and least disadvantaged children	QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Literacy Champions PEBL Champion Pupil leadership through School School improve group Pupil voice within planning	Stephen Graham PM writing materials Additional resources for class projects – business plan to be submitted to HT from pupils. PEBL materials to support skill development. Skill passport materials	Sharing of learning through project. Digital newsletter – Little People Big News Parent Council and PTA Termly whole school and class newsletters
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Stephen Graham - Explicitly Teaching Writing course. 5 sessions; Introduction and Description, Information Report, Explanation, Exposition, Narrative	Promoting a high quality learning experience Employability and skills development Engaging beyond the school	0.2 Class Teacher to reinforce skill development and writing development. Skill display board Experiential learning support

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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
Almost all pupils will demonstrate improved confidence, independence and attainment in writing across curricular areas.	Use of targeted interventions and small-group support informed by assessment data. Monitor progress through moderation activities, attainment meetings and quality assurance. Implement agreed writing framework and progressive teaching sequence across all stages.	Pre/Post intervention data will show progression for almost all. Increase percentage of pupils achieved their expected CfE levels in writing from 83%. Increased staff confidence in using the framework through evaluation questionnaire.	Pre/post dependent on specific interventions throughout the year. Final tracking in May 27 Evaluation of framework in May 27	
Most young people will be able to articulate what makes effective writing and identify their next steps in their learning.	All learners will use structured planning, drafting and revising strategies to improve the quality of their writing. All young people will have opportunities for self and peer assessment in writing.	Increased evidence of planning, editing and redrafting in almost all's pupils work through quality assurance.	Learning visits – Sept 26, March 27 Writing moderation – Oct 26, May 27 Learning conversations – Oct 26, Feb 27, April 27	
All staff will develop a shared understanding of high- quality explicit writing instruction.	Professional learning to implement a whole school approach to explicit writing instruction based on Stephen Graham's recommendations.	Almost all staff will complete post training evaluations.	9 th Oct Introduction 28 th Oct – Information Report 1 st Dec – Explanation 24 th March – Exposition 27 th April – Narrative	

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Almost all pupils will be able to recognise their skills and identify them across the curriculum.	All skills reinforced through whole school assembly – Legends Skills passport to be introduced to track skill development and targets monthly. Consistent language used to identify skill focus in most lessons. All staff will be trained on a cross-curricular skill framework that illustrates skill progression. Learning conversations with the majority of pupils to be conducted by SLT and CT, focussing on skill identification and development.	All classes participate in skill update – display of knowledge – photos All children to complete skill passport monthly. Almost all staff will use ‘Skill Developed’ alongside ‘Learning Intention’ and ‘Success Criteria’. Almost all staff will feel confident using the framework. All staff will use framework within their planning. Almost all pupils who participate in LC will be able to identify the Lennoxtown Skill Set and speak about how they have developed them through their experiences.	Legends assembly – 28th Aug, 2nd Oct, 30th Oct, 4th Dec, 26th Feb, 2nd April, 30th April, 4th June. End of month across school – celebrated on Instagram and during assembly. Observed during Learning visits – Sept 26, March 27 Evaluation questionnaire in May 2027. Feedback opportunities through collegiate meetings. Term 1 - SLT Term 2 – CT Term 3 – SLT	
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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact: Outcomes for learners; targets; % change	Tasks/Interventions for identified groups	Resources: Identify PEF allocation, staffing and resources that will be procured to support	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): What are the key dates for implementation? Link to Outcomes	Progress: Identify progress and impact in narrowing the PRAG
Increased attainment and achievement in literacy and numeracy for identified pupils, including those affected by poverty as well as other factors	Targeted support for Literacy (Reading/Phonics) and Numeracy.	0.2 PEF teacher (8460) Concrete resources required. £1000 £2000 for online subscriptions	Improvement in Attainment Data following intervention.	Pre-data completed in Sept 2026 Post data completed in May 2027	
Increase in motivation, physical and mental health through outdoor learning	Playground improvements – reading hub, updated seating in garden to support family events.	Table and bench seating – £2000 Playground equipment storage - £500 Playground equipment - £1000	Pupil feedback from questionnaires. Pupil observation Staff observation Parent feedback	All improvements by May 2027	
Increased engagement with families, including those potentially affected by poverty as well as other factors	Family Learning Room to be created for use by FLAs to support parental engagement for identified families.	£1000	Questionnaires during FLA events. Family Learning Evaluation.	On-going questionnaires. FLA evaluation by April 2027	
Increased attainment through experiential learning for identified pupils, including those affected by poverty as well as other factors	Forest Schools Football skills Dance club Swimming lessons	1050 500 500 800	Pre and Post Questionnaire Project evidence Talking to children through learning conversations. Teacher observation. Lennoxtown legends	All evidence gathered by March 2027	
Increased attainment through access to cultural and academic experiences.	Science Centre visits. Theatre groups Sky Studios	3500 (£500x7)	Pupil questionnaires Increase in attainment – see through standardised assessment and formative assessment.	Data collected by March 2027	

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Raise awareness of pupil leadership and school improvement with school signage	Signage for school values, skills and vision.	£3000	Increase in confidence through observation and wellbeing assessments.	May 2027	
Wellbeing support for identified pupils through wellbeing interventions and core nurture	Mindfulness art Social/emotional groups Core Nurture	Art materials to support mindfulness art - £1000 Core Nurture food and room development - £3000 Social and Emotional development games - £1000	Wellbeing questionnaires Boxall profile CICS evaluation of nurture space. Decrease in dysregulation.	Wellbeing questionnaires on going CICS – Jan 2027 On-going observations.	

School PEF allocation 26/27: £30'625 Total PEF allocated in SIP £30'310 Underspend: £ 315

School Improvement Plans should be emailed to the link Quality Improvement Officer **by Thursday 18 June 2026.**