

Framework for School Improvement Planning 2024/25

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Lairdsland Primary
Head Teacher	Libby Bradford
Link QIO	Vicky MacKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale	
<p>At Lairdsland Primary, our vision, values and aims underpin the ethos in our school and aspirations for our pupils. We continue to develop our vision, values and aims to ensure that it is embedded in our school community and is at the heart of all learning and teaching. Our vision statement below is the basis on which we plan our school improvement strategy.</p> <p><i>“The wellbeing of our pupils is nurtured through a positive and inclusive ethos ensuring they are safe, happy and ready to learn. Our ambitious and aspirational learners achieve their full potential as they develop knowledge, skills and attributes for life learning and work.”</i></p> <p>While the vision statement describes what the school wants to achieve, the values below describe how we want to work together to make that happen.</p> <p>Honesty Fairness Respect Equality Cooperation Responsibility Kindness</p> <p>Our aims provide us with purpose and describe how we intend to reach our vision and achievements.</p> <ul style="list-style-type: none"> • Promote a happy, safe and nurturing environment which meets the needs of our learners. • Foster creativity and develop critical thinkers who can confidently apply skills and overcome challenges. • Work in strong partnerships with parents, outside agencies and the wider community • Provide a high quality education which supports and challenges our children. • Recognise individuality and support children to make the most of their skills and talents. • Develop social, emotional and personal skills to help foster a caring, resilient climate. 	

Section 2: Improvement Priority 1	
School/Establishment	Lairdsland Primary School
Improvement Priority 1	Raising Attainment in Literacy – Reading
Person(s) Responsible	Libby Bradford Literacy Leaders - Kirsty Henderson/Anne Nichol

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy.	curriculum and assessment teacher professionalism performance information	QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment	Improvement in attainment in literacy and English

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Opportunities for practitioners to lead Literacy Working Party Opportunities for practitioners to contribute to the development of the teaching of reading across the school by embedding the moderation of learning, teaching and assessment within our school improvement cycle. 	<ul style="list-style-type: none"> Professional Reading Resources Cover for peer visits – covered by SLT (TBC) 	<ul style="list-style-type: none"> Share approaches to reading at stage curriculum evening presentations. Participation in reading-themed days. Communication of reading progress through school newsletter. Update parent council ongoing.

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<ul style="list-style-type: none"> • Opportunities for practitioners to engage with EDC Literacy Champions programme • Termly updates and communication about reading strategies through school newsletter. 		
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> • Staff collegiate sessions identifying effective learning, teaching and assessment aligned with our learning from IOS. • Professional dialogue engaging with the moderation of learning, teaching and assessment cycle. • Opportunities to plan in trio groups and observe peers delivering effective reading lessons. • Professional Reading. • Opportunities for sharing good practise through learning walks. 	<ul style="list-style-type: none"> • Analysis Q1 vs Q5 attainment data. • Targeted intervention groups. • Reading Recovery Intervention • Moderation of learning, teaching and assessment. 	<p><u>0.6DHT top up only - Approx £8,884.</u></p> <ul style="list-style-type: none"> • Monitoring and tracking of interventions for p4-7 cohort – focus on identifying gaps using intersecting data. • Implementing, managing and evaluating interventions in collaboration with DHT. • Overseeing the development of effective learning and teaching of reading tools to raise attainment. • £3,150. To provide 2 weeks of teaching cover to enable teachers to participate in trio observed teaching sessions.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Development of a reading culture across the school with almost all children having an improved attitude to reading.	<ul style="list-style-type: none"> Establish a Reading Leadership group lead by Literacy Champion. Sign up for Reading Schools programme and create action plan – Literacy Champion Classes to audit reading rich environments with each class. Visit to other schools to see how they have created an ethos of reading. Pupils being read to every day foster an enjoyment of books. 	<ul style="list-style-type: none"> Class libraries will be refreshed in every class Pupils, parents and staff will have a clear understanding of our action plan and the next steps as we work towards Reading Schools accreditation – Core award. Daily reading for enjoyment established in every class 	October 2024	
	<ul style="list-style-type: none"> Development of our reading corners in each class. Listening stations in classes. Home-school links to promote reading for enjoyment. Create a system to recognise children reading in school. 	<ul style="list-style-type: none"> Pre and post questionnaires to develop reading corners in each class. Observations of pupils engaging in reading for enjoyment. Pupil focus groups – using HGIOURS – to identify next steps. 	October 2024	
	<ul style="list-style-type: none"> Displays in class and across the school promoting reading skills/tools. Work towards Reading School accreditation by creating and sharing an action 		October 2024	

	<p>plan with pupils, parents and staff.</p> <ul style="list-style-type: none"> Library Visit for all classes to increase awareness of and engagement with library and ensure all children have access to a library card. Author visits to the school to inspire and motivate children to read. Engage in reading events including World Book Day and National Storytelling Week. 	<ul style="list-style-type: none"> Self-evaluation using the core Reading Schools accreditation toolkit. Reading Schools Core accreditation achieved or on track to achieve Each class will have visited the local library 	<p>October 2024</p> <p>January 2024</p>	
Improved teaching and learning experiences for all pupils.	<ul style="list-style-type: none"> Whole staff collegiate session on EEF Reading House and individual teacher reading audit to inform collegiate input on how to teach reading effectively. Study SNSA data and how pupils perform to see if there are any trends that may suggest gaps in our reading programmes of study and/or teaching practice. Whole staff CPD on how to teach reading skills 	<ul style="list-style-type: none"> Staff will identify areas for development in current practice and in reading programme. Staff will identify any gaps in reading programme and/or teaching practice. Staff will feel more confident and informed when planning 	<p>September 2024</p> <p>September 2024</p> <p>October 2024</p>	

	<ul style="list-style-type: none"> • SLT learning and teaching class visits to observe reading • Staff will work together to plan quality reading lessons, observe each other teaching reading and feedback to moderate learning and teaching across the school. 	<p>quality reading lessons, incorporating IOS and recent reading CPD into practice.</p> <ul style="list-style-type: none"> • Staff will plan and implement quality reading lessons and engage in a reflective discussion with a member of SLT. • Staff will use West Partnership moderation planning schedule. • Staff will use IOS observation schedule adapted to include agreed features of an effective reading lesson • Evidence of pupil work – did learners meet the success criteria? 	<p>November 2024</p> <p>April 2024</p>	
Reading resources ensure progression, challenge and depth to improve reading attainment for all children.	<ul style="list-style-type: none"> • Look outwards to other schools to see how they implement their reading programme across the school – how do they ensure breadth and depth and manage pacing? 	<ul style="list-style-type: none"> • Information gathered from other schools where reading attainment is increasing will inform next steps/planning 	June 2025	

	<ul style="list-style-type: none">• Look outwards to other schools to identify the strengths of their reading curriculum and resources.• Discuss with schools highlighted with strong reading attainment, how they achieve breadth, depth and pacing to engage all learners and share this with staff.• Data analysis of our reading attainment data using standardised reading data and professional dialogue at termly fact/story/ action meetings to identify progress of intervention.		November 2024	
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Section 2: Improvement Priority 2	
School/Establishment	Lairdland Primary School
Improvement Priority 2	<p><u>CIRCLE Framework</u></p> <ul style="list-style-type: none"> • To develop universal supports and inclusive learning environments across the school. • To develop staff understanding of inclusive practice through implementation of the CIRCLE Inclusive Classroom Scale.
Person(s) Responsible	Maria Kerr and Catriona Hill

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2024-27
<p>Improvement in children and young people's health and wellbeing</p> <p>Placing the human rights and needs of every child and young person at the centre</p>	<p>school improvement</p> <p>teacher professionalism</p> <p>parent / carer involvement and engagement</p>	<p>QI 3.1 Wellbeing, equality & inclusion</p> <p>QI 1.3 Leadership of Change</p>	<p>Improvement in children and young people's mental health and wellbeing</p> <p>Placing the human needs and rights of every child and young person at the centre of education</p>

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Circle Ambassador to replace Autism Advisor role. Staff leadership at all levels to develop inclusive environments. All teaching staff will engage in professional development with the CIRCLE framework and implement the CIRCLE Inclusive Classroom Scale. 	<ul style="list-style-type: none"> Time allocated at August Inservice day. Time in WTA for collegiate sessions to discuss and evaluate progress and next steps. 	<ul style="list-style-type: none"> Consult and update Parent Council and Parent Forum ongoing. Parent self-evaluation- questionnaires. Parent / Staff / Pupil CIRCLE Working Party. Pupil self-evaluation using HGIOURS Termly progress shared in newsletter
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> CIRCLE Advisors Professional Learning Community (Maria and Catriona). Inservice day training delivered to all staff. Moderation visits to other schools using the Inclusive Classroom Scale (CIRCLE Advisors). 	<ul style="list-style-type: none"> Analysis Q1 vs Q5 attainment data. Analysis of attainment data – pupils with ASN vs no ASN. Targeted intervention groups. Pupil focus groups focused on pupil engagement in class (HGIOURS) 	<p><u>0.6DHT top up only - Approx £8,884.</u></p> <ul style="list-style-type: none"> Monitoring and tracking of CIRCLE resource and implementation in classes through learning walks, observed trio visits and pupil focus groups. Implementing, managing and evaluating interventions in collaboration with DHT. Overseeing the development of effective and purposeful audits of our environment and action plans to enhance our environment.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
All staff have improved knowledge and understanding of CIRCLE Framework and Inclusive Classroom Scale ensuring a consistent approach to inclusive practices for all pupils.	<ul style="list-style-type: none"> Inservice day training (Train the Trainer) delivered to all staff. (August INSET) 	<ul style="list-style-type: none"> Pre staff questionnaire to assess practitioner knowledge and confidence. 	August 2024	
	<ul style="list-style-type: none"> All teaching staff will use the Inclusive Classroom Scale pre intervention to evidence changes in practice, areas of good practice and future development needs. Baseline data gathered and evaluated for Inclusive Classroom Scale to inform action plan. 	<ul style="list-style-type: none"> CIRCLE Framework Inclusive Classroom Scale. 	September 2024	
Staff are able to identify and implement common or universal supports that would meet the needs of all learners.	<ul style="list-style-type: none"> Creation of whole-school action plan. Staff to participate in trio visits (with a focus on physical and/or social environment and/or structures and routines) to identify and inform individual action plans. 	<ul style="list-style-type: none"> CIRCLE Framework Inclusive Classroom Scale results. Ongoing professional dialogue. 	October 2024	

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Pupils are able to identify and access supports that they would find useful within their learning environment to ensure inclusivity for all learners.	<ul style="list-style-type: none"> CIRCLE working party established consisting of staff, pupils and parents. Liaise with Educational Psychologist to discuss pre-intervention scale results and plan appropriate universal supports going forward. Pupils and parents of WP will complete pre-intervention scale. Results to be shared at meeting. 	<ul style="list-style-type: none"> Working Party meeting minutes. Ongoing professional dialogue. CIRCLE Inclusive Classroom Scale (adapted version for pupils and parents). 	October 2024	
Common or universal environmental supports that would meet the needs of all learners in place across the school.	<ul style="list-style-type: none"> WP to create consistent visuals in all classrooms, (e.g. visual timetables, task boards, labels etc). WP to reinforce safe environment, e.g. Lairdsland Lines / Playground Zones. 	<ul style="list-style-type: none"> Ongoing pupil and parent consultation (Forms feedback). 	February 2025	
All pupils will benefit from a consistency of approach as a result of school evaluation and moderation activities which identify areas of strength and future development.	<ul style="list-style-type: none"> Moderation visits to other schools / learning and collaboration visits. Feedback to school staff at Curriculum Development session. 	<ul style="list-style-type: none"> Ongoing professional dialogue. Post staff questionnaire to assess practitioner knowledge and confidence. 	June 2025	

Section 2: Improvement Priority 3	
School/Establishment	Lairdsland Primary School
Improvement Priority 2	<p><u>UNCRC and The Promise</u></p> <ul style="list-style-type: none"> • To embed the rights of the child within our curriculum, learning and teaching and our environment. • To develop processes to take cognisance of care experienced pupils and their voice.
Person(s) Responsible	Kirsty Greer and Nicola Nellaney

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2024-27
<p>Improvement in children and young people's health and wellbeing</p> <p>Placing the human rights and needs of every child and young person at the centre</p>	<p>school improvement</p> <p>teacher professionalism</p> <p>parent / carer involvement and engagement</p>	<p>QI 3.1 Wellbeing, equality & inclusion</p> <p>QI 2.2 Curriculum</p>	<p>Improvement in children and young people's mental health and wellbeing</p> <p>Placing the human needs and rights of every child and young person at the centre of education</p>

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Staff leadership at all levels. All teaching staff will develop the curriculum in their class to ensure a rights respecting school focus. Development of UNCRC-focussed topic 	<ul style="list-style-type: none"> Time allocated at August Inservice day. Time in WTA for collegiate sessions to discuss and evaluate progress and next steps. Planner for UNCRC-focus topic in August 	<ul style="list-style-type: none"> Consult and update Parent Council and Parent Forum ongoing. Parent self-evaluation- questionnaires. Parent / Staff / Pupil committee. After-school targeted and universal parental engagement cooking sessions with Family Learning Assistant
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> UNCRC Ambassador to meet with UNCRC representatives bi-termly UNCRC Ambassador to support UNCRC pupil representatives to 	<ul style="list-style-type: none"> Pupil focus groups consisting of pupils from quintile 1 and quintile 5. Self-evaluation using HGIOURS. 	<ul style="list-style-type: none"> Approximately £500 for additional FLA time and resources (2 x 6week blocks of cooking and cost of resources).

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<p>attend the EDC pupil forum.</p> <ul style="list-style-type: none"> Inservice day training delivered to all staff to develop knowledge of planners. All staff familiar with the Rights Respecting School Silver checklist and the Promise document. 	<ul style="list-style-type: none"> Increased staff, pupil, and parent knowledge of nurture principles, the Promise and UNCRC. 	
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<ul style="list-style-type: none"> All staff and pupils have knowledge of rights-based language and can demonstrate this daily 	<ul style="list-style-type: none"> August in-service input to share with all staff a sequence of rights-based lessons (Nicola and Kirsty G). Teachers to complete UNCRC planner in August to develop knowledge of rights-based-language. 	<ul style="list-style-type: none"> Pre staff questionnaire to assess practitioner knowledge and confidence. Increased use of rights-based language around the school. Children able to discuss their rights using rights-based language. 	August 2024	
<ul style="list-style-type: none"> Staff, parents and pupil knowledge of the nurture principles linked 	<ul style="list-style-type: none"> August Inservice day input about the two nurture principles that will be a focus for the school 	<ul style="list-style-type: none"> All staff display a strong, clear and consistent knowledge and enact the 	Termly ongoing	

to the UNCRC and the Promise is enhanced.	<p>this session (Nicola and Kirsty G).</p> <ul style="list-style-type: none"> • Termly meeting with UNCRC Reps to identify article to be shared at assembly by UNCRC reps. Article to be discussed regularly at assembly to identify where children experience this article or do not experience it. • Termly section in school newsletter to inform parents of article of the term. • Termly section in the newsletter to share nurture principle focus. • Rights-based discussions with children to inform restorative conversations sitting alongside our VVA. Agreed scripted conversations to ensure consistent approach (CD 11). 	<p>nurture principles on a daily basis.</p> <ul style="list-style-type: none"> • Increased parent and pupil awareness and ability to talk about UNCRC rights linked to the promise. • Increased parent and pupil awareness and ability to talk about the nurture principles. • Parents have knowledge of UNCRC and nurture principles focus for our school. 		
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<p>All pupils will benefit from a progressive rights based curriculum.</p>	<ul style="list-style-type: none"> • Audit of curriculum planners to add in specific lesson focused on the UNCRC e.g. Toys – the right to play (CD-12, 13 and 14) • Audit of curriculum planners to embed the rights of the children in country-studies to identify rights of children in other countries. (CD -15, 16 and 17) 	<ul style="list-style-type: none"> • Curriculum Planners – pupil and staff feedback • Observed teaching sessions where teachers link lessons to UNCRC. • Pupil focus groups using HGIOURS. 	<p>April 2024</p>	
<ul style="list-style-type: none"> • Parental engagement will increase for identified families though targeted intervention by the Family Learning Assistant. 	<ul style="list-style-type: none"> • Discuss with DHT responsible for PEF targeted/ care experienced children/families to offer after-school sessions to learn together. • Utilise cooking resources to lead sessions to support families to cook together (2 x 4week blocks). • FLA to maintain evidence of parental engagement with targeted families. 	<ul style="list-style-type: none"> • Pre and post evaluations. • Parent engagement with school. • Regular meetings between FLA and management team. 	<p>October 2024 and April 2025</p>	

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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
10% increase in attendance and timekeeping of targeted group of pupils this session.	<ul style="list-style-type: none"> Breakfast Club Alternative bespoke timetable / soft start 	SLA Breakfast supplies	Attendance data – pre/post Stirling Wellbeing Scale pre/post	August '24 – June '25	
10% positive increase in wellbeing and participation of targeted pupils.	<ul style="list-style-type: none"> Targeted nurture groups LIAM Project Lifelink Seasons for Growth Outdoor Education NVR Training 	DHT (0.6 PEF funded) Principal Teacher Nurture Group resources (e.g. music headphones / theraputty / LEGO...)	Stirling Wellbeing Scale pre/post Ferre Laevers Questionnaire pre/post Boxall Profile pre/post Pupil/Staff/Parent feedback Wellbeing assessments/ SHINE assessment data	Termly blocks throughout session 24/25	
All staff have increased self-evaluation skills by embedding trio approach to observed teaching professional learning	See SIP priority 2.	DHT (0.6 PEF funded)	Observed teaching sessions in trios Professional dialogue	August 24 - June 25	

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opportunities in CIRCLE implementation.			Inclusive (CIRCLE) environment audit Observed teaching sessions focussed on the learning environment.		
10% increase in the number of pupils on track for reading across the school.	5 Minute Box Rapid Reading Phonics Books Nessy Reading intervention groupings	DHT (0.6 PEF funded) SLA	ACEL data Tracking and Monitoring Data Formative assessment results	August '24 – June '25	
10% increase in the number of P3, P4, P5, P6 and P7 pupils on track for writing.	Targeted writing intervention (Donald Graves Free Writing Approach)	DHT (0.6 PEF funded) Education Support Teacher	ACEL data Tracking and Monitoring Data Formative assessment results	August '24 – June '25	
10% increase in the number of P4 and P7 Q1 pupils on track for numeracy and maths.	Maths Recovery SEAL Sumdog	DHT (0.6 PEF funded) SLA	ACEL data Tracking and Monitoring Data Formative assessment results	August '24 – June '25	
Increased access to the curriculum across all stages to digital devices utilising underspend	Sumdog Rapid Reading IT to support learners in class Nessy	DHT (0.6 PEF funded) Principal Teacher Purchase of 10 laptops (10x£400) and storage (£500) = £4,500.	Tracking and monitoring Custom reports from websites.	January 25	

School PEF allocation 24/25: £ 20,784. Total PEF allocated in SIP £12,550. Underspend: £ 8,234.

School Improvement Plans should be emailed to the link Quality Improvement Officer by: