



Lanark Primary School & ELC

Standards and Quality Report 2022-2023



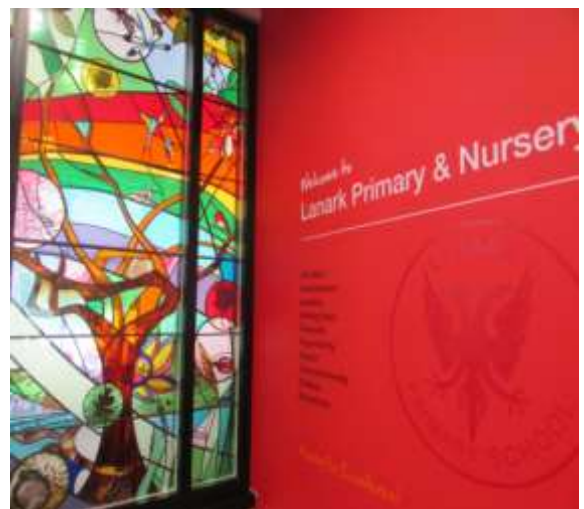
Context of Lanark Primary School & ELC

Lanark Primary School is set in the Burgh of Lanark within the rural area of Clydesdale. It is a non-denominational school with 250 pupils and an Early Learning and Childcare service for 3-5 year olds with a capacity for 32 full time (1140 hours) learners. 31% of children attending the school live within areas classified as 1 and 2 within the Scottish Index of Multiple Deprivation and/or are entitled to Free School Meals (FSM).

Our school rebuild was completed in November 2013 and has a varied catchment area which draws from a mix of private and council housing. The school is set in beautiful grounds with its own forest and gardens which are used to deliver outdoor education and woodland play. The school currently has four Forest School trained teachers who work alongside staff to deliver a creative outdoor curriculum throughout the school. The school has one shared play area, outdoor covered areas and each class has its own outdoor learning space.

There are many extra facilities such as an outdoor stage, gardens and multi - purpose games arena.

The management team is made up of the Head Teacher, Depute Head Teacher and Principal Teacher. There are ten classes with a total of fifteen teachers. Our ELC Staff Team is made up of an Early Years Team Leader, six Early Years Practitioners (four of whom are part-time) and a part-time Early Years Support Assistant.



Vision, Values & Aims

At Lanark Primary School and ELC, learning is at the heart of all we do. We strive to provide rich learning experiences that build confidence and self-belief. We foster a 'can do' attitude which enables everyone to reach their full potential. We work in strong partnership with our parents and the wider community to ensure that we feel safe, included and valued within our school community...and beyond.



(Values in **red** indicate those focussed on in the ELC)

Our Aims

These are:

- to have a clear focus on learning and teaching
- to provide high quality teaching of core skills (e.g. Literacy, Numeracy, HWB)
- to provide real contexts for learning, including outdoor learning, and link learning to support pupils' understanding of the world around them
- to develop the key personal qualities of resilience, perseverance, and a positive attitude to learning (being 'ready to learn')
- to encourage skills for life, learning and work

Our Motto

'Learning Together, Growing Together'

This reflects our continuous journey of improvement as well as our endeavour to support individual growth in ALL our learners.



Review of progress for session Aug 2022- June 2023

At Lanark Primary School and ELC, we will focus on several priorities to support our continued recovery and improvement planning in 2022-23, linked to the updated National Improvement Framework and SLC priorities.

1

Developing the Young Workforce

Supporting children and young people to develop their skills for learning, life and work.



School

- ✓ Further 'roll out' of SLC Key Skills across P1-7 as part of the new SLC Developing Young Workforce Framework
- ✓ Use of SLC Key Skills to help learners lead their own learning and set targets for improvement

ELC

- ✓ Introduce regular Woodworking sessions for all learners in the ELC- establishing a framework for progression of skills



Lanark Primary School & ELC

'Our Priorities on a Page - 2022-23'

2

Literacy & Numeracy



Providing a rich and stimulating curriculum that helps raise standards in literacy and numeracy.

School

- ✓ Further develop play and enquiry-based pedagogies to support understanding across Numeracy and Maths.
- ✓ Our approach to Reading for Enjoyment will meet the criteria to achieve the Reading School- Gold status
- ✓ Our approach to Writing for Enjoyment will build on the best practice in our Reading for Enjoyment work to help raise attainment.



ELC

- ✓ Develop early language and communication skills through purposeful play opportunities, using partnerships to support this.
- ✓ Engage parents/carers in early language and communication play with their children
- ✓ Our approach to Reading for Enjoyment will meet the criteria to achieve the Reading School- Gold status



3

Health & Wellbeing

Improving health and wellbeing to enable children and families to flourish.



School & ELC

- ✓ Further develop use of Emotion Works throughout ELC/School.
- ✓ Further 1:1 and small group interventions to be implemented to support learners
- ✓ Creation and use of Sensory Room to support targeted learners
- ✓ Update Sexual Health & Relationship programme

4

Equity



Ensuring inclusion, equity and equality are at the heart of what we do.

School & ELC

- ✓ Further focus and targeted work with children and families to increase attendance
- ✓ Support identified learners to readily engage in their learning, regulating their behaviour with the support of staff.
- ✓ Continue to develop learners' attitudes to reading and confidence in their reading skills.
- ✓ Plan appropriate 1-1 interventions in order to reduce or remove the attainment and achievement gap.
- ✓ Maintain the frequency of outdoor learning opportunities to support learners' knowledge and skills within communication and teamwork.

Improvement Priority 1 Developing the Young Workforce

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Driver

Curriculum and assessment
School Improvement

HGIOS?4 QIs

2.2 Curriculum
2.3 Learning, teaching and assessment
3.3 Increasing creativity and employability
3.3 Developing creativity and skills for life and learning (HGIOELC)

Strategy

What did we set out to do?

- ✓ Further 'roll out' of SLC Key Skills across P1-7 as part of the new SLC Developing Young Workforce Framework
- ✓ Use of SLC Key Skills to help learners lead their own learning and set targets for improvement
- ✓ Introduce regular Woodworking sessions for all learners in the ELC- establishing a framework for progression of skills

Progress and Impact

What difference did we see? What did we achieve?

School

@EducationSLC visited #TeamLPS today and discussed our work on #dyw #skills development with Iona and Grace in P4, Toby and Amie in P7 and Mrs Dunlop, our DYW Lead. They confidently shared their own skills and how they have developed these this session! Great job



4- Good - important strengths with some areas for improvement

Almost all learners increased their knowledge and understanding of SLC Key Skills from prior to implementation of the new framework. Teaching Staff were introduced to the new framework and as they worked together to identify skills at each stage, it became apparent that it was difficult to prioritise certain skills without having had a chance to use them first with learners. It was agreed that all classes would have access to all 'keys' and our newly developed associated 'padlocks'. Staff would record over Term 1 and 2 the skills referenced most often with learners at each stage. This information was then used to identify the most relevant Key Skills. Due to this work, we will look to support all P1-P7 learners to set targets for their learning linked to SLC Key Skills next session.

ELC

4- Good- important strengths with some areas for improvement

All ELC tasks regarding Woodworking has been completed. The Woodworking Shed proved difficult to use due to its location and issues with adverse weather damage. A Woodworking Area was therefore set up in the Playroom to support the development of the skills. By June 2023, all early learners had experienced the use of materials and tools during regular Woodworking sessions with a framework for progression having been created.

Next Step(s) to inform SIP for 2023/2024:

- ✓ Further develop the use of SLC Key Skills to increase learner confidence in setting their own targets across the ELC and school

Improvement Priority 2

Raising attainment in Literacy & Numeracy

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Performance information

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

3.2 Securing Children's Progress (HGIOELC)

Strategy

What did we set out to do?

School & ELC

- ✓ Further develop play and enquiry-based pedagogies to support understanding across Numeracy and Maths.
- ✓ Our approach to Reading for Enjoyment will meet the criteria to achieve the Reading School- Gold status
- ✓ Our approach to Writing for Enjoyment will build on the best practice in our Reading for Enjoyment work to help raise attainment.
- ✓ Develop early language and communication skills through purposeful play opportunities, using partnerships to support this in the ELC
- ✓ Engage parents/carers in early language and communication play with their children
- ✓ Our approach to Reading for Enjoyment will meet the criteria to achieve the Reading School- Gold status

Progress and Impact

What difference did we see? What did we achieve?

School

5- Very Good - major strengths

Almost all learners in P1 -P7 have experienced an increasingly play-based approach to Numeracy. Through this work it was highlighted that in order to develop experiences in learner-led play, we would now need to look beyond specific subject areas.



We were delighted that our work on Reading for Enjoyment led to the achievement of our Reading Schools - Gold Status Award. We received the following feedback:



"Thank you very much for submitting your evidence plan for your Reading Schools accreditation. It was amazing to read about all of your fantastic Gold-level initiatives, while seeing all of the other fantastic reading activities you have been sustaining."

LanarkPrimarySchool&ELC
@LanarkPrimary
Room 2 very kindly shared their own books with Room 8, who then read a picture book to Room 2. It was a great experience for everyone! Well done, Reading Partners! #ReadingSchools #LanarkReads



Your journey from Silver to Gold has been a joy to review and the reading culture you have built is a real inspiration! Having looked through all of your excellent evidence, I am delighted to let you know that you have achieved your Reading School: Gold accreditation! Congratulations!

The power of work you have undertaken, not just to celebrate and promote reading across your school community, but the whole local area, was clear from the outset - you have absolutely smashed it! You should all be incredibly proud of yourselves and I hope you take the time to really celebrate everything you have achieved!"

We are #ReadingSchools Gold Award winners! Congratulations and thank you to everyone who helped make it happen! @scottishbktrust @SLCLiteracy #readingforpleasure

Gold accreditation!

By June 2023, this work alongside our targeted approach to supporting Reading, meant that 81% of P1, P4 and P7 learners (combined) were 'on-track' to achieve their appropriate attainment level in Reading (a 6% increase in our target of 75%).

As part of our quality assurance work, we carried out evaluations with all learners regarding their attitudes to Writing. From October 23 to May 24, in P1-P4, there was an increase of nearly 10% in learners who loved to write. In P5-7, there was an increase in the number of learners who were given the opportunity to choose what they were writing about.

This work, coupled with our targeted approach to support writing groups meant that by June 2023:

93% of learners in P1 were 'on-track' to achieve Early Level in Writing (an 18% increase on our target of 75%).

80% of learners in P4 were 'on-track' to achieve First Level in Writing (meeting our target).

84% of learners in P7 were 'on-track' to achieve Second Level in Writing (an increase of 14% on our target of 70%).

This week during our Literacy learning, Room 3 were making contractions using macaroni apostrophes! #learning



LanarkPrimarySchool&ELC
@LanarkPrimary
Room 6 learned about using '-ing' openers to improve their sentences. They hunted around the class for sentences to up-level. #literacy



LanarkPrimarySchool&ELC
@LanarkPrimary
The Reading Leadership Group awarded some STAR READERS in P1 with a book each, a certificate and a book token! Well done, guys! #ReadingSchools



Room 5 enjoyed a final opportunity to read and talk about their books in the sunshine before the summer break. ☀️ #literacy



ELC

5- Very Good - major strengths

Alongside the school, our ELC gained the Reading Schools- Gold Award status. This was helped by the continued focus on our Bookbug sessions with parent/carers, the ELC Lending Library, Community Book 'drop' and a focus on our 'Book of the Month'.

The ELC has implemented the 'More than Words' programme alongside Speech & Language Therapists for individuals with language and communication needs. Learners with English as an additional language have been supported through the increased use of visuals in the Playroom. Universally, language and communication development has been supported through planned play opportunities with our Play, Talk, Read partners. Feedback for parents/carers who attended the Play, Talk, Read sessions reported that they now more confident and knowledgeable about exploring play activities at home to develop their child's language and communication skills:



Next Step(s) to inform SIP for 2023/2024:

- ✓ Develop the use of advanced mathematical instruction to raise attainment in Numeracy
- ✓ Further develop our pedagogical practices to the learning, teaching and assessment of Reading & Writing, with the enhanced use of data to raise attainment
- ✓ Introduce a Play Based Learning Pedagogy at First & Second Level (in line with current Early Level)



Improvement Priority 3 Health & Wellbeing

NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

Curriculum and assessment

Performance information

HGIOS?4 QIs (select from drop down menus)

2.3 Learning, teaching and assessment

3.1 Wellbeing, Equality & Inclusion

3.2 Raising attainment and achievement

3.2 Securing Children's Progress

(HGIOELC)

Strategy

What did we set out to do?

- ✓ Further develop use of Emotion Works throughout ELC/School.
- ✓ Further 1:1 and small group interventions to be implemented to support learners
- ✓ Creation and use of Sensory Room to support targeted learners
- ✓ Update Sexual Health & Relationship programme

Progress and Impact

What difference did we see? What did we achieve?

School & ELC

4- Good - important strengths with some areas for improvement

LanarkPrimarySc... 27 Apr
Room 2 have been working hard preparing resources for the Grey Incentive Cog during the Emotion Works Pupil Leadership Team. The children are looking forward to sharing their ideas and resources with the school next week. Great work. Room 2 🌟🌟



This session, we have continued to build upon our knowledge and understanding of Emotion Works cogs 1-5. Teaching Staff then worked together to create Grey Cog (6) that could be used across the ELC to P7 (adapted to suit each stage of development) and P1-7 were introduced to the Purple Cog (7). Almost all targeted learners increased their ability to regulate their own behaviour with the help of a trusted adult and a calm, quiet environment (Sensory Room, Woodlands, Rainbow Room, ELC Cosy Corner).

LanarkPrimarySc... 24 Mar
Room 3 were working on the Emotion Works Blue Cog this week and thinking of ways to calm us down when we are stressed. We completed emotion volcanoes and discussed different methods to help us stay calm such as yoga and cuddling pets. 🧘🐾 #learning #healthandwellbeing



By May 2023, the new Sexual Health & Relationship programme had been introduced and implemented across P1-P7, including a parent/carers workshop to share the resource.

Next Step(s) to inform SIP for 2023/2024:

- ✓ Develop our use of Nurture and Attachment Principles across the ELC and school to improve the Health and Wellbeing of learners

Improvement Priority Equity	
<u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Curriculum and assessment School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 1.5 Management of resources to promote equity 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment & Achievement 3.2 Securing Children's Progress
Strategy What did we set out to do? <ul style="list-style-type: none"> ✓ Further focus and targeted work with children and families to increase attendance ✓ Support identified learners to readily engage in their learning, regulating their behaviour with the support of staff. ✓ Continue to develop learners' attitudes to reading and confidence in their reading skills. ✓ Plan appropriate 1-1 interventions in order to reduce or remove the attainment and achievement gap. ✓ Maintain the frequency of outdoor learning opportunities to support learners' knowledge and skills within communication and teamwork. Progress and Impact What difference did we see? What did we achieve? <u>School & ELC</u> 5- Very good- major strengths Through our work in engaging with learners and their families, we reduced the number of learners with an attendance of less than 80% by 45% (11 learners to 6). This was just short of our 50% target. Targeted learners in the ELC and school have been supported across the year to enhance their ability to regulate their own behaviour, on most occasions. This has been evident through our early learners choosing 'calming' strategies or moving to the Cosy Corner when feeling overwhelmed, the increased use of our Sensory Room in the school and targeted Art, Lego and Outdoor Nurture sessions been sought out by learners themselves. Attainment in Numeracy <ul style="list-style-type: none"> • By June 2023, 25% (5 learners) of the targeted learners achieved the appropriate levels of attainment related to their age and stage in Numeracy. Attainment in Reading <ul style="list-style-type: none"> • By June 2023, 31.5% (6 learners) of the targeted learners achieved the appropriate levels of attainment related to their age and stage in Reading. Attainment in Writing <ul style="list-style-type: none"> • By June 2023, 17.4% (4 learners) of the targeted learners achieved the appropriate levels of attainment related to their age and stage in Writing. Attainment in Listening & Talking <ul style="list-style-type: none"> • By June 2023, 22.7% (5 learners) of the targeted learners achieved the appropriate levels of attainment related to their age and stage in Listening & Talking. <p><i>The above attainment data was in line with the targets set at the beginning of the session.</i></p>	

Next Step(s) to inform SIP for 2023/2024:

- ✓ Reduce the number of children with below 80% attendance by 50%, by June 2024
- ✓ Reduce the number of children with between 81% and 85% attendance by 50%, by June 2024.
- ✓ By June 2024 attainment in reading across all stages for this cohort will have increased by 31.5 % (6 learners)
- ✓ By June 2024 attainment in writing across all stages for this cohort will have increased by 27.7% (5 learners)
- ✓ By June 2024 attainment in numeracy across all stages for this cohort will have increased by 33.3% (5 learners)
- ✓ Maintain levels of participation and engagement in learning and extra-curricular activities



LanarkPrimaryS... · 05 May

Inspired by our **outdoor** play this week, when we made a chalk road for our bikes we continued the Spark into our Woodlands Play. The children made a motorway using vehicles, sticks, wood and loose parts. They even made a roundabout using an old lid for the vehicles to drive around



LanarkPrimarySc... · 15 Mar

Our P4 tennis **club** learners showed up with lots of enthusiasm and had great fun developing their skills and playing mini games. [#active](#) [#clubsatLPS](#)



LanarkPrimarySchool&ELC
@LanarkPrimary

Week 2 of our Girls Football Club! ⚽ [#active](#)
[@ActiveSchoolsSL](#)



National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

The Head Teacher worked closely with parents/carers, staff and learners to gather feedback on the school's current practice to support the Cost of the School Day. This information has been used effectively when creating the new Cost of the School Day Policy, which will be finalised by September, 2023.

Some of our learners became leaders in our CoSD work, taking responsibility for signposting parents/carers to the supports in place as well as gaining further understanding in the role the school plays in supporting those who face disadvantage.

Staff are aware of the context and the differing backgrounds and experiences of our learners and their families. They continue to use this knowledge to put effective strategies in place to remove potential barriers to learning and ensure that learners achieve and attain as highly as possible. Those learners who are identified as not being 'ready to learn' or require wellbeing support have been identified and supported through these various strategies, including Talk & Draw, Lego Nurture, Counselling Services, Forest School and Outdoor Learning.

There has been a significant increase in learners benefiting from regular, individual and small group nurturing experiences like our Art Nurture Group and those benefitting from free, extra-curricular experiences including a Summer Activity Programme.

Staff provide appropriate support to ensure there is inclusion and equity for all. The attainment and achievement gap is carefully analysed to ensure support is allocated or targeted where required, and ensure that vulnerable children do not miss out.

Progress and Impact

What difference did we see? What did we achieve?

Data and other intelligence shows the most disadvantaged pupils are identified and provided with opportunities to reduce or remove barriers to attainment and achievement.

A range of effective strategies are in place to ensure equity for our most vulnerable learners to be successful. This includes Cost of the School Day which is featured in the monthly newsletter. Parents/Carers of targeted learners have been involved in identifying supports through the Participatory Budgeting (PEF) with an allocation of funds to support children's individual interests and extra-curricular events in the school.

Our most disadvantaged learners have been supported in school and at home in a number of planned ways, supply of good quality free clothing/uniform and footwear and the provision of snacks. We also provide high quality non-uniform clothing including jackets, dress-up and party clothes. This year we have secured over £2000 in shopping vouchers for our most vulnerable families through grant applications.

Next Step(s) to inform SIP for 2023/2024:

- ✓ Support identified learners to readily engage in their learning, focussing on play pedagogies.

- ✓ Maintain the frequency of learning opportunities to support learners' knowledge and skills within communication and teamwork.
- ✓ Continue to provide appropriate support and signpost access to partner agencies.
- ✓ Commitment to zero cost experiences where possible, including extra-curricular clubs.

