

*Lanark Learning Community*

# Lanark Primary School & ELC

## Standards and Quality 2023-2024



## Strategic Improvement Priorities over 3 year cycle

Timescale: 2022-25

Strategic Priority	Year 1- 2022/23	Year 2 – 2023/24	Year 3 2024-25
<b>Developing the Young Workforce</b> (School & ELC)	Introduce the new SLC Developing Young Workforce Framework	Further develop the use of SLC Key Skills to increase learner confidence in setting their own targets across the ELC and school	Embed a consistent approach to target setting for learners
<b>Raising Attainment in Literacy &amp; Numeracy</b> (School & ELC)	Develop the use of play pedagogies and enquiry-based pedagogies in Numeracy & Mathematics	Develop the use of advanced mathematical instruction to raise attainment in Numeracy	Further roll out pedagogies that support improved mathematical instruction to raise attainment in Numeracy
	Develop a consistent approach across the school and ELC to the enjoyment of Reading and Writing to raise attainment, including becoming a Reading Schools- Gold Award	Further develop our pedagogical practices to the learning, teaching and assessment of Reading & Writing, with the enhanced use of data to raise attainment	Through self-evaluation practices and enhanced use of data at all levels, identify good practice and areas for improvement within Literacy
	Develop the use of play pedagogies at P1	Introduce a Play Based Learning Pedagogy at First & Second Level (in line with current Early Level)	Further develop Play and enquiry-based pedagogies across the school
<b>Health &amp; Wellbeing</b> (School & ELC)	Further develop the use of Emotion Works throughout the school & ELC	Develop our use of Nurture and Attachment Principles to improve the Health and Wellbeing of learners	Embed use of Nurture and Attachment Principles to improve the Health and Wellbeing of learners
	Update Sexual Health & Relationship Programme		
<b>Self-Evaluation</b> (ELC)	n/a	To improve self-evaluation practice in the ELC to ensure it is systematic and robust	To maintain use of effective self-evaluation practices within the ELC

## 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'**

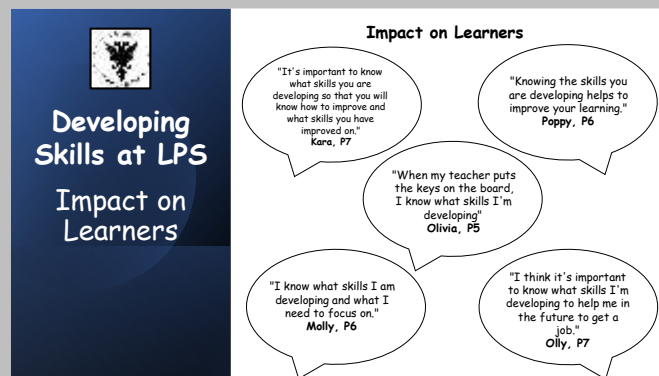
This reflects our continuous journey of improvement as well as our endeavour to support individual growth in ALL our learners.



## Strategic Priority: Developing the Young Workforce

Having introduced the SLC Developing Young Workforce Framework across the school and created a framework for the progression in woodworking skills for learners in the ELC, we have highlighted a need for learners to develop their understanding of the skills that they need to develop and how to target these. We will build on the work started in Session 2022/23 to support learners to lead their own learning a set targets for improvement.

Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
<p><b>By June 2024, all learners will use their knowledge and understanding of SLC's Key Skills in order to set targets for their learning:</b></p> <p><i>As a staff, we worked collaboratively to identify 'key skills' appropriate to each stage. We agreed all key skills and 'padlocks' (meta skills/ transferrable skills) were relevant across all stages! Teaching staff are encouraged to refer to the skills that children were developing throughout a number of ways. (LI/SC, play session, plenary, exit passes, reflection time, Talking &amp; Listening time, link to our values &amp; weekly target, lessons explicit to skills development). We explicitly planned opportunities for pupils to reflect on/ verbalise / acknowledge skills acquisition each month through a 'Skills Showcase.' Monthly 'Skills Star Award' have been introduced also, where members of staff relate the reason that the child is receiving the award, to key skills and, more in particularly, the meta skills demonstrated. To ensure that all have understood the importance of the highlighted skills, it's not just Teaching Staff identifying learners. Skills stars are awarded from Facilities staff, Support staff, Janitorial staff etc. This reiterates the point that these are skills for life, not just learning! This has also allowed staff to familiarise themselves with the language of the SLC Skills Framework.</i></p> <p><i>With support from SLC Development Officers, from April – May 2024, we began piloting 'Skills Profiles' with identified learners from each stage. This has given the children a chance to reflect on their skills development as well as set targets in their learning.</i></p>	<p><i>Moving forward, at Lanark Primary School and ELC, we hope to see pupils able to lead their own learning and use the SLC Skills Framework <b>to evaluate learning</b> as well as <b>set targets and next steps</b> in their learning.</i></p>



**By June 2024, learners in the ELC will have increased number evaluated targets recorded in written form:**

*In November 2023, the ELC Management Team looked at a range of online learning journals and spoke to a number of other ELC establishments regarding their own use and experience of these. After evaluating the strengths of each 'platform', we purchased 'Learning Journals'. To support its use, we also purchased four new iPads to help facilitate easier recording for EY Practitioners, allowing them to observe and take photographic evidence in 'real time'. Using good practice already established within South Lanarkshire, we invited an EY Team Leader to demonstrate how 'Learning Journals' were used in their establishment. All EY Staff and Management Team participated in this professional learning and together, we decided on the best, initial use for Lanark PS ELC. Furthermore, it was decided to include a new section in the paper-based 'Learning Profile' that would also reflect individual targets for each learner in order to ensure that all relevant stakeholders could access and contribute to the evidence being gathered (Staff, Parent/Carers and Learners).*

*By May 2024, we had had launched the use of the online journals as a method of sharing key information with parents/carers regarding learner experiences and progress. Together as a Staff Team, we recognised the positive ownership of the parent/carer targets to support partnership working. There was now an opportunity to involve learners more meaningfully in their own target setting. It was agreed that three times per session (Aug/Nov/Apr), learners would be supported to set their own targets in learning. These targets will not be based on specific curricular areas, but rather on learners' personal choice. Target Teds were introduced to provide a visual for learners and help them formulate targets. Parents/Carers would continue to be consulted on learning targets they felt were relevant to their own child twice per session (Oct/Feb).*

*The work this session has allowed us to meet the outcome of having an increased number of evaluated targets recorded in written form.*



## Strategic Priority: Raising Attainment

Through our robust self-evaluation practices and teacher PRDs, we have highlighted good practice from 2022-23 that we wish to further develop. This has included building on our Enjoyment of Reading and Writing work, further targeting of learners for additional Writing Support and the use of the Learning, Teaching and Assessment Cycle for raising attainment in Reading.

We will also look to target individual and small groups of learners in Numeracy utilising staff trained in Maths Recovery. Universally, Play pedagogies will be used to help support learner engagement.

Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
<p><i>By June 2024, most learners were 'on track' to achieve their appropriate attainment in Reading. Teaching Staff engaged in and planned collegiately for Reading over the session using the Learning, Teaching and Assessment Cycle, led by the school QAMSO (Quality Assurance &amp; Moderation Support Officer). This allowed staff to look closely at the Reading CfE Experiences and Outcomes, planning high quality experiences that could be clearly assessed against relevant benchmarks. Our good practice was recognised and shared across the authority through both the CQIS Professional Learning offer, and at the SLC Literacy Coordinators Meeting in May 2024. ELC staff continued to support the development and enjoyment of Reading both indoors and outdoors, with learners engaging in daily and thematic activities e.g. Lending Library, Book Week Scotland, World Book Day, P6 Reading Buddies and Reading Dens (including in our Woodlands).</i></p> <p><i>By June 2024, most learners across P1, P4 and P7 learners (combined) were 'on track' to achieve their appropriate attainment level in Writing. As a staff, we worked together to identify current good practice in the provision of feedback to support improvements in Writing. This was collated and shared with staff to ensure a consistency of approach across Lanark Primary School. Furthermore, we received 'in-house' training from our Writing Lead who had attended professional learning on the PM Writing Approach. PM Writing complements our current Talk 4 Writing approach by encouraging oral literacy and helping learners to internalise genre structures and language patterns through the use of model texts. Teaching Staff trialled the new PM Writing resources to support the learning and teaching of writing. Our LPS Writing Genre Planners continued to be used to plan lessons within the Learning, Teaching and Assessment (Moderation) Cycle. Resources and approaches such as PM Writing and Talk 4 Writing provided quality learning experiences within this cycle and met the specific needs of learners in each class.</i></p> <p><i>By June 2024, most P1/P4/P7 learners achieved their appropriate attainment levels in all areas of Literacy with more than predicted doing so. This was due to the work detailed above alongside utilising our teaching additionality to target and support identified learners to achieve. We will continue to monitor these learners as this support is unable to continue given the reduction in additionality.</i></p>	<p><i>In Writing, Teaching Staff will further embed the use of PM Writing to provide a consistency of approach in the teaching of Writing. Talk 4 Writing Approaches will continue to be used to further support the development of skills in Narrative Writing as appropriate.</i></p>

By June 2024, most P1/P4/P7 learners achieved the appropriate attainment levels in Numeracy again with a notable increase in what was projected. We used more widely Maths Recovery to support individuals across the school, alongside trialling many of the whole class approaches at P1-P3. ELC Staff engaged in 'in-house' training on the use of mathematical instructional language through Maths Recovery pedagogy.

All ELC and Teaching Staff have engaged in the SLC Play Pedagogy Hub. Collaboratively, teaching staff worked together to plan for Play-Based Learning experiences across P1- P7, including the use of the 'Teach, Target, Play' approach, Free Play and Enquiry-Based Learning. Observation formats were created and used to track learner engagement and progress, with good practice planning examples also produced and shared. These looked at the use of 'zones' within classrooms with one of our experienced Play practitioners supporting learners and staff to develop and enhance their skills in Play-Based Pedagogies.

Many staff also worked alongside colleagues across Lanark Learning Community to develop Play at Early, First and Second Level.

Next, we will further support training and delivery of Maths Recovery across the school.

Play and Enquiry-Based approaches will be further embedded, resulting in an LPS Play Position Statement. This will also be the focus for our Peer School Review.

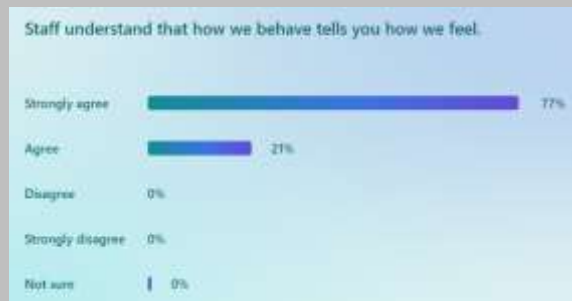




# Strategic Priority: Health & Wellbeing

Through our self-evaluation work and completion of the Attachment-Informed South Lanarkshire Early Implementation Evaluation, we have identified that where we employ effective nurturing practices across the school, we have less knowledge of whole-school attachment informed practices. We will now look to link this to our previous Emotion Works development in order to support the health and wellbeing of all learners.

Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda																																								
<p><i>All staff are now more attachment informed and trauma sensitive and use this knowledge in their practice. Staff completed the Attachment-Informed South Lanarkshire Early Implementation Evaluation to gather information about staff knowledge. This was used as a baseline in order to measure impact at the end of the session. There was an increase in Staff knowledge and confidence in all areas and are now more attachment informed/trauma sensitive in their approaches. Parents/Carers completed a survey about our current practice. The results positively reflected our strong approaches to support the wellbeing of learners with results below:</i></p> <div><div><p>Staff work hard to make sure that the classroom is a safe place.</p><table><tr><td>Strongly agree</td><td>90%</td></tr><tr><td>Agree</td><td>9%</td></tr><tr><td>Disagree</td><td>0%</td></tr><tr><td>Strongly disagree</td><td>0%</td></tr><tr><td>Not sure</td><td>0%</td></tr></table></div><div><p>At Lanark Primary School &amp; ELC, staff understand that children all learn in different ways.</p><table><tr><td>Strongly agree</td><td>82%</td></tr><tr><td>Agree</td><td>15%</td></tr><tr><td>Disagree</td><td>1%</td></tr><tr><td>Strongly disagree</td><td>0%</td></tr><tr><td>Not sure</td><td>0%</td></tr></table></div><div><p>Staff understand that positive relationships are essential for healthy minds and bodies.</p><table><tr><td>Strongly agree</td><td>86%</td></tr><tr><td>Agree</td><td>12%</td></tr><tr><td>Disagree</td><td>0%</td></tr><tr><td>Strongly disagree</td><td>0%</td></tr><tr><td>Not sure</td><td>0%</td></tr></table></div><div><p>Staff understand that the way we speak and the words we use are important.</p><table><tr><td>Strongly agree</td><td>85%</td></tr><tr><td>Agree</td><td>14%</td></tr><tr><td>Disagree</td><td>0%</td></tr><tr><td>Strongly disagree</td><td>0%</td></tr><tr><td>Not sure</td><td>0%</td></tr></table></div></div>	Strongly agree	90%	Agree	9%	Disagree	0%	Strongly disagree	0%	Not sure	0%	Strongly agree	82%	Agree	15%	Disagree	1%	Strongly disagree	0%	Not sure	0%	Strongly agree	86%	Agree	12%	Disagree	0%	Strongly disagree	0%	Not sure	0%	Strongly agree	85%	Agree	14%	Disagree	0%	Strongly disagree	0%	Not sure	0%	<p><i>We will continue our Attachment Informed, Trauma Sensitive journey as a school &amp; ELC, and will work towards gaining our next 'pledge'</i></p> <p><i>Our Wellbeing, Equality and Inclusion Position Statement will be updated to reflect an Attachment informed, Trauma Sensitive approach.</i></p>
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*In December 2023, we consulted with ELC parents/carers:*

- 100% of parents/carers reported that their child 'feels nurtured and cared for by staff' (92.3% Excellent, 7.7% Very Good).
- 100% of parents/carers reported that their child 'feels safe at Lanark' (92.3% Excellent, 7.7% Very Good).

*In January 2024, we consulted with ELC learners:*

- 100% of learners reported with a 'happy face' that they were 'treated fairly and well'.
- 100% of learners reported with a 'happy face' that they 'feel good and safe'.

*As part of our work on becoming an Attachment Informed, Trauma Sensitive School & ELC, we have now been accredited our first pledge 'Act to Make Difference'.*



Strategic Priority: Self-Evaluation (ELC)

All staff are actively involved in self-evaluation and identifying areas for improvement. However, with the range of frameworks linked to Early Learning & Childcare, we have identified a need engage with all ELC documentation and how these are mapped together.

Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
<p>By November 2023, all ELC Staff were continually self-evaluating, including during daily staff meetings. All meeting notes now include reference to the Quality Indicators from HGIOELC (HMle) and the Quality Framework (Care Inspectorate) to support staff with the links between these key documents. Furthermore, in order to gain further knowledge of the Quality Framework, staff decided to focus on the Key Questions and Quality Indicators to develop their self-evaluation practice. Staff continue to reflect well collaboratively and use this to bring about positive change for children and families. An example of this would be the improvements made to the ELC Woodlands provision. By listening to learners’ feedback, staff identified that the continuation of learner interests in the woodlands was difficult due to the same area being used by school children. This led to the identification and re-zoning of an area of the woodlands that would be for ELC use only. This has now allowed for the regular woodlands experience to be more responsive and progressive, with learners able to collect their ‘creations’ the next day to be used. This has allowed for the continuation of play and supports their ongoing interests. This example reflects ELC Staff engagement in 1.3 Play and Learning and 2.2 Children experience high-quality facilities (The Quality Framework for the Daycare of Children, Childminding and School-aged Childcare).</p> <p>By March 20104, all stakeholders (Staff-including ELC Management Team and colleagues across the authority, parents/carers, learners and outside agencies) have engaged a variety of self-evaluation exercises</p> <div><div><p>How good is our care, play and learning?</p><p>As a learning and care provider, we have been asked:</p><p>How good is our care?</p><p>How good is our play?</p><p>How good is our learning?</p><p>Review 2023-2024</p></div><div><p>How good is our setting?</p><p>As a learning and care provider, we have been asked:</p><p>How good is our care?</p><p>How good is our play?</p><p>How good is our learning?</p><p>Review 2023-2024</p></div></div>	<p>Further engagement in a range of self-evaluation practices will continue and be moved to the Maintenance Agenda.</p>

## PEF Improvement Planning

### Progress and Impact

One of the successes of this session has been our approach to Participatory Budgeting.

Following the consultation and voting process, we have progressed with our spend of 5%.

We ensured that the learners and their families who should be helped through the Pupil Equity Fund were those whose views were gathered first i.e. families who were living in SIMD 1 or 2 and/or were entitled to Free School Meals. Identified families were contacted directly through phone calls and identified pupils were met with to gather their ideas and opinions. These conversations garnered 12 ideas which were then brought to the PB Group who reduced the 12 ideas down to a more manageable 4 which could go out to all stakeholders for a vote.

This session, an impressive 77% (153 people) of parents voted as part of the process, thanks in part to using the opportunity of a Parental Consultation Evening along with a Google Form QR Code. We ensured almost all pupils voted by making this part of the school day on the 13th of October 2023. On this day, 100% of the pupils present voted – a total of 232 pupils. 100% of school staff also cast their vote.

Expected outcomes from the projects chosen were the continuation of zero cost trips and the increase of participation in extra-curricular clubs. This session we have maintained zero cost trips and a real success story is that we have had 100% of P7s (one of our focus groups) attend at least 2 clubs this year.

