



Education Resources  
Curriculum and Quality Improvement Service  
**School Improvement Plan and Standards and Quality 2025/26**  
**Lamington Primary School**



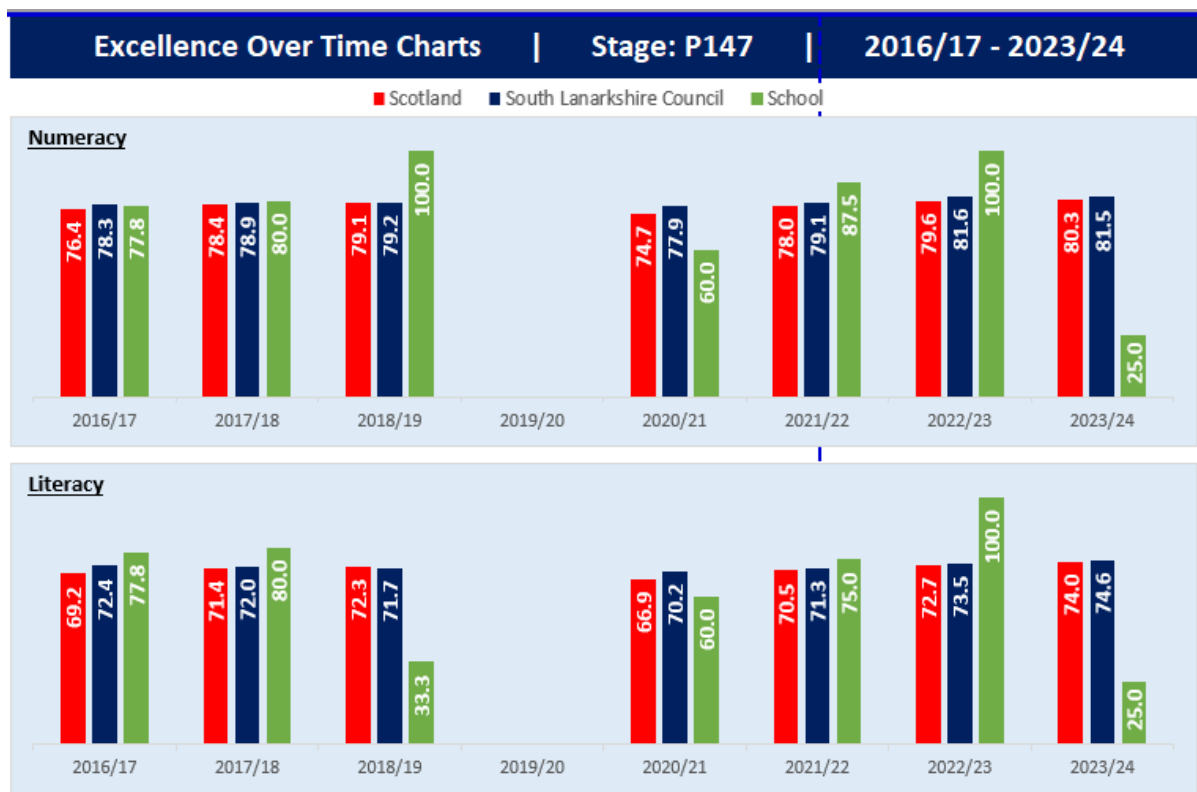
**Strategic Improvement Priorities over 3 year cycle**

**Timescale: 2023-2026**

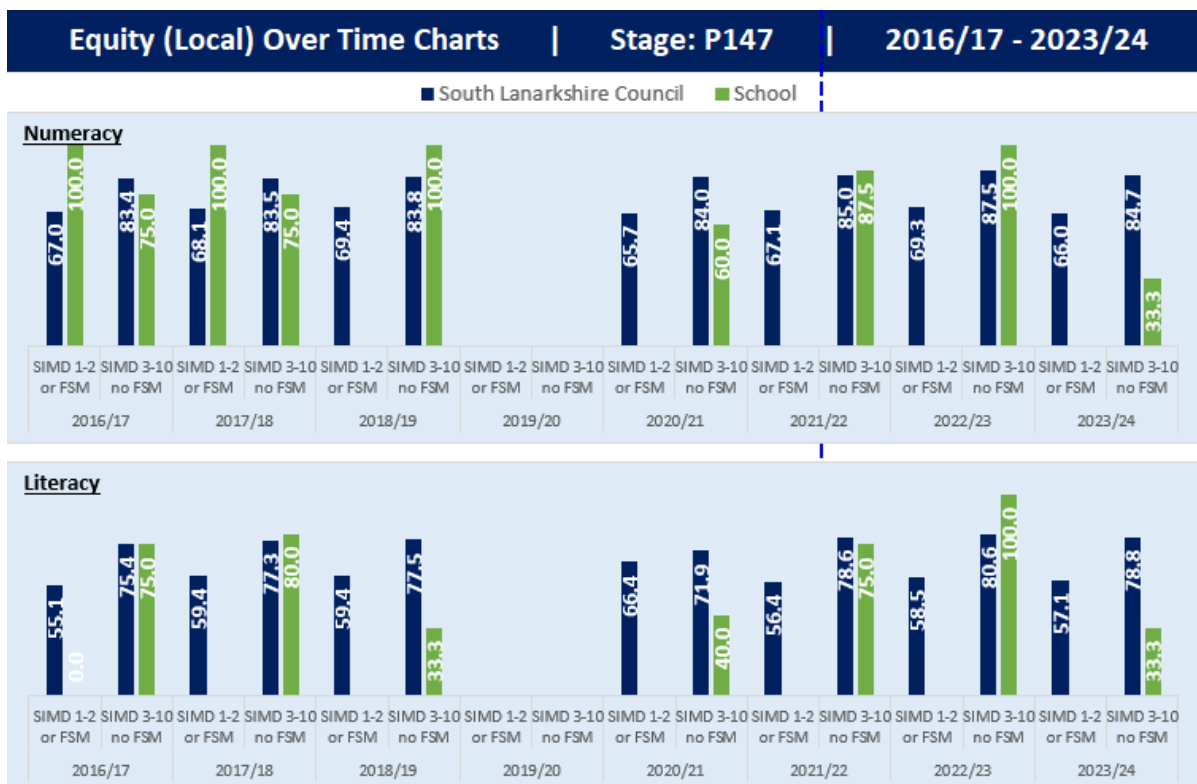
| Strategic Priority | Year 1 – 2023/2024                                                                                   | Year 2 – 2024-2025                                                                                                         | Year 3 – 2025 - 2026                                                                  |
|--------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1.                 | To develop technologies learning across all stages – focus on Engineering/Computing Science          | To further develop technologies learning at all levels - AI                                                                | Develop curriculum offer with a focus on expressive arts                              |
| 2.                 | Continue to develop inter-disciplinary learning across all stages                                    | Embed inter-disciplinary learning at all levels                                                                            | Through rigorous self-evaluation identify curricular area to raise attainment         |
| 3.                 | Continue to develop curriculum offer with a focus on skills supported by learning community partners | Embed skills-based learning at all levels<br>Continue to introduce a Play Based Learning Pedagogy through outdoor learning | Embed Play Based Learning Pedagogy across 1 <sup>st</sup> and 2 <sup>nd</sup> Levels. |
| 4                  |                                                                                                      | Equalities – Focus race & decolonising the curriculum                                                                      | Equalities – identify area for development                                            |

## Performance Data - Achievement of Curriculum for Excellence Levels (official data 2023/24)

### Performance Data (Literacy and Numeracy Stage147) - Excellence Over Time Charts 2016/17-2023/24

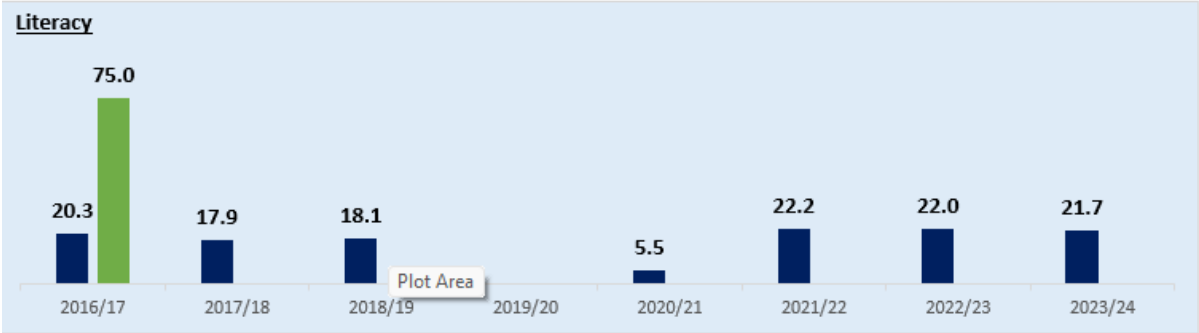
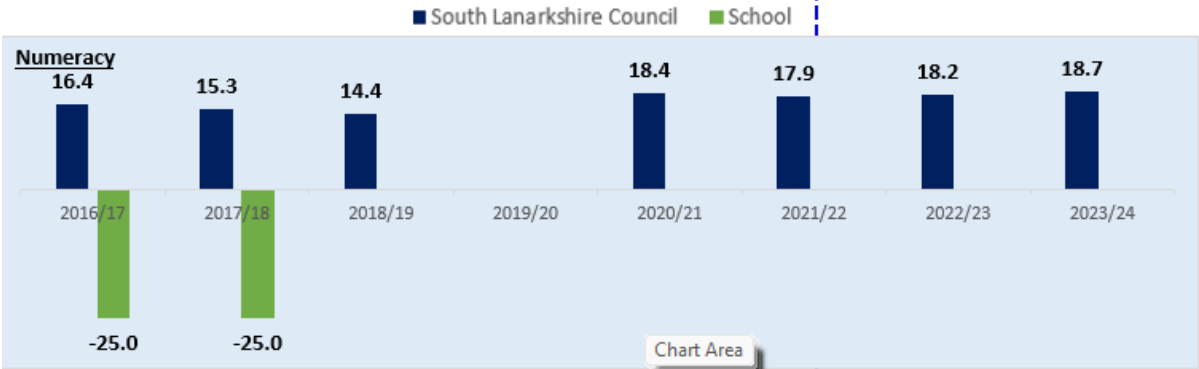


### Performance Data (Literacy and Numeracy Stage 147) - Equity (Local) Over Time Charts



Performance Data (Literacy and Numeracy Stage147) – Equity (Local) Gap Over Time Charts

Equity (Local) Gap Over Time Charts | Stage: P147 | 2016/17 - 2023/24



## Our School

<http://www.lamington-pri.s-lanark.sch.uk/>

Lamington Primary is a small rural school situated in the village of Lamington. The catchment area includes the villages of Lamington and Robertson and surrounding farms. The school forms part of the Biggar Learning Community. The Learning Community has developed very positive working relationships. These relationships make sure all pupils within the Biggar Learning Community are well supported both within individual schools and at points of transition. The small schools within the community are also involved in an annual transition event/residential experience for P7 pupils to ensure that learners have the best possible supports before transition to High School. Almost all pupils on leaving Lamington Primary transfer to Biggar High School.

In June 2014 we moved into a new, purpose-built school building. The building has 2 classrooms, a gym/dining hall and an open area. The school is fully compliant with legislation relating to accessibility. The outdoor play area includes raised vegetable beds, play area with chute and a designated area for ball games. School lunches are cooked on the premises daily.

Currently the school roll is 8 pupils. We have no PEF funding allocated to our school although free meal entitlement is 25% and clothing grant is 0%. 63% of our pupils live within SIMD bands 7&8 with 37% living in SIMD bands 1 and 5. 88% of our pupils have additional support needs.

At present, we share a Head Teacher with Coulter Primary School. We have 1.6 permanent members of teaching staff and 4 members of support staff (Team Leader and School Support Assistant 27.5hrs each, 22.5hrs School Support Assistant, 20hrs School Support Assistant). We also have a part-time caretaker/cleaner and full-time cook. We have a music teacher for 12 weeks. A specialist support teacher also visits when required. Our school chaplain is Dr Nikki McDonald. .

We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Working in partnership with all, we aim to provide learning experiences that will engage and inspire all our learners enabling them to achieve success. Our curriculum is designed to ensure all children are supported in their learning through our nurturing and attachment informed practice.

Lamington Primary School is proud to have been awarded:

- **Reading Schools GOLD accreditation**



- **SportScotland Gold School Sport award accreditation**



In September 2023, the high-quality learning and teaching within our school has also been validated by Education Scotland inspectors with Lamington receiving sector leading grades of EXCELLENT.

During their visit, they talked to parents/carers and children and worked closely with the headteacher and staff. The inspection team found the following strengths in the school's work.

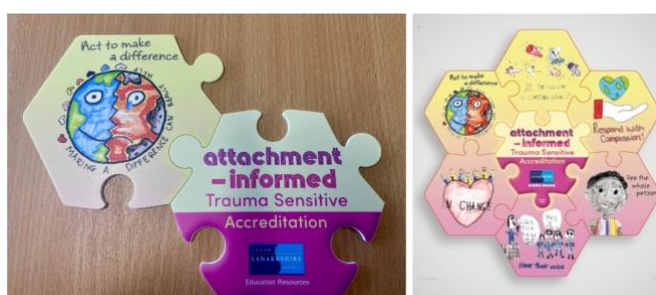
- **Creative, enthusiastic and responsible children who are highly engaged in their learning. They think for themselves and embrace meaningful leadership roles that improve their school and learning experiences.**
- **The inspirational leadership of the headteacher. She empowers all staff across the school to lead, resulting in sustained progress and achievement for all children.**
- **The outstanding collaborative working between staff, families, partners and the community. Their highly effective approaches meet the wellbeing needs of all children who, as a result, feel valued and included.**
- **Innovative, high-quality learning and teaching. This includes teachers' skilled promotion of curiosity and play, the outdoor environment and digital technologies to enhance children's learning.**
- **The relentless focus of school staff and families on ensuring equity of experience. Overcoming challenges faced by the rural community and social inclusion of all children is integral to the life and work of the school.**

Our school received sector leading evaluations of **EXCELLENT** for all quality indicators assessed. The report endorsed our school self-evaluation, and the next steps are evident in our School Improvement Plan.

| Quality indicators                 | Evaluation |
|------------------------------------|------------|
| Learning, teaching and assessment  | excellent  |
| Raising attainment and achievement | excellent  |

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=3331>

Lamington has also received Attachment informed accreditation and Rights Respecting Schools Bronze accreditation.



**Our Vision:** To work in partnership with parents and their children to prepare them for life within and beyond school and provide a happy, fully inclusive and supportive environment where all are successful and achieve their full potential.

**Our Aim:** We aim for everyone in our learning community to become successful learners, confident individuals, responsible citizens and effective contributors to society.

| Quality indicators                | Evaluation |
|-----------------------------------|------------|
| Learning, teaching and assessment | excellent  |

Our Values:

1. Responsibility
2. Caring
3. Fairness
4. Respect
5. Honesty



***Lamington Primary a place where everyone strives to 'Be the best they can be***

## Contextual Data

|             |        |                             |    |                  |    |       |     |                  |             |                     |          |  |  |
|-------------|--------|-----------------------------|----|------------------|----|-------|-----|------------------|-------------|---------------------|----------|--|--|
|             |        | 0.5 HT                      |    |                  |    | 1 PT  |     | 0.6 FTE Teachers |             | 98hrs Support Staff |          |  |  |
| School roll |        | Number of pupils per cohort |    |                  |    |       |     |                  | FSME (P6/7) |                     | SIMD 1/2 |  |  |
| 8           |        | P1                          | P2 | P3               | P4 | P5    | P6  | P7               |             |                     |          |  |  |
|             |        | 0                           | 0  | 0                | 2  | 3     | 2   | 1                |             |                     |          |  |  |
|             |        |                             |    |                  |    |       |     | 25%              |             | 12 %                |          |  |  |
| Attendance  |        | Exclusion                   |    | Care experienced |    | ASN   |     | EAL              |             |                     |          |  |  |
| 20/21       | 96.1%  | 20/21                       | 0% | 20/21            | 0% | 20/21 | 40% | 20/21            | 0%          |                     |          |  |  |
| 21/22       | 92.1%  | 21/22                       | 0% | 21/22            | 0% | 21/22 | 40% | 21/22            | 0%          |                     |          |  |  |
| 22/23       | 93.59% | 22/23                       | 0% | 22/23            | 0% | 22/23 | 36% | 22/23            | 0%          |                     |          |  |  |
| 23/24       | 94.7%  | 23/24                       | 0% | 23/24            | 0% | 23/24 | 45% | 23/24            | 0%          |                     |          |  |  |
| 24/25       | 91.4%  | 24/25                       | 0% | 24/25            | 0% | 24/25 | 88% | 24/25            | 0%          |                     |          |  |  |

## Establishment

### Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2025/2026

| <b><u>NIF Priority (select from drop down menus)</u></b><br>Improvement in children and young people's health and wellbeing<br><b><u>NIF Driver</u></b><br>Curriculum and assessment<br>Parent/carer involvement and engagement | <b><u>SLC Priority (select from drop down menus)</u></b><br>Improve Health and Wellbeing to enable children and families to flourish<br><br>Choose an item.  | <b><u>SLC Stretch Aims</u></b><br>Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><u>HGIOS?4 QIs (select from drop down menus)</u></b><br>2.2 Curriculum<br>2.4 Personalised support<br>3.1 Ensuring wellbeing, equality and inclusion                                                                                                                                                                                                                                                                 |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Rationale for strategic priority                                                                                                                                                                                                | Outcome (Intended impact)                                                                                                                                    | Operational activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Measures                                                                                                                                                                                                                                                                                                                                                                                                                | School Lead |
| <ul style="list-style-type: none"> <li>GMWP results have identified that all pupils would benefit from further opportunities to support their mental wellbeing.</li> </ul>                                                      | By June 2025, all pupils will have improved wellbeing; their barriers to learning will have reduced and they will be sustaining more positive relationships. | <ul style="list-style-type: none"> <li>Boxall Profiles will be used as baseline and again each term to monitor progress.</li> <li>Audit current practice- all stakeholders to be consulted</li> <li>Revised progression pathway for HWB and timetabling for year groups</li> <li>Emotion Works refresh training for all staff</li> <li>Comic conversations/massage refresh for all staff</li> <li>Research different wellbeing methodologies and programmes</li> <li>Implement new approaches</li> <li>Evaluate the success of these</li> <li>Further use of the Outdoors as a context for learning / conflict management</li> <li>Parental workshops/support materials (SAMH)</li> </ul> | <ul style="list-style-type: none"> <li>Boxall Profile Scores September, January and May</li> <li>GMWP will also be used in September and May to monitor progress.</li> <li>Attachment pledges gained</li> <li>All staff complete NHS free Trauma training</li> <li>Emotion coaching language used by all staff</li> <li>Parents have more strategies to support their own wellbeing as well as their child's</li> </ul> | All staff   |

| Progress and Impact                                                                                                                                                                                                                                                                                                                     | Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p> <p><i>Evaluative statement to be written at end of term as would be in your S&amp;Q.</i></p> | <p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance.</i></p> |



## Learning Community

### Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2025/2026

| <u><b>NIF Priority (select from drop down menus)</b></u><br>Placing the human rights and needs of every child and young person at the centre of education<br><b>NIF Driver</b><br>School and ELC leadership<br>School and ELC improvement                                                                                                                    | <u><b>SLC Priority (select from drop down menus)</b></u><br><u>Ensure inclusion and equality are at the heart of what we do</u>                                                                                                                                                                                                                                                             | <u><b>SLC Stretch Aims</b></u><br><br><u><span style="color: #C00000;">Choose an item.</span></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u><b>HGIOS?4 QIs (select from drop down menus)</b></u><br>3.1 Ensuring wellbeing, equality and inclusion<br><span style="color: #808080;">Choose an item.</span><br><span style="color: #808080;">Choose an item.</span>                                                                                                                                                                                                                       |                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>Rationale for strategic priority</b>                                                                                                                                                                                                                                                                                                                      | <b>Outcome</b>                                                                                                                                                                                                                                                                                                                                                                              | <b>Operational activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Intended impact (measures)</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>School Lead</b> |
| Following the introductory session by Jen Hamilton on 'Anti-Racism and Decolonising the Curriculum', staff are motivated to continue with this journey, to learn more and to ensure that children can see themselves reflected in our curriculum and see the views of others through the curriculum.<br><br>This is a local authority and national priority. | The promotion of respect for all.<br><br>A curriculum that better reflects the wider world. The curriculum will meaningfully recognise and fairly represent the rich and diverse communities in Scotland and beyond.<br><br>Pupils will learn that everyone has a right to be safeguarded from racism and discrimination and will be empowered to challenge any infringement of this right. | <ul style="list-style-type: none"> <li>Make use of the shared google classroom and add resources throughout the year.</li> <li><u>Term 1</u></li> <li>Collect responses for pupil and parent questionnaires to gauge current levels of understanding and awareness.</li> <li><u>Term 2</u></li> <li>Collegiate time used to support an understanding of racial literacy and resources available to support curriculum.</li> <li>Include updates for Parent Council and Parent Forum in HT Reports and Newsletters.</li> <li>A learning community moderation group will work together to moderate lessons being delivered.</li> <li><u>Term 3</u></li> <li>Staff will include anti-racist resources in forward plan for this term.</li> <li>A process of decolonising the curriculum will continue by ensuring that the texts read across the school reflect all young people within our learning community and pupils' local context. Other areas of the curriculum will be audited to find scope for broadening perspectives.</li> </ul> | <b>All stakeholders</b> <ul style="list-style-type: none"> <li>Pre and post questionnaires for staff, pupils and parents will demonstrate an increased awareness and understanding of the anti-racist agenda within Scottish Education and their Racial literacy will be improved.</li> <li>Resources used across the curriculum will begin to reflect a greater diversity.</li> <li>Professional Dialogues will be minuted and will</li> </ul> |                    |

|                                                                                                                                                                                                                                                                                                                                         |  | <ul style="list-style-type: none"> <li>• A learning community moderation group will work together to moderate lessons being delivered.</li> <li>• P7s to start transition text (after February break)</li> <li>• A series of assemblies will be delivered covering topics like racism, anti-racism, black historical figures, active anti-racist campaigners, historical events. This will be influenced by where each school is on their anti-racism journey.</li> <li>• Include updates for Parent Council and Parent Forum in HT Reports and Newsletters.</li> <li>• <u>Term 4</u></li> <li>• Include updates for Parent Council and Parent Forum in HT Reports and Newsletters.</li> <li>• Complete post-input questionnaires for staff, parents and pupils to measure impact.</li> </ul> | reflect the increased diversity.                                                                                                                              |  |
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| Progress and Impact                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda                                                                    |  |
| <p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p> <p><i>Evaluative statement to be written at end of term as would be in your S&amp;Q.</i></p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance.</i></p> |  |

## Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2025/2026

| <p><b><u>NIF Priority (select from drop down menus)</u></b><br/>Placing the human rights and needs of every child and young person at the centre of education</p> <p><b><u>NIF Outcome</u></b><br/>Young people's HWB; enhance impact of GIRFEC and partnership working<br/>Improving relationships, behaviour and attendance</p> | <p><b><u>SLC Priority (select from drop down menus)</u></b><br/><b>Improve Health and Wellbeing to enable children and families to flourish</b></p> <p><b>Support children and young people to develop their skills for learning, life and work</b></p>                                                                                                                                                                                                                                                                                                                                               | <p><b><u>SLC Stretch Aims</u></b><br/>Choose an item.<br/>Choose an item.</p>                                                                                                                                                                                                                                                                                                                 | <p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b><br/>2.7 Partnerships<br/>2.6 Transitions<br/>Choose an item.</p> <p><b><u>HGIOELC QIs (select from drop down menus)</u></b><br/>Choose an item.<br/>Choose an item.<br/>Choose an item.</p> |             |
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| Rationale for strategic priority                                                                                                                                                                                                                                                                                                  | Outcome (Intended impact)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Operational activity                                                                                                                                                                                                                                                                                                                                                                          | Measures                                                                                                                                                                                                                                               | School Lead |
| <p>Due to school demographics and changing school rolls, there is a need to revise the current transition programme.</p> <p>Most P7 staff have indicated current transition activities no longer reflect the unique contexts of our schools, and the needs of our young people.</p>                                               | <p><u>Learning Community Transition</u><br/>Develop a smooth transition programme with shared understanding and expectations between primary and secondary, reflecting the local context of all schools where arrangements are discussed and agreed collegiately.</p> <p>By October 2025 there will be a shared/agreed transition calendar outlining key dates and sharing of relevant information to aid transition.</p> <ul style="list-style-type: none"> <li>• Events</li> <li>• Paperwork</li> <li>• Assessment</li> <li>• Sharing data</li> <li>• Google Classroom</li> <li>• Visits</li> </ul> | <p><u>August-October 2025:</u></p> <ul style="list-style-type: none"> <li>• Prior to 02/09/25 all relevant staff associated with transition within BLC are consulted about their views and suggestions gathered on targeted areas of transition.</li> <li>• 2<sup>nd</sup> September 2025 HT's meeting with DHT BHS to discuss and begin to agree a transition program for 2025/26</li> </ul> | <p>SWOT related to learning community current position on transition</p> <p>Staff planning materials and professional dialogue related transition programme and content.</p>                                                                           |             |

|                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
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| <p><u>Small School transition</u></p> <p>Due to the small and exceptionally small school rolls and rurality there is an increasing need to promote engagement across the schools ensuring peer and collegiate socialisation/wellbeing. (staff and pupils)</p> | <p>By December 2025 there will an agreed draft transition programme with a possible focus on diversity/science.</p> <p>By April 2026 there will an agreed transition programme in place for session 2026/2027 with possible opportunities for collaboration across all feeder school (Possible focus on diversity/science – Trout at Transition).</p> <p>Pilot P7 pupils from feeder schools within Biggar Learning Community will explore racial discrimination through a novel study.</p> <p><u>Small School Transition</u></p> <p>Building on current transitions within small school contexts there will be discussion and planning of joint activities ensuring greater socialisation between pupils and staff.</p> | <p><u>October to December 2025:</u></p> <ul style="list-style-type: none"> <li>HT working party will create a 3-year rolling programme will be created to support the needs of all schools.</li> <li>Further consultation of views from P7/S1 pupils, staff with responsibility for transition – office/HT's/CT's in primaries and Biggar High School.</li> </ul> <p><u>January- April 2026:</u></p> <ul style="list-style-type: none"> <li>Pilot P7 pupils and staff within Biggar Learning community feeder schools will have completed an agreed novel unit study with a diverse theme. For example: Planet Omar</li> </ul> <p>Create a small school's joint transition/activity programme liaising with active schools where appropriate</p> <p><u>August- October 2025</u></p> <ul style="list-style-type: none"> <li>Consultation with Active Schools Coordinator and HTs of small schools to explore a program of joint activities where pupils can come together and experience various sports.</li> <li>Expand Trunki's On Tour to include other schools within Lanark/Biggar Learning Community to support improved reading culture and collaboration.</li> <li>Discuss YLoL participation within BLC and associated schools. Agree dates for collaboration and visits and focus.</li> </ul> | <p>Staff planning materials and professional dialogue related transition programme and content.</p> <p>SWOT analysis of staff and pupils' views to evaluate transition activities for 2025/26 and inform practice for 2026/27.</p> <p>Staff planning materials and professional dialogue related transition programme and content.</p> <p>Results of Leuven scale of engagement of pupils.</p> <p>Pupil and staff surveys re: engagement/participation in joint activities.</p> |  |
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|----------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--|
|                            |  | <p><u>October 2025 – March 2026</u></p> <ul style="list-style-type: none"> <li>• Collaboration/joint activities undertaken with participating schools</li> <li>• Joint SAMH workshop undertaken with associated schools</li> <li>• Trunki's on Tour established and exchanged reading material commenced. Online Book review undertaken.</li> </ul> <p><u>April-June 2026</u></p> <ul style="list-style-type: none"> <li>• P7 Residential Broomlee, West Linton May 2026</li> <li>• Evaluation of joint activities and plan agreed for following session.</li> <li>• Trunki's on Tour established and exchanged reading material commenced. Online Book review undertaken.</li> </ul> | Evaluation of activities – staff/pupil surveys                                                    |  |
| <b>Progress and Impact</b> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda</b> |  |
|                            |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                   |  |

PEF Improvement Planning and Standards and Quality Reporting for 2025/26

## Lamington Primary receives no PEF funding

### Maintenance Agenda

| Key actions                                                                                           | Relevant stakeholder involvement | Timeline for completion |
|-------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------|
| Further develop Moderation with partner schools using West Partnership moderation toolkit             | Teachers/HT                      | June 26                 |
| Continue to focus on Pedagogy (circle framework) and digital technologies (Digital Schools award, AI) | Teachers/HT                      | June 26                 |
| Continue to monitor attendance each term to keep levels 95% or above                                  | HT                               | June 26                 |
| PTs from all BLC will lead Young Leaders of Learning project (TBC?)                                   | PTs                              | June 26                 |
| Continue to embed sustainability and UNCRC                                                            | Teachers/HT                      | June 26                 |
| Spelling                                                                                              | Teachers/HT                      | June 26                 |

### Standards and Quality Reporting 2025- Evaluation of Quality Indicators

School: Lamington

Month: August

Year 2025

| Quality Indicator                                                                | School<br>Self-Evaluation | Nursery<br>Self-Evaluation |
|----------------------------------------------------------------------------------|---------------------------|----------------------------|
| 1.3<br>Leadership of change                                                      | Excellent                 | Choose an item.            |
| 2.3<br>Learning, teaching and assessment                                         | Excellent                 | Choose an item.            |
| 3.1<br>Ensuring wellbeing, equality and<br>inclusion                             | Very Good                 | Choose an item.            |
| 3.2<br>Raising attainment and achievement<br><i>Securing children's progress</i> | Excellent                 | Choose an item.            |