



Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2023/24
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.	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 Introduce a Play Based Learning Pedagogy at end of Early Level	Play Based Learning Pedagogy developing beyond Early Level

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 11 pupils. We have no PEF funding allocated to our school as free meal entitlement is 0% and clothing grant is 0%. 91% of our pupils live within SIMD bands 5 and 7. 36% of our pupils have additional support needs.

At present, we share a Head Teacher with Coulter Primary School. We have 1.4 permanent members of teaching staff and 2 members of support staff (Team leader 27.5hrs, 22.5hrs 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.

This session, the high-quality learning and teaching within our school has also been highlighted by the prestigious Reading Schools awards and School Sport awards.

- Reading Schools GOLD accreditation was awarded in June 2023.



- SportScotland Gold School Sport award accreditation was also awarded in June 2023



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.

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

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2023/2024

<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> School and ELC leadership Choose an item.	<u>SLC Priority (select from drop down menus)</u> <u>Support children and young people to develop their skills for learning, life and work</u>	<u>SLC Stretch Aims</u> Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.2 Leadership of learning 2.2 Curriculum Choose an item.	
Rationale for strategic priority	Outcome	Operational activity	Intended impact (measures)	School Lead
Learner conversations highlighted the need to plan meaningful opportunities for children to influence the curriculum.	Children plan 2 short IDL projects – to be completed by Oct 23 and by March 24.	<ol style="list-style-type: none"> At the beginning of the session, work with the children to generate ideas for 2 IDL topics from curriculum e.g. Social Subjects / Science with a sustainability element (children vote for favourite) Use ideas trail to generate questions for chosen topic. Children plan with staff for the more specific teaching and learning opportunities . Staff to look for meaningful links to benchmarks. Staff and children evaluate – use this information to guide next IDL 	Motivated learners who can talk about their learning in terms of strengths and areas for development 2 successful IDL topics Twitter photographs/display/videos as evidence (involvement of all learners)	All staff

Progress and Impact

Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

August 2023

Pupils identified two main themes to engage in Inter Disciplinary Learning.

- Titanic – to be completed Term 1
- Our Woodland (enterprise) - to be completed Term 4

Aug - October 2023

Pupils engaged in an IDL theme based around The Titanic. They embraced the opportunity to take charge of their own learning, assessing their existing knowledge and setting out to uncover new information. Learners expressed their individual interests in learning and explored various avenues within the theme, embarking on idea trails and pinpointing specific areas of the curriculum they wished to enhance their skills in, including Literacy, Art & Design, Technology, and Social Studies. Staff members carefully sought out meaningful connections with educational benchmarks to create a comprehensive series of lessons that prioritised pupil voice and interests.



Lamington Primary @LamingtonPrima1 · Oct 27, 2023

Look through the portholes...what did people see when they looked out on the 14th April? Ask us about our art techniques, too!



Lamington Primary @LamingtonPrima1 · Oct 24, 2023

Wait until you see our latest creations - we are using our skills in drawing lines and painting. We have used water to create different consistencies and we can blend colours, too. Watch this space 🎨



Maintenance agenda 2024/2025

Learner conversations continue to influence curriculum offer and pedagogy.

Lamington Primary @LamingtonPrima1 · Oct 11, 2023

These fantastic 3D models saw the children working as a team and solving problems to engineer these creations. We are proud of them. What do you think?



Lamington Primary @LamingtonPrima1 · Oct 2, 2023

Some more of our Titanic coding adventures 🌟



Lamington Primary @LamingtonPrima1 · Oct 2, 2023

Did you know the Titanic had restaurants, different classes of cabins and even a swimming pool?? We recreated different elements of this amazing ship in our gym hall and shared information with our peers. Ask us about it!



Lamington Primary @LamingtonPrima1 · Aug 21, 2023

Your mission - if you choose to accept it - is to resurrect the Titanic from her watery grave...in 3 hours! All pupil led, all of the time! Ask us about the skills we used - you will be as impressed as our teachers. Great to see the children so proud of what they achieved ❤️



<https://twitter.com/LamingtonPrima1/status/1708866758046630117>
<https://twitter.com/LamingtonPrima1/status/1700131201577594974>

March 2023 – June 2024

Pupils identified a significant IDL project involving the woodland space they use as part of the outdoor learning curriculum. Learners actively engaged in an IDL theme centered on enterprise and outdoor learning with a sustainability focus. They created plans for the woodland area, including;

- Den areas - complete
- Bird Houses - complete
- Bird Feeders
- Willow structure
- Mud Kitchen - complete
- Loose Parts Play - started
- Seating - complete
- Outdoor Music – complete
- Installation of slack line - complete
- Art Installs

<https://twitter.com/LamingtonPrima1/status/1702312300995321961>

<https://twitter.com/LamingtonPrima1/status/1702305153167044728>

Lamington Primary @LamingtonPrima1 · Oct 26, 2023

Today we worked on our dens, quarrying stone, clearing pathways and marking out kerbs for a safe entrance! Children were kind, courteous and respectful which was lovely to see. Fantastic adapting skills and problem solving too! 🌿☀️



Lamington Primary @LamingtonPrima1 · Oct 12, 2023

Super additions for our forest zone, Billy! Thank you for making these in your own spare time! Great fun for all 🌿



Lamington Primary @LamingtonPrima1 · Oct 11, 2023

Now it's getting colder P3 made fat balls today to feed the birds 🌿
#LoveNature



<https://twitter.com/LamingtonPrima1/status/1701218535593156746>

<https://twitter.com/LamingtonPrima1/status/1699510138573345266>

- Weekly visits to the woods – pupil interest rather than teacher led
- Litter pick of area (risk assessment) – arising from pupil interest

Evaluation

Motivated learners who can talk about their learning in terms of strengths and areas for development.

Emphasis on pupil voice within lesson planning, led to greater agency and ownership. This, in turn led to increased engagement and motivation evidenced through observations of and discussions with pupils.

Clearly displayed learning intentions and inclusion of CfE Es/Os saw children able to talk about their learning in terms of strengths and areas for development. Focussing on learners' interests and allowing choice within lessons, saw better acquisition of new knowledge and skills in ways which best suited individual learning styles.



The outdoor enterprise theme facilitated personal growth and development for all learners. Through robust risk assessment skills, children demonstrated the ability to tackle challenges head-on and problem-solve effectively. In addition, they honed their communication skills by interacting with both adults and peers, fostering meaningful relationships and enhancing their confidence levels. The outdoor enterprise theme ignited a sense of exploration and curiosity, leading to the discovery of new ideas and perspectives. As learners took pride in the areas they cultivated, they not only prioritised their physical health and fitness but also experienced improved mental well-being. The team-building exercises facilitated improved relationships and collaboration, which, in turn, enhanced their focus and productivity in classroom settings following outdoor sessions. Furthermore, their knowledge of flora and fauna expanded, deepening their understanding and appreciation of the natural world.



Grant funding meeting took place Tuesday 14th May – Outdoor education development. Family engagement planned to create structures. Children plan with staff for the more specific teaching and learning opportunities once area set up.

Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<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 Choose an item.	<u>SLC Priority (select from drop down menus)</u> <u>Support children and young people to develop their skills for learning, life and work</u>	<u>SLC Stretch Aims</u> Choose an item.	<u>HGIOS?4 Qis (select from drop down menus)</u> 2.2 Curriculum Choose an item. Choose an item.	
Rationale for strategic priority	Outcome	Operational activity	Intended impact (measures)	School Lead
A technologies audit highlighted gaps in the formal planning and implementation of specific technologies organisers. While learning experiences are being facilitated, planning and implementation is not robust enough and cannot be assessed rigorously enough.	<p>By December 2023, all staff have enhanced understanding of the teaching and learning of the technologies curriculum (Engineering/Computing Science).</p> <p>By March 2024, all teaching staff will have engaged in a minimum of two relevant technologies CLPL opportunities.</p> <p>By June 2024, learners demonstrate increased motivation, confidence and competence in designing, building and testing engineering/computing solutions.</p>	<p>1. Professional Reading/online Learning.</p> <p>2. Engage with SSERC and SLC STEM mentors.</p> <p>3. Block of learning on the engineering disciplines and plan/develop/evaluation process.</p> <p>4. Block of learning on core programming language and key components of computing technology, including AI.</p> <p>4. Identification of pupils to be part of Targeted extra curricular club.</p>	<p>1. Learners can produce a design solution using MakeDo resource.</p> <p>2. Learners can develop coding solutions using Micro Bit resource.</p> <p>3. Learners can use plugged and unplugged resources across curricular areas.</p> <p>4. Learners can produce a design solution in the outdoors.</p> <p>5. Learners can demonstrate computational thinking across curricular areas.</p>	All staff

Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
<p>Staff trained in Make-Do (Jane)</p> <p>Aug-Oct 2023 – Coding challenges facilitated as part of Maths STEM lessons (Micro:bit, Scratch)</p> <p>Aug-Oct 2023 – Engineering process explored through series of lessons and challenges (Jane)</p> <p>Jan 2024 – Lloyd Dickson (Edinburgh University) engaged with pupils to explore computational thinking and computer science outcomes for research study</p> <p>Jan/Feb 2024 – Staff member trained in MARTY robot (SSERC) – lessons implemented in class</p> <p>March 2024 – Pupils showcased learning for Bracoden Primary School staff</p> <p>May 2024 – Children showcased learning for SLC teaching staff during staff CLPL sessions.</p> <p>Lamington Primary @LamingtonPrima1 · Oct 2, 2023 ...</p> <p>We used Scratch coding to create these Titanic scenes! Some of us even made ours move! Amazing ICT skills 🌟</p>  <p>Lamington Primary @LamingtonPrima1 · Sep 19, 2023 ...</p> <p>We are learning all about the engineering process. One of the things engineers do is adapt their designs if they don't quite work. We practised this skill in a buoyancy challenge today 🌊</p> 	<p>Maintenance agenda 2024/2025</p> <p>Digital schools award and AI</p>

Lamington Primary @LamingtonPrima1 · Oct 5, 2023

We LOVE our new microbits (V2) with voice recorders and all sorts of new features! We have made pedometers to use in the playground! 🤖



Lamington Primary @LamingtonPrima1 · 32s

Great to take part in a study to develop our computational skills.



Lamington Primary @LamingtonPrima1 · Nov 15, 2023

We practised lots of skills during our engineering challenge: creativity, problem solving, managing time, planning and organising and working with others. Here are our Makedo character puppets with moving parts 🤖



Lamington Primary @LamingtonPrima1 · Feb 6

We are coding a real robot called MARTY! He is now well and truly part of the Lamington team! Welcome to the gang, Marty!



<https://twitter.com/LamingtonPrima1/status/1694749846253498543>

Evaluation

All staff have enhanced understanding of the teaching and learning of the technologies curriculum (Engineering/Computing Science).

All teaching staff will have engaged in a minimum of two relevant technologies CLPL opportunities.

All learners demonstrate increased motivation, confidence and competence in designing, building and testing engineering/computing solutions.

Learning Community

Strategic Priority 1 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> Curriculum and assessment School and ELC improvement	<u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Improve Health and Wellbeing to enable children and families to flourish	<u>SLC Stretch Aims</u> Choose an item. Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment <u>3.3 Increasing creativity and employability</u> <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<ul style="list-style-type: none"> The need for a consistent and progressive approach to skills development throughout the LC has been identified and the new SLC Framework can be used for this. It has been acknowledged that children should develop agency to recognise their strengths and 	<ul style="list-style-type: none"> Develop a shared understanding and language around the development of skills by using the SLC Framework as a scaffold. All stakeholders will gain a better understanding of skills development: Staff to develop their understanding of the framework refer to this during all lessons. Children will use the language in the framework to discuss themselves and set personal targets. Parents will have an increased awareness of the framework and how it is being used in school. 	<ul style="list-style-type: none"> August In-service: all school staff meet for an introduction to the framework followed by a workshop to discuss how this could be implemented in their context (e.g. skill of the month, one capacity per term, learning wall, characters developed for each skill) Schools to complete their action plan and work on this from August to February February In-service – schools to reconvene and present information on their action plan and the impact it has had within their establishment. PT group Young Leaders of Learning 	<ul style="list-style-type: none"> Staff: jamboard to allow sharing of current practice (school specific) Staff: LC google form to gather info on understanding of skills development and levels of confidence with this. Both to be completed in August and then repeated in February so impact can be measured. Pupils: GMWP from children (current results from term 4 2023 will be compared with results from February 2024) Pupils: Conversations with learners in August and again in February Parents: Consultation in February to gauge awareness/understanding. 	HT

<p>areas for development in relation to skills by referring to the Framework. This will allow them to discuss themselves as learners, set relevant targets, consider how to transfer skills into new learning experiences and prepare them for the world of work.</p> <ul style="list-style-type: none">• PT group – Young leaders of learning				
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Progress and Impact

Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

- Staff completed jamboard to allow sharing of current practice
- Staff completed LC google form to gather info on understanding of skills development and levels of confidence with this.
- Pupils GMWP surveys from children (May 2024) compared with results from February 2024
- Young Leaders of learning attended Tinto Primary training day (September 2023)
- YLOL created videos of school, google meet, reciprocal visits (March/April 2024)
- Participation in Skills Pilot (April 2024)
- Feb inset – Skills update with learning community. Results shared as best practice by Education Scotland
- Pupils using weekly A3 sheet to log, talk about skills and nominate others.
- Pupils using language of skills through use of target setting display (shoot for success)



- Skills referred to on Twitter posts to make language of skills available to parents.
- Home/school policies updated to incorporate language of skills

Maintenance agenda
2024/2025

Focus on further developing parental engagement and how learners talk about and record skills development journey.

Further develop YLOL partnership to share good practice.

Lamington Primary @LamingtonPrima1 · Oct 4, 2023 ***

Well! Week one of our pupil led TKD club has gone so well!!! Billy, Siddharth and Innes prepared a lesson plan and carried out a variety of exercises. They then evaluated the lesson and gave feedback to their learners! Talk about skills development! Wow!



Lamington Primary @LamingtonPrima1 · Dec 1, 2023 ***

Ask us about how we use our skills board to nominate learners in our class for awards.



Lamington Primary @LamingtonPrima1 · Apr 18 **

Our Young Leaders of Learning enjoyed a "getting to know you" session with the young leaders from Coulter Primary and Biggar Primary. We are now looking forward to welcoming them AND visiting them, next week! We are sharing good practise and engaging in self evaluation ★



Lamington Primary @LamingtonPrima1 · Sep 21, 2023

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What a fab morning meeting our new partner schools and planning our Young Leaders of Learning course. We can't wait to visit each other at school now! 😎



- All learners and staff have developed a shared understanding and language around the development of skills by using the SLC Framework as a scaffold.
- All stakeholders have a better understanding of skills development:
- Staff refer to the language within framework during all lessons.
- Children use the language in the framework to discuss themselves and set personal targets.

Lamington Primary receives no PEF funding

PEF Improvement Planning and Standards and Quality Reporting for 2023/24

Rationale for PEF Spend	Allocation of PEF spend	Outcome	Operational activity	Intended impact (measures)	Mid year review RAG	End of year review RAG
<i>Reference to what gap you are working to close. Who/what are you targeting and why? Who has been consulted?</i>	<i>Identify the people, resources required to address this gap. This should be linked to Profile of Spend i.e. 1.0fte teacher, 0.5fte support assistant, £4,250 literacy resources</i>	<i>What do we want to achieve? Set clear outcomes stating who or what will change, by when and by how much. Long term outcomes should always relate to learners.</i>	<i>How will you convert your spend into action? What will you do? Steps to be taken.</i>	<i>How will we know change has taken place based on your outcome? How will you measure the difference you have made and when?</i>		
	TOTAL SPEND £- this should be your full allocation of PEF					
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2024/2025.			
<i>What difference did we see? What did we achieve? Evidence collected to inform self-evaluation</i>						

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Further develop Moderation with partner schools using West Partnership moderation toolkit	Teachers/HT	June 24
Continue focus on Pedagogy palette and digital technologies	Teachers	June 24
Continue to monitor attendance each term to keep levels 95% or above	HT	June 24
PTs from all BLC will lead Young Leaders of Learning project linked to LC skills priority	PTs	June 24