


Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Lenzie Meadow Primary
Head Teacher	Sheona Allen
Link QIO	Vicky Mackenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
<p><i>To create learners who are:</i></p> <ul style="list-style-type: none">➤ <i>Happy, Self-confident, Motivated and Responsible individuals who strive to achieve their very best in all pursuits. #bethebestyoucanbe</i>
<p>OUR VALUES</p> <ul style="list-style-type: none">➤ <i>Be Kind</i>➤ <i>Be Safe</i>➤ <i>Be Responsible</i>

<p>We aim to</p> <ul style="list-style-type: none">➤ <i>enable individuals to achieve their full potential, academically and socially</i>➤ <i>foster a spirit of independence,</i>➤ <i>promote positive attitudes in our school community with an emphasis on respect for oneself and others</i>➤ <i>ensure equality of opportunity for all within an inclusive environment</i>➤ <i>to develop a sense of caring, trust and honesty in all learners</i>
<p>We work in partnership with our parents and the wider Lenzie Meadow School Community to build the very best in achievement and attainment for all.</p>

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Improving Our School – raising attainment through high quality learning, teaching and assessment	Improving Our School – raising attainment through high quality learning, teaching and assessment	Our Curriculum Rationale
Priority 2	PEF – Raising attainment in numeracy	PEF – Raising attainment in literacy	PEF – Raising attainment in health and wellbeing
Priority 3	Health and wellbeing - LCFE	Health and wellbeing - LCFE	Health and wellbeing - LCFE

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Section 2: Improvement Priority 1	
School/Establishment	Lenzie Meadow Primary
Improvement Priority 1	Raising attainment through high quality learning, teaching and assessment
Person(s) Responsible	HT, DHTS and PTs and IOC mentors. Collaborating with West Partnership

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy.	teacher professionalism curriculum and assessment performance information school leadership	QI 2.3 Learning, Teaching & Assessment QI 1.2 Leadership of Learning	Improvement in attainment in numeracy

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher Leadership SLT leading webinars	Time from Working Time agreement Class cover budget to enable class observations	Reporting to parents through weekly updates, Termly Learning and Parent Council
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Webinars from West Partnership Data analysis Professional reading	Part of the process will be identifying gaps and then planning appropriate interventions.	N/A

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<p>A rise of attainment in numeracy to pre-covid percentages (June 2019). Overall this would be at least 2% for the whole school.</p> <p>By increasing teacher’s understanding of the class data the knowledge of the profile of their children will increase. This will increase attainment as interventions will be targeted effectively.</p>	<p>Term 1 Inset day 2</p> <ul style="list-style-type: none"> - The refreshed curriculum webinar - Reflection and participation in knowing our school context. - Analysis of ACEL data that identify patterns of attainment, trends and barriers to learning. - Self-evaluation and reflection on development needs within maths. <p>Inset day 3 Oct</p> <ul style="list-style-type: none"> - What are features of highly effective practice - Highly Effective Practice - Learning Intentions and success criteria <p>2 curriculum development meetings</p>	<ul style="list-style-type: none"> - Ongoing reflection and discussion - Quality assurance calendar - ACEL data - SNSA data - Progress in maths data - Pre and post assessments - Phased assessments - Tracking meetings and data - Pupil voice - Learner Conversations - Targets sets and monitored - Confidence audits 	<p>Term1 Inset days 16th August 2022 14th October 2022 Curriculum Development meetings are per the WTA calendar.</p>	

	<ul style="list-style-type: none"> - Data informed self-evaluation at classroom level and evaluative writing <p>Other activities</p> <ul style="list-style-type: none"> - 5 hours Individual CLPL including professional reading - Teacher self-evaluation - Journal tasks - Interrogation of data - Staff with SLT complete story and action for each class. - Learner conversations. <p><i>(All of this is subject to change as we work through programme with West Partnership.)</i></p>			
<p>A rise of attainment in numeracy to pre-covid percentages (June 2019). Overall this would be at least 2% for the whole school.</p>	<p>Term 2 2 curriculum development meetings</p> <ul style="list-style-type: none"> - Highly Effective Practice area dependent on audit <p>Other activities</p> <ul style="list-style-type: none"> - SLT observations - Teacher self-evaluations - Journal tasks 	<ul style="list-style-type: none"> - Ongoing reflection and discussion - Quality assurance calendar - Pre and post assessments - Phased assessments 	<p>Staff meetings as per WTA</p>	

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<p>By embedding highly effective practice children's attainment will increase.</p>	<ul style="list-style-type: none"> - Continue to keep up to date with school data - 5 hours Individual CLPL including professional reading <p><i>(All of this is subject to change as we work through programme with West Partnership.)</i></p>	<ul style="list-style-type: none"> - Tracking meetings and data - Classroom observation - Pupil voice - Learner Conversations - Confidence audits 		
<p>A rise of attainment in numeracy to pre-covid percentages (June 2019). Overall this would be at least 2% for the whole school.</p> <p>By embedding highly effective practice children's attainment will increase.</p>	<p>Term 3 2 curriculum development meetings</p> <ul style="list-style-type: none"> - Highly Effective Practice area dependent on audit webinar <p>Inset Day 4</p> <ul style="list-style-type: none"> - Highly Effective Practice area dependent on audit webinar <p>Other activities</p> <ul style="list-style-type: none"> - Tracking and monitoring - Data gathering - Trio visits - 5 hours Individual CLPL including professional reading <p><i>(All of this is subject to change as we work through programme with West Partnership.)</i></p>	<ul style="list-style-type: none"> - Ongoing reflection and discussion - Quality assurance calendar - SNSA data - Pre and post assessments - Phased assessments - Tracking meetings and data - Classroom observation (trio visits) - Pupil voice - Learner Conversations - Targets sets and monitored 	<p>Staff meetings as per WTA In-set day 15th February</p>	

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<p>A rise of attainment in numeracy to pre-covid percentages (June 2019). Overall this would be at least 2% for the whole school.</p> <p>By embedding highly effective practice children's attainment will increase.</p>	<p>Term 4 2 curriculum development meetings</p> <ul style="list-style-type: none"> - Highly Effective Practice area dependent on audit <p>Other activities</p> <ul style="list-style-type: none"> - 5 hours Individual CLPL over the year including professional reading - Trio visit feedback - Tracking and monitoring - ACEL data collection p1, P4 and P7 - Triangulation of evidence <p>Inset day 5</p> <ul style="list-style-type: none"> - reflection and review of SIP. Self-evaluation of Qis - Agreement of WTA and next steps for next year. <p><i>(All of this is subject to change as we work through programme with West Partnership.)</i></p>	<ul style="list-style-type: none"> - Ongoing reflection and discussion - Quality assurance calendar - ACEL data - SNSA data - Progress in maths data - Pre and post assessments - Phased assessments - Tracking meetings and data - Classroom observation - Pupil voice - Learner Conversations - Targets sets and monitored 	<p>Staff meetings as per WTA In-set day 2nd May</p>	
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Framework for School Improvement Planning 2022/23

Section 2: Improvement Priority 2	
School/Establishment	Lenzie Meadow Primary
Improvement Priority 2	Raising attainment through reading into Mathematics and Numeracy.
Person(s) Responsible	Hilary Roddick, Class Teachers, SLT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children	teacher professionalism curriculum and assessment parent / carer involvement and engagement	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher Leadership	Timetables	Family Fun Night to promote maths
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Research into use of reading skills in maths. Education Endowment fund	Intervention groups with pupils identified through PEF guidance.	£51,450

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning	What ongoing information will demonstrate progress? Identify	What are the key dates for implementation?	

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	Learning and Teaching interventions	qualitative, quantitative, evaluative pre and post measures	When will outcomes be measured?	
Targeted pupils demonstrate increased confidence when tackling worded maths problems. Increase in attainment in maths within targeted group of pupils (2%)	Identify children where there is a poverty related gap (using the National Operational Guidance 2021/22) in Reading and Maths, and create a base line of evidence.	Attainment data – Tracking/SNSA/PTM/Phased Assessments Pupil questionnaires	August 2022	
Increase teacher confidence in theory so that this in turn impacts attainment.	Research Reading Skills in Maths and Numeracy	PRD Evaluations	Term1-4	
Increase teacher confidence in practice so that this in turn impacts attainment for the targeted children.	Focus on explicitly teaching reading skills in term 1 (wordless picture books, a variety of high quality texts of different genres)	Staff Confidence Surveys Data collected from SNSA and PM Benchmark.	Term 1	
Increase confidence in practice for almost all teachers so that this in turn impacts attainment.	Input to upskill PTs and Teacher leader in using cooperative reading skills within maths and numeracy.		Term 1	
Increase in attainment in maths within targeted group of pupils (2%)	Small group intervention with targeted pupils led by HR, CD, JD and LG – using cooperative reading skills to	Attainment data – Tracking/SNSA/PTM Pupil questionnaires	Terms 2 and 3	

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	access written maths problems.			
Increase confidence in practice for almost all teachers so that this in turn impacts attainment.	PTs and teacher leader (HR, JD, LG and CD) upskill class teachers using cooperative reading skills within maths and numeracy through team teaching.	Staff Confidence Surveys	Term 3	
Increase parent's own confidence in maths for almost all attending so that this in turn impacts attainment.	Family Maths Fun Night with specific year group for all families, but specifically targeting families of pupils within the targeted group.	Family Feedback Questionnaire.	Term 3	
Increase in attainment in maths within targeted group of pupils (2%)	Re-assess those identified in term 1 to evaluate success.	Attainment data – Tracking/SNSA/PTM Pupil questionnaires	Termly	

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Section 2: Improvement Priority 3	
School/Establishment	Lenzie Meadow Primary
Improvement Priority 3	Language and Communication – Improve adult talk that encourages and promotes participation from all learners.
Person(s) Responsible	DHT, HT and Support staff. Educational Psychologists and Language and Communication Outreach

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre	school leadership parent / carer involvement and engagement	QI 3.1 Wellbeing, equality & inclusion QI 2.5 Family Learning	Improvement in children and young people’s mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff leadership Pupil leadership	Training and input from Educational Psychologist/Communication Outreach AAC	Parental Support groups
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Communication tools – Makaton, AAC	Use of Makaton with some children to aid communication	N/A

Framework for School Improvement Planning 2022/23

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
An increase in staff confidence will impact child's self-esteem and therefore increase participation.	Identify children across school who find participation difficult/overwhelming. Recap on Language and Communication Establishment indicators and focus on indicator 2. A bespoke series of training, information across the session for support staff which will increase confidence from the different providers including Level 1 Makaton, ACC as well as other options from SLT and Ed Pysch. Time to trial and practice new skills.	Pre staff audit Pupil wellbeing audit	In-service Day 2,3,4 and 5	
Learners will have parents who feel supported and this will increase child's confidence and therefore increase participation in school.	Establish a termly drop in support group for parents who have a child with a language or communication need which will help build confidence in parents in how	Pre and post audits with parents	Term 1-4	

Framework for School Improvement Planning 2022/23

	to communicate with their children.			
Learners will feel included and have an opportunity for their voice to be heard.	Establish an after school club/committee for children with a language or communication need where they can lead on how to improve adult talk across the school..	Pre and post audits with pupils.	Term 2 and 4	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
% Increase in attainment in numeracy in identified children	Reading into Numeracy intervention	Cost of a FTE Teacher	See priority 2 for details	See priority 2	

School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 19 June 2022