

Framework for School Improvement Planning 2023/24

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>To create learners who are:</p> <ul style="list-style-type: none">➤ <i>Happy, 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>➤ <i>Be Determined</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> <p>http://www.lenziemeadow.e-dunbarton.sch.uk/school-info/vision-values-and-aims/</p>



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Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2023/24	2024/25	2025/26
Priority 1	Improving Our School – raising attainment through high quality learning, teaching and assessment in writing	Our Curriculum Rationale – curricular areas	STEM
Priority 2	PEF – Raising attainment in writing by planning interventions for those who may be affected by the poverty attainment gap.	PEF – Raising attainment in health and wellbeing	PEF – Raising attainment by increasing parental engagement
Priority 3	Health and wellbeing	Health and wellbeing – Positive relationships	Health and wellbeing

Section 2: Improvement Priority 1	
School/Establishment	Lenzie Meadow
Improvement Priority 1	Improving Our School – raising attainment through high quality learning, teaching and assessment in writing
Person(s) Responsible	SLT, PEF teacher, Literacy Champion

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy.	curriculum and assessment teacher professionalism school improvement	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher leadership Children as leaders of writing Literacy Champion	Closing the Writing Gap by Alex Quigley Writing materials Support from Education Scotland	Parents being more involved in the celebration of writing
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Pedagogy of writing	See Priority 2	N/A

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?	
By developing teacher knowledge and confidence of writing pedagogy there will be increase attainment. Almost all children will achieve expected levels and a majority will exceed this.	Term 1 • In-service Day 2 –in-service on the History of writing, science of writing and review and audit current policy and core resources (T4W, Jolly Grammar and Nelson handwriting). • CLPL – Professional reading – Closing the Gap chapters 1-3 • Quality assurance – Learner conversations • In-service Day 3 – Science of writing and place of grammar and crafting great sentences	Pre and post questionnaires regarding confidence in teaching writing. Evaluations of current practice/policy. Learner conversation feedback. Tracking data analysis	Term 1 In-service Day 2 and 3 School Self-evaluation document updated.	
	Term 2 – • CLPL – Professional reading – Closing the Gap chapters 4-5	Learner conversation feedback. Overall feedback from classroom observations Tracking data analysis	Term 2 School Self-evaluation document updated.	

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	<ul style="list-style-type: none"> Quality assurance – Learner conversations based on writing, Classroom observations (SLT) 			
	<p>Term 3</p> <ul style="list-style-type: none"> In-service Day 4- Strategies for planning and monitoring writing and hooks (Ed Scotland) Celebrating writing CLPL – Professional reading – Closing the Gap chapter 6 Practitioner Enquiry Quality assurance – Learner conversations focused on writing, Classroom observations – Trio visits for infants and seniors. SLT for juniors 	<p>Evaluations from In-service Day</p> <p>Tracking data analysis</p> <p>Learner conversation feedback.</p> <p>Overall feedback from classroom observations</p>	<p>Term 3</p> <p>In-service Day 4</p> <p>School Self-evaluation document updated.</p>	
	<p>Term 4</p> <ul style="list-style-type: none"> In-service Day 5 – refresh literacy policy with updated pedagogy and practice CLPL – Professional reading – Closing the Gap chapters 7-8. Quality assurance – Learner conversations, Classroom observations – Trio visits for juniors. SLT for infants and seniors Update Literacy policy in line with CLPL 	<p>Evaluations from In-service Day</p> <p>Tracking data analysis</p> <p>Learner conversation feedback.</p> <p>Overall feedback from classroom observations</p> <p>Pre and post questionnaires regarding confidence in teaching writing</p>	<p>Term 4</p> <p>In-service Day 5</p> <p>School Self-evaluation document updated.</p>	
<p>By continuing to develop highly effective practice, teaching and learning will improve and attainment will continue to show that almost all children are on track for expected levels with a majority exceeding this.</p>	<p>Term 1</p> <ul style="list-style-type: none"> Curriculum development mtgs – reviewing and connecting the learning in writing Curriculum Development CLPL- IOS webinars and pre and post material. Quality assurance – Learner conversations 	<p>Tracking data analysis</p> <p>Learner conversation feedback.</p> <p>Overall feedback from classroom observations</p> <p>Pre questionnaires regarding highly effective practice</p>	<p>Term 1</p> <p>School Self-evaluation document updated.</p>	

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	<p>Term 2</p> <ul style="list-style-type: none"> • Curriculum development mtg – Effective questioning and active learning on writing • Curriculum Development CLPL- IOS webinars and pre and post material. • Quality assurance – Learner conversations, Classroom observations (SLT) 	<p>Tracking data analysis Learner conversation feedback. Overall feedback from classroom observations</p>	<p>Term 2 School Self-evaluation document updated.</p>	
	<p>Term 3</p> <ul style="list-style-type: none"> • Curriculum development mtg – metacognition on writing. • Curriculum Development CLPL- IOS webinars and pre and post material. Practitioner Enquiry • Quality assurance – Learner conversations, Classroom observations – Trio visits for infants and seniors. SLT for juniors 	<p>Tracking data analysis Learner conversation feedback. Overall feedback from classroom observations</p>	<p>Term 3 School Self-evaluation document updated. Impact of Practitioner Enquiries</p>	
	<p>Term 4</p> <ul style="list-style-type: none"> • Curriculum development mtg – feedback, dialogue and learner conversations in writing • Curriculum Development CLPL- IOS webinars and pre and post material. • Quality assurance – Learner conversations, Classroom observations – Trio visits for juniors. SLT for infants and seniors 	<p>Tracking data analysis Learner conversation feedback. Overall feedback from classroom observations Pre questionnaires regarding highly effective practice</p>	<p>Term 4 School Self-evaluation document updated.</p>	

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2: Improvement Priority 2	
School/Establishment	Lenzie Meadow
Improvement Priority 2	PEF – PEF – Raising attainment in writing by planning interventions for those who may be affected by the poverty attainment gap.
Person(s) Responsible	Pamela Eadie (PEF teacher) Hilary Roddick (PT) supported by Jill Donald and Lesley Gordon (PTs)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Closing the attainment gap between the most and least disadvantaged children	performance information curriculum and assessment	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
PEF teacher identified through PRD Literacy Champion	PEF Funding	Supporting parents with attendance Family Fun Night
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Closing the writing Gap – Alex Quigley	All of priority	£51,450 Carry forward from 2022-23 to cover short fall from April 23 – August 23.

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/enjoyment when tackling writing tasks. Increase in attainment in writing within targeted group of pupils	Identify children where there is a poverty related gap (using the National Operational Guidance 2021/22) in Reading and writing and create a base line of evidence. Identify what the gaps are e.g. gender, attendance, EAL, ASN etc.	Attainment data – Tracking/SNSA/PTM/Phased Assessments Pupil questionnaires	August/September	
Increase teacher confidence in theory of writing so that this in turn impacts attainment.	Using Closing the writing Gap theory as structure and also Educational Scotland input devise CLPL for staff	PRD Evaluations Pre and post confidence surveys from in-service days.	In-service days 2, 3, 4	
Increase teacher confidence in writing practice so that this in turn impacts attainment for the targeted children.	Focus on explicitly teaching writing skills in term 1 (handwriting, spelling, reading skills)	Staff Confidence Surveys Data collected from SNSA and PM Benchmark.	Term 1	
Increase confidence in writing practice for almost all teachers so that this in turn impacts attainment.	Input from Teacher leader in writing pedagogy	School Self - evaluation	Terms 1-4	
Increase in attainment in writing within targeted group of pupils	Small group intervention with targeted pupils led by PE, HR, LG, JD targeting writing skills.	Attainment data – Tracking/SNSA/PTM Pupil questionnaires	Terms 1-4	
Increase engagement of parents in children's learning. Increase from previous year's attendance.	Organise a family fun night for families with children in P4 which has literacy as the theme and target those who either don't engage as fully or where there is an identified barrier.	Evidence from data, evaluation after family fun night to measure enjoyment and engagement.	Term 4	
Increase confidence in writing practice for almost all teachers so that this in turn impacts attainment.	PEF teacher upskill class teachers using literacy intervention within literacy through team teaching.	Staff Confidence Surveys	Terms 1-4	

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Section 2: Improvement Priority 3	
School/Establishment	Lenzie Meadow Primary
Improvement Priority 3	To meet the need of all learners by continuing to work towards being a communication friendly and nurturing establishment.
Person(s) Responsible	DHTs in collaboration with Ed Pysch and other external agencies.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people's health and wellbeing	parent / carer involvement and engagement	QI 3.1 Wellbeing, equality & inclusion	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Support Staff Learning Committee Autism Advisor	External agencies	Parents Drop in
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
EDC relationships policy CLPL for Support staff	Parental engagement for those with ASN	N/A

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?	
An increase in support staff's confidence will impact child's self-esteem increasing participation.	Identify children across school who find participation difficult/overwhelming. Recap on Language and Communication Establishment indicators and focus on indicator 2. CLPL for support staff which will increase confidence in using AAC 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 encouraging pupil 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 to communicate with their children.	Pre and post audits with parents	Term 1-4	
All staff will receive feedback when reporting an incident resulting in an increase in staff confidence.	To review and improve sharing of relevant information across the staff team when appropriate.	Current baseline is taken from HGIOS FORMS of 22/23 Re do Forms May 2024	June 2024	
Staff will know of the content of new EDC guidance and therefore be more able to input into new schools relationship policy next session..	Initial review of new EDC relationships guidance which will then start to form new school policy.	Staff meeting feedback	In-service day after EDC policy launched	
School will achieve Silver award of Rights Respecting Schools.	The Learning Committee will lead school towards accreditation towards Rights Respecting Schools award T:\All Staff\31. Committees\Learning Committee\Action-Plan-for-Silver-1.docx "	Learner conversations	June 2024	

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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

School PEF allocation 23/24: £ 51,450 Total PEF allocated in SIP £ 51,450 Underspend: £ _____

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 19 June 2023