



School Improvement Plan
Lenzie Meadow Primary 2018-2019

OUR VISION

To create learners who are:

Happy, Self-confident, Motivated and Responsible individuals who strive to achieve their very best in all pursuits.

OUR VALUES

- Creativity and Individuality
- Respect for all
- Commitment
- Responsibility
- Courage

We aim to

- enable individuals to achieve their full potential, academically and socially
- foster a spirit of independence,
- promote positive attitudes in our school community with an emphasis on respect for oneself and others
- ensure equality of opportunity for all within an inclusive environment
- to develop a sense of caring, trust and honesty in all learners

Our School Charter

- Be Kind
- Be Safe
- Be Responsible

Our Vision, Values and Aims were created with all stakeholders at the start of the new school. As the school is now established we plan to review these to ensure they are still relevant and appropriate to our context now.

Overview of Whole School/Establishment Priorities and Targets

| No | Improvement Priority | Target |
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| 1 | To raise attainment through improving the quality of teaching, learning and make more effective use of assessment of literacy with a major focus on writing. | Improved tracking and monitoring will show that almost all children are engaged and motivated in their learning. Tracking will demonstrate that there will be an increase of 5% across the school in writing achievement and all classes will increase or in the case of P1 maintain their current %. Quality Indicator 2.3 will be self-evaluated as good. |
| 2 | To raise attainment through improving the quality of | Increase attainment so that almost all |



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| | teaching, learning and make more effective use of assessment of numeracy and maths. | classes will have 90% children on track or above. Quality Indicator 2.3 will be self-evaluated as good. |
| 3 | To improve children's health and wellbeing through all stakeholders implementing the principles of being communication friendly. | Achieve communication friendly establishment by the end of 2019-20 |



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| Improvement Priority 1 – Major Focus | To raise attainment through improving the quality of teaching, learning and make more effective use of assessment in literacy. | | |
| Link to NIF Priorities and Drivers / EDC NIF Implementation Plan | | | |
| Target | | | |
| Improved tracking and monitoring will show that almost all children are engaged and motivated in their learning. Tracking will demonstrate that there will be an increase of 5% across the school in writing achievement and all classes will increase or in the case of P1 maintain their current %. Quality Indicator 2.3 will be self-evaluated as good. | | | |
| Action | Timescale | Responsibility | Progress update |
| 1. Examine HMIE report against HGIOS4 2.3 and determine next steps and share targets from this SIP with all stakeholders. | Aug inset or staff meeting depending on report being published. | Sheona Allen(HT) | |
| 2. Teaching staff will review and amend Curriculum Rationale and we will update all stakeholders. | Staff meeting August – update completed by June 2019 | Sheona Allen(HT) | |
| 3. All teaching staff will be trained in the use of the moderation cycle and use this a model for professional dialogue in staff, stage and tracking meetings. | Staff meetings | Sheona Allen(HT) | |
| 4. Quality assurance cycle will be reviewed and all classes will have learning walks, learning conversations, forward plan consultations, tracking meetings and class visits on a termly cycle. All aspects will be evaluated and next steps established for whole school. | Termly | Sheona Allen,(HT) Lorraine Donnelly(DHT) Elaine Gardiner(DHT) | |
| Writing | | | |



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| <p>5. Talk4writing training will be delivered to all staff on In-service day 2 by Literacy Champion and P7 teacher and a new method of tracking writing created using the current writing grids agreed by Cluster. These grids will also be reviewed in line with Pie Corbett's work.</p> | <p>In-service Day</p> | <p>Elaine Gardiner (DHT) and Steph Morrison(P7)</p> | |
| <p>6. New learning pathway for the teaching of writing will be introduced at start of session and reviewed throughout the year.</p> | <p>In-service Day 2</p> | <p>Elaine Gardiner (DHT) in conjunction with Steph Morrison(P7) and other teachers.</p> | |
| <p>7. Literacy Champion will attend training on learning and teaching approaches for writing and cascade back to all staff through staff meetings and model lessons. Support will be given by QIOs for literacy.</p> | <p>September and October In-service</p> | <p>Elaine Gardiner(DHT) Yasmin Ashby (QIO) Pamela Eadie (QIO)</p> | |
| <p>8. Literacy Champion will be involved in a collaborative practitioner enquiry in order to implement an intervention to increase attainment across the P3 stage. Literacy Champion will measure impact of intervention through pre and post measurements.</p> | <p>September- December</p> | <p>Elaine Gardiner(DHT)</p> | |
| <p>9. Literacy Champion will visit other schools to see good practice in writing that she can then bring back to the school and cascade to others. Literacy Champion and P7 teacher will offer after school CLPL to ensure writing lessons are engaging and challenging.</p> | <p>September – December</p> | <p>Elaine Gardiner (DHT)</p> | |
| <p>10. All staff will use Experiences and Outcomes and benchmarks to assess writing at the start of each writing block. Staff will plan next steps in learning and based on this assessment will then use the hot piece to evaluate learner's progress. SLT will use this information as their basis for discussion on children's progress in tracking meetings..</p> | <p>Aug - June</p> | <p>All teachers Sheona Allen(HT), Lorraine Donnelly(DHT), Elaine Gardiner(DHT)</p> | |
| <p>11. All teaching staff will be involved in moderation of the process of teaching writing with teachers from the other schools in the cluster using the moderation cycle from the Moderation Hub. They</p> | <p>Oct – March October inset – examine moderation process in depth</p> | <p>All teachers with teachers from Cluster Yasmin Ashby(QIO)</p> | |



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| <p>will choose E's and O's, create Learning Intentions and Success Criteria, a series of lessons, implement them, evaluate and meet together at a later date to moderate. Teachers will conduct peer visits using the EDC paperwork to improve practices. QIO will deliver training on this using West Partnership example.</p> | <p>First cluster meeting Wednesday 29th October Second cluster meeting 18th February Time from Curriculum Development Jan - June</p> | | |
| <p>12. In tracking meetings 3 times a year children's progress will be discussed, analysed and measured against the target set at start of year. Senior Leadership Team will track overview of each year group each term to ensure attainment is rising.</p> | <p>October, January, May, June</p> | <p>All teaching staff</p> | |
| <p>Reading</p> | | | |
| <p>13. P1 teachers will increase pace of teaching of phonics using a synthetic phonics approach. They will assess regularly the retention of the sounds and the ability to blend and use this information as a guide as children's progress in phonological awareness. PEF will be used to support those who are struggling in targeted groups to retain with phonological awareness support and over learning.</p> | <p>Aug- June</p> | <p>Elaine Gardiner (DHT) and Jill Donald (PT)</p> | |
| <p>14. P2's will continue to embed synthetic phonic approach and ensure all children can recognise, read and write the initial 42 sounds and read, recognise and write the 60 tricky words. They will ensure almost all children can blend these sounds together and use these skills to read unseen texts and also use these strategies within their talk4writing. PEF funding will be used to support children from bands SIMD 1 and 2 and other targeted groups with 5 minute box and Rapid Reading. Staff will assess children's reading using PM Benchmarking toolkit to confirm children are working at the correct age and stage.</p> | <p>Aug-May</p> | <p>Jill Sutherland, Lesley Gordon, Sarah Mcleod and Caitiona Reagan. (class teachers)Supported by Elaine Gardiner and Sheona Allen.</p> | |
| <p>15. PEF funding will enable staff to be trained in using PM benchmarking toolkit to assess reading attainment SIMD 1 and 2 and other targeted groups to measure impact of 5 minute box and Rapid Reading interventions.</p> | <p>August Inset</p> | <p>Elaine Gardiner (DHT) and Donna Inglis (EST)</p> | |



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| 15. All staff will use PM Benchmarking to assess reading and therefore plan appropriate next steps in learning. Tracking of this will ensure that children are building on prior learning and achieve appropriate progression. | August and May | EG in conjunction with EST Money from PEF fund to release teachers to be up skilled in process. | |
| 16. Create a Learning Council of senior pupils who will use the new HGIOS resource for Learners as an auditing tool. | Aug- June during school committee time | Sheona Allen (HT) with a member of P6/7 staff | |
| 17. Work with Parent Council on identifying effective homework which supports the LTA within class. | Aug – June | Nina Teasdale (Parent Council Chair) and Sheona Allen(HT) | |
| 18. To finalise clear learning pathways within writing and early reading in P1 and P2. | May | Sheona Allen (HT), Lorraine Donnelly,(DHT)Elaine Gardiner (DHT) | |
| Resource Requirement – time from WTA | | | |
| Amount allocated from Pupil Equity Fund | | £ 14,598 Classroom assistant £ 1100 5 days supply to release teachers to work with EST teacher on PM Benchmarking. £310 12 x Talk4writing teacher theory books to be purchased. £450 Rapid Reading £720 Education City £500 miscellaneous resources to support learners | |
| Staffing (Specify the post and exact costs) | | | |
| Resources | | | |
| Other | | | |



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| <p>Professional Learning</p> <p>Professional enquiries Professional reading – Dylan Williams, Shirley Clarke, moderation cycle website EDC support from Yasmin Ashby with regards to literacy. Pie Corbett</p> |
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| <p>Improvement Priority 2 – Minor Focus (Major in 2019-20)</p> <p>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</p> | <p>To raise attainment through improving the quality of teaching, learning and make more effective use of assessment of maths and numeracy.</p> | | |
| <p style="text-align: center;">Target</p> | | | |
| <p>Increases attainment so that almost all classes will have 90% children on track or above. Quality Indicator 2.3 will be self-evaluated as good.</p> | | | |
| <p style="text-align: center;">Action</p> | <p style="text-align: center;">Timescale</p> | <p style="text-align: center;">Responsibility</p> | <p style="text-align: center;">Progress update</p> |
| <p>1. Examine HMIE report against HGIOS4 2.3 and determine next steps and share targets from this SIP with all stakeholders.</p> | <p>Aug inset or staff meeting depending on published date</p> | <p>Sheona Allen (HT)</p> | |
| <p>2. Teaching staff will review and amend Curriculum Rationale and update all stakeholders by end of session.</p> | <p>August – June during inset, staff</p> | <p>Sheona Allen (HT) Lorraine Donnelly (DHT)</p> | |
| <p>3. Create a basic numeracy and maths box of resources including numicon, array boards, counters for all classes in order to provide support and challenge for learners and enabling children to move from concrete to abstract mathematical thinking.</p> | <p>June 2018</p> | <p>Lorraine Donnelly (DHT)</p> | |
| <p>4. Implement Heinemann Active Maths fully with P2 and P5 allowing children to be more active in their learning and will be tracked by HT to see impact on learning. Forward Planning will be updated in line with the development.</p> | <p>Aug – June Start to use from August</p> | <p>Sheona Allen (HT) Eilidh Guinness, Amy Lightbody, Toni McVey, Jill Sutherland, Sarah McLeod, Lesley Gordon and Caitriona Reagan (CT)</p> | |



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| 5. P1 will use SEAL and maths recovery approaches gained last session in EDC training to assess all children and plan learning and teaching based on their assessments. Achievement of a level will be identified through these assessments and SNSA to confirm professional judgement | Aug-June | Lorraine Donnelly(DHT), Lilian Martin, Jill Donald | |
| 6. Numeracy Champion to attend EDC training and share with staff members through staff meetings and model lessons. | Ongoing | Lorraine Donnelly(DHT) | |
| 7. Increase understanding of Experiences and Outcomes and Benchmarks and use these more effectively to plan assessment and learning in numeracy and maths. To use the standardised assessments completed as a diagnostic tool to identify next steps for learners. | August Inset and then at every tracking/planning meeting. | Lorraine Donnelly (DHT) | |
| 8. Purchase and set up Sum Dog using PEF money and arrange after school and lunchtime clubs for children in targeted groups who do not have access to devices at home. Impact measured through the current tracking of maths. | Aug-June | Lorraine Donnelly (DHT), | |
| 9. Introduce Maths No problem problems for more able pupils in P5-7 in order to challenge mathematical thinking. | Oct-Dec | Lorraine Donnelly (DHT), | |
| 9. Create a Learning Council of senior pupils who will use the new HGIOS resource for Learners as an auditing tool and audit children's view on learning in numeracy and maths. | Aug-June during Committee time | Sheona Allen (HT) and a P6/7 member of teaching staff. | |
| 10. All teaching staff to conduct a practitioner enquiry in an aspect AIFL in numeracy which will include identifying an area for development, researching current thinking, implementing a change/intervention within the classroom, evaluating impact of intervention and sharing with colleagues. This will include peer and class visits. | Aug – Dec from Curriculum Development Time in WTA | Sheona Allen (HT)and Lorraine Donnelly (DHT) All teaching staff using GTCS material | |



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| 11. All teaching staff attend maths and numeracy training twilights as supplied by EDC and as per own PRD. | Aug - June | All class teachers and Numeracy Champion. | |
| 12. Continue to use Class Assistants to support numerosity (maths intervention programme) and children who require support with maths. Use of PEF money to target those within the identified targeted groups. Impact measured through Pre and Post assessments and thereafter through tracking meetings as to whether children are on track or not. | Aug - June | Lorraine Donnelly (DHT) Gill Boot (CA) Donna Inglis (EST) Support Staff across school | |
| 13. Work with Parent Council on identifying effective homework which supports the LTA within class including Sumdog. Forms will be used to gain feedback from parents. | Aug-June | Lorraine Donnelly (DHT) Nina Teasdale (Parent Council) | |
| 14. Purchase Maths recovery parent boxes from PEF and use with parents to support children in targeted groups who are not on track for numeracy. | Jan - June | Lorraine Donnelly (DHT) | |
| 14. Use PEF to increase extra-curricular activities linked to maths for those who have no access to online devices at home. | Aug - June | Lorraine Donnelly (DHT) and Lesley Gordon (PT) | |
| 14. Start to develop a clear numeracy strategy based on our learning which will raise attainment and share this with all stakeholders. | May 2018 | Lorraine Donnelly (DHT) | |
| 15. Maths Recovery Council in-service. If not possible then utilise Maths Champions across EDC. | May inset day (still to be confirmed) | Lorraine Donnelly (DHT) and other relevant members of staff | |
| 16. Maths and Numeracy to be major focus for 2019-20 session | June 2019 | Lorraine Donnelly (DHT) | |
| Resource Requirement – time from WTA | | | |
| Amount allocated from Pupil Equity Fund | | £2100 for SUMDOG £ 900 Heinemann active £ 14,598 Classroom assistant £ 4000 Training from Maths Recovery Council £200 Maths No Problem Mathsteasers for more able learners | |



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| | <p>£500 maths resource boxes £3916.30 10 Laptops to support lunchtime and after school clubs. £1290.00 lapsafe £177.90 for 10 laptops licences £700 25 Maths Recovery parent boxes £500 misc to support learners</p> |
| Staffing (Specify the post and exact costs) | |
| Resources | |
| Other | |
| Professional Learning | |
| <p>Practitioner Enquiry for all teaching staff with associated reading. Staff meetings and peer visits for professional dialogue.</p> | |



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| Improvement Priority 3 (Minor Focus) | | To improve children's health and wellbeing through all stakeholders implementing the principles of being communication friendly. | |
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| Link to NIF Priorities and Drivers / EDC NIF Implementation Plan | | | |
| Target | | | |
| To achieve communication friendly establishment but not in initial year and therefore improve how we engage with those who have communication barriers. | | | |
| Action | Timescale | Responsibility | Progress update |
| 1. Audit school readiness and individual awareness at start and end of session. | June 2018 and August Inset | CL (school) LR (nursery) | 14/8/18 audit completed |
| 2. Awareness raising CLPL for school | School – August and Feb Inset (1/2 days) | Nicole Bendermacher and Amy Ryan | 14/8/18 Awareness session delivered and invitation for focus group given. |
| 3. Identify Implementation Group and LCFE champion for school and nursery | Inset – Feb | From within staff. | |
| 4. Group identify priorities from the indicators and implement in school/nursery using mentoring model with support from Ed Pysch (Nicole B) and Speech and Language.(Amy Ryan) | October onwards | MW and others identified through PRD | |
| 5. Group shares work with all stakeholders. | Feb inset 2019 | SA with Core group Parent Council and wider parent body | |
| 6. Create a learning council of senior pupils who will use the HGIOs resource for learners as an auditing tool and audit children's view of becoming more communication friendly. | Aug – June 2019 | SA | |
| 7. Nursery staff visit other establishments in EDC who have already achieved accreditation. School possibly visit other authorities to view good practice. | Oct to June 2019 | LR and nursery staff | |



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| 8. Re – audit at end of session setting next steps for year 2. | June 2019 | SA | |
| 9. Continue to use Seasons for Growth as a way of supporting children who have experienced loss and are struggling to communicate their feelings | Aug-June 2019 (as and when necessary) | LG, FG | |
| Resource Requirement | | | |
| Ed Pysch and SLT to deliver training and give support Time for implementation group to meet Resources to encourage communication e.g. talking buttons for displays, material for signage to be communication friendly | | | |
| Amount allocated from Pupil Equity Fund | | £295 Seasons for Growth training £145 Seasons for growth manuals £400 Money for children to attend after school clubs which require funding and also music tuition for those who don't choose this as money is the barrier. | |
| Staffing (Specify the post and exact costs) | | | |
| Resources | Materials for ensuring consistency across the school. | | |
| Other | Opportunities to visit other establishments that have already gained the status. | | |
| Professional Learning | | | |
| In-service days 1 and 2. Professional reading Teacher leadership for core group. | | | |



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