Lennox PS
Improvement Plan
2024 – 2027
(Session 2025-2026 Year 2)

Next Session (25/26)
WDC Outcomes   NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	**BEHAVIOUR AND RELATIONSHIPS**	**CURRICULUM**	**ATTENDANCE**	**ACHIEVEMENT**
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.\n\nImproving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.\n\nAn education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap\n\nImproving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

3 year overview of principles and practice, interventions and initiatives we will deliver upon

	YEAR 1 (2024 - 2025)	YEAR 2 - (2025 - 2026)	YEAR 3 (2026 - 2027)
ENGAGE	Visible Learning Literacy - Read with Me: Engage at SLT level/Pilot in 1 class Restorative Practices/Better Relationships Policy	HWB Curriculum Data Literacy – *BGE Toolkit*	Literacy Curriculum
EMBED	Numeracy/Maths - *Count with Me* Inclusive Practices: ● CIRCLE -Year 3 Data Literacy - BGE toolkit	Visible Learning Restorative Practices/Better Relationships Policy Data Analysis - BGE toolkit /Data Literacy Numeracy/Maths - *Count with Me*	HWB Curriculum
EVALUATE	IDL:WDC Competencies/PBL	Inclusive Practices: ● CIRCLE -Year 3	Visible Learning Data Analysis - BGE toolkit/ Data Literacy
EXTEND		IDL: WDC Competencies / PBL	Inclusive Practices

	YEAR 1 (2024 - 2025)	YEAR 2 - (2025 - 2026)	YEAR 3 (2026 - 2027)

Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community
<mark>WELLBEING</mark>

NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	Actions This should be **action focused language**	Resource **This should be human/time /budget**
Learners: Feel safe, respected, included, and engaged in school life, in line with the principles of The Promise and the UNCRC. Understand their rights under the UNCRC and actively participate in creating a respectful, inclusive school community where everyone's rights are valued and upheld.	Deliver universal and targeted wellbeing programmes. <mark>PEF teacher/backill providing social and emotional support for targeted pupils</mark> Introduce the UNCRC in age-appropriate ways (assemblies, class discussions)	Art Therapy UNICEF RRSA pupil-friendly UNCRC materials Class charter templates "Rights of the Child" lesson plans

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Demonstrate increased resilience and emotional regulation.	Encourage pupil voice and participation in decision-making Involve learners in evaluating how well the school promotes children's rights Co-create class charters based on UNCRC and The Promise Implement regular check-ins and wellbeing surveys (Wellbeing Assessment) Establish quiet/wellbeing spaces during unstructured times (e.g., break/lunch)	Pupil voice audit tools Leadership groups - Young Leaders of Learning, HWB leadership Group, Promise Keepers & RRS
Practitioners: Confidently embed children's rights across teaching, relationships, and classroom culture, using rights-respecting approaches to foster a safe, inclusive, and empowering learning environment. Promote wellbeing and provide effective support to children experiencing emotional distress. Are skilled in using the CIRCLE framework to implement inclusive practices that remove barriers to learning. Have a strong understanding of restorative practices and de-escalation strategies to create a calm, nurturing learning environment	Provide professional learning on trauma-informed practice, restorative approaches and de-escalation techniques. Use wellbeing trackers to identify and respond to emerging needs. Strengthen use of GIRFEC planning tools (e.g., Wellbeing Web, My World Triangle, Use of new GIRFEC paperwork).	Inservice Day 1 CIRCLE Champion - Collegiate Session 3 (CPS) De-escalation strategies - DHT, P5 class teacher, PFSW
Leaders: Prioritise wellbeing at the heart of strategic planning. Use robust self-evaluation to inform continuous improvement in wellbeing.	Successful achievement of the Keeping the Promise Award and the Rights Respecting Schools Award. Embed wellbeing as a key theme in School Improvement Planning and Standards & Quality Reports.	Staff leading pupil leadership groups Time for data analysis and planning SLT collaboration with Educational

	Undertake wellbeing self-evaluation framework based on HGIOS 4/QI 3.1. Facilitate collaborative enquiry into what works in promoting wellbeing. Ensure pupil voice is embedded in decision-making on wellbeing.	Psychology and ASN support services Annual Wellbeing and Inclusion audit School Improvement Partnership engagement
Families/communities: Feel supported and included as valuable members of the school community. Develop stronger partnerships with parents/carers to promote wellbeing.	Host regular family wellbeing sessions and drop-ins. Improve communication and feedback opportunities around wellbeing (e.g., newsletters, parent surveys, CIRCLE parent information leaflets). Collaborate with community services to provide wrap-around support (e.g., social work, third sector - HENRY programme/Women's Aid partnership). Provide targeted support for families through PFSW.	Signposting for Family Wellbeing Hub

Performance Measures / Targets   - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Baseline Measure	Target	Monitoring Tool
Baseline analysis using the GMWP questionnaire. Baseline measure of targeted individuals	To improve overall pupil health and wellbeing scores as measured by the Glasgow Motivation and Wellbeing Profile (GMWP), with a baseline established in Term 1 and a measurable increase in motivation, emotional wellbeing, and school connectedness by Term 4	CIRCLE Inclusive Classroom Scale and School Participation Questionnaire (SPQ) Glasgow Wellbeing and Motivation Profile analysis GMWP-ANALYSIS-Max-3000-Entries Ver 2

Baseline % score from current Google form June 25 - https://docs.google.com/forms/d/10exqoXasS77U6uVqPuUVbi0YjXdOvvkb57FEyTExpJ0/edit	To improve the child's skills within the targeted area, with the aim of reducing difficulties and increasing positive behaviours. Success will be measured by a reduction in the SDQ score by (1–3) points and triangulated with observations, teacher feedback, and pupil voice	SDQ for targeted individuals https://www.sdqinfo.org/a0.html
	A **10% improvement** in positive responses in parental feedback surveys relating to support, and feeling valued as partners in their child's wellbeing and learning.	Pre/post comparison
	100% attendance and engagement from targeted families to attend the HENRY programme.	Attendance register/Feedback forms

Priority 2:   Implement approaches to creative teaching and learning, ensuring engagement in learning
CREATIVITY

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
CURRICULUM

Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.

An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	Actions	Resource
Learners: Can articulate their progress and next steps using success criteria and feedback. Demonstrate increased confidence, independence, and ownership of their learning. View mistakes as learning opportunities and actively use feedback to improve.	Embed consistent use of learning intentions and success criteria in every lesson. Model how to self-assess and identify next steps using success criteria. Provide regular opportunities for peer and self-assessment with structured feedback. Create a safe and supportive environment that normalises making mistakes ("mistake-friendly" culture).	Visuals and strategies to support children's engagement with assessment; Teacher planning of learning, teaching and assessment.
Practitioners: Consistently share clear learning intentions and success criteria with learners. Use feedback effectively to guide and support learner progress. Create a learning culture where learners feel safe, supported, and challenged.	Teachers consistently share and refer to learning intentions and success criteria in every lesson. Use co-constructed success criteria and exemplars (e.g., WAGOLL) to clarify expectations. Build regular opportunities for self-assessment and peer assessment using success criteria.	Shared standards for 'Quality learning and Teaching' Planned Collegiate Meetings, WTA Planned approaches to Staff Coaching

Reflect regularly on learner voice (via VLAT 1) to adapt and improve teaching. Engage in coaching cycles with Impact Coach to strengthen high-impact strategies.	Provide timely, specific feedback aligned to learning intentions and allow time for learners to act on it. Establish routines for learner reflection on progress and next steps (e.g., learner conversations). Promote learner autonomy through adaptive teaching by providing responsive support and challenge, tailored to individual needs and progress Support learners to set and review personal learning goals regularly. Foster a classroom culture where mistakes are valued as part of learning.	
Leaders: Use data from VLAT 1 to identify strengths and areas for development in teaching and learning across the school. Ensure a consistent and coherent approach to Visible Learning practices throughout the school. Build a culture of evidence-informed decision-making and continuous improvement. Provide time and support for professional dialogue, collaboration, and shared learning focused on assessment-capable learners.	Align VLAT data with improvement planning and professional learning priorities. Establish a shared language of learning across the school. Provide regular, protected time for collaborative professional dialogue focused on assessment-capable learners. Model data-driven decision-making to guide next steps. Celebrate and share effective practice to build consistency and collective efficacy.	Overviews for: Assessment, Moderation, Planning, Tracking, Monitoring processes, Cover for Impact Coach to attend training sessions and carry out 1:1 coaching sessions linked to focus areas Inservice Day training - 10th November 2025
Families: Understand what and how their children are learning, and how they can support learning at home.	Share regular, accessible updates about learning focus and key skills. Host family learning events/workshops to demonstrate teaching approaches.	Sharing resources with parents to support learning at home. Google classroom and sharing the Learning events to share information.

	Create simple home learning guides or videos that explain school methods (e.g. how we teach numeracy)	
	Use learner conversations to help children explain their learning to parents.	
	Ensure communication is inclusive through translation, visuals, and digital formats.	
	Gather regular feedback from families to identify what supports are helpful and what could be improved.	

Performance Measures / Targets   - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Baseline Measure	Target	Monitoring Tool
Use VLAT 1 to calculate the % of learners who can articulate their progress and next steps	Increase to 70% of learners confidently articulating their progress and next steps using success criteria	VLAT 2 survey (June 2026);Pupil Blethers (Theme 2: Our Learning and Teaching)
Success Criteria are used in most lessons, but inconsistently referenced.	100% of observed lessons consistently use, refer to, and assess against co-constructed success criteria	Observed changes in classroom practice through learning walks and observations.
Peer and self-assessment using success criteria is currently evident in some classes based on pupil evidence review and discussions.	80% of lessons include structured peer/self-assessment with meaningful feedback	Planning and termly sampling of pupil work, pupil assessment and discussion.
Initial evidence indicates differing levels of staff confidence and practice in developing assessment-capable learners, highlighting opportunities for targeted support.	All staff engage in coaching and demonstrate increased confidence and impact in enabling assessment-capable learners	VL Coach logs; coaching reflections; staff surveys; professional learning evaluations

Numeracy assessment practices vary across classes.	Visible Learning strategies embedded in numeracy assessment; learners articulate progress clearly in numeracy.	Numeracy-specific sampling; pupil voice; moderation of numeracy tasks

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.
<mark>ATTAINMENT</mark>

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
ATTENDANCE
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes *Learners, Practitioners, Leaders,* *Parents/Families/Communities*	Actions	Resource
Learners: Experience rich opportunities and receive meaningful feedback that build their confidence and numeracy skills	Design real-life, rich numeracy tasks that connect learning to everyday contexts (e.g. budgeting, data interpretation, measurement in design).	Recommended resources for **Count with Me in WDC**

across a variety of real-life contexts. Demonstrate increased confidence in articulating their mathematical thinking through structured number talk processes. Understand their learning goals and outcomes, interpret assessment results and actively identify their next steps to progress and measure their success in learning. ==Targeted learners show measurable increases in attainment in numeracy and mathematics.==	Implement regular Number Talks to develop mathematical reasoning, using sentence stems and visual aids to support all learners in articulating their thinking. Use clear learning intentions and success criteria, co-created with learners, to guide understanding and ownership of learning goals. Provide timely, specific, and actionable feedback, including verbal, written, and peer feedback, focused on strategy use and growth. Facilitate regular self- and peer-assessment, encouraging learners to reflect on progress, set goals, and plan next steps. Incorporate regular, structured opportunities for learners to verbalise their mathematical thinking, encouraging reasoning and communication skills. Increase learner confidence in setting clear, achievable goals based on assessment feedback and reflecting on their learning journey to increase ownership and motivation. ==PEF teacher to deliver targeted numeracy and support for Q1 target pupils==	Data Lead: time to attend forum Assessment and Moderation Lead: time to attend forum ==PEF Teacher (£53,992 for 0.6 FTE, August to April).==
Practitioners: Practitioners are confident in planning engaging, well-paced, and suitably challenging learning experiences that incorporate a variety of teaching methodologies to meet diverse learner needs. Practitioners demonstrate skill in accurately assessing gaps in numeracy understanding and articulating pupil	Continue implementing and fully utilising the 'Count With Me in WDC' programme to strengthen numeracy skills and confidence. Use the tracking toolkit regularly to monitor pupil progress and identify areas for targeted support. Maintain regular dialogue with pupils about their learning and	Numeracy resources

progress, leading to more informed and robust lesson planning. Practitioners possess a deep understanding of how to design learning opportunities that help learners build number sense, explore number structure, and develop a flexible range of mental number strategies to foster agile mathematical thinking.	discuss next steps to support their ongoing development. Engage consistently with online numeracy assessments to inform planning of learning and teaching activities. Refer to and use numeracy benchmarks routinely to assess pupil progress against expected standards.	
Leaders: Are skilled in developing a successful maths and numeracy curriculum. Clearly communicate expectations for the learning, teaching, and assessment of maths and numeracy to raise attainment and narrow the poverty-related attainment gap. Work to reduce or eliminate barriers to education and attendance by addressing the cost of the school day.	Embed the use of online digital planning in maths and numeracy. Embed maths and numeracy professional development in collegiate and quality assurance calendar (Linking VL). Introduce staff coaching to support and challenge practitioners(VL Impact Coach) Assessment and Moderation lead to utilise expertise to plan LLC moderation in Numeracy/Maths Additional RAIL discussion to track impact of interventions at class level and through targeted groups Review and minimise costs associated with school activities, trips, and resources to ensure affordability for all families Offer information and support to families about available financial assistance and grants. Regularly gather feedback from families about financial barriers and adjust school policies accordingly. Promote and develop initiatives such as uniform swaps, book libraries, or lending schemes to reduce costs.	Assessment and Moderation lead to attend A&M forum LLC moderation in Numeracy (3 sessions) Subscription to Maths? Pupil Family Support Worker (£17,500).

| Families/communities:
Partnerships with families enhance their knowledge of how to support active numeracy and mathematics learning at home. | Deliver family learning sessions.
Share resources to support learning in numeracy and mathematics. | P1 Curriculum Afternoon

Numeracy open afternoon

Maths Whizz subscription |

Performance Measures / Targets   - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Baseline Measure	Target	Monitoring Tool
Numeracy attainment at Early level June '25 - 84%	Maintain attainment at Early Level. Q1 attainment target for Early Level to be confirmed once data is analysed for the new cohort.	Termly RAIL meetings to monitor progress of individuals Use of online numeracy assessments to track progress
Numeracy attainment at First level June '25 - 65%	Increase attainment at First Level to 83% (current P3 cohort - 3 children). Increase Q1 attainment in Numeracy at First Level from 55% (current P3 cohort) to 73% (2 children).	
Numeracy attainment at Second level June '25 - 78%	Increase numeracy attainment at Second Level from 76% "on track" in current P6 cohort to 84% achieving(3 children). Increase Q1 attainment in Numeracy at Second Level from currently 68% "on track" to 76% (2 children).	
Attendance Baseline Measures: Increase attendance for Q1 target learners: Focus group of 2 Q1 children where attendance is between 60-70%	Increase attendance to 70-75 %	Attendance visuals/materials Pupil Family Support Worker (£17,500). Attendance Tracker - 25 - 26 PEF Tracker -

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Focus group of 8 Q1 children where attendance is between 70-80%	Increase attendance to 80-85%	Google Sheets
Focus group of 8 Q1 children where attendance is between 80-85%	Increase attendance to 90 - 95%	
Focus group of 7 Q1 learners in P7 where attendance is between 85 - 89%	Increase attendance to 90+%	HT attendance at Education Scotland QIP - use of resources/materials/Runcharts

Priority 4 To develop children's/young people's skills, enabling achievement in learning, life and work
EMPLOYABILITY

EMPLOYABILITY
Improvement in skills and sustained, positive school leaver destinations for all young people
ACHIEVEMENT
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	Actions	Resource

Learners: All learners develop the 6 Cs —**character, citizenship, collaboration, communication, creativity, and critical thinking**—enabling them to apply their skills across real-world contexts. ==All learners have equitable access to enriching experiences that promote participation, inclusion, and achievement.==	Engage actively in interdisciplinary projects that require collaboration, creativity, critical thinking, and communication across real-world problems. Reflect regularly on their development in the six global competencies and set personal goals to enhance these skills ==Provide financial assistance to ensure all learners can participate in the residential trip.==	Teachers planning informed by: UNCRC (Rights based learning) & 6 Cs 6 Cs, Child Friendly Progression Frameworks ==£3000==
Practitioners: Design and deliver a future-focused curriculum that embeds Interdisciplinary Learning (IDL) and builds the 6 Cs by planning engaging, challenging learning experiences.	Plan and deliver IDL learning across the school/LLC 'Your Voice, Your Vale' (Term 1). Design and facilitate high-quality continuous and enhanced provision that responds to learner interests, promotes skills development - Single Steps Learning Project at P2/3. Utilise progression pathways for skills based learning. Utilise Problem Based Learning approaches to support curriculum delivery and innovation. Use online profiling at P7 to evidence and inform development of the 6Cs. Implement project-based learning (PBL) aligned with the competencies.	Olivia Maitz to participate in the national IDL group. Crystal Thompson to lead the national profiling work linked to the delivery of the 6 Cs. Melissa Young and Kirsty Meenan to complete Single Steps training.
Leaders: Provide strategic direction, professional learning, and collaborative structures that empower staff to innovate, raise attainment, and ensure all learners are well-equipped for future life, learning, and work.	Develop and implement a tracker to celebrate/track wider achievement, ensuring all learners have equitable opportunities. Use insights from the tracker to inform planning, support learner pathways, and promote progression in skills relevant to future life, learning, and work	Collegiate - 1-hour input on pedagogy to 6Cs 4 x hours from WtA for collaborative IDL planning. Education Scotland - Digital Profiling

		resource
Families/communities: Families are valued partners who support learner achievement and the 6 Cs. They understand the purpose of an IDL-based curriculum and actively engage in conversations about their child's learning and progress.	Organise community events and projects, such as **'Your Vale, Your Voice'**, to share learning and showcase skill development through IDL. Host an IDL showcase in Term 3 to highlight interdisciplinary learning and the 6 Cs.	Staff time and support for planning and delivering community events. Materials and venues for hosting showcases and events. Communication channels to engage families and communities effectively.

Performance Measures / Targets   - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Baseline	**Target**	**Monitoring Tool**
Staff confidence and understanding of planning for the 6 Cs, diversity and sustainability within IDL is improving but not yet embedded. Communication with families around the 6 Cs is not yet consistent or widely understood. Analysis of contextual data indicates that several children may face barriers to attending Auchengillan due to financial constraints.	Staff deliver IDL that develops the 6 Cs and addresses diversity, children's rights, and sustainability. Enable parents and families to engage in focused conversations by sharing learners' progress and experiences. 100% of Q1 learners participate in the Auchengillan residential, supported through financial and pastoral support.	Planning samples, Pupil Blethers Family/parent/carer feedback on IDL and the 6 Cs Attendance register from the Auchengillan residential.