



Curriculum and Quality Improvement Service

**School Improvement Plan and Standards and Quality
2024/25**

Underbank Primary School

Context of school: Underbank is situated within Clydesdale in South Lanarkshire. The roll for session 2024 – 2025 is expected to be 119 pupils (June 2024), with five classes. 45% of our pupils are placing requests. The catchment area is varied and draws from a mix of housing within the local villages and towns.

We moved into our new building in 2018. The school is on one level and is set within attractive grounds which are used to deliver outdoor education and play. The school was built by South Lanarkshire Council as part of the schools Modernisation Programme and comprises of 5 light filled classrooms, a large, general-purpose space, a spacious gym hall that doubles as our school cafeteria and a number of office spaces.

At Underbank Primary, we aim to make school a happy, supportive place in which every child will thrive and develop socially, emotionally, academically, and physically. We aspire to be 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 attachment informed practice and skills-based planning, to provide opportunities for our children to learn knowledge and skills through real life experiences. This is enabled through a play-based learning environment in the early primary stages. Forest School impacts greatly on our creative outdoor curriculum.

We are part of Lanark Learning Community. There is a very positive working relationship across schools within our Learning Community. This year teachers across the Learning Community have worked collaboratively on self-improvement projects which have impacted positively on teachers' professional learning, practice in school and connection between schools.

Our vision at Underbank is to work in partnership with everyone in our school community, to provide a safe, nurturing and stimulating environment in which everyone is included to achieve their full potential. Every day we strive to promote a positive 'can do' attitude and positive mindset through our school motto of '**We Can and We Will**'.

Strong partnership working is a key feature of our school. We believe strongly in working together to ensure every child can reach their fullest potential, and benefit from an educational experience that will equip them with the relevant knowledge and skills to be successful as they progress to secondary education and beyond. We promote positive relationships within school and foster an ethos which encourages all pupils to respect themselves and others. This session we have **gained accreditation for three SLC Attachment Informed Trauma Sensitive School pledges** and have undertaken work around Anti-Racism in school linking with a SLC Development Officer, West Partnership and SLC Psychological Services. From this work we were invited to St Mungo's Museum in Glasgow for a Creative Showcase which included a piece of artwork created by our P1/2 class.

At Underbank, we wish to nurture parental involvement; we have an active Parent Council and a Parents & Friends Association, both have continued to support us in valuable ways throughout the session. We have continued to welcome partners throughout the session, and they assist us in providing an active and engaging curriculum: Kids Kitchen delivered sessions in school, senior pupils crocheted poppies with a volunteer for inclusion in the Remembrance Display at the village church, the whole school engaged with Fischy Music workshops linking with HWB then delivered a showcase for parents, Jo Freeman delivered Circle Dance and an input on Judaism, our school chaplain contributed our RME Christianity topics, SAMH delivered a staff workshop and two pupil workshops to P5-7 pupils, scientist visits linked to a Clyde in the Classroom project.

Throughout session 2023 – 2024, our Pupil Leadership groups have had key successes: raising awareness of Fairtrade with pupils and parents through delivering a Fairtrade Assembly and holding a Fairtrade Coffee and Chat event for our community. They successfully gained **FairAchiever Award** during this session; by working on Children's Rights we also gained our **Rights Respecting Schools Bronze Award**; our Eco Committee have gain our **7th Eco Schools Green Flag** and continue to grow and harvest produce in our garden and orchard areas; we have supported Dogs Trust by donating old towels and pupil raised funds; we supported our local foodbank and raised awareness of diabetes, Tourette Syndrome and English as an Additional Language to promote inclusion within our setting; pupils have given feedback on the SLC Transport Consultation and worked alongside 52 Lives to grow kindness within our school and community. Ultimately, being announced as the overall winner in the **Kind School category of the National Kindness Awards 2024**.

Our commitment to prioritising our pupils' Health and Wellbeing through access to sporting activities was recognised this session when we were award a **Sport Scotland Gold School Sport Award**.

Our school was last inspected by Education Scotland in April 2016 receiving very good within the five areas inspected: Improvements in performance, Learners' experiences, Meeting learners' needs, The curriculum and Improvement through self-evaluation. The report also endorsed our positive partnership working. We continue to strive to deliver high quality teaching and learning across all stages.

Strategic Priority	Year 1	Year 2	Year 3
1.	Through self-evaluation processes and a continued focus on Learning, Teaching and Assessment, target areas of Literacy and Numeracy, with an aim to raise attainment.	Through self-evaluation processes and a continued focus on Learning, Teaching and Assessment, target areas of Literacy and Numeracy, with an aim to raise attainment.	Through self-evaluation processes and a continued focus on Learning, Teaching and Assessment, target areas of Literacy and Numeracy, with an aim to raise attainment.
2.	Aim for improvements within HWB of learners through a focus on Equalities and Inclusion: Mental Health Awareness, Nurture, Attachment Informed, Anti-Racism Trauma Sensitive, Attendance and CoSD	Continue to focus on making improvements on the HWB of our learners through a focus on an area / area identified through self-evaluation.	Continue to focus on making improvements on the HWB of our learners through a focus on an area / area identified through self-evaluation.
3.	Develop our curriculum offer within STEAM, through engagement with SLC progressive planners within Science.	Through self-evaluation processes we will focus on strengthening our practice within Technologies.	Re-engage with skills-based learning. Develop our curriculum offer within Technologies, with a key focus on skills development.
4.	Through professional learning and self-evaluation using the Circle Framework, we will work collaboratively to promote positive pupil engagement and motivation, while aiming to reduce any barriers to learning.	Continued focus on Inclusion and Equalities	Continued focus on Inclusion and Equalities

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2024/2025

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing NIF Driver Teacher and practitioner professionalism Curriculum and assessment	<u>SLC Priority (select from drop down menus)</u> Ensure inclusion, equity and equality are at the heart of what we do Support children and young people to develop their skills for learning, life and work	<u>SLC Stretch Aims</u> Attendance <i>Choose an item.</i> ACEL Primary Literacy & Numeracy	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 1.1 Self-evaluation for self-improvement 1.3 Leadership of change
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures
Through self-evaluation processes have identified a need to review our Numeracy and Maths provision to enhance practice and impact positively on outcomes for learners.	Review current Maths planning to ensure this continues to sit in line with SLC's most recent Numeracy Framework updates. Develop staff familiarity with Numeracy Hub resources to enhance delivery of aspects of Numeracy & Maths. Work collegially with team members across all stages to review Maths Confirmatory Assessments to ensure they are in line with our Numeracy Framework planners, CfE Benchmarks, and SLC guidance on achievement of a level.	Review of Early, First and Second Level planning against Numeracy Framework. Introduce Numeracy Hub to all staff. Highlight teaching resources to staff. Allow some planning time for staff to review resources to enhance their teaching. Review all confirmatory assessments to ensure they match with Numeracy Framework planners, CfE Benchmarks, and SLC guidance on achievement of a level. Make changes as necessary. Review as assessments are used throughout the session. Review of Big Maths provision.	80% of teachers review updated planning materials as being impactful. Staff gain familiarity with Hub. Staff feedback is positive regarding resources on offer. Staff share successes of resources used during FP dialogue meetings. Staff review adapted confirmatory assessments as being appropriate in helping to clarify their achievement of a level judgements. Staff recognise that IMM provision across the school is improving and
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	Review of our Interactive Mental Maths provision with CfE Benchmarks per level. Implement necessary next steps.	Identify other resources, including technologies, that may enhance provision and impact on pupils' skills	impacting on Numeracy skills across the school for almost all learners.	
Through self-evaluation processes we have identified a need to review our Science provision to enhance practice and impact positively on outcomes for learners.	Our aim is to enhance our Science provision to ensure coverage of the Es and Os across a rolling programme.	Staff engagement with Curriculum Hub to access and review SLC Science. Framework and if this matches our composite class structure need. Identify resources needed for effective implementation of year 1. Consider whether online Tig Tag is required for effective implementation. Teachers/ CCC teacher to trial and review Framework provision.	Teachers/ CCC Teacher to review ease of delivery when using the SLC Science Framework. Review engagement, enjoyment and skills development through FP dialogue meetings and evaluative comments.	All Teachers/ CCC Teacher
Through self-evaluation processes we have identified a need to review our Global Citizenship provision, to ensure all learners engage with at least one of the Global Goal adopted by the United Nations annually.	Through engagement with an annual Global Citizenship focus pupils will have an increased awareness of the Global Goal adopted by the United Nations.	Review our current Global Citizenship topics and match these with a Global Goal(s). Review Curriculum Hub resources available for Global Citizenship/ Sustainability. Identify other topics that link to the Global Goals that are not introduced. Create a framework of Early, First and Second Level Global Citizenship topics. Teachers to select their 24-25 topic and implement this within their class. Teachers to review topic. Pupils to report on their class topic at a Global Citizenship Assembly.	Underbank Global Citizenship/ Sustainability Framework created. All classes to engage with a Global Citizenship/ Sustainability topic in session 24 – 25. All classes to report on their learning at a Global Citizenship/ Sustainability assembly. Teachers to evaluate the engagement, enjoyment and skills development through FP dialogue meetings and evaluative comments.	All teachers
Equalities: Continue on our Rights Respecting Schools journey. Currently working towards Silver Award.	Developing an understanding that we (children & adults) all have Rights. Four key areas of impact: - Wellbeing - Participation - Relationships - Self-esteem	Re-create School Committee for new session. All classes to reflect on Rights and create their class charter for the session ahead. Possible CLPL - 11 th and 12 th of September: https://www.eventbrite.co.uk/e/the-united-nations-convention-on-the-rights-of-the-child-tickets-919462094877 Our school community will have involvement in our journey. Possible info to share: ow.ly/P4gu50SgHqx Committee will lead our journey, evaluation and submission.	Underbank will gain a Silver RRS Award in session 24 – 25 by learning further about children's rights and putting these into practice.	RB

Equalities: Through self-evaluation processes we have identified a need to continue to build staff and pupil knowledge of Anti-Racism and would aim to do this using several approaches including through our ethos, the diversity of our community and through our curriculum.	Selection of the proposed actions from 23-24 session change initiative undertaken to impact positively on our Anti-racism journey. Inclusion & Equalities Committee raise pupil awareness of what racism is and how to deal with racism if encountered. Diversity of our school community identified and celebrated. CLPL - Building Racial Literacy course and SLC Network impact positively on our Anti Racism journey and actions at Underbank.	Review of and reflection of practice to date. Utilise feedback from pupils and staff from 23 – 24 session to agree actions for the session ahead. Staff review of SLC A Framework for Developing an Anti-Racist and Decolonised Curriculum and other professional reading materials including - Decolonising the Curriculum wakelet: Curriculum Areas – Promoting Anti-Racist Education in Scotland (glowscotland.org.uk). Plot the diversity of our school community and celebrate this diversity on our Anti-Racism journey. Possible engagement with CLPL offer from Education Scotland - Building Racial Literacy (Application made - MM). Engagement with Anti-Racism Network within SLC.	Diversity of our school community is mapped and utilised to celebrate diversity. Engagement with CLPL within this area to reflect current thinking. Sample group can articulate what racism is and how it may make people feel. Sample group can articulate how to deal with racism if encountered.	MM/ SMcL Inclusion Committee
Equalities: Reduce CoSD for all families across our school by maintaining many of our current strategies and reviewing and acting upon CoSD Guidance for Schools and Early Years Establishment	Ask a selection of our families how they believe we could impact positively on CoSD. Demonstrate mindfulness of CoSD in our practice. Update our policy.	Review CoSD Guidance for Schools and Early Years Establishment with staff to decide if we can action further recommendations. Undertake a CoSD audit with staff and Parent Council/ PFA. Agree next steps. Create a well-proportioned calendar of events for school and PFA. Ensure events/activities are publicised well in advance. Update current Underbank PS CoSD Policy.	Policy reviewed and updated Calendar of proportionate events created by PFA and school. Audit undertaken and reviewed giving consideration to other CoSD actions we might take.	MM
Equalities & Inclusion: Continue on our journey to evaluate our practice using the SLC Attachment Informed, Trauma Sensitive Accreditation Toolkit. We have gained accreditation for 3 Pledges and will aim to evaluate and	Continue to keep a focus on Attachment Informed, Trauma Sensitive approaches through self-evaluation. As reviews are undertaken, consider any additional changes that we could implement.	Attachment leads and ambassadors will continue to engage with the Attachment Network. Accreditation deadlines will be written into our school planning. Self-evaluation tool completed for 3 further Pledges. Evidence gathering undertaken to collate submission of evidence.	Gain accreditation for 3 further Pledges if submission dates fall within the session 24 – 25: • Recognise behaviour as communication • Believe in change • Respond with compassion	Lead: MM Ambassadors: RB & AMcI

evidence the final 3 Pledges in Session 24-25.				
Attendance: Focus on improving attendance and avoidance of term time holidays.	Improve our overall percentage attendance figure	HT to attend SLC Improving Attendance Conference – Sept 2024 to gather possible impactful strategies. Implement selected strategies into our own practice. Monitor attendance. Engage with parents whose children's attendance is causing concern.	Using final overall percentage attendance for 2023 – 2024 (95.8%), aim to show an overall percentage increase when reviewing overall percentage at June 2025.	MM.
Progress and Impact				
Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda				
Reviewed our Numeracy and Maths provision to enhance practice and impact positively on outcomes for learners.	<i>Fully utilise new 1st Level maths planning.</i> <i>Update maths planning at Early and Second Level.</i> <i>Continue to review content against the benchmarks to ensure there is matching progression.</i> <i>Fully utilise IMM planning and review with teachers throughout the session.</i> <i>Re-establish, Times Tables Rock Stars and Numbots. Review pupil engagement and improvements.</i> <i>Development Officer engagement planned for 25-26 around VCPA and elements of a highly effective practice with offer of modelling practice and good practice visits</i>			
80% of teachers reviewed updated planning materials as being impactful. - Staff gained greater familiarity with resources available on the SLC Hub and positively evaluated the resources on offer. - Staff share successes of resources used during FP dialogue meetings. - Staff review adapted confirmatory assessments as being appropriate in helping to clarify their achievement of a level judgements. - Staff developed new IMM planning and trialed this in the final term of the session. They are hopeful that IMM provision across the school will improve and impact positively on Numeracy skills across the school for almost all learners. - Times Tables Rock Stars and Numbots were introduced across the school and teachers report that they are starting to see improvements in IMM skills which will then impact on Numeracy.				

Reviewed our Science provision to enhance practice and impact positively on outcomes for learners. • Staff engaged with the Curriculum Hub to access and review SLC Science planning. It was decided that a move to this would be beneficial and would work well with our composite class structure. • It was identified that Clickview would be a necessary addition to ensure best practice within this area and so access was facilitated. • Our CCC teacher trialed this with 4 classes and the P5/6 teacher delivered Science using the SLC planning. Both reviewed the Framework very positively. It has to be noted that some of the links from the SLC planning have not been updated to link directly to Clickview. Consideration has been given to Global Citizenship/Sustainability provision at Underbank, to ensure all learners engage with at least one of the Global Goal adopted by the United Nations annually. • All classes have engaged with a Global Citizenship/ Sustainability topic in session 24 – 25 however we have yet to create a Framework of Global Citizenship/ Sustainability topics that stages can engage with. • Four classes engaged with SLC 'live' lessons on sustainability, one class engagement with Generation H20 lessons, a staff member attended a SLC Sustainability Conference and a small group of our pupils attended the SLC Conference on Sustainability, sharing their experience during assembly. The lesson content was valuable however some classes said the lessons were lengthy and that the 'live' aspect proved difficult. • Larkhall Academy Sustainability Ambassador also led a Teach the Teacher information session for our staff and any interested staff from across Lanark Learning Community. This was well delivered and hugely informative. • All classes contributed to our own Underbank Sustainability conference. Pupil participation and engagement was very positive. We have continued our work on Children's Rights via our Rights and Fairtrade Committee but our journey towards Rights Respecting Schools Silver Award was halted when the funding for this was withdrawn. • All classes have a Class Charter linked to the Rights. • Our Rights and Fairtrade Committee maintain their focus on this area and report back to all in school during Assemblies.	<i>Increase knowledge of importance of number knowledge via parental workshop early in session 25-26.</i> <i>Continue to utilise Clickview to enhance SLC programme.</i> <i>Continue to develop a rolling programme for Global Citizenship/ Sustainability, which links with the Global Goals, GIRFEC and Children's Rights, while also giving consideration to Sustainability throughout the curriculum and life in school.</i> <i>Consideration will be given to whether we will move to the SLC Accreditation route.</i>
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We have continued to build staff and pupil knowledge of Anti-Racism using several approaches including through our ethos, the diversity of our community and through our curriculum. • We utilised feedback from pupils and staff from 23 – 24 session and kept a firm focus on weaving a thread of diversity and anti-racist through our curriculum after reviewing the SLC A Framework for Developing an Anti-Racist and Decolonised Curriculum. • With the help of our school community, we created an indoor and outdoor banner of welcome to celebrate the diversity within our school. • Education Scotland - Building Racial Literacy course completed, and elements shared with the staff team. • We have continued to engage with the SLC Equalities Development Officer and the with Equalities Network. • All classes delivered Show Racism the Red Card input and a selection of entries were submitted to their Creative Competition. We were recognised for two submissions and our P6/7 entry, a collaborative poem, gained second place overall in the category. We kept a keen focus on CoSD for all families after reviewing the SLC CoSD Guidance for Schools and Early Years Establishment to consider further actions. • Created a well-proportioned calendar of events for school and PFA. • We ensured events/activities were publicised well in advance and any costs shared. • We update our Underbank PS CoSD Policy alongside our PFA and Parent Council. • We have continued to evaluate our practice using the SLC Attachment Informed, Trauma Sensitive Accreditation Toolkit. We have gained accreditation for 2 further Pledges in Session 24-25. • Our Attachment Lead and Ambassadors have continued to review, evaluate and evidence our practice, while also attending Attachment Network events. • We have now gained accreditation for 5 pledges and will aim to work towards our final pledge and full accreditation. • Underbank has also hosted one of the Network events in Feb 2025. Maintained our focus on improving attendance and avoidance of term time holidays. • Staff member attended SLC Improving School Attendance Conference, and we continued to closely monitor all pupils' attendance percentages throughout the session. • We used our communication channels to discourage term time holidays. • During our October 2024 parent consultations, we displayed a slideshow on the importance of good attendance and how this impacts on attainment and over time. • During session 23-24 our overall percentage was 95.8%. During this session this currently sits at 96.4% (9.6.25).	<i>Continued to build staff and pupil knowledge of Anti-racism. Through curricular changes and key points in the school year (SRtRC & Black History Month) we will aim to ensure our learners & their families 'see themselves & their family' reflected within our curriculum.</i> <i>Ongoing reflection and action as appropriate.</i> <i>We will aim to work towards our final pledge and full accreditation while continuing to engage with Network and through staff reflection.</i> <i>Our aim is to develop greater knowledge of Attachment within our pupils and parents.</i> <i>We will update our Wellbeing and Relationship policy to reflect recent work.</i> <i>Continue to closely monitor school.</i> <i>Promote the SLC Attendance campaign to our parents.</i> <i>Utilise the Click & Go tool, Business Intelligence.</i>
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Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2024/2025

<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. NIF Driver Performance information Curriculum and assessment	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> ACEL Primary – Literacy – P1, P4 & P7 combined ACEL Primary – Numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement Choose an item.	Measures	School Lead
<u>Rationale for strategic priority</u>	<u>Outcome (Intended impact)</u>	<u>Operational activity</u>			
Develop staff knowledge of the BGE Tracking and Monitoring Tool as a lens to gain greater knowledge of their class data and profile over time.	Staff will have some knowledge of BGE Tracking Tool, particularly data relating to their own class.	HT to introduce aspects of BGE Tracking tool to staff using staff training video within tool. Time for staff to use tool to access data relating to their class.	Staff have accessed BGE Tool. Staff have accessed and printed their Attainment Summary on a page. Staff have used Attainment Summary on a page to reflect on possible interventions for those not on track.		MM
Across the school we have 16 pupils from P1-6 (June 24) off track within Numeracy & Maths. Our P6 group for 24 – 25 has 9 learners off track within Numeracy & Maths . Our aim is to support these learners so that we have a	Our aim is to support the P6 group of learners (24-25) so that we have a further 2 on track within our P6 group by June 2025.	Staff engagement with Curriculum Hub and resources available. Utilise knowledge of Maths Recovery. Engagement with ICT to enhance skills and motivation of learners. Termly FP dialogue/ Tracking & Monitoring dialogues to discuss target group and possible approaches to meet target.	The P6 group of learners (24-25) will have a further 2 on track within our P6 group by June 2025.		CTs of P6 pupils/ PT/ HT

further 2 on track within our P6 group.					
From P3 – 6 (June 24), we have 15 learners engaging with IDL. 10 of the 15 targeted pupils will show 6 months or more progress in reading age from their Sept baseline assessment to May 25	Our aim is to utilise IDL to support the development of 15 learners from P3-6 and that 10 of the 15 learners will have made 6 months or more progress in reading by May 2025.	Sept baseline assessment to be undertaken. All pupils introduced or re-introduced to IDL. Teachers to ensure pupils access IDL as part of their programme approximately 3 times per week. CD to track engagement and progress.	10 of the 15 learners will have made 6 months or more progress in reading by May 2025.	CD	
From P3 – 6 (June 24), we have 15 learners engaging with IDL. 10 of the 15 targeted pupils will show 6 months or more progress in spelling age from their Sept baseline assessment to May 25.	Our aim is to utilise IDL to support the development of 15 learners from P3-6 and that 10 of the 15 learners will have made 6 months or more progress in spelling by May 2025.	Sept baseline assessment to be undertaken. All pupils introduced or re-introduced to IDL. Teachers to ensure pupils access IDL as part of their programme approximately 3 times per week. CD to track engagement and progress.	10 of the 15 learners will have made 6 months or more progress in spelling by May 2025.	CD	
From our P1-6 learners (23-24 session) we have 21 learners who are off track within writing . Through targeted team teaching and/or use of assistive technology we will aim to have a further 2 learners on track by June 2025.	Through targeted blocks of team teaching and the use of assistive technology e.g. Read & Write, we will have a further 2 learners from P1-6 on track within writing.	Organise targeted team-teaching blocks. Review targeted learners in Nov, Feb and June to reflect on progress.	Of the targeted group of 21 learners, 2 of these learners will have made significant progress and teacher judgement will review them as on track in June 2025.	MM	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda		

We have developed staff knowledge of the BGE Tracking and Monitoring Tool as a lens to gain greater knowledge of their class data and profile over time via: • Staff information session • Class on a page analysis Our P6 group for 24 – 25 has 9 learners off track within Numeracy & Maths. Our aim was to support these learners so that we had a further 2 on track within our P6 group. At the end of session 24-25 we had 8 P6 learners off track within Numeracy & Maths therefore this target was not fully achieved although we utilised targeted support from the class teachers, our PT and school support assistants. From P3 – 6 (June 24), we had 15 learners engaging with IDL Our aim was that 10 of the 15 targeted pupils would show 6 months or more progress in reading age from their Sept baseline assessment to May 25. We had 15 learners engaging in IDL in August 2024. Of this number, two learners have since left. Additionally, four learners began using IDL in September, with a further three across the 2024-2025 session. This takes total users in May to twenty. Of the 16 learners that have consistently used IDL since Term 1 2024, 11 have increased their reading ages, with 6 reaching the target of 6 months or more increase in reading age. It is worth noting that as learners reading age approaches their chronological age, gains begin to slow, which is the picture amongst the five Primary 7 users who did not reach the target. From P3 – 6 (June 24), we had 15 learners engaging with IDL Our aim was that 10 of the 15 targeted pupils would show 6 months or more progress in spelling age from their Sept baseline assessment to May 25. Of the 15 learners that have consistently used IDL since Term 1 2024, 14 have increased their spelling ages, with 10 reaching the target of 6 months or more increase in spelling age. Target achieved utilising targeted support via engagement with IDL. From our P1-6 learners (23-24 session) we had 21 learners who were off track within writing at June 2024. Through targeted team teaching and/or through the use of assistive technology our aim was to have a further 2 learners on track by June 2025 Target not achieved. At June 2025, we have now have 25 learners who are off track. At June 2025 further analysis shows: At P7 (currently 2 off track), we have 4 who have moved to be on track in comparison to June 2024. At P6 (currently 8 off track), we have one pupil who has moved to be on track but another has moved to be off track (impact of attendance). At P5 (currently 7 off track), we have a further 2 pupils who are off track. This includes a child who joined during the session. At P4 (currently 4 off track), one further child now off track. At P3 (currently 3 off track), we have 4 who have moved to be on track in comparison to June 2024, while a new pupil is off track. At P2 (currently 1 off track), we have one pupil who has moved to be off track. We do believe our youngest pupils during the period 2020 – 2022 have been most impacted educationally by Covid 19.	<i>Our aim is to have a session led by a HQ representative to further develop staff confidence and skill.</i> <i>Our aim will be to continue to support these learners in their P7 year.</i> <i>We will continue to utilise IDL with targeted learners from P3 – 7 as we see the positive impact this can have, if used consistently.</i> <i>We will continue to utilise IDL with targeted learners from P3 – 7 as we see the positive impact this can have, if used consistently.</i> <i>Targeted support from a known supply teacher will continue. Our aim is to start the session with targeted support around sentence structure, grammar and punctuation.</i> <i>Our aim is that this will impact on writing alongside targeted support.</i>
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These children are our current P5 and P6 pupils, who were our youngest learners and were just starting out on the writing process.	
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Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2024/2025

<u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> Teacher and practitioner professionalism School and ELC improvement	<u>SLC Priority (select from drop down menus)</u> Ensure inclusion, equity and equality are at the heart of what we do Improve Health and Wellbeing to enable children and families to flourish	<u>SLC Stretch Aims</u> ACEL Primary – Numeracy – P1, P4 & P7 combined ACEL Primary – Literacy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 1.1 Self-evaluation for self-improvement 3.2 Raising attainment and achievement
<u>Rationale for strategic priority</u> <u>Lanark Learning Community Target:</u> Through self-evaluation as a Learning Community, it was recognised there is an increased level of need across the authority to meet learners' social, emotional & behavioural needs. The Circle Framework will provide a learning community and whole school approach to help support creating inclusive classrooms through effective collaboration between school staff, parents	<u>Outcome (Intended impact)</u> By Sept 2024, all staff will have enhanced their understanding of creating an inclusive classroom through the Circle Framework and identified next steps in their classroom. ELC staff will develop their understanding of reviewing the inclusivity of their environment through 'Up, Up & Away'. By June 2025, practitioners will have implemented aspects of change within their environment to increase levels of wellbeing of learners. By June 2025, staff will have raised confidence in creating an inclusive environment.	<u>Operational activity</u> LLC Introduction to Circle Framework led by Clydesdale Specialist Support Team – 13 th Aug 2024 (am). Teachers use Circle Framework audit tool to review the physical and social environment of our classrooms, structures and routines. Teachers review their completed audit and decide on possible adaptations to impact positively on motivation and engagement of targeted learners. Professional dialogue/ visit to a colleague undertaken to share good practice. (Format to be confirmed in August 25)	<u>Measures</u> 90% of teachers evaluate the Circle Framework introductory session positively in August 2024. 90% of teachers evaluate that their own learning of Circle Framework is having a positive impact on their practice by May 2025.
			<u>School Lead</u> LLC HTs

/carers, partner services & other agencies. (LLC priority to be adapted/ further developed, after CLPL delivery on 13 th August 2024 (am)).		Teachers complete overall evaluation of their learning and impact on practice and learners.	
LLC Review of 2024 – 2025 Priority Professional Learning: The Circle Framework Through engagement with the Circle Framework resource, we were able to share good inclusive practice, focusing on approaches to support the engagement and achievement of all learners, including those who require additional support. Our introductory session was well timed at the start of the session. This session was led by the Specialist Support Team and was a brief introduction to the resource. Head Teachers felt this session could have been more in-depth. Over the next in-school sessions: ❖ Staff gained a working knowledge of CICS – Circle Inclusive Classroom Scale and made adaptations to their classroom environment after completing the CICS and reflecting on your results. ❖ Staff used the CPS – Classroom Participation Scale for an individual and reflected on the CIRCLE Framework Supports and Strategies from the six skill areas; Attention and Concentration Skills, Organisational and Planning Skills, Posture and Mobility (Gross Motor) Skills, Dexterity and Manipulation (Fine Motor) Skills, Social, Emotional and Relationship Skills, Verbal and Non-verbal Communication Skills. 94% of staff across the Lanark Learning Community agreed or strongly agreed that the in-school sessions positively impacted on their classroom practice. The learning community returned together for the final session. This session allowed staff to reflect on their own learning and share approaches that they had taken to effectively support learners. 85% of Lanark Learning Community staff agreed or strongly agreed that the stage partner discussion groups were beneficial. Underbank staff in attendance evaluated this session as very worthwhile and they recognised that the resource was a good reflection tool for teachers to use to support inclusion, achievement and engagement. Next steps: Moderation is central to building shared understanding, improving professional judgement, and raising attainment through collective responsibility. We have therefore decided to enhance professional collaboration across the Learning Community by prioritising moderation activities across stages, levels, establishments, and sectors. These will focus on shared priorities—Numeracy, Science, Digital Technologies, and Writing—while supporting consistency in Learning, Teaching, and Assessment. Particular attention will be given to learners who are ‘close’ to achieving expected levels, ensuring equity strategies are effectively targeted.			

PEF Improvement Planning and Standards and Quality Reporting for 2024/25

SLC Stretch Aims ACEL Primary – Literacy – P1, P4 & P7 combined ACEL Primary – Numeracy – P1, P4 & P7 combined Choose an item.					
Rationale for PEF / PB Spend	Allocation of PEF / PB spend UPS Allocation £8576	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG End of year review RAG
From our P1-6 learners (23-24 session) we have 21 learners who are off track within writing . 8 of the learners are SIMD1/2, FME, Care experienced, EAL or impacted by trauma. Our aim is that through smaller group teaching and/ through using assistive technology they will demonstrate 1 year of progress within Progress and Achievement from their June 2024 level. A further 7 learners who are SIMD 1 /2 and or FME, who are currently on track, will demonstrate that they	£5000	8 targeted learners off track – These learners will demonstrate 1 year of progress within Progress and Achievement from their June 2024 level.	Organise targeted team-teaching blocks and groupings Review targeted learners in Nov, Feb and June to reflect on progress.	Tracking periods – Nov, Feb and June will be used to review progress and impact. 8 in target group will have made 1 year of progress within Progress & Achievement.	A A
		7 on track learners – These learners will demonstrate that they have remained on track by June 2025.	As above		G

have remained on track by June 2025.				As above		
IDL Literacy Intervention Resource has positively impacted on the spelling & reading progress of those who engage with the resource. We currently have 15 learners engaging with IDL. A further 4 learners will join the group. Of this group of 19, 7 are SIMD 1/2, FME, Care experienced, EAL or impacted by trauma.	£450 SSA Time £250	Of this group of 19, 7 are SIMD 1/2, FME, EAL Care Experienced, impacted by trauma. They will make 6 months or more progress in spelling and reading between their baseline assessment in Sept 24 and May 2025.	Sept baseline assessment to be undertaken. All pupils introduced or re-introduced to IDL. Teachers to ensure pupils access IDL as part of their programme approximately 3 times per week. CD to track engagement and progress.	All 7 targeted learners will have made 6 months or more progress in spelling and reading by May 2025.	A	A
Self-evaluation demonstrates a need for improved mental agility. Interactive Mental Maths Resource will be used across the school to motivate and impact on mental agility. (Timestable Rockstars and Numbots) From P1-6 (June 2024), we have 7 learners who are off track and are SIMD 1/2, FME and/or care	PB - £250 SSA Time £250	6 learners off track within Numeracy - These learners will demonstrate that they are showing increased mental agility by June 2025.	Gain online subscription. Teacher training session. Introduced to all classes. Review impact on target group of 7 – Dec, May. Teachers evaluate how they view the learners' mental agility has impacted on their learning.	Target group will demonstrate that they are showing increased mental agility by June 2025.	A	G

experienced, impacted by trauma.									
Our P5 group of 15 will access a block of swimming lessons. We will ensure the cost is minimised for the group to ensure all 6 of the learners who are SIMD1/2, FME, Care experienced, EAL or impacted by trauma have full access to sessions and items they may require.	£1250		Full inclusion within swimming block, including any necessary clothing etc that they might need. Targeted group show enjoyment and motivation during sessions	Swimming block Transport Register of those attending	Targeted group of 6, show increased skill level, enjoyment and motivation during sessions	G	G		
Some SSA time will be utilised for Nurture groups. With an aim to impact on engagement, motivation and wellbeing.	£250		Across our school we have 19 pupils who are SIMD1/ 2, FME or Care Experienced or those who have been impacted by trauma. Targeted groups will access our Nurture Space for blocks to impact on relationship building, motivation and engagement.	Agree targeted groups Timetable sessions for learners. Allocation of SSA time.	Class teachers and Nurture trained SSA review of overall session 24 – 25.	A	A		
Tig Tag Science online subscription through ClickView, to develop Science within Underbank and increase motivation of target group of 19 pupils who are SIMD1/ 2, FME or Care Experienced or those who have been impacted by trauma.	£375		Across our school we have 19 pupils who are SIMD1/ 2, FME and additional Care Experienced and those who have been impacted by trauma.	Utilise resource alongside Science delivery at each stage.	Class teachers and/or CCC teacher review of overall session 24 – 25.	A	G		

Improved HWB outcomes for targeted individuals: 1. Forest School Provision 2. Wellbeing workshop 3. After school clubs	£500 (£250 of which will come from PB)	Pupils across our school have full access to a breadth of HWB opportunities and experiences and that whether they are SIMD 1/ 2 pupils, FME or Care Experience pupils, this does not reduce their participation.	All classes will access a block of Forest School. All pupils from P5-7 will engage with Wellbeing workshops. All pupils will be offered the opportunity to attend a lunchtime or afterschool club. All P5 pupils will access swimming sessions at Lanark Pool.	Forest School block completed per class. Wellbeing workshop delivered to P5-7. All stages offered at least 1 lunchtime or afterschool activity. All P5 pupils will have access to swimming with a minimal cost.	A	G
	TOTAL PLANNED SPEND (incl carry forward) £8575					
Progress and Impact						
Next Step(s) and rationale to inform PEF spend session 2025/2026.						
Writing Target 6 of the 8 targeted group have made at least 1 year of progress. Of this target group, 2 have moved to be on track. The second target group, who were on track, remain so.		We aim to continue our targeted writing support and will commence with a block focusing on sentence structure, grammar and punctuation.				
Reading & Spelling Target We had 6 targeted pupils using IDL from August. One pupil has since left. Of the 5 remaining pupils, 4 have made a gain of 3 months or more in reading and 4 have made a gain of 3 months or more in spelling. Due to circumstances beyond our control, some pupils learning has been disrupted by changes in personal circumstances, which have impacted their engagement and progress in learning.		We aim to continue to utilise IDL as a means of progressing literacy skills for identified learners. At June 2025 we have 14 learners from P4-6 who use IDL regularly and we recognise the gains that the resource can have if used consistently.				
Interactive Mental Maths Target Pupils within target group demonstrate that they are showing increased mental agility at June 2025.		We aim to continue to utilise TTRS and Numbots as a means of progressing quick recall of number facts and recognise the positive impact that this has across numeracy, if used consistently.				

Swimming Target

All 15 pupils had access to this HWB activity and all engaged well. All pupils gained 10 free swim sessions at the end of the block. The cost to the school is significant and we will aim to access funding to allow this activity to continue for our P5 group.

Nurture Group Target

Pupils within target groups have accessed our Nurture Space for blocks however this activity has been impacted by staff absence, so our ability to facilitate this consistently. We do view that there has been some impact on relationship building, motivation and engagement.

The space has also been accessed by a child experiencing Emotional Based School Non Attendance (EBSNA). This has been viewed as a valuable resource in aiding progress towards more consistent attendance for this child.

Science Engagement Target

Class teachers and/or CCC teacher review the resource as impacting positively for all pupils, including the targeted group for session 24 – 25.

HWB Engagement Target

All classes have had access to a block of Forest School during session 24 - 25.

All pupils from P5-7 have engaged with curricular HWB and had the opportunity to engage with wellbeing workshop e.g. Happy Place led by the band Saint Phnx and the NSPCC..

All pupils across the school have had the opportunity to attend a lunchtime or afterschool club.

All P5 pupils will have access to a 12 week swimming block at Lanark Pool.

We aim to continue to offer swimming lessons to our P5 group although the cost to the school is significant. We will aim to access funding to allow this activity to continue.

We aim to re-establish our targeted group sessions and will also utilise the space for others who may benefit from this environment e.g. any child experiencing EBSNA.

We will continue to fund this for all learners.

We prioritise pupil wellbeing and recognise that this impacts on their attainment each session.

Wellbeing will continue to be a key focus for us through such activities as our HWB curriculum, our focus on the SHANARRI indicators, assemblies, Forest School, lunch and after school activities, PE and swimming.

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Review impact of updated Spelling programme on learners' e.g. percentage of pupils at or beyond their chronological age.	MM - HT/CD - PT	Annual reviews Initially in 2025 (Achieved)
Continue to refresh ICT programmes taking account of programs now not available and sources others to teach skills.	RB (ICT Coordinator)	Ongoing
Continue to develop aspects of Play Pedagogy to suit our context.	RD (Returns from Maternity Leave in Aug 2024)	Ongoing
Aim to extend Emotion Coaching training to our School Support Assistants	MM/ Team Leader	Nov 2024 (Not Achieved due to absence)