

School Information

School/Establishment	Lorne Primary School
Head Teacher	Kathryn Wright
Link QIEO	Lorraine Budge

School Statement: Vision, Values & Aims, Curriculum Rationale

Lorne Primary School is a non-denominational primary school which opened on 21st February 1876. The school is situated in the North East of the city, between Leith Walk and Easter Road and the catchment includes areas of Local Authority housing, private housing and private lets. The current roll is approximately 203 children. 24 different home languages are represented across the school and 50% learners have English as an Additional Language or speak an alternative language in addition to English. Approximately 10% of pupils sit in SIMD 1 or 2. However there are a lot of families in private rentals who are new to the area or country, who though in deciles 3-10, present as those who sit in lower deciles.

In session 2023-24 Lorne Primary School will have 8 classes from Primary 1 to Primary 7 (single stream, 2 classes at P5), the Nursery will continue to have 20 full time places for 3-5 year olds. This school session there will be 9 class teachers (1 job share), a Support for Learning Teacher, 1 part-time McCrone teacher, one Early Years Practitioner (Early Level, based in P1) and one Acting Principal Teacher. In the Nursery, an Early Years Officer, two Early Years Practitioners (1 part-time), and EYA and a Part-time EYD. There is expected to be a team of 7 Pupil Support Assistants who support individual learners/groups across the school. The school also has two Pupil Support Officers – with an attendance and nurture focus - that provide support to learners, staff and families. The school team also includes a Business Manager and Administrator. In addition, there is both a violin and a cello instructor that support learners in school each week.

The school building includes 10 classrooms, including a Nurture base and a Support for Learning space. In addition there is a Nursery, a Library, two small PSO bases used for intervention groups and a meeting room. The school runs a breakfast club staffed by PSAs in the dining hall. Gingerbread, an external provider, run an After School Club, based in the dining hall from Monday to Friday.

Lorne Primary School community have explored the school's vision and values. The following vision and values were identified and are very much at the core of the Lorne Community:

Vision – Lorne Primary School aims to provide high quality learning and teaching in a safe and nurturing environment, leading to success for all.

Values – Diversity of our community, Equality, Achievement and Respect

Our most recent inspection data can be found here:

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=303328>

[file:///It-cap-nas-2/9058950\\$/Documents/c fstands 10.09.12 2.15pm item 08.pdf](file:///It-cap-nas-2/9058950$/Documents/c%20fstands%2010.09.12%202.15pm%20item%2008.pdf)

Three Year School Plan for Improvement

Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	<ul style="list-style-type: none"> • Refresh Vision, Values, Aims • Embed robust QA calendar, including all stakeholders • Develop clear curriculum pathways, embedding Learning for Sustainability • Continue to develop staff confidence in data-rich approach • Continue to develop pupil participation groups across the school, with the aim of pupil groups leading aspects of school improvement 		
2.3	<ul style="list-style-type: none"> • Continue to build consistency in learning and teaching and play pedagogy approaches • Refresh planning approaches using curriculum bundles, embedding Learning for Sustainability • Implement <i>Talk for Writing</i> approaches • Implement updated Literacy Strategy in line with Literacy Guidelines • Develop opportunities for pupil leadership of learning: staff to undertake Leadership of Learning Edinburgh Learns CLPL 		
3.1	<ul style="list-style-type: none"> • Implement <i>Positive Relationships, Positive behaviour</i> policy • UNCRC working towards Gold accreditation • Explore more systematic approach for tracking wellbeing • Use digital tracker to inform approaches to reducing barriers to learning • Embed equalities calendar in planning progression 		

3.2	<ul style="list-style-type: none">• Implement tracking of wider achievement• Develop digital skills progression & policy• Learning for sustainability – further implement outdoor learning		
2.7	<ul style="list-style-type: none">• Learning for Sustainability – further develop parental engagement in LfS/Eco•• Apply for Green Flag status		

Improvement Priority 1	
Priority	Learning and Teaching – Curriculum Rationale and Development
Person(s) Responsible	AHT
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> • Further develop and refresh Curriculum Rationale • Whole school training on Unconscious bias, decolonising the curriculum • Re-evaluate VVA and Curriculum Rationale with families • Continue Staff development around effective learning and teaching • Embed consistent approaches through Learning & Teaching • Introduce Curriculum bundles to ensure clear progression pathways, a focus on Learning for Sustainability and Local, meaningful contexts for learners

HGIOS 4 QIs	NIF Priority
2.2 Curriculum 2.3 Learning, Teaching and Assessment	<p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>VVA have been in place for a number of years. New cohorts and their families and staff have started at the school as well as change in the leadership team.</p>	<p>Re-visit VVA with whole school community when permanent HT in place.</p>	<p>October 2024 (or linked to appt of new HT):</p> <p>Engage learners, staff and families in questionnaires around values Parent consultation time; INSET</p>	<p>VVA are clear and consistent throughout the school</p> <p>Whole school community will have been involved in evaluation and updating of VVAs ensure shared understanding</p>	<p>Questionnaires</p> <p>Bonus Ball conversations with learners</p>
<p>No clear progression of Es and Os from P2-7</p> <p>Diverse community; staff have not undertaken any training in unconscious bias</p>	<p>Professional learning around Curriculum Rationale / unconscious bias – incorporate into L&T toolkit</p> <p>Professional learning around responsibility for Learning for Sustainability with a view to embedding LfS / local contexts in curriculum / outdoor learning</p> <p>Implement curriculum bundles from P2-7</p>	<p>All staff to complete modules on Learning Hub as part of WTA:</p> <ul style="list-style-type: none"> • Unconscious bias • Understanding Unconscious bias <p>Aug INSET: Overview on curriculum & Learning for Sustainability relating to GTCS standards</p> <p>Curriculum Bundles: Evaluate and adapt existing bundle templates with a view to shaping around local context, SDGs and Learning for Sustainability</p> <p>APT to take responsibility for Learning for Sustainability</p>	<p>Shared expectations and understanding through training</p> <p>Informed planning embedding local context and learning for sustainability</p> <p>Clearer progression pathways from P2-P7</p> <p>Equity of approach for all learners</p>	<p>Moderation of planning pathways – SLT</p> <p>Increased opportunities for using local context in learning experiences – planning / observation</p> <p>Bonus ball conversations</p>
<p>Staff have completed baseline training on effective L&T</p>	<p>Revisit 23/24 professional learning around effective Learning & Teaching</p>	<p>CAT August: Re-visit Literacy / Maths / AiFL strategies Re-visit environment expectations</p>	<p>Consistent learning environment and expectations</p>	<p>Learning walks (environment): Aug - Sept</p> <p>SCE: Sept – Oct (for new AHT baseline)</p>

	<p>Continued CPD on Effective Learning & Teaching, with a focus on Leadership of learning</p> <p>Consolidate L&T toolkit</p>	<p>Edinburgh Learns module: Teaching & Learning – Skills</p> <p>Edinburgh Learns module: Teaching & Learning – Leadership of learning</p> <p>Further CLPL via CPD directory as appropriate(not shared as yet)</p> <p>Oct – Dec: Professional reading – whole staff - Rosenshine’s Principles in Action (2 x 1hr sessions allocated + CAT)</p>	<p>Consistent expectations around Literacy and Numeracy approaches / AiFL strategies</p> <p>Refresh approach to quality lessons through professional reading leading to consistent expectations</p> <p>Learner voice will be visible in planning, leading learning and evaluation of learning</p>	<p>SCE: January – linked to professional reading Evaluation of reading / CAT</p>
<p>Staff have begun to use data to inform their understanding of cohort but data-rich approaches need to be embedded across the school</p>	<p>More robust QA to be shared with all staff to increase staff awareness of their role in self-improvement</p> <p>New CEC tracker to be introduced 24/25 session</p> <p>Feedback from Folio moderation in 23/24 to inform improved practice</p>	<p>QA shared at L&T meeting 1</p> <p>CAT: introduction of tracker / data input as required</p> <p>Data discussed on a regular basis in staff, attainment and L&T meetings</p> <p>Folio jotters: Termly fortnight to track latest and best. Learners to review Folio jotters on a termly basis and set targets for following term Folio jotters to be shared with families at Sharing the Learning / Parent consultations</p>	<p>Staff will be more invested in evaluation for self-improvement and know key points in the year for data collection and analysis</p> <p>Clear system for data collection and potential for analysis will inform planning and identification of key cohorts</p> <p>Learners will be more aware of their progress and individual targets</p>	<p>Attainment meetings</p> <p>Evaluation of QA / SIP</p> <p>CEC tracker</p> <p>Folio jotters</p>
<p>CEC play-based learning approaches in P1 are not fully embedded</p>	<p>P1 and P2 staff to engage in CEC EY professional learning</p>	<p>P1 CT to sign up for CEC EY Team</p> <p>Aug INSET (Tues): P1 teacher to join Autism in EY session</p>	<p>Staff will benefit from improved understanding of how to implement play-based learning</p>	<p>Pupil voice in planning folders</p> <p>Moderation of planning across Early Level</p>

<p>P2 class would continue to benefit from play-based approaches due to developmental needs</p>	<p>P1 CT to work across Early Level with Nursery staff with regard to planning approaches</p>	<p>P1 teacher to undertake any training / join sharing the practice sessions <i>EY training opportunities not yet shared</i></p> <p>Identify opportunities for P1 & P2 teachers to observe good practice</p>	<p>Practice across the Early Level will be more consistent</p> <p>Learners will benefit from improvement in quality play-based learning</p>	<p>Leuven observations to review engagement</p> <p>End of year questionnaire</p>
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Evaluation (January, May)

Evaluation (January, May)

Improvement Priority 2	
Priority	Raising Attainment in Literacy
Person(s) Responsible	Acting Head Teacher; Writing Lead (Catriona Anderson / Jennifer Thompson)
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> • All staff will receive training in <i>Talk for Writing</i> and will have the opportunity to implement and moderate their practice through the year • All staff will continue to gather robust evidence to provide data to ensure robust assessment of achievement of a level and to identify gaps in learning • To raise attainment in Literacy and Language • All staff make rigorous professional judgements about pupils' level of attainment & achievement • All staff engage in moderation activities to further develop confidence in professional judgements

HGIOS 4 QIs	NIF Priority
1.3 Leadership of Change 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement	Closing the attainment gap between the most and least disadvantaged children. Improvement in attainment, particularly in literacy and numeracy.

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>Attainment in Writing is low across the school</p> <p>Approaches to writing are inconsistent across the school</p>	<p>Build on staff understanding of what makes a good lesson and how it translates across writing curriculum</p> <p>Build on staff understanding of pedagogy and policy sitting behind approaches to teaching writing</p>	<p>August INSET/CAT 1 – AHT / CT / SfL</p> <p>Refresh Edinburgh Writing Strategy and examine in relation to staff-agreed Literacy guidelines</p> <p>Undertake SWST with P2-7</p> <p>CAT 1: 1.5hrs Examine 23/24 class writing data / data over time in relation to information around individuals. Identify target cohorts for SfL input</p> <p>Identify potential support via PEF (particularly P7 year group)</p>	<p>All staff will have a good understanding of pedagogy and Policy underpinning Writing</p> <p>Class Teachers will have a better understanding of the data underpinning their new classes and identified key children for focus</p> <p>Improved attainment in writing in P1, P4 & P7 Aim for 75% learners on track</p>	<p>Evaluation of Aug INSET</p> <p>Evaluation of each block of writing through Talk for Writing Cold Assessment</p> <p>Observation</p> <p>SWST / Big Writing / Writing rubric attainment data / NSAs</p>
	<p>Improve teacher confidence and understanding of the link between Talking and Writing</p> <p>Improve teacher confidence in supporting potential barriers to writing</p> <p>Work towards a consistent whole school approach to teaching writing</p>	<p>Aug INSET/CAT 1</p> <p>Two staff attended <i>Talk for Writing</i> Training (June 2024) and will lead initial training: overview to Talk for Writing / Further CAT to outline implementation</p> <p>All CTs to work collaboratively to plan writing experiences</p> <p>October – March</p> <p>SCE to evaluate approaches: learning trios (if staffing allows) to ensure CTs to have opportunity to observe colleagues.</p> <p>Identify opportunities to visit other settings where <i>Talk for Writing</i> is established (Hermitage Park)</p>	<p>Staff will have a clear structure to plan more consistent writing experiences across the school.</p> <p>Staff will have the opportunity to moderate their own and other’s practice</p> <p>Staff will benefit from ‘Looking inwards and outwards’ to gain perspective on their own and other’s practice</p> <p>Learners will benefit from consistent writing experiences and</p>	<p>All CTs will undertake a ‘cold’ and ‘hot’ writing assessment per block of teaching to determine impact of teaching</p> <p>All CTs to engage in moderation of writing across Level – end of teaching blocks</p> <p>Attainment meetings</p> <p>January INSET Staff to evaluate progress - data check in</p> <p>Bonus ball conversations</p>

		<p>CTs to undertake in house moderation of cold and hot writing assessments at the end of each block to support robust assessment.</p> <p>CTs to agree consistent formative feedback for writing</p>	<p>opportunities for success in wider school life</p> <p>Families will be more aware of writing approaches in school</p>	<p>Feedback from Family Learning</p>
	<p>Improve learner confidence and understanding of their skills in writing</p>	<p>Writing samples to be shared on <i>Wonderwall</i> / class and school displays</p> <p>Term 2</p> <p>Pupil group to work on pupil-friendly success criteria, using Talk for Writing exemplars/Scottish Criterion/Rubric</p> <p><i>Everybody Writes</i> vertical learning sessions/House writing sessions/in class writing groups</p> <p>Focus writing, e.g. articles for W/S Newsletter <i>The Lorne Phoenix</i>, Scottish poems</p> <p>Family Sharing the Learning Sessions to focus on writing: introduce Lorne Family Favourites – families to bring in favourite recipes to write with their children</p> <p>SLT / CTs to look for opportunities to enter writing competitions throughout the year, e.g. BBC 500 words https://schoolreadinglist.co.uk/competitions-for-children/childrens-writing-competitions/</p> <p>Term 3</p> <p>Superpower Writing agency to work with P7 pupils</p>	<p>Learners will benefit from more consistent approaches</p> <p>Learner confidence will increase through celebration of their learning and opportunities to apply their skills in different contexts</p> <p>Learner understanding of their own targets will increase</p> <p>Staff and learners will benefit from partnership work</p> <p>Profile of writing will increase through opportunities to share the learning in the school community</p>	<p>Bonus Ball conversations</p> <p>Writing moderation</p> <p>Folio jotter moderation</p> <p>Evaluation of Super Power Agency work</p>

		Whole school writing showcase		
	P1 staff to use Literacy Rich guidance to establish a more consistent approach to writing in P1	SfL Teacher to ensure Literacy Rich resources are shared with P1 Daily dictation / word building and practice of Common Words Use Alasdair Bryce-Clegg resources to focus on developing a Literacy/Writing-rich environment	Emergent writing opportunities will be embedded in P1 & P2 Learners in P1 will be making earlier visible attempts at writing	Evaluation of emergent writing through Literacy Rich / Scottish Writing Criteria SLT evaluation of environment
Reading materials at each level are depleted and some out dated. Move from RWinc to Literacy Rich across P1-2; re-evaluate reading materials in light of move and invest in new materials?	Improve reading experiences for all learners	Audit reading resources, particularly in Upper School. Early Years staff to evaluate effectiveness of RWInc reading material in light of move to Literacy Rich approach Involve learners and families in reviewing and identifying new resources for reading	Reading resources will be updated and more relevant for learners Learners will be invested and motivated by new reading materials	Pupil / family working group
		<i>Creating Curious readers – staff reading?</i> <i>Talk for Writing</i> <i>Identify model texts to establish skills to Read as a Writer</i>		
	Develop whole school understanding of dyslexia Training to lead to better universal support in class Training with SfL / PSA	Sean Connery Initiative to work with SfL + 1 x PSA and identified learners between August – November All staff to complete online dyslexia training All staff to receive W/S training from Dyslexia team (January)	All staff will be familiar with dyslexia checklists and strategies for identifying and planning for learners with identified barriers to reading and writing. Timetables and groupings reviewed to be responsive to	Attainment meetings Pastoral meetings Shared Classroom Experiences Qualitative data Family feedback

			emerging needs across the school. Approaches to be shared with families	
Listening & Talking: See LC SIP		<p>Linked to LC plan:</p> <p>Review Anne Glennie <i>Talk the Talk</i> Planners to provide structure for planning and assessment</p> <p>Identify opportunities within IDL learning for L&T learning experiences and assessment</p> <p>Link to Writing plan:</p> <p>Implement Talk for Writing approaches: oral rehearsal</p>	<p>More consistent approach to L&T experiences and assessment throughout the year</p> <p>More robust approach to assessment of L&T</p> <p>Learners more able to structure and rehearse their written ideas before writing to improve clarity and confidence</p>	<p>Attainment data / meetings</p> <p>See above</p>

Evaluation (January, May)

Improvement Priorities (ongoing)

Priority

Skills for Learning, Life and work

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>Digital lead has aligned all devices with Empowered learning and the school now needs a clear digital policy and progression.</p> <p>New CEC tracker to be introduced in August to support data analysis.</p> <p>Digital devices are not used consistently and in a purposeful way across school.</p>	<p>Addressing gaps in knowledge by identifying training needs and tailoring professional learning sessions.</p> <p>Develop a digital progression and Policy to ensure a consistent approach to skills progression and effective learning.</p> <p>An understanding by all staff of the ways digital devices can be used as a pathway 1 support in class.</p> <p>Support for pupils with an identification of Dyslexia or those on a Literacy and Dyslexia checklist to have access to a device that has been set up using accessibility settings pertinent to their personal barriers</p>	<p>Data analysed to understand the skills and confidence levels of staff when delivering our digital skills progression.</p> <p>Working party to: Evaluation of our current skills progression against the 'Digital Literacy Framework' and 'What digital learning might look like' resource on Education Scotland.</p> <p>Data gathered and analysed to understand the current use of digital devices in especially P6 and P7 classrooms.</p> <p>Liaise with HS Digital to establish continuity</p> <p>Pupils with an identified literacy support need in P5-7 to receive input in setting up devices (focus on accessibility settings)</p> <p>Staff training on accessibility settings for all Second Level staff</p>	<p>The purposeful use of digital devices to enhance learning experiences</p> <p>Improved staff confidence in digital pedagogy</p> <p>Improved pupil confidence in using digital skills as a learning tool</p> <p>A shared understanding of the importance of digital skills in policy</p> <p>Digital devices used effectively to show progress in especially writing for pupils with Digital checklists</p>	<p>RAG staff confidence in delivering skills on our digital skills progression both at start and end of session.</p> <p>Professional dialogue with HS teachers</p> <p>Pupil Digital Group feedback</p> <p>3.2 meetings</p> <p>Learner conversations with P6 and P7 pupils / Bonus Ball conversations.</p> <p>Termly meeting with Digital Development Officer</p>
<p>Numeracy development likely to be a priority for 25/6</p>	<p>Continue work of Numeracy co-ordinator to ensure continuity of resources</p> <p>Working party to look at new CEC guidelines and adapt in house guidelines as necessary</p>	<p>Term 1: SfL to assess identified children; Support identified and implemented</p> <p>Numeracy co-ordinator to offer drop in sessions on SEAL / overview of Heinemann Maths</p>		

	SfL to follow CEC Numeracy co-ordinator led assessments to identify potential areas and individuals requiring support	Working Party: timeline tbc		
<p>LC Skills focus in 23/24 SIP not fully embedded</p> <p>Learner ability to talk about the meta skills they are using is not strong</p>	<p>Skills posters to be used as basis for learner discussion</p> <p>Discussion around skills to be embedded in L&T discussions with learners</p> <p>World of Work Week: June 2024</p>	<p>Skills lead: AMcH / JT</p> <p>Work with pupil improvement group to establish World of Work week; liaison with families, partners to provide positive role models / experiences for pupils around skills for work</p> <p>P7 House captain / Vice Captain 'recruitment' to include interviews / presentations to house groups</p>		

		<p>Potential staff Working parties:</p> <p>HWB: P.E. progression (with PEPAS)</p> <p>Family friendly RSHP guide</p> <p>Work with pupil group to campaign for Healthy snack</p>		
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		<p>Reading: Evaluate <i>Talk for Reading</i> approaches pre 25/6 session and in light of Talk for Writing</p> <p>Work with pupil group to research and order new reading materials</p> <p>Digital: Evaluation skills progressions against the 'Digital Literacy Framework' and 'What digital learning might look like' resource on Education Scotland.</p>		
<p>Pupil groups were newly-established in 23/24 session</p> <p>Trial vertical learning pupil improvement groups were successful and vertical learning takes place regularly across the year to share learning</p>	<p>October – March</p> <p>Establish pupil learning groups linked to improvement plan.</p> <p>Establish clear remit for each group</p>	<p>Potential pupil improvement groups (vertical learning):</p> <p>Writing/Digital: Lorne Phoenix pupil newsletter – sharing learning</p> <p>Reading: Researching new texts for upper school</p> <p>ECO: Working towards renewal of Green flag</p> <p>Outdoor play & learning: Devising a plan for playground improvement</p> <p>HWB: Lorne Eats – healthy snacks / tuck shop</p>		

		RRSA: Working towards Gold Award World of Work: Skills / organisation of WoW week HWB: Healthy snacks		
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