

Standards and Quality Report 2019/20

Context of the school and early years centre:

Lenzie Meadow Primary and Nursery was established on 18th August 2016, bringing together learners and staff from Lenzie Primary School and Lenzie Moss Primary School. The school roll at present is 599 pupils. We also have accommodation for a 54:54 nursery for 3 to 5 year olds and a 10:10 provision for 2 year olds. The nursery offers extended day and year provision. The current nursery roll is 101.

Our school and nursery catchment area consists of a mixture of local authority and owner occupied housing. We have an SIMD of 1% in Decile 1-2 with the majority (61%) of pupils in Decile 9-10. 5.8% of our pupils receive free school meals. We are a non-denominational and co-educational school with 22 Primary classes from P1 to P7. Most stages are triple stream and this has afforded us excellent opportunities to work collaboratively within stages.

Lenzie Meadow provides a wide range of teaching spaces across two floors. The nursery benefits from its own building which is attached to the Primary. Please refer to our school handbook for more information and photographs of our excellent facilities and extensive outdoor space. Our staffing structures can also be found within the staffing section of the handbook. As a school, we have PE and Music Specialist Teachers, Active Schools Co-ordinator and volunteers as well as a number of visiting staff who offer a range of instrumental tuition enabling us to provide the very best opportunities for our children.

Our values were reviewed this session and are as follows:

To create learners who are:

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

OUR VALUES

- *Be Kind*
- *Be Safe*
- *Be Responsible*



We aim to

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

We work in partnership with our parents and the wider Lenzie Meadow School Community to build the very best in achievement and attainment for all.

We have strong links with Lenzie Academy to which almost all of our children transfer at the end of Primary 7. Throughout their final year, our Primary 7 pupils have opportunities to work on a variety of planned activities with teaching staff from Lenzie Academy, as part of transition arrangements.

Children entering Primary 1 come from a variety of nurseries in the local area. Extensive transition plans are in place and staff visit each nursery in the final term to speak with the new learners who will be attending. A pre-entrant programme with Lenzie Meadow nursery normally runs throughout the year ensuring smooth transition across the early level; helping to familiarise our children and parents with the school's curriculum and assessment procedures. Due to COVID the last term of this did not happen however online transition work was conducted using groupcall and social media.

Strong links have been developed with parents and the local community, and we have a very committed and supportive Parent Teacher Association and Parent Council. The school supports local events and utilises community links to enhance both our attainment and achievement. We strongly support pupil voice, community involvement and extra-curricular activities for children and have formed various groups, committees, after school clubs and represent our school in competitions throughout the session.

We were inspected in May 2018 by HMIE and our School Improvement Plan for 2019-2020 was devised to continue to meet the next steps identified in the published report.

Centre priority 1: To improve attainment with a particular focus on continuous provision and programmes indoors and outdoors	
NIF Priority Improvement in attainment, particularly in literacy and numeracy, closing attainment gap	HGIOELC QIs 1.3 2.3 and 3.2
NIF Driver School Leadership, Teacher Professionalism, Assessment of Children's Progress and School Improvement	
<p>Progress and impact:</p> <ul style="list-style-type: none"> • All staff with leadership roles to develop an area of provision engaged in professional reading, accessed training or visited other centres to see good practice before implementing changes. Through playroom observations and SLT monitoring visits it was noted that almost all children were more engaged in certain areas of provision, particularly outdoors and in the creative area and loose parts area indoors. Evidence of developments and enhancements to provision, consultations with children and families and impact on learning has been recorded in floorbooks. • Outdoor champion practitioners attended EDC training on literacy and numeracy outdoors which led to increased literacy and numeracy opportunities available for all children. The addition of our new outdoor literacy shed has had a positive impact on most children's literacy development. • Literacy and numeracy champions were established and accessed EDC training. Our literacy and numeracy strategy was updated to ensure a consistent delivery of Talk for Writing, Word Aware, Rhyme time and Seal maths. Almost all children were making good progress with literacy and numeracy prior to lockdown. Children requiring support who were moving onto primary one were supported at home via Learning Journals with support materials and activity ideas being sent home by keyworkers and nursery teachers. • A Literacy and Numeracy Family Learning programme was underway with Stay and Play sessions showcasing literacy and numeracy experiences being well received by all parents who attended. Seal sacks were being sent home and rotated among pre-school children and the lending library was being accessed by all 3-5 year old children. In a November 19 parent survey all parents responded 'strongly agree' or 'agree' to the question "my nursery helps my child be more confident in early reading, early writing. Listening and talking". Unfortunately due to lockdown we were unable to continue the family learning programme with the further literacy and numeracy workshops that were planned. 	

Next steps

- Continue with the enhancements to areas of provision within the new restricted Covid guidelines in terms of resources, zoning of areas etc.
- Continue to monitor continuous provision within zones to ensure quality literacy and numeracy opportunities indoors and outdoors

Centre priority 2: To improve children's health and wellbeing through all stakeholders implementing the principles of being communication friendly.

NIF Priority Improvement in children and young people's health and wellbeing, closing the attainment gap

NIF Driver School leadership, Teacher professionalism, Assessment of children's progress, School improvement

HGIOELC
Quality

Indicators
1.3, 2.3, 3.1 and
3.2

Progress and impact:

- An awareness raising session with staff was delivered at the start of term to recap the LCFE principles and indicators. All staff reported that having the 'adult talk' strategies displayed around the playroom was a helpful reminder to ensure good practice.
- Communication passports for children with communication difficulties led to increased staff awareness of individual needs and strategies to support them.
- An updated action plan and champions identified led to clearer objectives being in place.
- Peer assessments were carried out and reviewed with findings showing the initial format was not effective and too much pressure on staff. A revised pro-forma proved more effective with a positive, supportive colleague approach in place. All staff reported being more comfortable with the new approach. Unfortunately this was cut short due to lockdown so will be continued next session where the impact on staff practice can be properly measured.
- Our Speech and Language LCFE mentor delivered whole staff training in December 19 and her colleague delivered Makaton training in February 20. All staff reported feeling more confident in communication strategies. A Makaton champion was then identified to take forward Makaton signs of the fortnight to share with staff, parents and children. The impact of this has not been able to be fully assessed as we soon went into lockdown.
- We were unable to complete all aspects of our action plan due to lockdown so could not apply for accreditation. However, we are committed to being communication friendly so will continue our journey next session.

Next Steps:

- Review and update LCFE action plan taking into account new way of working (zones/bubbles)
- Gather evidence of LCFE improvements
- Apply for accreditation

Centre priority 3: To develop an observation, assessment and tracking system.	
NIF Priority Improvement in attainment in particular literacy and numeracy, closing attainment gap NIF Driver School leadership, Teacher professionalism, Parental engagement	HGIOELC Quality Indicators 2.3 and 3.2
<p>Progress and impact:</p> <ul style="list-style-type: none"> • The Observation, Assessment, Tracking and Reporting to Parents Policy was reviewed and updated and shared with the staff team. This ensured expectations for staff were clearer which led to improved quality in Learning Journals. • An improved format was put in place for the senior management team’s monitoring of Learning Journals. This has led to a more robust assessment against the key points in Qis 2.3 and 3.2 and a more consistent approach. • A skills progression planner was devised to support practitioners tracking of progress. All staff reported finding this very useful to support their professional judgement of progress within an experience and outcome. • Results from a parent questionnaire on Learning Journals in January 20 highlighted that most parents log in regularly to their child’s Learning Journal and they are happy with their child’s progress. • A learning journals moderation exercise at the February 20 inset day resulted in all staff reporting that they felt more confident and knowledgeable in what makes a ‘good’ learning journal observation. • <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to closely monitor children’s progress through learning journals • Continue to support staff improve their practice and offer timely feedback • Continue to encourage parents to log in regularly to Learning Journals to see their child’s progress and be aware of their next steps for learning 	

Centre priority 4: To prepare for the delivery of 1140 hours in August 2020	
NIF Priority Improvement in children and young people’s health and wellbeing NIF Driver School leadership, Teacher professionalism, Parental engagement	HGIOELC Quality Indicators 3.1
<p>Progress and impact:</p> <ul style="list-style-type: none"> • An 1140 hours information sharing evening was held in October 19 for all families where the DHOC delivered a powerpoint presentation and had a question and answer session. The presentation slides were also emailed out to families who could not attend. • Staff were kept fully informed of all 1140 hours updates and it was a standing agenda point at staff meetings. • An 1140 hours working party was set up in January 20 with different groups to focus on developing policy and procedures on lunches, outdoor learning and pace of day. Self-evaluation had begun but unfortunately this was in the early stages as we went into lockdown. • Senior staff and some practitioners attended EDC Child Protection Training and reported to feeling more confident in procedures and practice following the training 	

- In consultation with stakeholders, the school and nursery vision, values and aims were evaluated and then simplified to ensure they are more memorable to all. The key values of be kind, be safe and be responsible are well embedded in the nursery.
- Newly improved induction paperwork and the identification of mentors for new staff has meant they feel better supported in settling into the centre

Next Steps:

- Continue to keep staff and families well informed when information is shared from ECD regarding 1140 hours
- Re-establish working parties to prepare for the introduction of 1140 hours delivery model

Key priorities for improvement planning 2020-21

1. To promote the positive health and wellbeing of children, parents/carers and staff
2. To continue to engage well with families using digital technologies
3. To ensure children and families are well supported in transitions throughout the year
4. To continue to ensure equity, excellence and educational continuity

NIF quality indicators

Quality indicator	Centre self-evaluation	Inspection / Authority evaluation (If available)
1.3 Leadership of change	Good (Feb 2020)	good (May 2018)
2.3 Learning, teaching and assessment	Good (Feb 2020)	good (May 2018)
3.1 Ensuring wellbeing, equity and inclusion	Very good (Feb 2020)	very good (May 2018)
3.2 Raising attainment and achievement	Good (Feb 2020)	good (May 2018)

Care Inspectorate

Quality Indicator	June 2017	June 2019
Quality of Care and Support	6 - excellent	6 - excellent
Quality of Environment	6 - excellent	Not assessed
Quality of Staffing	5 – very good	Not assessed
Quality of Management and Leadership	5 – very good	5 – very good