

Standards and Quality Report 2020/21

Context of the school:

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.

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 meet with each nursery in the final term to speak with the new learners who will be attending.

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.

The results below indicate our successes in achievement within Curriculum for Excellence attainment levels this session:

CURRICULUM FOR EXCELLENCE ATTAINMENT LEVELS at JUNE 2021

| | READING | WRITING | L&T | NUMERACY |
|-----------------------------|---------|---------|-----|----------|
| Early Level – by end of P1 | 87% | 90% | 91% | 91% |
| First Level – by end of P4 | 93% | 93% | 97% | 93% |
| Second Level - by end of P7 | 92% | 88% | 97% | 90% |

Due to the Covid pandemic our school improvement plan was a recovery plan after a period of lockdown.

School priority 1: To promote the positive health and wellbeing of children and young people, parents/carers and staff.

NIF Priority Improvement in children’s health and wellbeing
NIF Driver School leadership, Teacher professionalism, Our priorities

HGIOS4
 QIs

Progress and impact:

- All stakeholders have responded extremely well to all procedures put in place to support Covid and all stakeholders report to feeling safe in school through the various questionnaires submitted.
- Senior classes have demonstrated more independence on return to school after the period of Home Learning. Social distancing has also encouraged more independence. During lockdown P7 house captains demonstrated their creativity by organising an online mascot competition.
- Almost all pupils now show more independence by being responsible for their own belongings around the school and classroom thus resulting in a drop of lost property.
- Challenge by choice in middle/upper school has enabled children to take more responsibility for their own learning which in turn is raising attainment for individuals.
- P3-7 Children self-evaluate their wellbeing termly and if they report concerns, these are then followed up by either a chat or a full wellbeing assessment. Senior leaders analyse this data to highlight ways of improving outcomes for children. As a result, almost all children report that they feel listened to and have an adult they could talk to.
- Almost all children have been learning through remote learning for a period of time during this session and development of the 4 capacities has continued through Teams. Our tracking of listening and talking shows that almost all of our children are effective contributors. Our next step

is that we need to use this language more with the children. Skills for Learning, Life and Work evaluations and assemblies have allowed us to track 4 capacities and achievements in the home, school and community. Most children have had opportunity to give their feedback via Forms therefore showing their ability to be responsible citizens and also demonstrate their digital skills. Almost all children have shown they are responsible citizens through their acceptance and compliance with all the Covid regulations and this has had a very positive impact on behaviour for almost all of our children.

- The restricted resources have also developed more social skills as children have had to learn how to negotiate and have had to share and to compromise. The Skills for Learning, Life and Work evaluations have shown that children have developed more enhanced skills in digital technologies.
- Almost all children were able to access their Teams account and Teams meetings during lockdown including the children who attended the Hub.
- Almost all staff have become more skilled in digital and online and are able to provide quality online lessons/communication.
- Almost all support staff have continued to support their classes through the Teams meetings online during lockdown and encouraged children by giving feedback. In classes where the whole class has had to isolate, support staff have supported the class teacher during Team meetings.
- This year we have used the school grounds very well to deliver outdoor learning. Since August outdoor learning has been planned daily into teaching and learning resulting in more creativity and higher quality experiences for most children. Most staff feel that they can deliver high quality outdoor learning however some feel that the constraints of space and time due to zoning and timetabling has affected their ability to do this consistently. A few classes have used the environment outside of the school more for targeted learning and as a result P1 in particular are more aware of their local environment. Almost all staff have been creative/innovative within the different outdoor spaces – taking elements of the curriculum outdoors which they wouldn't have in the past.
- Staff have a shared understanding of the central role that wellbeing has in the life and work of the school. It is visible in the school vision and values and features in school improvement planning.
- School vision and values have been revised and embedded in all we do.
- Staff understand their individual and collective responsibility in promoting and supporting the wellbeing of children in their classrooms.
- The principles of GIRFEC are embedded through all practice. Staff encourage children who are displaying difficulties to complete their wellbeing chart which gives children a practical understanding of what is meant by each of the wellbeing indicators. Individual conversations about wellbeing have also been arranged for those who require this.
- Relationships are consistently friendly and trusting, within a strong sense of equality and fairness. Children understand their rights and responsibilities and respond to situations accordingly.

Next steps

- We need to continue to build on developing relationships and understanding the barriers that some of our children face particularly with regard to promoting equality and diversity.
- Our school aims need to be revised so that they fit with the principles of Curriculum For Excellence.

- We will continue to use what we have learnt during Covid and move forward and not back in terms of hygiene and understanding of safety.

School priority 2: To continue to engage well with families using digital technologies

NIF Priority Closing the attainment gap between the most and least disadvantaged children

NIF Driver Assessment of children’s progress, school improvement, teacher professionalism, parental involvement

HGIOS4
Quality
Indicators
2.3 and 3.2

Progress and impact:

- The school was awarded the Digital Schools award in November 2020.
- Between August and December all staff and children become more upskilled in the use of Teams whilst in school. All homework was allocated through it and also assignments and class notebook set up and demonstrated in school. Parents were informed on a weekly basis to check in with Teams. For those children who did not have devices these were allocated through EDC and families were encouraged to use these for homework. Teaching staff became familiar with Thinglinks, Voice over powerpoints and the use of video to produce high quality teaching experiences.
- As a result of the above when lockdown occurred in January 2021 almost all pupils and all staff were in a position that they could switch to Teams. Engagement was high across the school and tracked using insight by teachers and the senior leadership Team. Almost all children engaged in a daily online Teams meeting which allowed staff to check in with their classes. All support staff were allocated Teams meetings to attend so that every Teams meeting had two adults present at all times.
- The profile of the school’s vision and values and also the 4 capacities have been raised through online Thinglink assemblies and a weekly parental update has continued to ensure good communication.
- All classes had a daily meeting with some children given a 1-1 at the end of the meeting. In P7 support groups were created to aid transition. When P1-3 returned to school classes in P4-7 increased the number of meetings.
- During lockdown a mixture of pre-recorded, voice over PowerPoints and Sway presentations were used to support learning. Collaborative tasks were also established in P4-7 classes. For example children were involved in creating PowerPoints together.
- Almost all teachers were able to use Forms to gather information weekly from children. Teachers were using quizzes in class meetings to collect feedback and assess progress.
- Wavelets and presentations were created by Miss Tani to support parents who were struggling with all the new technology.
- All staff and pupils continue to use Teams effectively. All homework is allocated through teams and staff weekly post pictures and films of learning to report to parents. In a few classes the weekly Powerpoints used in class are now uploaded for the children so they can revisit the learning in their own time.
- Reporting has been difficult due to the timing of lockdown. As a school we managed to do interim reports in the second term and the plan was to then do another interim in the term between January and March with a final report in term 4. Term 3 became a lockdown and therefore on return time was spent assessing and establishing where children were in their learning. Phone

calls have been undertaken for all children P1 in term 2 and all children in P7 in term 4 as key stages in the Primary school. Individual phone calls have been conducted where and when necessary. Staff have increased the photographs and videos on teams so that parents are able to see the learning taking place.

Next Steps:

- We must continue to develop and increase children’s digital ability and their use of this to support their learning both in school and at home.
- Face to face reporting to be revisited in term one as soon as regulations allow.

School priority 3: To continue to ensure equity, excellence and educational continuity

NIF Priority

NIF Driver Performance information, assessment of children’s progress.

HGIOS4

Quality Indicators 2.4

Progress and impact:

- Robust termly tracking meetings have allowed teachers to identify all children who require challenge and support. Staff engage in professional dialogue before and after stage meetings to moderate across stages to ensure good progress for most children. Our tracking shows that despite lockdown and pandemic most children are on track for their learning in reading and writing and almost all children are on track for listening and talking and numeracy. Termly robust tracking allows teaching and SLT staff discuss individuals and agree targets for four levels of differentiation.
- Tracking analysis across the school demonstrates that there has been a slight dip in attainment in reading and writing, planned interventions have been introduced to try and raise the attainment to where it was pre-Covid.
- Almost all staff are using school agreed assessments (e.g. phased assessments in numeracy, writing grids and PM benchmarking) data well to determine children’s progress and using the information given to determine intervention for the few who are not yet on track and next steps for all other children. Assessment in literacy and numeracy has been used well to determine learning during lockdown and to identify gaps and next steps. With the use of resources like PM benchmarking and pre and post assessments children can now move between levels very quickly, particularly at early/first level and perhaps have moved up a level sooner than the next ‘tracking period’. Almost all staff are very familiar with benchmarks and Experiences and Outcomes which has increased their ability to inform professional judgement more effectively and confidently.
- Most pupils continue to make good progress across literacy and numeracy as evidenced in professional dialogue between teacher and SLT. All children have set targets in numeracy and literacy.
- The use of pre and post assessments in Maths and Numeracy have enabled staff to effectively see where every child is in each new maths concept and what their next steps are. This has also helped children to see their progress and therefore increased motivation.
- Phased assessments have enabled maths support to be targeted at individuals and particular gaps which in turn has built stronger foundations for children who were previously not on track.
- Standardised assessment need to be more rigorously analysed and then next steps in teaching more clearly identified.

- Use of choice for tasks has been continued during lockdown to lessons which has enabled children to identify their needs better and has allowed most to challenge themselves accordingly.
- Working with children who may have a poverty related attainment gap have been supported with additional initiatives and targeted by additional staffing. Resources like 5 minute box and Rapid Reading continue to make an impact on children who are considered not on track and impact measured using PM benchmarking toolkit.
- Some of these children made progress by being supported with additional teaching support through the Hub.
- Providing technology for home use during lock down enabled almost all children to engage on teams and therefore continue their learning.
- 4 level differentiation planners ensure teachers look at all areas to remove barriers for learners.
- Bespoke Teams interventions were put in place for particular children.
- P7 trip was discounted for those where money might be an issue using donations.
- Whole school focus on H & W has benefitted almost all children.
- More regular interaction with anxious parents – phone calls, Teams conversations, emails.
- After lockdown a few children who were struggling to access homework were given time during the day to access Bookbug so that they felt included in class discussions.
- Our assessment data including our SNSA results demonstrate that we continue to sustain attainment across literacy and numeracy. For a few children this has resulted in slower progress than predicted but for many they have maintained the progress. Within our children who are entitled to PEF money we have established that the majority are on track and those who aren't are receiving support at this time from the additional staffing from PEF and also we have been able to use the staffing from those probationers who have increased their time in class. There has been a slight dip in reading but we are confident that this can be addressed in the next session.

Next Steps:

- Further develop inquiry based learning for those in P3 upwards and also introduce the idea of provocations for all classes across the school. Explore how IDL can increase employability skills.
- Our tracking has shown a slight dip in reading and writing and therefore we would hope to raise this again in the next session.
- Analysis of our SNSA and tracking data has shown that we do have a poverty related attainment gap for some children in reading and our next step is to try and close this gap by developing a culture of reading for pleasure.

Key priorities for improvement planning 2021-22

1. Increasing employability skills by improving the curriculum with a focus on Interdisciplinary learning.
2. Improving children's attainment through improving children's confidence in reading for pleasure.
3. Improving health and wellbeing through continuing to create a Language and Communication Friendly environment

NIF quality indicators

| Quality indicator | School self-evaluation | Inspection / Authority evaluation (If available) |
|--|------------------------|--|
| 1.3 Leadership of change | 4 | 4 (May 2018) |
| 2.3 Learning, teaching and assessment | 4 | 3 (May 2018) |
| 3.1 Ensuring wellbeing, equity and inclusion | 4 | 4 (May 2018) |
| 3.2 Raising attainment and achievement | 4 | 3 (May 2018) |