

# Lenzie Meadow Primary



## Standards and Quality Report 2021/22

## Context of the School

Lenzie Meadow Primary and Early Years Centre (EYC) was established on 18<sup>th</sup> August 2016, bringing together learners and staff from Lenzie Primary School and Lenzie Moss Primary School. The school roll at present is 574 pupils. We also have accommodation for a 54:54 Early Years Centre for 3 to 5 year olds and a 10:10 provision for 2 year olds. The EYC offers extended day and all year provision.

Our school and EYC 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 20 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 EYC 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 a PE 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 vision, values and aims 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.

## Progress in School Improvement Plan (SIP) priorities

**School priority 1:** Increase skills for learning, life and work through refreshing the curriculum with a focus on Interdisciplinary learning and play based learning.

NIF Priority  
•Improvement in employability skills and sustained, positive school leaver destinations for all young people

Choose an item.

NIF Driver

- teacher professionalism
- school improvement

HGIOS 4 QIs

QI 2.3 Learning, Teaching & Assessment

QI 1.3 Leadership of Change

Progress and Impact:

The school has made good progress with this improvement priority and is well placed to continue to increase children's skills for learning, life and work through developing and embedding Interdisciplinary learning(IDL) within the curriculum.

Almost all teachers took part in In-service sessions where the features of IDL were identified and agreed for Lenzie Meadow and then were used as a baseline for planning and self-evaluation. All classes planned and implemented two good IDL projects during the session 2021-22 which has demonstrated an increase in staff confidence.

Learner conversations demonstrated that almost all classes felt that they had been involved in planning their projects and would like to continue to learn in this way in the future.

Through observation of IDL and during dialogue in staff meetings almost all staff have demonstrated that they were able to adopt the role of facilitators which enabled children to play an active role within their class and take on leadership roles including leading learning.

Observations showed that all classes in Primary 1 and Primary 2 experienced a play based learning approach and staff will continue to explore provocations in play in more depth. As a result, almost all pupils have continued to have high levels of attainment across reading, writing, maths and listening and talking. Feedback from children's surveys show that almost all children who responded in P1 and P2 felt they were happy with their progress in literacy and numeracy.

Positive feedback from Primary 3 parents were positive and highlighted that their children had developed both team work and problem solving skills.

All pupils in all classes have evaluated their skills for learning, life and work twice during the year including 1-1 conversations about their next steps. This has resulted in pupils being able to understand how their achievements help them develop knowledge and skills for life, learning and work and identify what they need to do to improve.

Our Parental feedback survey has shown that children have been discussing their learning enthusiastically at home which is reflected in high levels of pupil engagement across the school.

Digital technology has allowed us to share learning through Thinglinks, You-tube films alongside weekly updates and the use of Teams. Parents commented that this has helped them feel involved in the children's learning despite the restrictions of COVID.

Next Steps:

- To continue to plan and implement IDL experiences across next session which will ensure high quality learning experiences for all children

- To further embed play pedagogy across Primary 1 and Primary 2
- To continue to build upon the confidence and knowledge of pupil led learning and develop highly effective practice which places the child at the centre of the planning and learning process. (Year 1 and 2 -Improving our School)

**School priority 2:** Improve children's attainment by developing a reading culture.

**NIF Priority**

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap

**NIF Driver :**

school improvement  
performance information

**HGIOS?4 QIs**

QI 3.2 Raising attainment and achievement

Choose an item.

**Progress and impact:**

The school has made very good progress with this improvement priority and is well placed to sustain practices into subsequent years.

The profile of reading for enjoyment was raised significantly within the school. The introduction of Everybody Reading in Class (ERIC) time, provided all teacher with protected time for reading for enjoyment every day. Almost all teachers used book talk following ERIC session to provide the opportunity to discuss and recommend texts to others. Teaching staff have reported that almost all children look forward to ERIC time and are confident in contributing to discussions about books they are reading. To further support reading for pleasure, the majority of texts in class libraries have been refreshed termly. In addition, a whole school library area has been established and reflects pupil requests. It has also been observed that some children who were reluctant readers have now found a genre that they enjoy and are able to discuss what they are reading. Standardised assessments show evidence of improved attainment for almost all pupils in Reading. Almost all parents were happy with their child's progress in reading this session.

To further promote reading for pleasure, our Junior House Captains successfully organised a variety of activities including a book hunt involving the local community, many fed back that they enjoyed the book hunt as a family and it was nice to 'bump into so many classmates' whilst taking part. Feedback from pupils identified that World Book Day along with ERIC had encouraged them to read more and identify new authors and genres.

PEF funding has supported the development of Reading Buddies between Primary 5 and Primary 2, targeted intervention reading groups and modelling teaching of reading skills. Almost all teachers involved have observed a positive impact on confidence, questioning skills and reading aloud for Reading Buddies. Assessment data and teacher observations have evidenced that pupil engagement and focus in the classroom environment has improved for pupils participating in the targeted intervention groups.

PEF funding also supported skills development amongst support staff. Almost all support staff have participated in professional learning in reading interventions and strategies to develop skills in supporting pupils in small groups. After this input, almost all support staff stated that they were confident in using the strategies highlighted in the trainings.

Almost all teaching staff attended professional learning in developing a reading culture and reading interventions and strategies. Evidence has shown through staff feedback that the school

is well placed to continue to develop a reading culture and ensure consistency of approaches across the school.

**Next steps -**

- Continue to promote a reading culture within the school.
- Further develop teachers' skills in using data to inform practice.
- Develop the teaching and learning of reading skills to impact in other curricular areas.

**School priority 3:** Improve health and wellbeing through continuing to create a Language and Communication Friendly environment (LCFE).

NIF Priority      •Improvement in children and young people's health and wellbeing  
Choose an item.

NIF Driver      teacher professionalism  
Choose an item.

HGIOS?4 QIs  
QI 3.1 Wellbeing, equality & inclusion  
Choose an item.

**Progress and Impact:**

The school has made very good progress with this improvement priority and is well placed to continue to improve children and young people's health and wellbeing.

As a result of awareness raising through a combination of in-service training and assemblies, almost all staff adopt language and communication friendly approaches within their classrooms to support individuals with specific needs. Evidence of these approaches can be seen throughout the school.

Through professional dialogue and tracking meetings, almost all teachers and support staff have reported that they now feel more supported and confident in developing an environment that enhances and promotes opportunities for speech, language and communication for all children. This is further evidenced through classroom observation and increased pupil engagement.

All classes engaged in 2 online assemblies to raise awareness of LCFE.

Comments from pupils illustrated the various ways they were able to adjust the physical environment to support other learners. A P4 pupil commented 'It's useful to know about autism so we don't get too loud'. General awareness has increased for almost all children as well as promoting a whole school ethos as shown by comments from our focus group. One P7 pupil said 'We might have pupils in our class or school who have autism. Sharing information helps us to support people who have autism,' The staff endorsed the importance of information sharing by commenting, 'The assemblies reminded the children that everyone learns differently and that we are all unique.'

Feedback from pupils and observations by teachers has shown that the use of visual timetables has increased pupil engagement and reduced anxiety to change. Learner conversations indicated that almost all pupils use visual timetables and as a result they were familiar with daily/weekly class routines as well as prior warning of changes to the timetable. Pupils found the boardmaker symbols to be clear, consistent and informative.

Parents have commented that raising awareness is a strength within our school. For example, children were talking about cerebral palsy awareness day with their parents at home. Wellbeing assessments evidence that children feel included.

Parental engagement remains a priority and although we had planned to reinstate the ASN support group for parents, as a result of operational challenges created by the pandemic, this

aspect of the improvement plan was modified during the course of the school year. In order to continue to support parents further the DHT and PT will establish this group in 2022/23

- Next Steps:
- To continue to implement LCFE approaches next session to continue to enhance experiences for all children and maintain our nurturing environment.
- Establish a parent drop in group and an after school club for pupils to increase their confidence.
- To train support staff in adult talk that encourages and promotes participation from all learners.

## **Progress in National Improvement Framework (NIF) priorities**

### **Improvement in attainment, particularly in literacy and numeracy;**

We now have some comparator data to track cohorts of learners across Curriculum for Excellence levels, over time. However, this has been impacted by the hold on data collection in 2019/20, as a result of the Covid-19 pandemic. Since 2016/17, data for achievement of Curriculum For Excellence levels in Numeracy, Reading, Writing and Listening and Talking has remained above national averages. In 20/21 we saw a slight dip in all areas for our P1 cohort however this was still less than the national decrease in attainment for this time. For this session we have seen that this is beginning to raise again for the cohort of 21/22. For P4 although experiencing a small dip we maintained high attainment in session 20/21 and in 21/22 we predict a similar high standard of achievement. For P7 whilst we didn't see much a decrease in attainment in 2020/21 we are seeing more of decrease for our cohort for 21/22 particularly in reading, writing and maths.

### **Closing the attainment gap between the most and least disadvantaged children and young people;**

Tracking meetings between the Senior Leadership Team and class teachers enable reviewing of assessment evidence and allows staff to analyse data and therefore identify existing or emerging gaps in attainment between our most and least disadvantaged children, and those most adversely impacted by the pandemic. Pupil Equity funding was used to support our most vulnerable pupils through planned interventions in literacy particularly reading. These interventions focused on narrowing attainment gaps that had emerged in reading for enjoyment during the pandemic.

### **Improvement in children and young people's health and wellbeing;**

We have focused on supporting children's health and wellbeing through our health and wellbeing curriculum. We also have revisited the indicators in the Communication Friendly School programme which has enabled us to ensure our environment is supportive to our children particularly those with a communication and language barrier. For our senior pupils we have effectively utilised the School Counselling service. Every child in P3-7 has had an opportunity to evaluate their wellbeing termly and those who have indicated they have concerns or worries have been followed up with a conversation with their class teacher or a member of the Senior Leadership Team.

## Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	most	almost all	almost all
First level by end of P4	almost all	most	almost all	most
Second level by end of P7	almost all	most	almost all	most

## Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Pupil Equity funding secured a fulltime teacher to raise attainment for children at risk of not achieving, with a particular focus on narrowing the poverty related attainment gap. The impact of this funding can be found in Priority 2 above.

## Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement	Good	Satisfactory

## Summary of School Improvement priorities for Session 2022/23

- 1. Raising attainment through high quality learning, teaching and assessment
- 2. Raising attainment by improving reading across literacy and numeracy
- 3. Health and Wellbeing – Continue to become a Language and Communication Establishment

## What is our capacity for continuous improvement?

Our school community has shown great resilience this year, managing the competing demands and challenges created by the Covid- 19 pandemic. Children, staff and parents/carers have continued to work within mitigations, being responsive to changing needs and ensuring that our children have been safe, happy and learning.

The school continued to work through priorities in the school improvement plan but the pace and focus was impacted by the pandemic. The school was responsive to this, prioritising and adapting on an on-going basis; and recognising that some aspects that were planned for this year have been super ceded by new priorities which will be reflected in next year's School Improvement Plan.

We have welcomed recent changes to Covid-19 guidance that have allowed us to begin to reintroduce extra-curricular experiences and we look forward to working closely with parents/carers to re-establish mechanisms for parental engagement and involvement.

The school has a clear vision for improvement over the next 3 years and is very well placed to achieve this, through collaboration with children, staff, parents/carers, partners and community stakeholders.