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**East Dunbartonshire Council**

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# Lenzie Meadow Primary



## Standards and Quality Report

2022/23

## Context of the School

Lenzie Meadow Primary and Early Years Centre (EYC) was established in August 2016, bringing together learners and staff from Lenzie Primary School and Lenzie Moss Primary School. The school roll at present is 596 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 EYC offers extended day and year provision.

Our school and EYC catchment area consists of a mixture of local authority and owner-occupied housing. We have an SIMD of 1.6% in Quintile 1 with the majority (59%) of pupils in Quintile 5. 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, confident, Motivated and Responsible individuals who strive to achieve their very best in all pursuits. #bethebestyoucanbe*

### **OUR VALUES**

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



### **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: Raising attainment through high quality learning, teaching and assessment

<p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b></p> <p>teacher professionalism</p> <p>curriculum and assessment</p> <p>performance information</p> <p>school leadership</p>	<p><b>HGIOS4 Quality Indicators</b></p> <p>QI 2.3 Learning, Teaching &amp; Assessment</p> <p>QI 1.2 Leadership of Learning</p>
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**Progress and Impact:**

The school has made good progress with this improvement priority and is well placed to continue to raise attainment in numeracy and maths through highly effective teaching.

Almost all teaching staff have undertaken a range of professional learning over the session including webinars, professional reading and discussion, trio visits and practitioner enquiries. All of which have led to improved practice in the classroom leading to changes in pedagogy.

Almost all teaching staff have gathered focused data on their classes enabling them to have a deep insight into the pupils they teach. Tracking meetings have shown almost all teachers to be much more aware of the barriers to learning for identified pupils within their class and improved targeted support for pupils..

Almost all teaching staff have been observed twice by a member of the Senior Leadership Team and been involved in a Trio visit with their colleagues focusing on the effective use of learning intentions and success criteria.. This has enabled teachers to moderate learning intentions and success criteria which has then allowed increased engagement by the children in their learning as indicated in their learner conversations.

Attainment in numeracy has risen across all stages and almost all children in the school are on track with those exceeding expected levels being identified and supported

Of the parents who responded to our annual survey 89% were happy with their child's progress.

The Improving Our Schools programme has refined our quality assurance. Tracking meetings are more data focused. Classroom observations and learner conversations are linked into the learning from the IOS webinars. Sustaining this will allow quality assurance to continue to improve teaching and learning.

All teaching staff report that they have been supported to engage in professional learning and that their professional learning has enabled them to reflect and improve upon their practice. Those who have been involved in a practitioner enquiry have been able to share with their colleagues the impact that research has had in their classrooms.

It is evident that focusing on highly effective practice is making a difference within the classroom and therefore impacting our pupils in a positive way.

**Next Steps:**

- To continue to improve classroom practice using the IOS model
- To raise attainment in writing by improving pedagogy of the writing process.

### School priority 2: Raising attainment through reading into Mathematics and Numeracy

<p><b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b> teacher professionalism</p> <p>curriculum and assessment</p> <p>parent / carer involvement and engagement</p>	<p><b>HGIOS4 QIs</b> QI 2.3 Learning, Teaching &amp; Assessment</p> <p>QI 3.2 Raising attainment and achievement</p>
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**Progress and Impact:**

The school has made good progress with this priority and is well placed to continue to improve using the model for future priorities especially for closing the attainment gap.

By developing reading skills and strategies pupils have been supported to engage in and decode word problems. This has resulted in these pupils having an increased understanding of how to use their reading skills in maths, with most pupils now agreeing they use their reading skills to some extent in maths.

Small group work using consistent strategies has enabled pupils to actively engage with word problems. Their confidence has increased when approaching these problems as well as when explaining how they used reading skills and different strategies to solve a word problem. This is evident through pupil questionnaires with most pupils agreeing that they can explain how they solved a maths problem. In addition, some pupils have transferred the supports from the group work sessions into their maths lessons and assessments in their classroom.

By focusing on using different strategies to complete calculations in the targeted maths groups there has been an improvement in attainment. The phased assessments for P5-7 demonstrate that almost all targeted pupils' attainment has increased. Additionally, tracking demonstrates that most targeted pupils have made expected or better than expected progress during this year.

There is scope to further upskill staff in teaching the use of reading strategies within maths in order to embed strategies consistently across the school making it evident to pupils at all stages how their reading skills can be transferred to maths to further increase engagement.

**Next Steps:**

- To embed the reading strategies used within other areas of the curriculum.
- To continue to target children where data shows there is a gap in their understanding and learning and then attempt to support the child and teacher to close that gap through interventions, parental engagement and pedagogy.

**School priority 3: Language and Communication – Improve adult talk that encourages and promotes participation from all learners.**

<p><b>NIF Priority</b> Placing the human rights and needs of every child and young person at the centre</p> <p><b>NIF Driver</b> school leadership</p> <p>parent / carer involvement and engagement</p>	<p><b>HGIOS4 QIs</b> QI 3.1 Wellbeing, equality &amp; inclusion</p> <p>QI 2.5 Family Learning</p>
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**Progress and Impact:**

The school has made satisfactory progress in improving adult talk and made good progress in progressing Makaton as a means of communication across the school.

Almost all support staff attended Makaton professional learning and implemented a small research enquiry where they focused on children who would benefit from a range of strategies to support their communication. All staff who were involved reported an increase in confidence in identified children.

The Principal Teacher ran very well attended Makaton lunchtime and after school clubs for children in P5. Children attending were then able to demonstrate their increase in confidence by taking part in the end of session assembly and using Makaton with younger pupils.

All children have been using Makaton during their assemblies. This has encouraged participation from almost all children.

A pilot family fun maths night arranged for P4 was attended by some families. This event was very well attended and parental feedback showed that they enjoyed the evening and would attend again in the future.

#### Next Steps:

To continue to become a language and communication friendly establishment and equip staff in understanding the different ways they can support communication.

To review our Relationships policy and also use our health and wellbeing data to improve our curriculum.

To try and find ways to engage parents who are not engaging at this time.

To review policy for pastoral notes to ensure all receive updates and are able to meet the needs of all children.

## Progress in National Improvement Framework (NIF) priorities

### **Placing the human needs and rights of every child and young person at the centre of education**

The school has gained Bronze status and is therefore Rights Committed. All assemblies have the rights embedded within them. Class charters have been created with the Rights at the centre. These charters have been reviewed periodically during the year. Learner conversations show that children are very aware of the rights and are ready to now embed these further in their learning and life of the school. Two Rights Ambassadors have been appointed who have created a termly newsletter for pupils. They have also introduced Rocky The Rights mascot who comes to every assembly to share the rights of the week with the children. Learner conversations showed that Rocky has made a very positive impact on the younger children who are able to name some of the rights from assembly..

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

The school has 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 P1-7 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. All children in P6 and P7 have also taken part in the Shine project which has enabled us to see areas across the school where we need to focus more in future. All classes now use the RSHP resource as an integral part of their health and wellbeing programme.

### **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. Pupil Equity funding was used to support our most vulnerable pupils through planned interventions in reading and maths. These interventions focused on narrowing attainment gaps.

The SLT have analysed all 5 quintiles and will continue to target individuals as a way of closing the attainment gap and link this to attendance.

## Improvement in attainment, particularly in literacy and numeracy

Almost all children in P1, P4 and P7 have achieved the appropriate level in reading, writing, listening and talking and numeracy. There are a majority of children in P1, P4 and P7 who have exceeded the appropriate levels and have been challenged in their learning.

## Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	almost all	almost all	almost all
First level by end of P4	almost all	almost all	almost all	almost all
Second level by end of P7	almost all	almost all	almost all	almost all

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

Pupil Equity funding allowed the school to appoint 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	Very good	Good
2.3 Learning, teaching and assessment	Good	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Very good	Good
3.2 Raising attainment and achievement	Good	Satisfactory

## Summary of School Improvement priorities for Session 2023/24

1. Raise attainment in writing by improving writing pedagogy
2. Raise attainment in literacy and numeracy through targeted intervention for those identified through Pupil Equity Funding.
3. To meet the need of all learners by coming to work towards being a communication friendly and nurturing establishment.

## What is our capacity for continuous improvement?

The school has made good progress across the session with a staff team who are committed to their own learning. This session pupil voice has improved as the number of opportunities for pupil leadership and involvement in committees have grown. All children have taken part in an assembly where their families have been invited to attend. The Parent Forum have been supportive through the Parent Council and the PTA who currently have managed to secure enough money to create an outdoor classroom which will be built in the next few months.

Learning and Teaching pedagogy has been improved by the introduction of the Improving Our Schools programme and the reinstatement of the quality improvement activities has evidenced an increase in confidence of pedagogy.

The school committees have worked well and have been awarded Bronze for Rights Respecting Schools, Core for Reading Schools, Silver for Sports Award as well as maintaining our Digital Schools and our action plan being accepted for Eco Schools.

Our Football teams have competed in a number of tournaments and been commended for their efforts. Our Athletics teams have performed well at events and both our Euro Quiz and Rotary teams were runners up.

Our P7 children enjoyed an excellent residential experience at an Outdoor Centre and all classes have experienced at least one educational excursion to enhance their learning. Lenzie Moss has been used more regularly this session for outdoor learning.

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.

Standards and Quality report should be emailed to the link Quality Improvement Officer by **Friday 9th June 2023**.