

Standards and Quality Report 2018/19

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.*

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 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.

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 2019

	READING	WRITING	L&T	NUMERACY
Early Level – by end of P1	99 %	97 %	100 %	100 %
First Level – by end of P4	92 %	90 %	94 %	95 %
Second Level - by end of P7	91 %	91 %	96 %	88 %

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

School priority 1: To raise attainment through improving the quality of teaching, learning and make more effective use of assessment in literacy.

NIF Priority Improvement in attainment, particularly in literacy and numeracy NIF Driver School Leadership, Teacher Professionalism, Assessment of Children's Progress and School Improvement	HGIOS4 QIs 1.3 2.3 and 3.2
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Progress and impact:

- The consistent approach of Talk4writing methodology has made a significant impact to writing across the school and attainment has risen by 9% in writing across the school. At the end of all three levels we are above both the average for East Dunbartonshire schools and also the National scores across the country. This has been backed up by our Scottish National Standardised Assessments where in P1 most children showed they met or exceeded the national average with some faring significantly higher. In P4 and P7 the majority met or exceeded the national average with again a good number demonstrating that on the day of assessment they performed significantly higher than the national average.
- The increase in pace of phonics and more skills focused approach to reading has increased confidence in P1 and children have a really positive 'can do' attitude to their reading. In P2 and P3 we have seen an increase in children's ability to decode and also answer literal, evaluative and inferential questions with more confidence. PM benchmarking scores have indicated that throughout the year groups most children are reading age and stage appropriate material.
- Through moderation across the cluster, staff's professional judgement has improved as they

have focused on using the National Benchmarks to assess reading and writing. This has helped raised attainment as staff are much more comfortable in identifying children's next steps and focusing teaching and learning on areas identified through quality assessment.

- Learning Intentions and Success Criteria are a consistent feature for all lessons in literacy and as a result children are able to articulate what they are learning and how they will be successful.

Next Steps:

- Continue to embed Talk4writing and introduce poetry into the annual writing programme.
- Continue to use PM benchmarking toolkit and increase the non-fiction reading choices across the school to help children to access all types of genre in reading and therefore be able to transfer this into their writing.
- Continue to moderate with schools locally and further afield so that staff are confident in their professional judgment because they have shared standards with other schools of similar demographic.
- Continue to challenge those who are demonstrating excellent skills in literacy with more challenging texts and more opportunities to apply their learning in new contexts.
- Improve feedback and use plenaries more effectively so that children are more able to discuss their targets in learning.

School priority 2: To raise attainment through improving the quality of teaching, learning and make more effective use of assessment in numeracy.

<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy NIF Driver School leadership, Teacher professionalism, Assessment of children's progress, School improvement</p>	<p>HGIOS4 Quality Indicators 1.3, 2.3 and 3.2</p>
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Progress and impact:

- At the end of session the majority of year groups have over 90% of the children on track or above for numeracy. Within the year groups where this is not the case it is extremely close and the information to date shows this will continue to increase next year. Within all classes there are some children who are achieving well above the national average and this is also shown within the Scottish National Standardised assessment results.
- Use of Pre and Post assessments within new maths concepts have allowed teacher to tailor teaching to meet the needs of the children in their class, and children have reported their confidence has risen because they are able to show in each area their strengths and areas of development.
- Within a few classes the introduction of ‘challenge through choice’ has enabled children to feel they are being given work which is at an appropriate level of challenge and they have a level of personalisation and choice.
- The highlighting of the importance of concrete, pictorial and abstract in developing numeracy skills has allowed all children to have access to maths resources which support their learning and has reduced the stigma that using concrete resources previously had.
- Purchase of more concrete maths resources and blueprint boards has enabled children and staff to see there are different ways to solve mathematical problems and all are acceptable methods for solving calculations.
- Sum Dog has been purchased and used as a homework tool. This has allowed children and parents to use an online resource which is tailored to the individual child. Children have reported how beneficial they have found it. Sum Dog clubs during lunch and after school have enabled some who have no access at home to be able to use school resources and more lap tops have been purchased using Pupil Equity Funding to increase this service next session.
- Pupil equity money has been used to employ a classroom assistant to target children where their early numeracy skills are not as strong as they could be. Small groups and individuals throughout the school have been supported through intense numeracy intervention.
- All teaching staff have used a practitioner enquiry approach to improve an aspect of teaching or learning in maths. In learner conversations children testified to the success of the new approaches within class.
- In some classes the piloting of a new planning format has allowed staff to see previous learning in a clearer way and therefore meet the needs of all within their class—more effectively. We will continue to develop and reflect upon our planning formats to ensure all learners are challenged appropriately.

Next Steps:

- The major improvement priority next session will be to create a numeracy and maths curriculum which meets the needs of all learners including support and challenge for those more able.
- We will continue our work with concrete, pictorial and abstract concepts.
- We hope to engage parents in supporting them to help their child at home and we will continue to develop our use of Sum dog and other online resources.
- Our aim is for all year groups to have 91% of children on track or above and for children who are showing strengths in this area to be challenged appropriately.
- We will continue to use practitioner enquiries or equivalent to empower teachers to be reflective and impact change at class and school level.
- We will continue to use PEF money to fund classroom assistants and a teacher for 2 days to support and challenge children identified through our robust tracking processes.

School priority 3: To improve children’s health and wellbeing through all stakeholders implementing the principles of being a communication friendly establishment.

<p>NIF Priority To improve children’s health and wellbeing by a all stakeholders implementing the principles of being communication friendly.</p> <p>NIF Driver School leadership, Teacher professionalism, Parental engagement</p>	<p>HGIOS4 Quality Indicators 3.1</p>
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Progress and impact:

- It became apparent early on in the school session that for this year the focus had to be on raising attainment in numeracy and literacy. Consequently, less progress was made towards becoming communication friendly. This is still an area that we will work on, however it will take us longer to achieve.
- Initially training enabled all staff members to understand both what it means to be communication friendly and the barriers that children with speech, language and communication difficulties face.
- Two programmes of Seasons for Growth have been delivered to support children both up the school and in the infant department who have experienced loss.
- Within the P1s, staff have started to move to a playbased approach which has encouraged children to be more independent in their learning.
- Wellbeing self evaluations have been undertaken twice in the session for children in P4-7 which has allowed teachers to understand their children–, have 1-1 follow up with conversations with those who require it or interventions for those who have particular areas of need.
- A learning committee was established with children from P6 and P7. These children identified what good learning should look like, examined the How Good is Our School document and visited other schools to see what good practice they could see. They also conducted learner conversations across the school asking children their thoughts on numeracy, literacy and health and wellbeing.

Next Steps:

- P1 classes will move to a playbased approach based on East Dunbartonshire’s Play2learn model which will continue to raise self esteem, responsibility and resilience for our learners.
- We will continue to evaluate the school’s vision, values and aims in line with developments.
- We will continue to develop the school’s curriculum rationale particularly in literacy and numeracy.
- We will continue to improve children’s health and wellbeing by revising the school’s anti-bullying policy, and ensuring all stakeholders understand their role within this in Lenzie Meadow.
- We will continue to develop children’s voice through the Learning Committee.
- We will continue to develop our understanding of the difficulties children with communication barriers face and how we can reduce the anxiety within school.

Key priorities for improvement planning 2019-20

1. To raise attainment in numeracy particularly with a focus on challenging children.
2. To raise attainment in literacy, numeracy and health and wellbeing through a play based approach in P1
3. To improve children's health and wellbeing by ensuring our curriculum rationale and vision, values and aims are shared by all stakeholders.

What is our capacity for continuous improvement?

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)