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East Dunbartonshire Council

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Lairdsland Primary School Standards and Quality Report 2022/23



Context of the School

Lairdsland Primary School is situated in the heart of Kirkintilloch on the banks of the canal at Southbank Marina. It is a well-established school in Kirkintilloch, initially opened in 1875 and until 2015 it was located in a Victorian building in the heart of the town on Kerr Street. Following a move in April 2015, Lairdsland is now located at Southbank Marina on the banks of the Forth and Clyde canal. The high quality building is designed to meet the requirements of Curriculum for Excellence and provides pupils with flexible learning spaces, suitable indoor facilities, natural light and ventilation for learning and access to outdoor teaching facilities. It is a co-education, non-denominational school which caters for both boys and girls from Primary 1 to Primary 7. Our current school roll is 308. Almost all of the children who enter Primary One have previously attended a local nursery school. Our associated secondary is Lenzie Academy with some children choosing to transfer to Kirkintilloch High School or St Ninian's High School.

The staffing complement of full-time equivalent teachers within the school currently includes 1 Head Teacher, 2 flexible working Depute Head Teachers, Job Share Principal Teachers and 11.92 Class Teacher allocation which is made up of a combination of full and part time teaching staff. An Educational Support Teacher also undertakes work for two days per week to support the school staff in assessing and providing support for pupils who may require targeted support with their learning. Instrumental tuition for woodwind takes place for groups of children and we have a small school choir supported by a parent volunteer. The work of the school is further supported by a number of school support and facilities management staff.

Currently, our school population represents a diverse demographic across the quintiles of the Scottish Index of Multiple Deprivation (SIMD) with the majority of our pupils living within quintiles 1-2. 58% of the pupils that attend Lairdsland Primary live within SIMD quintiles 1 and 2 and 32% of pupils live in SIMD quintiles 3 - 5. 10% of our pupils live in new housing that does not yet have an SIMD ranking. Moreover 18% of pupils are currently registered for Free School Meals (FSM). In 22-23 Lairdsland was allocated £71050 from the Pupil Equity Fund to support the Scottish Government's ambition to close the poverty-related attainment gap.

Following consultation with stakeholders, it was agreed that Pupil Equity Funding would be used to employ additional staff to support our most vulnerable pupils through planned, targeted interventions in aspects Literacy, Numeracy and Health & Wellbeing. These interventions focused on narrowing attainment gaps that emerged in Reading, Writing and Numeracy between our most and least disadvantaged pupils during the pandemic. Attainment across all learners is carefully tracked by class teachers and senior management staff to ensure appropriate support and challenge for all learners. Attendance is rigorously monitored and any issues are addressed promptly in order to best support our families. Our average attendance rate for this school year was 93%. Senior Leadership staff and the school Family Learning Assistant have worked closely with families and other agencies where attendance falls below average levels in order to support improvements for children. At Lairdsland Primary, we used our PEF money to provide additional staffing through increasing our Principal Teacher and Depute Head Teacher staffing allocation to include specific responsibility for raising attainment. PEF funding was also used to employ an additional Support for Learning Assistant. A selection of literacy and health and wellbeing resources to support learners were also purchased.

The school has strong partnership links with our local early years centres and secondary schools ensuring smooth transition for children and young people between establishments. The school has a very supportive

Parent Council who represents the whole parent forum and a very hard-working Parent Teacher Association. The school operates a devolved budget and our School Support Coordinator oversees the Head Teacher's management of this.

Lairdsland Early Years Centre opened in April 2021 and is situated in the centre of Kirkintilloch. The centre provides 1140 hours to all 3-5 year olds and eligible 2 year olds. This is implemented through extended day, extended year provision with a combination of attendance patterns. The Early Years Centre roll is currently 103 children. The Early Years setting has a 2-3 playroom, a 3-5 playroom, a courtyard, roof terrace, family room, nurture room and an outdoor play area. We provide a happy, safe and nurturing environment, using a play based curriculum which provides rich learning opportunities indoors and outdoors, allowing children to develop their social, emotional and personal skills. The Early Years Centre has a separate Standards and Quality Report which can be found on our website. The centre was inspected by the Care Inspectorate in May 2023 and the report is published on the Care Inspectorate website. There were no significant recommendations from this visit and inspectors advised there will not be any additional visits until our next scheduled inspection.

Vision, Values and Aims

"The wellbeing of our pupils is nurtured through a positive and inclusive ethos ensuring they are safe, happy and ready to learn. Our ambitious and aspirational learners achieve their full potential as they develop knowledge, skills and attributes for life learning and work."

At Lairdsland Primary, our vision, values and aims underpin the ethos in our school and aspirations for our pupils. We continue to develop our vision, values and aims to ensure that it is embedded in our school community and is at the heart of all learning and teaching. Further details of our Vision, Values and Aims can be found on our school website <http://www.lairdsland.e-dunbarton.sch.uk/>.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Improving our school	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver school improvement teacher professionalism</p>	<p>HGIOS?4 QIs</p> <p>QI 1.1 Self evaluation for self improvement</p> <p>QI 2.3 Learning, Teaching & Assessment</p>
<p>Progress and Impact:</p> <p>Very good progress was made in this improvement priority with most planned targets achieved over the session. Almost all teaching staff have increased their knowledge and understanding of the school context in relation to the national context for multiple factors including levels of attainment, and barriers to learning. They also have an increased knowledge and understanding of the Refreshed Curriculum Narrative and effective teaching practice through engagement with literature and professional learning webinars. All teaching staff undertook CPD on using a Fact, Story Action approach from Improving Our School to analyse their own class data. This resulted in staff have an increased knowledge and understanding of patterns and trends impacting on attainment. Staff also engaged with good examples of Tracking Conversations from IOS increasing their knowledge and understanding of reflective conversations around impact on attainment. Staff are now better equipped to identify and analyse gaps and patterns in attainment in their own classes.</p> <p>All teaching staff participating in Improving our School Programme have increased understanding of the effective features of practice and can relate that to their own context. All teaching staff have been engaging in professional reading, Webinars and collaborative tasks and discussion as evidenced through Teacher Learning Journals.</p> <p>Lairdsland staff created an agreement of features of a good lesson which ensures staff have a shared understanding of high expectations across the school.</p> <p>Next Steps:</p> <p>Delivery of Webinar to all teaching staff on focussed feature of highly effective practice – Differentiation and Effective Pace of Learning.</p> <p>All teaching staff participate in Journal Tasks and pre/post webinar discussions and engage with audit tool to reflect on their own practice in relation to differentiation.</p> <p>All teaching staff will engage in professional reading linked to differentiation, classroom observations Trios in order to increase their knowledge and skills, moderate teaching and learning (through differentiation) and share good practice.</p>	

School priority 2: Raising Attainment in Literacy - Writing

NIF Priority Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children

NIF Driver school improvement
teacher professionalism

HGIOS?4 QIs

QI 3.2 Raising attainment and achievement

QI 2.3 Learning, Teaching & Assessment

Progress and Impact:

Very good progress was made in this improvement priority with most planned targets achieved over the session. A Twilight session focusing on how to teach writing skills explicitly was carried out with almost all teaching staff in Sept 2022 resulting in increased staff confidence and capacity.

Almost all teaching staff attended collegiate input on planning where staff were supported to use the West Partnership planning template to moderate planning/teaching/learning of writing. Staff reported increased confidence and understanding following this session.

The West Partnership's Improving Our School observation schedule was used by all teaching staff for peer observations. Feedback was shared between peers then good practice observed across all stages was shared as whole staff.

A collegiate session took place where teaching staff had the opportunity to reflect on lessons planned and observed and to moderate assessment of final pieces of writing, discuss evidence of learning and share good practice.

Most recent end of term analysis of writing assessment indicates improvements in children achieving expected targets in writing across almost all stages.

Next Steps:

Provide further opportunities for staff to plan a writing lesson (or short series of lessons) together to moderate planning process and share good practice.

Provide further opportunities for staff to carry out peer visits to moderate teaching and learning and share good practice.

Provide further opportunities for staff to work collegiately to reflect on lessons planned and observed and to moderate assessment of final pieces of writing.

Progress in National Improvement Framework (NIF) priorities

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

Building on a previously earned Bronze Rights Respecting School Award, we are now registered Rights Respecting School Working towards the most updated version of the Bronze Award. Each class at Lairdsland has a class charter based on the United Nations Convention of the Rights of the Child and rights are discussed regularly at school assemblies. These are linked closely with our school values and KID (Kind, Including, Do-Be-Respectful) rules. Our school was represented on the East Dunbartonshire Council Pupil Forum by two Primary 7 pupils.

At Lairdsland, we are committed to closing the attainment gap through building capacity of our staff and identifying appropriate interventions for our pupils and families. As well as consultation on Pupil Equity Funding, we endeavour to take on board pupil voice in a variety of other ways. Pupil Committees this session included Pupil Council, Sports Committee, Eco Committee and Rights Respecting School Committee. Supported by staff and parent volunteers these committees contribute pupil voice in a variety of areas of school life. This session, the Pupil Council used the 'How Good is OUR School' evaluation resource, taking on board a selection of pupil views across the stages. Wider achievements of all learners are celebrated in all of our classes week through our 'I'm kind of a big deal' discussions.

Improvement in children and young people's health and wellbeing

Lairdsland is a nurturing school with a comprehensive health and wellbeing programme and a variety of universal and targeted interventions to support young people's health and wellbeing. All classes benefited from the introduction of the national RSHPE resources this session. We have a nurture class based in school that runs with a targeted group of children each afternoon supported by a funded Nurture Teacher and Family Learning Assistant. Our Nurture Teacher, Family Learning Assistant, other members of our staff team and partnership agencies run a variety of other supports for children e.g. Lego Therapy, Seasons for Growth, Hamish and Milo, and Lifelink Counselling. Wellbeing assessments and the SHINE survey are used to identify wellbeing concerns in individuals or groups and interventions planned based on these. Analysing themes from the SHINE survey will be a focus on our School Improvement Plan session 23-24.

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

Quintile 1 vs Quintile 5 data analysis shows that there is a poverty related attainment gap. Achievement of a Level in Literacy across P1, P4 and P7 for this session is 84%. A breakdown using SIMD shows that 65% of those children living in Quintile 1 have achieved compared to 89% of children living in Quintile 5. Achievement of a Level in Numeracy across P1, P4 and P7 for this session is 87%. A breakdown using SIMD shows that 77% of those children living in Quintile 1 have achieved compared to 92% of children living in Quintile 5. The attainment gap is wider in Literacy and this is the curricular area where the majority of interventions have been targeted this session.

All teaching staff have increased their knowledge and understanding of patterns and trends impacting on attainment. Staff engaged with good examples of Tracking Conversations from The West Partnership IOS increasing their knowledge and understanding of reflective conversations around impact on attainment. Staff are now better equipped to identify and analyse gaps and patterns in attainment in their own classes including use of SIMD and FME information. Tracking conversations with SLT include discussion around barriers to progress for children affected by poverty and actions/interventions to address gaps.

This focus will continue into next session and the poverty related gap will continue to be an area for significant attention within our improvement plans. We continue to address the cost of the school day with

the support of our Family Learning Assistant. This includes a well-stocked uniform and clothing bank, a school based food bank in partnership with the Trussel Trust as well as supporting families in more targeted ways i.e. applications for benefits, funding.

Improvement in attainment, particularly in literacy and numeracy

Achievement of a level data for Primary 1, 4 and 7 can be found below. There is no 2020 comparison data for these cohorts due to COVID and school closures at that time. Analysis of data from projected tracking from earlier in Session 19/20 shows a dip in attainment for these learners. The learning loss experienced by these pupils continues to be addressed through our school improvement plans.

SNSA’s for literacy and maths were completed by all Primary 1, 4 and 7 pupils.

Analysis of SNSA results across these year groups demonstrated that children in these cohorts are performing on a par with national scores in Literacy and Numeracy and in some areas our children are performing above the national cohort comparison.

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	majority	majority	most	most
First level by end of P4	most	majority	most	majority
Second level by end of P7	majority	majority	most	majority

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

Our Pupil Equity Fund Allocation for 22-23 was £71050. As mentioned within the context of the school section, at Lairdsland Primary, we used the majority of our PEF funding to provide additional staffing through increasing our Principal Teacher and Depute Head Teacher staffing allocation to include specific responsibility for raising attainment. We also funded an additional full time member of support staff.

Across these additional posts there has been targeted work in the following areas:

- Support to staff to further develop their skills in using data and self-evaluation to raise attainment.
- Support to staff to further develop highly effective learning and teaching practices.
- Ensuring a relentless focus on equity and excellence for all children and young people.
- Overarching tracking and monitoring of all pupils affected by the following factors: SIMD 1-3, FME, LAC/CP
- Monitoring and tracking with a focus on identifying gaps using intersecting data.
- Implementing, managing and evaluating targeted interventions in Literacy, Numeracy and Health and Wellbeing.

P1 and P4 ACEL data this session has seen improvements in the percentage of children achieving Reading and Writing from the start of session to most recent tracking discussions:

Self-evaluations of How Good Is Our School? (4th edition)

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

Summary of School Improvement priorities for Session 2023/24

- 1. Improving Our School – Year 2 of 2
- 2. Raising Attainment in Literacy – Year 3 of 3
- 3. Improvement in young people’s mental health and wellbeing – SHINE Survey Analysis

What is our capacity for continuous improvement?

A high level of commitment is demonstrated by all staff in Lairdsland where a positive, inclusive ethos and positive relationships between staff, between children and staff and between staff and parents are evident throughout the school and often noted by visiting parents and staff.

All staff are committed to their own professional development and regularly engage in activities to develop their skills and knowledge. Staff work collaboratively engaging in discussion about how best to meet the targets being set for all pupils. Staff regularly meet with SLT to discuss progress and take part in professional discussions about how to improve attainment for all pupils.

All staff are invested in making a difference in the lives of all of our pupils over and above the core curriculum subjects and this is demonstrated through the wide choice of extra-curricular activities that are offered to children throughout the school session.

The commitment by all staff to self-evaluation and ongoing professional development ensures that the school is well placed to continue to improve.