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# Lairdsland Primary School



## Standards and Quality Report 2023/24

## Context of the School

Lairdsland Primary School is situated in the heart of Kirkintilloch. It is a well-established school in Kirkintilloch, initially opened in 1875 and until 2015 was located in a Victorian building in the heart of the town. Following a move in April 2015, Lairdsland is now located at Southbank Marina on the banks of the Forth and Clyde canal. The modern 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 from Primary 1 to Primary 7. Our current school roll is 315. 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 (fte) within the school currently includes 1 Head Teacher, 2 flexible working Depute Head Teachers, Job Share Principal Teachers and 11.92fte 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. 18% of pupils are currently registered for Free School Meals (FSM). In 23-24 Lairdsland was allocated £71,050 from the Pupil Equity Fund (PEF) 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 of 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 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 to support improvements for children.

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. We work in partnership with our supportive Parent Council who represent 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.

This Standards and Quality report was written in consultation with all stakeholders using evidence from our self-evaluation processes.

### Progress in School Improvement Plan (SIP) priorities

School priority 1: Improving our School – Whole School Approach to School Improvement	
<b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	<b>HGIOS4 QIs</b> QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment

**NIF Driver**

teacher professionalism  
school improvement

**Progress and Impact:**

The Improving Our School program was a two-year commitment to school improvement by our teachers at Lairdsland Primary working in partnership with the West Partnership. This program was led by our PEF funded DHT and aimed on enhancing our learning, teaching and assessment by providing collegiate professional learning opportunities through professional reading and a series of webinars. The webinars focused on areas of learning, teaching and assessment that can raise attainment and close the poverty-related attainment gap. Our school has continued to make very good progress with this improvement priority this session building on the progress of year one of this program where we developed the capacity of teachers to engage with data to understand the context of their class.

This improvement priority was aimed at embedding the good practice that all teachers had engaged with during year one of this development. Our collegiate work focused on enabling all teaching staff to engage with a Fact/ Story/ Action approach to tracking learners and their progress across the school to create data-informed teachers. Almost teaching staff have demonstrated leadership, engaging with data analysis to inform the story of the pupils in their class. This has led to improved knowledge and awareness of the context of each class and strengthened the knowledge of all teachers as to the barriers that can affect learning, teaching and assessment for a child. The recognition of the experiences of each pupil and their barriers to learning has contributed to teachers beginning to demonstrate leadership of learning and empowering them to identifying actions to support pupils to achieve in their learning.

This year our participation has focused collegiate sessions on aspects of effective learning, teaching and assessment practices. All teachers worked collaboratively in their trio partnerships to complete pre-webinar tasks including professional reading and watching videos. Following the pre-webinar preparations, teachers engaged in the webinar sessions and professional dialogue. These sessions have focused on aspects of effective learning and teaching including Assessment is for Learning, Differentiation, Metacognition and Feedback. All teachers have demonstrated enhanced knowledge and skills to implement effective learning, teaching and assessment processes in our classrooms with the aim of raising attainment.

All teachers maintained a reflective log from their pre-webinar activities, webinar session and post-webinar reflections supporting a consistency of approach through moderation between staff. The delivery model of this program was through a collegiate working approach where teachers worked in trios to complete a variety of tasks. Through professional dialogue, all teachers have identified that our approach to working in trios has been an effective development tool in creating a collaborative, supportive learning environment for their professional development. This approach has been used during our quality assurance visits to where the senior leadership team observed learning and teaching with teachers from each trio group. All teachers participated in this process and found it an effective professional learning approach to our observed teaching session process.

In summary, our approach to Fact/ Story/ Action has enabled a stronger analysis of the data within our school to understand our context and the factors that can create barriers to learning. All teachers are now engaging with data analysis that includes free school meal data, Scottish Index of Multiple Deprivation data, and gender-based data to understand the story of their class. Further data analysis has taken place with teachers engaging with standardised assessment data to inform their professional judgements about the achievement of a level. In professional meetings, all teachers are able to discuss confidently the story of their class. This has enabled a solution-focused approach to removing barriers to learning, teaching and assessment, and raising attainment.

**Next steps -**

- Embed a culture of collaboration through a trio approach to collegiality within our quality assurance approaches to improve self-evaluation.
- Embed our data use to effectively inform a solution-focused approach, targeting support to narrow the poverty-related attainment gap and specific identifiable barriers to attainment.

- Embed the technical aspects of the Improving our Schools program to enhance learning, teaching and assessment, applying these elements consistently across the curriculum.

**School priority 2: Raising Attainment in Literacy – Writing**

**NIF Priority**

Closing the attainment gap between the most and least disadvantaged children  
Improvement in attainment, particularly in literacy and numeracy.

**HGIOS4 QIs**

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Raising attainment and achievement

**NIF Driver**

curriculum and assessment  
school improvement

**Progress and Impact:**

This session, the school has continued to make progress in raising attainment in literacy. School priority 2, had a major focus on writing with a minor focus on spelling. This priority involved the implementation of a different approach to spelling. Our spelling priority involved a change to our spelling curriculum and assessment processes to ensure that all children had the right level of challenge in their learning.

All teaching staff participated in training using the Single Word Spelling Test (SWST) to increase their knowledge of effective spelling assessment and to place the children at the correct level to enhance their challenge and engagement with learning. This has been used to inform teacher judgements. Training was provided by our Literacy Champion to support the implementation of this assessment program. The use of the SWST has been implemented as an assessment tool that is aligned with our new curriculum approach to spelling. Feedback from almost all teaching staff has indicated that our new approach to our spelling curriculum and assessment has had a positive impact on our children. It has enabled most teachers to deliver more effective learning and teaching of spelling. Our new approach to spelling has now been implemented in Primary 1 to Primary 5. Across these stages, the program is having a positive impact on learners.

This session, our writing development has focused on professional learning sessions engaging with the moderation of learning and teaching cycle. All teaching staff have participated in the moderation cycle activities where teaching staff shared and engaged in professional dialogue about identified pieces of writing. Two collegiate sessions were dedicated to planning lessons collaboratively in trios, participating in observations of their planned lessons and providing feedback on the finished pieces of writing. Almost all teaching staff reported that this experience was worthwhile and provided them with an increased confidence about their delivery of writing and judgements about the achievement of a level. This opportunity enabled all teachers to discuss and develop a shared understanding of the expectations for the achievement of a level and the incremental progression expected.

Teaching staff identified that our approach to writing can, at times, be restricted by Talk for Writing due to aspects of scaffolding which support the development story stem. It was agreed with teaching staff that opportunities that involve free writing should be trialled. This would enable children to engage in writing activities in which they have free choice to write about an area of personal interest across the school.

In summary, feedback from teaching staff identified that they found this professional learning opportunity a worthwhile process that has helped to develop their skills and knowledge to make informed judgements. This confidence has resulted in an increase in writing attainment with most teachers identifying a shared understanding of the expectations for the achievement of a level. Further steps in this process may be enhanced by opportunities to involve children in the moderation process and seeking their views on the learning and teaching process and the work moderated.

**Next steps -**

- Embed the moderation of learning and teaching cycling collegiately to enhance learning, teaching and assessment.
- Embed effective data use, targeting support to narrow the poverty-related attainment gap

- Moderate reading at all stages and levels to develop a shared understanding of standards and expectations to develop learning and teaching approaches.
- Continue to implement new spelling approach which will encompass Primary 1 to Primary 6 next session

## School priority 3: Improvement in young people's mental health and wellbeing – SHINE Survey Analysis

### NIF Priority

Improvement in children and young people's health and wellbeing  
Closing the attainment gap between the most and least disadvantaged children

### NIF Driver

curriculum and assessment  
school leadership

### HGIOS4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 2.4 Personalised Support

### Progress and Impact:

SHINE assessments are undertaken by Primary 6 and Primary 7 children on a two-yearly cycle. Following the results from the SHINE assessments, a data analysis session was held with almost all teaching staff to identify the strengths and areas for development raised by children within Lairdsland Primary. Specific themes for further investigation emerged from the SHINE assessments when comparing our data to the national data from the SHINE assessments.

Our school approach has been to analyse specific themes that emerged from the SHINE assessments as they related to our school. The assessment indicator theme of 'school' was broken down into 3 sub-sections – liking school, pressured by schoolwork and self-confidence. The first indicator – liking school – demonstrated that overall, most children who attend Lairdsland had identified that they enjoyed school however the breakdown of this data into boys and girls presented more nuanced picture. For boys, the majority of them liked school compared to most girls liking school. These datasets were below the national average. When our data focused on the pressures of school, boys identified that they were more likely to feel pressure caused by schooling compared to girls. Again, both datasets were greater than the national average in both gender datasets.

Following the analysis of this data, a pupil focus group was created with Primary 7 pupils to identify specific factors which may have contributed to these results. This focus group involved a mixture of boys and girls from a wide range of backgrounds to inform the findings from the group. All children identified that the expectations of the school were a positive aspect of school-life. The themes that emerged that may impact on 'liking school' included pupil autonomy to make decisions about daily-life in school including seating in class, positioning of seats restricting the view of the board, and resources not engaging children. The focus group shared that the pressure of school emerged through homework, behavioural expectations at times, and the pressure of having to catch up with incomplete work the next day. These themes will be discussed with our Rights Respecting School representatives and school staff to identify ways to increase pupil perspectives of school.

Current approaches to supporting health and wellbeing of children have been reconfigured as staffing changes provided an opportunity to review this process. Our bespoke nurture resource continues to offer a safe space for identified children who require this support. Using a suite of assessments, children and parents are involved in the identification of setting targets to support wellbeing. The success of our nurture resource has enabled children to access learning more effectively. We have established a process to ensure tools developed within the nurture resource are shared and encouraged within the classroom. This has led to further success for most children attending this resource.

Further developments to how wellbeing is supported have been implemented by our school. Our nurture teacher underwent training to develop their knowledge to use the Ferre Laevers assessment as an environmental observational tool. The school has used this resource to inform the wellbeing support required for children where a need has arisen. Our wellbeing groups operate using our health and wellbeing curriculum resources which are aimed at providing children with the tools to support engagement within mainstream classes.

This session, Lairdsland Primary has been able to offer Let's Introduce Anxiety Management (LIAM) – an anxiety management programme – aimed at supporting children to develop the tools to manage anxiety. A member of staff attended an online training session in addition to two full days training with our NHS partners. Pupils involved in this program have participated in activities and follow up tasks. They have noted that they have been using some of the strategies and they have been helping to keep them calmer in times of stress. Pupils reported that they feel less anxious in school. All teaching staff have reported that pupils have benefitted from these sessions using their tools effectively.

**Next Steps:**

- Develop the rights of the child and the Promise across our school community ensuring a strong focus on rights embedded within our curriculum, learning and teaching.
- Engage with UNCRC pupil representatives to discuss and identify actions identified from the themes of our SHINE assessment data.
- Embed LIAM approach into our suite of pupil interventions and monitor the impact of this program.

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

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

At Lairdsland Primary School, we continue our Rights Respecting School journey. Our pupil representatives are supported by a member of teaching staff. Children's rights are regularly discussed at our whole school assemblies and the articles are displayed around our school. This has ensured an ongoing focus to ensure children are aware of their rights and the responsibilities that all members of our school community are entitled to. All staff are aware of their role to protect and nurture these rights. All teaching staff in our school enable the pupils in their class to create a class charter. This has provided clarity about our expectations to provide a safe and productive learning environment for all pupils.

Our curriculum informs children about children's rights. In our learning and teaching, consistent application of pupil voice requires to be developed aligned to the work undertaken this year through the Improving our School program.

Our ongoing focus for next session, will be to incorporate the Promise into our work on Children's rights and ensure a forensic focus on care experienced children in decision-making. A proactive approach to regularly checking in with children who are care-experienced will provide a more effective, proactive mechanism to enable the voice of our care-experienced children to be heard.

- Improvement in children and young people's health and wellbeing

This indicator is ongoing within Lairdsland Primary. We have undertaken a deeper analysis of our SHINE data this session to inform our next steps as identified above in School Improvement Priority 3. Our data analysis has identified that less than half of pupils require nurture or our bespoke wellbeing curriculum to complement our core resource. We have evaluated our health and wellbeing curriculum and identified that a consistent approach is necessary to de-clutter our health and wellbeing curriculum and ensure children can develop the tools to become resilient and effective contributors.

Our audit of this aspect of learning will inform a more focused approach to inform our curriculum and provide a greater emphasis on a specific aspect of our health and wellbeing curriculum.



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

Our data suggests that the gap between quintile 1 and quintile 5 across most curricular areas is not significant and follows no observable pattern. As the majority of children within the school population reside in quintile 2, our focus for raising attainment must be cognisant of this demographic as low attainment can affect this grouping.

We have focused on several approaches to close the poverty-related attainment gap this session. Our whole school approach to Improving Our School, together with the West Partnership and led by our Depute Head Teacher for PEF has had a positive impact on our children. This universal approach is aimed to provide equitable and effective learning and teaching across all classes.

We have focused further resources into Rapid Reading and Nesy Spelling as an intervention for targeted children. These programmes have been impactful in raising attainment with almost all children progressing where consistent use of these programmes is implemented. To ensure consistency, we have adapted our implementation of these programmes. This has seen an improved impact of these resources.

- Improvement in attainment, particularly in literacy and numeracy

Our attainment data in literacy and numeracy has identified that the majority of children are on track. There is an observable trend of our attainment data over time returning to the levels attained prior to the COVID-19 epidemic. This is further exemplified by the National Standardised Assessment results which further indicate the improvements in attainment over time coinciding with teacher observations.

Writing attainment was positively impacted by staff development sessions using the moderation of learning and teaching sessions. At these sessions, an established understanding of the achievement of a level was ascertained and this supported teacher judgements of where pupils had made effective progress. This was reinforced at a local authority-wide moderation event.

Participation in the Improving our Schools programme has also had a positive impact on attainment across all curricular areas including literacy and numeracy. These professional learning sessions have refreshed and developed aspects of excellent learning and teaching which can be applied to all curricular areas.

Our self-evaluation has highlighted reading as an area that will be targeted to raise attainment. We will focus on the development of our culture of reading and the use of reading tools within our learning and teaching.

In numeracy, our attainment continues to remain steady in-line with previous years. Where required, children are supported through maths recovery sessions.

### Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	majority	majority	almost all	majority
First level by end of P4	majority	majority	almost all	most
Second level by end of P7	majority	majority	almost all	majority

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

Allocation, interventions, outcomes and impact.

In session 2023/24, our PEF spending was accounted for through the appointment of an acting DHT (£9,282) responsible for raising attainment through effective learning, teaching and assessment, and the appointment of an acting PT (£9,699) responsible for closing the poverty-related attainment gap through the implementation of bespoke resources to support identified pupils.

To enable these responsibilities to be fulfilled, a class teacher role was created and funded through PEF (£62,203).

The impact of PEF has been observable in all teaching staff through participation in the Improving our School program. This program was led and delivered by our PEF Depute Head Teacher. Improvements in this program are outlined earlier in this report. The impact was observed during classroom visits however, further data gathering is required to measure a longer-term impact of engagement with Improving our Schools.

The implementation of support resources including Nessy and Rapid Reading has provided effective data of the impact with almost all children benefitting from a consistent approach to these interventions. These resources were delivered and overseen by our PEF Principal Teacher. Our approach has enabled us to target improvements by increasing the capacity of our teachers to deliver effective learning, teaching and assessment whilst underpinning gaps in learning with a more focused intervention program to close the gap.

Our current data, comparing quintiles one and five, suggest that in almost all curricular areas, while there is an observable gap, this is very small. For this reason, we will also focus on being cognisant of the children in quintile 2 next session as this is where around 60% of our school demographic reside.

## 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	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Good	Choose an item.
3.2 Raising attainment and achievement	Good	Choose an item.

## Summary of School Improvement priorities for Session 2024/25

- 1. Raise attainment in Reading to improve literacy attainment through a focus of culture and reading tools.
- 2. Engage with the CIRCLE framework to provide an inclusive learning environment.
- 3. Develop Children's Rights through the Rights Respecting School toolkit and enhance teacher knowledge of the Promise linked to enhance pupil voice in our school community.

## What is our capacity for continuous improvement?

Lairdsland Primary School has a comprehensive collegiate calendar and quality assurance calendar that ensures we can identify further areas for development. Our trio approach to observed teaching sessions has provided an opportunity to enhance teacher capacity to identify improvements supported by our management team.

Teachers are empowered to lead these improvements through our fact/story/action approach where barriers to learning can be identified through professional dialogue and interventions identified. Our teaching staff and support staff are involved in working parties and committees/councils to take ownership of our school improvement priorities.