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East Dunbartonshire Council

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Lairdsland Primary
Standards and Quality Report
2021/22

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 316. Most 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, job share 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 which has been in the format of virtual lessons this session. The work of the school is further supported by a number of school support and facilities management staff.

Currently, our school population represents a wide demographic across the deciles of the Scottish Index of Multiple Deprivation (SIMD) with a high concentration within deciles 1-4. 69% of the pupils that attend Lairdsland Primary live within SIMD deciles 1 to 4 and 31% of pupils live in SIMD Deciles 5 - 10. Moreover 19% of pupils are currently registered for Free School Meals (FSM). In 2021-2022 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 95%, with no exclusions. At Lairdsland Primary, we used our PEF money to provide additional staffing through a Principal Teacher role with the responsibility of raising attainment as well as a variety of additional curriculum resources to support learners including a variety of IT equipment. 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. Wider achievements of all learners are celebrated in all of our classes week through our 'I'm kind of a big deal' discussions.

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 nursery roll is currently 113 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.

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: To raise attainment in numeracy.	
<p>NIF Priority:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap <p>NIF Driver:</p> <ul style="list-style-type: none"> • assessment of children's progress • school leadership 	<p>HGIOS4 QIs</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact:</p> <p>The school has made very good progress with this improvement priority and is well placed to continue to improve in attainment in numeracy and maths next year.</p> <p>Six members of teaching staff from the maths working party participated in a collaborative practitioner enquiry in Number Talks this session to support pupils' mental maths strategies. They carried out pre-evaluations with the pupils in their class to gauge pupil confidence in various aspects of numeracy. The teachers then carried out a Number Talks intervention within their classes and also carried out peer observations of each other during these sessions. Following the intervention block, all six teachers then carried out post-evaluations with the pupils in their class. Results showed an increase in pupil confidence with addition, subtraction, multiplication and division. Most children stated that they feel confident during maths lessons and feel confident to ask for support when required. All teachers involved reported an increase in confidence and skill using a Number Talks approach after carrying out peer observations. All teachers involved observed increased pupil motivation and confidence during maths lessons. The maths working party plan to carry out Number Talks training for all remaining staff at the August inset day and there is scope for further peer visits and team teaching next session.</p> <p>All support staff attended Maths Recovery refresher training in October and all pupils requiring additional support in maths have benefited this year from a Maths Recovery intervention. Support staff and an additional PEF funded teacher have effectively targeted individuals and small groups of pupils and good progress in closing identified gaps in attainment has been made. We now have some comparator data to track cohorts of learners across time using SNSA results from 2019 and 2022. Results over time are positive;</p> <ul style="list-style-type: none"> • Numeracy SNSA results for our current P1 cohort show that 68% of this year group scored in the top three bandings. • Numeracy SNSA results for our current P4 cohort show that 56% of this year group scored in the top three bandings in P1 which increased to 76% of this year group scoring in the top three bands this session. • Numeracy SNSA results for our current P7 cohort show that 51% of this year group scored in the top three bandings in P4 which increased to 54% of this year group scoring in the top three bandings this session. <p>Almost all teaching staff took part in Learning Through Landscapes training this session which included linking maths with outdoor learning. All staff who attended the training gave feedback during a collegiate session reporting their skills and confidence in using outdoor learning approaches to teach aspects of maths has increased, as well as reporting observations of pupil engagement and enjoyment.</p> <p>This session, some parents shared PowerPoint presentations and short video clips where they discussed how maths impacts their daily lives at home and work. These videos and presentations were shared with all pupils and staff during Maths Week Scotland as well as during a whole-school assembly. Various 'how to' videos for using Maths Recovery approaches and the numeracy blueprint boards have been shared on the school website for families to access at home. Feedback from parents via parent council meetings has been positive. Further opportunities to develop parental engagement and to support with developing the young workforce next year will include planning careers talks and further come learn with me opportunities in classes.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Carry out Number Talks training with all remaining teaching and support staff. • Improve staff collaboration through peer visits and team teaching. • Using data effectively to plan and implement targeted support to narrow the poverty-related attainment gap. • Further opportunities to engage parents/carers in supporting maths learning at home. 	

School Priority 2: Raising Attainment in Literacy – Writing (Year 1)

NIF Priority:

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

NIF Driver:

assessment of children's progress
school improvement
teacher professionalism

HGIOS?4 QIs

QI 2.3 Learning, Teaching & Assessment
QI 3.2 Raising attainment and achievement

Progress and impact:

The school has made good progress with this improvement priority and is well placed to continue to improve attainment in Writing next year. This was year one of a three year plan to improve attainment in Writing.

All teaching staff completed an audit to help identify developments needs across staff and confidence in Talk for Writing post pandemic. Audit results showed most staff felt they were able to plan, implement and assess writing using the Talk for Writing approach but identified needs in using formative assessment to inform teaching and learning, teaching non-fiction using this approach and all staff requested peer observations to share good practice. The Literacy Lead led some staff drop in sessions to discuss this further, formative assessment professional reading was shared and a collegiate planning session was facilitated to allow staff time together to plan a block of lessons including non-fiction focus. Due to Covid absences peer observations were unable to take place. Planning documents were amended to include a yearly overview to ensure a breadth of genres are covered across the year. Some teachers chose writing to be the focus for their observed teaching session. The Literacy Lead observed some writing lessons and gave constructive feedback. The Literacy Lead also worked closely with a teacher to plan and implement a Talk for Writing block to gain more insight into the day to day implementation and timings in order to support staff going forward. This was then shared and discuss during a collegiate session.

A moderation of writing collegiate session was carried out where staff had opportunities to look at pieces of writing against the benchmarks. This led to quality professional dialogue and as a result staff reported increased confidence when considering achievement of a level. Writing predictions for achievement of a level at P1 and P4 were 49% and 45% respectively in March 2022 and had increased to 64% (P1) and 65% (P4) by June 2022 following targeted interventions and the collegiate moderation session. There were no significant improvements with P7 writing attainment levels. Staff feedback and assessment data have indicated that using the Talk for Writing approach is not having a significant impact on improving writing across the school. Staff report it takes too much time to implement a block of lessons and more focus could be directed towards teaching and developing skills. Current data shows that we continue to be below the national average for writing attainment. Reflecting on this has led us to look to other schools to learn what they do to develop writing and to carry out some further research focusing on how to build capacity in staff to teach writing effectively. A working party has been established to work together to plan a writing programme to adapt what we have learned about teaching writing from the Talk for Writing approach to suit the needs of our learners.

The Literacy Champion has carried out professional reading and attended virtual CPD sessions on Listening and Talking. Resources have been collated and assigned to classes to support teachers to implement Listening and Talking lessons to develop skills. A variety of assessment tools have been considered and will be trialled next session.

Next steps (Year 2)

- Using data effectively, targeting support to narrow the poverty-related attainment gap
- Through 'Improving Our Classroom', build capacity in practitioners to facilitate high quality teaching and learning in writing.
- Develop a highly effective writing programme across the school which ensures consistency, breadth and depth, teaching pupils writing skills they can apply across the curriculum.

School priority 3: Nurture

NIF Priority

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap

NIF Driver

school leadership
teacher professionalism
parental engagement

HGIOS4 QIs

QI 3.1 Wellbeing, equality & inclusion

Choose an item.

Progress and Impact:

We have made very good progress with the development of Nurture as an improvement priority this year.

Whole school Nurture

Prior to Christmas, a parent "How Nurturing is our School?" survey was sent out via Microsoft Forms. This showed that almost all respondents (96%) felt that Lairdsland is very welcoming. 83% of respondents felt that Lairdsland supports them and their child well whilst 4% felt this was not the case. 83% of respondents said that our school helps develop their children's confidence. 4% felt that school does not help develop their children's confidence. A random selection of pupils from primary 4-7 also completed a version of this survey. The results of this demonstrated that 93% of children felt safe in school and felt that Lairdsland was welcoming. However, only 60% of children said that school helped to develop their confidence. Further to this, staff had identified Nurture Priority 3 - The importance of nurture for the development of wellbeing, as an area for development in a previous staff survey. The working party linked this, and the children's responses to the "confidence" question in the pupil survey, to wider achievements and created "I'm kind of a big deal" lanyards. These were distributed to all classes and staff commit to allowing time on a Friday afternoon to give out lanyards and hear stories of wider achievements in class. These are also shared to Seesaw.

Additionally, only 20% of children said they had heard of the Nurture Principles. As a result, a pupil focus group was established to create child friendly Nurture Principles. These were made into posters and shared school wide. Following this, each class teacher introduced the Nurture Principles to their classes over a series of weeks and created a display in their classrooms. This was also shared on Seesaw to inform and engage with parents. All children have now been introduced to the Nurture Principles and there are posters throughout the school serving as a reminder of these.

Nurture Pilot Programme

This year we were one of 12 pilot schools to establish a Nurture Class staffed with a Nurture teacher and Family Learning Assistant. At the beginning of the school year, an information Sway was sent out to all parents informing them of the pilot programme and containing some information about Nurture and Nurture Classes. The Nurture Teacher and Family Learning Assistant attended Nurture Training, which took place over three sessions, and ongoing PLCs. A Nurture Room was set up, including the purchasing of new furniture and resources to ensure an appropriate environment to deliver this intervention. A variety of appropriate assessments were carried out to identify children who would benefit from participating in the Nurture Group (including Ferre Laevers wellbeing and engagement observations, BOXALL assessments and Stirling Wellbeing assessments). Families of identified have been engaged with weekly via phone calls, emails and/or in person meetings, with the Family Learning Assistant. A number of parents have been supported by our Family Learning Assistant through signposting to other agencies. Ongoing evaluations and feedback was gathered from parents of the children in the nurture class using a sliding scale to report on impacts observed at home. These results reported positive changes at home over the course of the year so far. Teachers have reported some positive changes in class also. For example, showing better social skills e.g. sharing with peers, turn taking and improved use of language. Results of the mid-session BOXALL compared to the start of year BOXALL showed improvements for nurture pupils in areas such as Undeveloped Behaviour and Internalisation of Controls.

Other identified children are involved in ongoing wellbeing and social skills groups, developing skills such as turn taking, sharing, sportsmanship etc. Targeted Wellbeing Groups run each morning with the Nurture Class running each afternoon. Additionally, parents and teachers of some children attending wellbeing groups have also noted positive changes through discussion with senior leadership staff eg increase in overall wellbeing and resilience.

Next Steps:

- Continue to develop our Nurture Class and ensure appropriate pupils are identified and supported.
- Continue to embed Whole School Nurture approach.
- Adapt Health and Wellbeing Planners to ensure nurture principles are included in planners.
- Use the language of the nurture principles on a daily basis with pupils and children to fully embed this into school life

Progress in National Improvement Framework (NIF) priorities

Progress towards the NIF priorities has been considerably impacted by the challenges that continued to present within the school context over the last session. Staffing absences this session, particularly between October – March, presented significant challenges and this undoubtedly impacted on the capacity of the school and progress in school and national priorities. However the staff team continue to demonstrate an eagerness to mitigate challenges through their hard working attitude and commitment to all learners.

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, there is no doubt that achievement of a level has been significantly impacted by the school closures and remote learning that occurred during the last two years. In Session 20/21, our Primary 1 ACEL data was lower than our comparator schools in Reading, Writing and Numeracy. This has been addressed this session through targeted interventions in literacy and numeracy. In 20/21 our Primary 4 ACEL data for Reading, Writing, Numeracy and Listening and Talking was on par with our comparator schools. In 20/21 our P7 ACEL data for Reading it was on par with our comparator schools and for Numeracy, Writing and Listening and Talking was greater than our comparator schools.

Initial analysis of standardised assessment data from this session 21-22 has been reassuring;

P1 SNSA Literacy Results – the majority pupils received a score in the top 3 (out of 6) bands.

P1 SNSA Numeracy Results – most pupils received a score in the top 3 (out of 6) bands.

P4 SNSA Reading Results – the majority pupils received a score in the top 3 (out of 6) bands.

P4 SNSA Writing Results – the majority pupils received a score in the top 3 (out of 6) bands.

P4 SNSA Numeracy Results – most pupils received a score in the top 3 (out of 6) bands.

P7 SNSA Reading Results – the majority pupils received a score in the top 3 (out of 6) bands.

P7 SNSA Writing Results – the majority of pupils received a score in the top 3 (out of 6) bands.

P7 SNSA Numeracy Results – the majority of pupils received a score in the top 3 (out of 6) bands.

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

The Senior Leadership Team meet with class teachers each term to discuss attainment of all pupils, reviewing assessment evidence and analysing data, identifying existing or emerging gaps in attainment and achievement. Pupil Equity Funding was used 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. In Session 21/22, all children who were not on track for Reading and Numeracy received a targeted intervention to address this. The consistency of delivering some of these interventions was again impacted by the significant staffing absences as a result of Covid however there were improvements in some areas, most notably in areas of Health and Wellbeing as well as Primary 1 Writing over the course of the session. Families who worked closely with our Family Learning Assistant also spoke positively of the pastoral and financial support received which increased positive engagement and communication with school staff.

Improvement in children and young people's health and wellbeing

The pandemic and school closures have had an immense impact on the physical and mental health of our children and families. We have focused on supporting all of our pupil's health and wellbeing through continued implementation of our Mindfulness programme as well as further investment in Covid Recovery through purchasing the Resilience Recovery Programme training and resources. The Senior Leadership Team met regularly with class teachers to discuss pupil wellbeing, ensuring that targeted supports were identified and put in place to support vulnerable children and families. A variety of resources were made use of including referrals to Lifelink Counselling, The School Nurse Service and input from other agencies such as SAMH. Our Nurture Teacher and Family Learning Assistant also provided a programme of targeted health and wellbeing groups for young people across all stages focusing on a variety of skills and needs. Eg resilience, friendships, grief and loss. Since the easing of restrictions, our Family Learning Assistant has engaged with and supported a number of our most vulnerable families and children. Some examples include supporting with funding applications, sourcing preloved uniform, in-school foodbank, stay and play sessions and healthy cooking sessions

Next session we will continue to provide these targeted groups and continue to invest in Health and Wellbeing training and resources for example staff partaking in updated Seasons for Growth training, Self Harm Training, investment in Hamish and Milo resources.

Pupils continue to benefit from 2 hours of quality PE each week including one outdoor session. In addition, all pupils benefit from a coherent and comprehensive Health curriculum covering a variety of aspects eg food and health, substance misuse and road safety.

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

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

Pupil Equity Funding allowed us to appoint an Acting Principal Teacher post responsible for planning and overseeing interventions focused on addressing the poverty related attainment gap and for closely tracking the attainment and achieved of children at risk of missing out.

PEF funding was also used for the following;

- Additional class teacher funded for 5 months to deliver targeted support in Literacy and Numeracy.
- To support universal and targeted approaches to support children's health and wellbeing through a variety of training and resources.
- To support implementation of Nurture Base and development of whole school nurture.
- Resources to support Family Learning and Engagement with our most vulnerable families e.g. Resources for Stay and Play sessions.
- To support universal and targeted approaches in Literacy. This included resources for upper school pupils who required alternative resources (Talisman) and additional IT devices to enhance universal and targeted approaches to raising attainment
- To support universal and targeted approaches in Numeracy. This included Maths Recovery Resources, Blueprint Boards

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 2022/23

Priority 1 - Improving our School

Raising attainment through high quality learning, teaching and assessment.

- To participate in the West Partnership's Improving our Classroom; a whole school approach to improvement through a focus on highly effective teaching and learning and data informed targeted intervention at classroom level.
- To have a clear focus across the whole school on high quality self-evaluation at classroom level leading to improved learning and teaching, data informed targeted interventions, improved attainment and achievement with a continual focus on equity and excellence for all children and young people.

Priority 2 – Improvement in Writing

Improvement in attainment, particularly in literacy and numeracy

Closing the attainment gap

- Using data effectively, targeting support to narrow the poverty-related attainment gap
- Through 'Improving Our Classroom', build capacity in practitioners to facilitate high quality teaching and learning in writing.
- Develop a highly effective writing programme across the school which ensures consistency, breadth and depth, teaching pupils writing skills they can apply across the curriculum.

Priority 3 - Health and Wellbeing – Nurture

Improvement in children and young people's health and wellbeing

- Continue to develop our Nurture Class and ensure appropriate pupils are identified and supported.
- Continue to embed Whole School Nurture approach.
- Adapt Health and Wellbeing Planners to ensure nurture principles are included in planners.
- Use the language of the nurture principles on a daily basis with pupils and children to fully embed this into school life

What is our capacity for continuous improvement?

A high level of commitment is demonstrated by all staff in Lairdland and this was particularly evident during the past year where staff demonstrated a positive and flexible attitude during ongoing changes and challenges related to Covid and Covid Recovery. A positive ethos and positive relationships between staff, between children and staff and between staff and parents are evident throughout the school.

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. They are committed to further developing their data analysis skills this session to enhance their ability in this area.

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