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Lairdsland Primary
Standards and Quality Report
2025 / 2026

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 304. 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, 1 Job Share Principal Teachers and 15.34fte Class Teacher allocation which is made up of a combination of full and part time teaching staff. An Educational Support Teacher 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 and a 1fte nurture teacher and FLA support those children who meet the nurture profile. Instrumental tuition for woodwind takes place for groups of children. 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. 16.5% of pupils are currently registered for Free School Meals (FSM). In '25-'26 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 learners through planned, targeted interventions in aspects of Literacy, Numeracy and Health & Wellbeing and transition across early level. It was also used to support learners' readiness to learn.

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 94%. 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 early year's centre and secondary schools ensuring smooth transition for children and young people between establishments. The school operates a devolved budget, and our School Support Coordinator oversees the Head Teacher's management of this. Parents are extremely supportive of the school. Our Parent Council is committed to representing the parent forum and are proactive in enhancing partnership. There is a very active and enthusiastic PTA which holds many events throughout the year to support fundraising for Lairdsland.

We are a UNCRC Silver school with the rights of the child at the centre of all we do. Pupil voice is strong across the school and they have been pivotal in achieving our Silver Reading award, and our Silver Sport Award,

Our Standards and Quality Report has been created in consultation with learners, staff and parents. It provides an overview of the school's performance, successes and achievements in Session 2025 / 2026 and identifies our main priorities for next year

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: Raising Attainment in Reading	
NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children NIF Driver curriculum and assessment school improvement	HGIOS 4 QIs QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment

performance information	

All teachers have embedded the pedagogical approach to phonics into spelling. **Most** children across the school, have demonstrated improvements in phonics / spelling from pre-assessment to post assessment.

Almost all classes continue to have a literacy rich environment with children contributing to the literacy working walls and displays which reflect the ongoing learning and teaching. **All** children are timetabled to access our library.

Most learners' comprehension has improved through continuous targeted intervention. Pre and post assessment in PM Benchmarking and comprehension assessment have evidenced this.

Most learners use dialogue effectively to further develop reasoning, collaboration and good habits of thinking. **Most** teachers provide high quality feedback to learners with more focussed dialogue between staff and individual learners to facilitate high quality feedback for themselves and peers, to inform individual next steps in learning. **Some** teachers are using observation effectively to inform planning, next steps in learning and classroom management. Greater emphasis on this will contribute to responsive planning, focussed feedback and classroom environments that reflect the needs and interests of **all** learners.

The individual needs of **almost all** learners are being met through high quality learning and teaching. Developments in the analysis and use of attainment data will ensure interventions are **even more** effective.

All children included in the Reading Recovery programme, year 1, are now on track with reading, with **some** exceeding expectation.

Next Steps

- Focus on pedagogical practice incorporating Meta skills and feedback into **all** aspects of Learning and Teaching.
- Professional reading based around meta skills, feedback to learners, pupil voice, AIFL and observation
- Data focus on more re-bust spreadsheet data analysis.

- Comprehension; ongoing work to continue the development of comprehension work which is aligned with new reading material, reciprocal reading and personal reading. This will also be supplemented by additional comprehension resources.
- Fully embed the phonics into spelling and reading guidelines with planned audit for inset 4.
- Align dyslexia reading and comprehension resources with Big Cat resources.
- Continue into year 2 Reading Recovery and share specific strategies, particularly around over learning and fluency with teaching and support staff colleagues.

School priority 2: Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework (Year 2)	
NIF Priority Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre	HGIOS 4 QIs QI 2.2 Curriculum QI 3.1 Wellbeing, equality & inclusion

NIF Driver school improvement parent / carer involvement and engagement	

Progress and Impact:

Very good progress has been made on implementation of The Circle Framework – year 2:

All staff have completed the participation scale for identified learners and implemented appropriate strategies to support their learning. Trio visits have taken place to share good practice and allow professional dialogue between colleagues. Feedback has been shared at a collegiate session and staff work alongside appropriate adults to ensure equity for all.

All shared areas within the school have been evaluated by pupil groups and adapted accordingly this year. The Circle pupil SIP group have begun to evaluate our outdoor space.

Most learners can talk effectively to their learning as evidenced in SLT learning conversations.

Almost all staff have attended CLPL linked to the Framework for Equity in Literacy. This has been referenced during collegiate sessions with staff using to support learners.

Almost all learners and staff report improvement in readiness to learn, focus and resilience. **Fewer** incidences of low-level learning disruption have been reported. Values based approach is being practised in all classes, with consistent language across the school community. SLT intervention and parental involvement have been referenced in pupil/staff surveys.

Consultation with **all** partners has resulted in a streamline and refresh of school values. **All** partners agreed that the existing values were confusing and too complicated to be impactful.

Welcoming, Kindness and Teamwork have been agreed by the whole school community and are the foundations of our value-based approach in Lairdsland.

Ongoing evaluations of quantitative and qualitative data has been analysed to identity clear next steps which has demonstrated a raise in attainment in P1, P4, P7. Targeted intervention groups in phonics, spelling, reading and writing have resulted in **all most all** learners on track in Primary 7, with **most** learners on track in Primaries 1 and 4.

Next Steps:

- To continue the participation scale, with emphasis on outdoor space.
- Use of Pupil SIP groups to evaluate and ensure continued best practice.
- To adapt universal and targeted support planning to reflect Circle participation adaptations.
- To embed pupil voice in universal and targeted support planning, in line with UNCRC rights of the child.
- To embed practice around focus and readiness to learn in **all** cohorts through continued consultation and support from parents/carers and other partners,
- To continue universal transition offer in EYC for pre-school year learners, focusing on continuity in Early Level pedagogy and practice.
- Develop a wider achievement tracker to highlight learner engagement and ensure greater equity in experience and opportunity.
- Embed values based approach across the whole school community.

Progress in National Improvement Framework (NIF) priorities

- As a silver accredited school, we have worked hard to develop parental engagement and involvement & communication. We will work towards Gold accreditation next session.
- We are in process of applying for Gold Reading School award, which we hope to have achieved by the end of session ’25/’’26

- We have focused on closing the attainment gap through careful management of support planning. This has also ensured equity for **all** learners to raise attainment and narrow the poverty related attainment gap.
- SHANARRI tracker and assessment has identified learners for further follow-up as required.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2026				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	**most**	**most**	**almost all**	**almost all**
First level by end of P4	**most**	**majority**	**almost all**	**most**
Second level by end of P7	**almost all**	**almost all**	**almost all**	**most**

We celebrate wider achievements during assembly with learners. We offer a range of after school clubs and lunchtime clubs which have included rugby, netball, football, Euroquiz and dance. We support Active Schools competitions and associated Lenzie Academy cluster sports events.

Our achievements are as follows:

- We continue to sustain our silver reading schools award and expect to be awarded gold this session.
- We are working towards sustaining our gold sports award
- We are working towards our gold sustainable rights respecting school award
- We continue to work towards sustaining our ECO flag
- 6 of our young nurture learners achieved their Hi 5 award.

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

Staff have worked closely with the Senior Leadership Team (SLT) to identify learners who require further support and have integrated targeted support into their learning. They have used a range of strategies and support staff have worked closely with class teachers and the SLT to deliver this support. Through tracking, ASN and Forward Plan meetings, professional dialogue has supported this aspect and impact has been identified as follows:

Literacy support	Reading Benchmarks and Writing Support
P1	**Most** learners within the identified support group have retained initial sounds. It was noted that **most** learners learned the skill of blending more readily than previous years as they were more secure in their basic phonics knowledge.
P2	Learners have been supported through reading recovery. **All** learners included in the programme are now on track, with a **few** exceeding expectations. **Almost all** learners have benefitted from using the Big Cats reading programme which is aligned with the phonics into spelling programme.
P3	**Almost all** learners have benefitted from using the Big Cats reading programme which is aligned with the phonics into spelling programme.
P4	**Almost all** learners have benefited from targeted interventions in reading and spelling, with the **few** not on track making significant progress.
P5	**Most** learners have been bench marked, with **almost all** demonstrating significant progress in reading. Pre/post assessment in spelling demonstrates increased accuracy.
P6	**Most** learners have been bench marked, with **almost all** demonstrating significant progress in reading. Pre/post assessment in spelling demonstrates increased accuracy.
P7	**Almost all** learners are on track in reading and writing, with the majority benefitting from targeted interventions in comprehension and writing.

The key aspects of the Pupil Equity Fund this year have been developing pedagogical capacity with **all** staff to ensure we are narrowing the poverty related attainment gap, supporting **all** learners in their readiness to learn and supporting learners within early level in their transition into school.

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

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	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.

Our next steps in these aspects are as follows:

1.3 Embed and sustain phonics into spelling and extend Big Cat readers into Primary 4 and beyond.

2.3 Continue to embed pupil voice and staff feedback in learning experiences. Incorporate meta skills within our pedagogy.

3.1 Continue to develop The Circle year 2 by incorporating into our universal/targeted support plans and work towards our RRS Gold accreditation.

3.2 Continue to work with staff when tracking a level to develop assessments for challenge and support, ensuring appropriate universal and targeted interventions.

Summary of School Improvement priorities for Session 2026-2027

- 1. Wellbeing and Inclusion

- 2. Pedagogy and meta cognition.

What is our capacity for continuous improvement?

All staff in Lairdsland are committed to improving outcomes for our learners through quality learning and teaching, purposeful learning opportunities and high expectations. Parents and learners contribute to self-evaluation through questionnaires and pupil voice through SIP groups. Most parents comment positively on the work of the school and contribute to promoting wider achievements within Lairdsland. We are continuing to develop our curriculum to reflect national and council policy, to support our learners in navigating the demands of an ever changing society and to ensure they can achieve best outcomes. We place children's rights at the centre of all we do. We continue to sustain and work towards our awards through SIP groups and best practice. We follow rigorous self-evaluation processes which have next steps and identify appropriate areas for development for Lairdsland Primary School. The whole staff team will continue to work in close partnership with parents and partners to deliver excellence, equity and inclusion for all learners.