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East Dunbartonshire Council

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Lennoxtown Primary School

Standards and Quality Report

2021/22



Lennoxtown
Primary

Context of the School

Lennoxtown Primary School is a non-denominational school situated in the heart of Lennoxtown's Community and has a roll of 123 pupils in the primary sector and capacity for 160 (80 am and pm comprising of 56 x 3-5 year olds, 15 x 2 year olds and 9 under 2s) full time equivalent places in our Early Years' Centre. Our school has strong partnerships between school, home and community and we pride ourselves in our open and nurturing approach to children's learning and development.

Our school Community has a mixed catchment area comprising of council housing, private lets and private housing which spans deciles 1-8 of the Scottish Index of Multiple deprivation (SIMD). In session 21-22 our school roll was set at 8 classes. 14% of our families were in receipt of Free School Meals and the data showed our families living in the following deciles;

26% in decile 1	0.8% in decile 2
25% in decile 3	0.8% in decile 4
15.4% in decile 6	32% in decile 8

Within our school and nursery, it is our shared vision that all of our children, staff, families and the community work together to provide a happy, safe and nurturing learning environment for all. It is our aspiration that all of our children are given every opportunity to achieve their full potential and in doing so are motivated and confident in meeting the challenges of learning, life and work. As a school team we champion our children and work tirelessly to support them in becoming the very best versions of themselves possible. As a school community we share the values of Respect, Honesty, Inclusion, Co-operation and Kindness and we seek to represent these values in our day to day interactions in and beyond our school and nursery. Through strong relationships and partnership, we strive to meet the following aims:

- To work together to create a safe, happy, nurturing environment for all to learn.
- To raise children's standards of attainment and achievement through providing a range of effective learning and teaching approaches which are stimulating, motivating and meet the needs of all learners.
- To ensure that all children aspire to reach their potential and feel a sense of achievement in all that they do.
- To nurture a growth mind-set ensuring all children are confident and motivated to contribute to lifelong learning and the wider world of work.
- To encourage creativity and independence in all learners and ensure everyone feels valued, respected and has the capacity to compromise.
- To promote the importance of strong partnership between home and school and with the wider community through regular communication and planned activities.

Our staffing level is 12.19. This includes a Head Teacher, a Depute Head Teacher, a Nursery Teacher and a Nurture Teacher. We have 12 teachers, including flexible working arrangements and a probationer teacher. Our extended support team comprises of 2 Classroom Assistants and 3.5 Support for Learning Assistants.

We firmly believe that pupil wellbeing is paramount to Getting it Right for Every Child in order to raise attainment. As a school team, we understand the importance of providing a safe and inclusive environment. The school offers a safe space where children are nurtured and supported to learn and develop their confidence, self-esteem and emotional resilience. We have robust tracking processes in place and employ a wide range of supports and strategies to address barriers to learning. We work hard to offer support and challenge which is targeted to meet individual needs.

We are passionate about Growth Mindset and a 'can do' attitude and we actively promote achievement and opportunities for pupil leadership. Partnership working with our active schools' co-ordinator also supports opportunities for children to learn new skills and support the agenda for wider achievement. We celebrate individual achievement by regularly sharing at assembly. Wider school events and successes are also shared at in weekly Talking News, on our website and via Twitter.

We have an extremely active and highly supportive Parent Teacher Association who run very successful fundraising events for pupils, parents and families (out with pandemic). We also have an extremely pro-active Parent Council who works hard to support the school's agenda for improvement.

We have very strong links with the wider community and our neighbouring school St Machan's. There are very good relationships between staff. Pupil/staff and parent/staff relationships are also very good. Support Staff play an important role in caring for children particularly at playtimes and lunchtimes. Through partnership working and our passionate commitment to our children and families, we aspire to positively impact change, influencing community concerns and impacting of our children's capacity to achieve and succeed.

We recognise the quality of teaching, learning and assessment in our school as being paramount to raising attainment and consistently improving standards. Through our Improvement Plan we take account of local priorities alongside those in the National Improvement Framework (NIF). A carefully planned collegiate calendar ensures that our staff meet regularly for professional learning, professional dialogue, planning and moderation activities. We are proactive in sharing the work of the school and engage with all stakeholders to seek views on the agenda for ongoing improvement.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Improvement in Children and Young People's Health and Wellbeing, Applying Nurture as a Whole School Approach		
<p>NIF Priority •Improvement in children and young people's health and wellbeing</p> <p>•Closing the attainment gap</p> <p>NIF Driver teacher professionalism</p> <p>parental engagement</p>		<p>HGIOS?4 QIs</p> <p>QI 3.1 Wellbeing, equality & inclusion</p> <p>QI 2.5 Family Learning</p>
<p>Progress and Impact:</p> <p>Nurture as a Whole School Approach: In June 22, the Head Teacher participated in EDC's Validated self-evaluation on Nurture and Family Learning allowing the identification of strengths and next steps to improve children and young people's mental health and wellbeing. The Fully funded nurture teacher and DHT took the lead and a rationale and robust programme of support was drafted. The Depute Head Teacher and Nurture Teacher participated in enhanced training led by East Dunbartonshire Council's Educational Psychology Services and learning covered; Setting the Scene, Nurture Principles, Adverse Childhood Experiences, Trauma, and the Implementation of pre and post measures for self-evaluation. In September 2021 the wider school team participated in collegiate training on the school's vision for nurture moving forward and worked collegiately to plan the next steps. The majority of staff also engaged with Education Scotland's Trauma Informed Practice training.</p> <p>Impact and pupil progress was supported by the creation of a robust tracking system. Led by the DHT and Nurture teacher, class teachers were supported with initial scoping tasks to clearly identify</p>		

children who would benefit most from bespoke support and targeted intervention. A series of assessment tools were introduced and applied, including Ferre Laevers scale of engagement, Golding Observation, Strengths and Difficulties, Stirling Wellbeing Scale and Boxall. The robust approach to assessment supported clear identification of pupil need and highly effective short and longer term intervention. Information from Ferre Laevers and Boxall Assessments showed that all pupils attending the Core Nurture Class have made improvements within both Developmental and Diagnostic Strands of the assessment, with 2 children making significant improvements. All pupils reported that they thoroughly enjoyed being part of the Nurture Class and were able to articulate that they had developed a variety of skills throughout the year, such as: communication, listening, self-confidence/belief and collaborative skills. All parents involved also provided extremely positive feedback on the impact on their child's overall wellbeing and willingness to attend school.

Within classrooms, staff continued to have a clear focus on the 6 nurturing principles and exemplified their knowledge and commitment daily in practice through their interactions and supportive interventions. All staff have knowledge and understanding of the impact and prevalence of trauma, (further informed by the impact of Covid 19) and staff applied skills and resourcefulness to meet the emotional, mental health and wellbeing of pupils. Our pupil feedback questionnaire showed that almost all children feel safe at school, feel they are treated fairly and with respect and that they know how to seek help if they were concerned about something. Attendance across this school is consistently high with a year on year average attendance rate of +95%.

The Head Teacher shared the rationale for nurture within the school with the Parent Council and wider parent body with an invitation for feedback. Although questionnaire feedback was minimal, those who did feedback gave a positive response to the updated provision. The nurture teacher and Depute Head Teacher worked with pupils to consider identity for the fulltime nurture provision within the school and there was collegiate agreement that the class would be called Primary 8 in order to make it as inclusive and intrinsic as possible.

Targeted Interventions in Family Learning: This session presented many opportunities in terms of family engagement in spite of the challenges families having to work within the ongoing Risk Assessment framework. The school recognised the importance of continuing to be flexible in approaches to family learning and engagement and a Plan A (in person) and Plan B (remote opportunity) service model was devised. This built on the previous year's practice and session 21-22 saw a mix of in person and remote opportunities. The Family Learning Assistant worked closely with the school's nurture teacher and delivered an enhanced level of support to parents/carers of children identified as benefiting from time in Primary 8. All parents of the children in this group engaged with one to one and group sessions as well as regularly engaging with the FLA via telephone and for a 'cuppa and a catch-up' when risk mitigations allowed.

Targeted Interventions in Family Learning: Our staff has an informed understanding of local demographics and the considerations that sit around our picture. An open door policy, visibility and strong relationships has allowed us to build a clear understanding of the factors causing environmental stress and child poverty within our community. Our staff and partners use available data to inform their understanding of individual family needs and ensure appropriate timely interventions. This session, the staff continued to build on capacity to collaborate with colleagues from other sectors which supported referrals to and from services to improve individual family circumstances. The school strengthened relationships with the local Foodbank, the Scottish welfare

fund, Community Care Grant sector and local charities. The Strong partnership approaches facilitated sustainability and a more robust service for our families. The school continued to provide targeted and universal approaches to support families in line with the ongoing development of our Family Learning programme. The school and FLA successfully supported the following engagements;

All 32 p7 children were supported with a 6 week block of Forest Schools.

All p1 families engaged with the primary 1 story sacks project

38/47 families engaged with our family walking groups provision from January to March

16/17 families in p1 and 17/17 families engaged in an in-house family cooking sessions between May and June

Next Steps:

- Further develop nurture provision informed by year 1 evaluation and continued guidance from Educational Psychologist;
- Further develop a Parental programme for support and engagement of parents of pupils attending nurture;
- Continue to track, monitor and assess pupils P1-7 in the area of Health and Wellbeing to identify and plan interventions for individuals and/or small groups;
- Introduction of RSHP programme;
- Re-establish Seasons for Growth programme to support pupils affected by grief, loss and change;
- Establish greater understanding of diversity; raising awareness of UNCRC and the rights of the child;
- Continue the work on ECO accreditation and achieve Bronze in session 22-23;
- Introduce Emotion Works year 1 across the school and EYC;

School priority 2: Raising Attainment in Literacy and Numeracy

NIF Priority • Improvement in attainment, particularly in literacy and numeracy
 • Closing the attainment gap
 NIF Driver school improvement
 teacher professionalism

HGIOS24 QIs
 QI 2.3 Learning, Teaching & Assessment
 QI 2.4 Personalised Support

Progress and Impact:

Raising Attainment for All and Closing the Poverty Related Attainment Gap:

Staff effectively used collegiate hours and robust handover information to inform the initial focus for learning and teaching in August 21 post a further year of disruption due to covid. Work was started on profiling children who were not on track at and gaps were identified. There will be further focus on assessment, data analysis and raising attainment in session 22-23. PM benchmarking was used throughout the school to support professional judgement on reading and the introduction of GL Assessments gave detailed data on strengths and focus for learning and teaching. MALT assessments were introduced to the school's assessment processes and a succinct error analysis was carried out followed by planning for learning and teaching meetings. All staff engaged with the new data profiles and there is universal improvement in planning for next steps in learning.

Staff engaged in quality training on STEAM planning as the focus for the school's October in-service day and planned collegiately to improve IDL planning. Plans were then adapted to improve the depth

of learning within identified themes. Staff reported increased confidence with linking outcomes. This was evident in forward planning meetings with SLT with staff being able to articulate more connections to technology, UNCRC and learning for sustainability in planning for learning and teaching. Time was protected in the collegiate calendar to revisit approaches for high quality learning, teaching, assessment and curriculum improvement but some of this work was hampered considerably by staff absence throughout the year. The planned work on moderation was not started and has also been carried over to session 22-23.

PEF funding was used towards funding a teacher (0.4 - 2 days) from August to March and 1 full time equivalent for term 4. The focus for learner improvement was targeted at raising attainment in numeracy at second level with assessment data supporting a 29% increase of pupils moving from almost on track to on track from p5-p7.

Teaching staff continued to reflect on the 4 pillars of differentiation in order to support all learners and the children made use of Personal Learning Plans as a mechanism to reflect on their own learning success and plan for next steps. Over the course of the school year, children set themselves learning targets and made effective use of flagged learning stickers to illustrate personal achievements. PLPs and flagged learning were shared with parents on a regular basis and feedback showed that 100% of parents felt that having PLPs and work sent home gave an insight in to their child's learning. Learning Journals were introduced at Primary 1 and Primary 2 but engagement from families was low. The mechanism for sharing learning at early and beginning of first level will be reviewed in session 22-23. Staff participated in tracking meetings, learning and teaching meetings and pupil support meetings with a refreshed focus on learner observations and assessment data. Staff continue to show increasing confidence in data analysis through more targeted and responsive planning for learning and teaching.

Throughout the year staff and children engaged with HGIOS to reflect on the school's plans for improvement. Although the pace of improvement was hampered by the impact of covid on attendance, the school made good progress across all planned strands for improvement. Moving forward, the priority will be to support the whole school to move in to recovery, ensuring that raising attainment and achievement for all is a focus for school improvement. This will be achieved by protecting time in the collegiate calendar to revisit approaches for high quality learning, teaching, assessment and curriculum, ensuring that all learners have the same opportunity to succeed, with a particular focus on the poverty related attainment gap (PRAG).

Next Steps:

- Staff engage in quality professional learning to enhance knowledge and skills for effective learning and teaching in the classroom;
- Staff re-visit features of effective practice and ensure AIFL, BLOOMS, and active learning strategies feature in day to day practice;
- Almost all learners achieve expected levels of attainment in Literacy and Numeracy in P1, P4 and P7;
- Improved pace and challenge in Literacy and Numeracy for learners; and Learners at risk of not achieving;
- Raise attainment through targeted interventions;
- Staff re-engage with moderation cycle to support planning for effective learning, teaching and assessment;

School priority 3: Curriculum

NIF Priority • Improvement in attainment, particularly in literacy and numeracy
• Improvement in children and young people's health and wellbeing
NIF Driver school improvement
school leadership

HGIOS74 QIs
QI 2.2 Curriculum
QI 3.2 Raising attainment and achievement

Progress and Impact:

Collegiate hours were protected to allow staff to work together to look at aspects of the Curriculum that would better equip children with skills for life, learning and work. Some introductory work was done on the refreshed Curriculum narrative and October's In-service day and collegiate hours were given over to staff to take a STEAM (Science, Technology, Engineering, Art and Maths) approach to planning contexts for learning. Some good work on this target was progressed and will be continued in to session 22-23. Over the course of the session, staff revisited the 4 capacities and gave focus to explicitly signposting learning and skills illustrative of each capacity. A short term working group was established to support planning for COP26 awareness raising of UNCRC and considering opportunities for pupil voice in and beyond the classroom. Our Primary 6 children won their category for Sustainable Homes in the Local Authority's COP26 conference and pupils presented to school's across EDC via TEAMS in November 21. The school's assembly programme was updated to have a greater focus on achievements in and out with the school and pupils have reported that the new approach has helped pupils to feel good about themselves. This was evidenced in the feedback from pupil focus groups where assemblies were noted as a mechanism which helps children recognise their efforts in school and make them feel good about themselves.

The introduction of a Playground Committee and Eco Committee this year provided a platform to develop pupil leadership skills and both groups worked effectively to bring about positive change. The Eco Committee carried out an environmental review and the beginnings of an action plan have been drafted. The group were also instrumental in raising awareness of environmental issues, particularly in relation to the COP26 agenda and actions for sustainability. The playground committee carried out a whole school survey on what children wanted to play with and worked with a budget to resource new items for play. The committee also took ongoing responsibility for the ongoing storage and distribution of these resources on a day to day basis. Pupils in both groups have shown commitment, enthusiasm and creativity.

Over the course of session 21-22, the Depute Head Teacher worked in partnership with active schools and secured a tennis taster session for all pupils as well as supporting the establishment of Springburn Harriers running club. Partnership working with our feeder secondary was also started and primary 5 to Primary 7 pupils enjoyed a series of senior pupil led dance sessions.

Next Steps:

- Audit of identified contexts for learning;
- Review planning format to ensure coverage of experiences and outcomes;
- Ensure consistency in planning and Curriculum delivery through STEAM planning format;
- Improve collaboration through peer visits and team teaching;
- Using data effectively, targeting support to narrow the poverty-related attainment gap;
- Moderate Writing/Numeracy Attainment all stages and levels to develop a shared understanding of standards and expectations and to support professional judgments when reporting on CfE levels;

Progress in National Improvement Framework (NIF) priorities

- Improvement in attainment, particularly in literacy and numeracy;

Attainment data in literacy and numeracy is based upon standardised assessments, teacher summative assessments and teacher formative assessments through observations and ongoing classwork. Staff engage with learning benchmarks to enable them to make confident professional judgements about achievement of a level. This session data shows a consistent dip in writing and numeracy attainment in particular for session 20-21, and 21-22 which supports the school's understanding of the impact of the pandemic and disruptions to learning. The school has a good understanding of learner profiles and is well placed to address identified gaps in learning.

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

The school has clear processes of tracking attainment across a number of demographics including SIMD and FME. All staff are aware of the need to close the poverty related attainment gap and use a range of data to help them identify vulnerable pupils and provide additional support as required. The progress of our children who experience barriers to learning is closely monitored and support is targeted and tracked. Evidence-based interventions and strategies are used to support learning and their impact is evaluated throughout the year. Tracking meetings between the Senior Leadership Team and class teachers enable reviewing of assessment evidence and allows staff to analyse data and identify existing or emerging gaps in attainment between our most and least disadvantaged children, and those most adversely impacted by the pandemic. Pupil Equity funding was used to support planned interventions in literacy and numeracy by funding 2 days per week additional teaching and 3 days per week Support for Learning Assistant Support in the final term.

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

Central to the work of the school is ensuring the wellbeing of, and improving outcomes for, all children and young people and their families. There are strong, positive relationships across the school community which are based on mutual respect and shared values centred around the shared commitment to understand that all behaviour is communication. All staff are fully aware of their responsibilities with regard to GIRFEC and understand the wellbeing indicators. Staff are attuned to learner engagement and are pro-active in addressing any changes to a child's presentation. The Senior Leadership Team meet regularly with class teachers to track pupil wellbeing, ensuring that targeted supports were identified and put in place to support children and families. Looking ahead to next session, mental health will continue to be a priority for school improvement, with a focus on Emotion Works, self-regulation and relaxation.

We have a collegiate approach to school improvement and all stakeholders are involved in our self-evaluation processes to ensure continual school improvement. This year we have seen the continued impact of disrupted learning in our attainment, particularly at primary 4. Our Curriculum for Excellence levels recorded at the end of P1, P4 & P7 are as follows:

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

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

Pupil Equity Funding secured 0.4 additional staffing (1FTE from April to June) to raise attainment for children at risk of not achieving, with a particular focus on narrowing the poverty related attainment gap. The balance of funds was used to purchase resources to enhance learning and teaching in all classes. PEF spend provided the following supports:

- Working with class teachers to use a data informed approach to design interventions in Numeracy and supporting professional development to identify approaches to measuring progress and impact over time, through the use of pre, during and post intervention assessments, observations, qualitative feedback and wellbeing assessments/scales.
- Targeted approaches to support children's health and wellbeing, including further work on the school's wellbeing tracker and time for teachers to consider related data.
- Investments in digital technology, to enhance and support teaching and learning, have benefitted all pupils through the reinstatement of the computer suite as well as enhancing digital learning resources in all classes.
- Targeted numeracy intervention groups for pupils from P3 to P7 have led to improvements for almost all children who participated. Data informed practice has identified clear next steps for all learners, some of whom are now on track or have moved up a group.

The school has continued to promote actions to mitigate the impact of poverty, including approaches to reducing the Cost of the School Day. Pupil Equity Funding was used to provide uniforms, school supplies and provide funding for children and young people to participate in community experiences, and the Primary 7s 4 day outward bound excursion.

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	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	Satisfactory
3.2 Raising attainment and achievement	Good	Satisfactory

Summary of School Improvement priorities for Session 2022/23

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

- Curriculum – Improvement in employability skills

What is our capacity for continuous improvement?

In spite of the very significant impact covid had on our school in session 21-22, our school community has shown great resilience this year, managing the competing demands and challenges. Children, staff and parents/carers have continued to work within mitigations, being responsive to changing needs and ensuring that our children have been safe, happy and learning.

The school continued to work through priorities in the school improvement plan, but the pace of improvement was impacted by the pandemic. The school was responsive to this, prioritising and adapting on an on-going basis; and recognising that some aspects that were planned for this year will continue in next year's School Improvement Plan.

We have welcomed recent changes to Covid-19 guidance that have allowed us to begin to reintroduce extra-curricular experiences and welcome families back in to our building. We look forward to working closely with our families to re-establish mechanisms for parental engagement and involvement.

The school has a clear vision for improvement over the next 3 years and is very well placed to achieve this, through collaboration with children, staff, families, partners and community stakeholders.