Standards and Quality Report 2018-19

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 151 pupils in the primary sector and capacity for 160 (71 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 nursery for session 19-20. We are in year 2 of the Scottish Government's pilot project for 1140 hour entitlement for all 3-5 year olds and continue to contribute regularly to the Government's consultation and service evaluation processes. Our school has strong partnerships between school, home and community and we pride ourselves in our open and nurturing approach to children's learning.

Our school Community has a mixed catchment area comprising of council housing, private lets and private housing which spans quintiles 1-5 and deciles 1-8. Our main catchment includes a significant proportion of lower SIMD data zone with 19.5% of our housing sitting within deciles 1-2 and 26% sitting within deciles 3-4. Challenges synonymous with the noted data zones are prevalent within our school catchment area and we have worked hard to form strong relationships with our parents, wider school community and Lennoxtown's Community Development team. The Scottish Neighbourhood statistics reports that dependence on out of work benefits is relatively high with 50% of the population of Lennoxtown dependant on these benefits compared to 30% across East Dunbartonshire.

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 we 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, Creativity 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 11.39 which include a Head Teacher, a Depute Head Teacher and a Nursery Teacher. We have an 8 class structure which includes the full time staffing of our new Nurture provision. We have 6 full time teachers and 3 job sharers. This coming session we also welcome one probationer teacher who will be with us until June 2020. Our extended support team comprises of 2 Classroom Assistants and 4 Support for Learning Assistants, one of whom work part-time.

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

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 have a collegiate approach to school improvement and all stakeholders are involved in our self-evaluation processes to ensure continual school improvement. The school has made school good progress in levels of attainment and within Curriculum for Excellence levels and we have continued to improve learners' experiences by ensuring that learning and teaching is the focus for our improvement agenda. During session 18-19 most children achieved expected levels in reading, writing, talking and listening and numeracy. Our Curriculum for Excellence levels recorded at the end of P1, P4 & P7 are as follows:

2018/2019	Reading	Writing	Listening & Talking	Numeracy
Early	76%	76%	85%	85%
First	73%	60%	77%	68%
Second	81%	81%	100%	88%
Average	77% (-7%)	72% (-3%)	87% (+3%)	80% (+1%)

Year on year, average attainment statistics show similar trends across p1, p4 and p7 with an upward trend in listening and talking and Numeracy. The green indicates where our attainment is above the national average shown in the table below (blue). It is important to note the number in a cohort will influence percentages and the comparators are not like for like. For example, in a cohort of ten 1 pupil equates to 10% but in a cohort of twenty two 1 pupil equates to 4.5%

2017/2018	Reading	Writing	Listening & Talking	Numeracy
Early	83%	63%	79%	83%
First	83%	72%	83%	72%
Second	90%	90%	90%	82%
Average	85%	75%	84%	79%

NIF - CfE Level			
Numeracy - National			
	2016	2017	2018
Early	84%	83%	85%
First	73%	75%	76%
Second	68%	70%	75%

NIF - CfE Level									
Literacy - National									
	2016			2017			2018		
	Reading	Writing	Listening & Talking	Reading	Writing	Listening & Talking	Reading	Writing	Listening & Talking
Early	81%	78%	85%	80%	77%	85%	81%	78%	87%
First	75%	69%	81%	77%	71%	83%	77%	72%	85%
Second	72%	65%	77%	76%	69%	81%	79%	73%	84%

Self-Evaluation is an integral part of our ongoing improvement and rigorous self-evaluation activities have been undertaken this year to review and evaluate the practice of the school. This session we have worked collegiately to continue to improve attainment in Literacy, Numeracy and Health and Wellbeing where Equity and Excellence continue to underpin our ongoing commitment to school improvement. Staff have engaged with HGIOS 4 and have evaluated the progress the school has made against Quality Indicators as highlighted below.

School priority 1: Writing –	
Raising Attainment and Achievement in Writing (year 2)	

NIF Priority : Link to NIF Priorities and Drivers / EDC NIF Implementation Plan	HGIOS 4 QIs:
Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged **NIF Drivers** : Teacher Professionalism, School Leadership, Parental Engagement, Assessment of Children's Progress	1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment

Progress and impact:

The clearly planned training programme to train Senior Leaders, Project Leads and teaching staff across all stages has proved highly successful in supporting a clear understanding of the pedagogy and process of teaching Talk for Writing across the school. Subsequently, effective learning and teaching of writing from Primary 1 to 7 has been implemented through the Talk for Writing approach. This includes modelling of writing using a shared writing approach and the development of a rich interactive, literacy learning environment throughout the school where supports for writing are co-constructed with the pupils. All learning that the children have experienced in each unit of writing is visible on a washing line or learning wall in all classrooms and children can be seen regularly accessing these resources to support day to day writing. Through the Talk for Writing approach, teachers promote enthusiasm and creativity through skilled questioning and a range of learning opportunities which develops higher order thinking skills. Teachers have used feedback effectively to inform and support progress in literacy. The co-construction of success criteria through the use of writing toolkits/success criteria has supported children in taking responsibility for their own learning and enabled the planning of next steps. Self and peer assessment opportunities have been developed to allow children to compare hot and cold tasks determining areas for improvement.

Last session's assessment criteria has been used to support shared and agreed understanding of achievement of a level and interim progression between stages (p2,p3,p5,p6). Assessment processes continue to be strengthened and staff are using assessment observations and Benchmarks to inform planning. Evidence from taught writing jotters and professional dialogue during whole staff meetings and tracking meetings shows progression and improvement in taught writing and there is an upward trend of attainment in writing at most stages. There is also an increase in the quality and length of writing across the school as a result of the change in pedagogy.

Furthermore the Cluster approach to implementing the Talk for Writing has been highly effective in providing great opportunities to share good practice. Staff engagement in focussed PLCs, literacy champion inset training, Talk for Writing cluster training days and specific project lead training days has allowed staff to discuss application and impact with colleagues working at similar stages. This was further strengthened by the opportunity to engage in peer visits across the cluster, enabling staff to share practice and resources. Establishing Cluster professional learning communities for Early, First, Second and Third levels has supported the sharing of good practice and supported opportunities to evaluate and moderate writing standards at various stages across the school.

Engaging with Talk for Writing has resulted in a coherent and consistent approach to the teaching of writing underpinned by effective training of teaching and non-teaching staff across the cluster. Pupil and staff feedback supports positive change in both pupil attitude to writing and staff confidence in teaching writing.

As a result of this development and new approach in writing, there is strong evidence across the cluster schools demonstrating that attainment has been raised at early and second level. There is a slight dip at p4 which is due to p4 cohorts in 3 of the 5 and subsequent ASN Cluster primaries.

Cluster Attainment Data Averages

All five cluster primaries	2017 -2018	2018-2019
Primary 1	74.6%	81.4%
Primary 4	75.4%	70.8%
Primary 7	75.2%	78.8%

Across the cluster we have achieved the following:

7% increase at early level & a 4% increase at 2nd level.

- **Next Steps:**
- Gather resources and model texts used this year from across the cluster and create a wider range of suitable model texts so that all stages and composite combinations have an overview grid of model of suggested texts (fiction/non fiction)
- Ensure consistent approach for assessment and moderation purposes.
- Further Talk for Writing training provided by Talk for Writing trainers.
- Literacy Champions need to ensure the programme is maintained to current high standards – new staff and staff moving stages within schools given appropriate training and support.
- Continued involvement in CPD activities for staff and Literacy Champions.
- Continue to support each other as a cluster e.g. cluster professional learning communities, peer visits to other schools and sharing of resources.
- Increase parental awareness and involvement with regards to Talk for Writing.
- Ensure all cluster schools establish a Talk for Writing team to support the teaching of Talk for writing within each school e.g. Team teaching opportunities/peer observations to continue observing good practice.
- Continue to target children within SIMD 1 and 2 and provide support within writing to raise attainment and narrow the gap.
- Produce a progressive grammar overview to support Talk for Writing.
- Develop reading related activities for model texts e.g. Blooms questions, cloze procedures.
- Aligning IDL to Talk for Writing units where appropriate.
- Linking Fiction and related Non Fiction texts.
- Continue to collect data and closely monitor and track progress in writing of all pupils in order to measure impact.
- To further develop approaches to teaching writing focusing particularly on staff development on the content of an effective writing lesson and how to effectively teach genre specific grammar, spelling and appropriate use of punctuation (tools for writing).
- Continue to develop our overall assessment strategy so that tracking and monitoring approaches continue to inform learning and teaching approaches across the school.
- Engage with cluster colleagues/target to ensure a shared understanding of achievement of a level.
- Continue to work with the cluster network to take forward initiatives linked to NIF.

School priority 2: Learning Provision –	
Implementation of new maths planners	
Introduction of Stages of Early Arithmetical Learning at Primary 2	
Staff trained in Maths Recovery approaches	
NIF Priority : • Improvement in attainment in numeracy. NIF Driver: School Improvement, Teacher Professionalism,	HGIOS 4 QIs: 2.3 Learning, teaching and assessment 2.2 Curriculum

Progress and impact:
The curriculum has continued to be updated and refreshed in line with local and national priorities. Numeracy planners which focus on the skills within Numeracy and Maths have been implemented to support learning and teaching approaches; these are aligned with the Benchmarks and inform planning for learning and teaching and planned assessment. The refreshed planning has also supported staff's understanding of progression pathways and the identification of gaps in learning allowing clear planning for subsequent teaching. A number of staff members attended training on SEAL and Number Talks (inclusive of probationer teachers) and classroom observations, tracking and monitoring discussions and SLT review of planning demonstrate evidence of impact on learning, particularly in regards to Number Talks. Engagement in Maths Recovery training informed interventions for the children identified as having a particular barrier to a given concept or process. The Depute

Head Teacher attended Red Book training which will support intervention at second level and the noted approaches will form the focus of the coming session's intervention in Maths programme to support raising attainment.

Teaching staff were trained in Approaches to Maths Recovery as part of our Working Time Agreement and all staff have a sound overview of approaches and the rationale behind interventions. Staff also evaluated pupil engagement through the lens of 'A Good Maths Lesson' and daily classroom practice was amended to ensure appropriate pace and challenge. Classroom observations confirmed that many of the approaches shared were being implemented within day to day numeracy and mathematics lessons. Teaching staff also engaged in training in the use of 'Count on Us boards' towards the end of the session and have trialled their use as part of daily practice. The use of the boards to structure Number Talks was observed during classroom visits and children were able to use them as an aid to talk through application of number processes. Their use will be further developed in session 19-20 and training opportunities have been identified.

The focus on raising attainment levels in Maths and Numeracy for pupils through the introduction of SEAL approaches to numeracy at P2 and the introduction of Maths Recovery approaches and interventions at P4 and P5 identified the need to further develop recovery and intervention strategies. Tracking and attainment results show that P4, P5 and P6 cohorts have 72%, 89% and 59% on track for Numeracy and Maths and there is clear identification of the areas which require further teaching and application of recovery approaches in order to increase the number of pupils on track, particularly the P6 moving in to P7. In response to 'closing the gap' and raising attainment, problem solving and mental arithmetic strategies were clearly identified through forward planning and pupils across the school completed blocks of problem solving and weekly mental maths instruction to develop and strengthen specific strategies. Analysis of mental maths application demonstrates improved averages year on year with an upward trend.

Self-evaluation, against HGIOS 4 (QI: 1.2, 2.3, 2.6 and 3.2), was undertaken to support the development of our Numeracy Strategy. Reflection on feedback has evidenced that teaching staff are using the Benchmarks to inform professional judgement; there is good practice around transition, especially between the Primary School and our feeder secondary where the P7 teacher and the PT of Maths planned a programme together to provide challenge and take learning in to third level. Teaching staff engaged in Maths Week Scotland for the second year, which targeted MTH12a, MTH 13a and b and MTH16a and their associated Benchmarks, supporting children to learn about influential mathematicians and their use of different number systems.

Review of self-evaluative feedback has reinforced the need to increase moderation across stages and out with school, review application of prior learning and introduce the use of Holistic assessments across all stages to clearly inform progression pathways for groups and individuals. Analysis of SNSA's data has supported staff to identify gaps in learning and areas which require consolidation of learning. Results were used to inform forward planning post January and in to the final term and as part of our end of session handover process.

The school continues to develop a shared understanding and use of a consistent definition of achievement of a level across numeracy through use of the Benchmarks, use of the SNSAs, ongoing assessment and teachers' professional judgement.

Next Steps:
- Complete evaluation of the Maths planners at P4. P5, P6 and P7 and finalise new planners for P2 and P3.
- Develop progressive Numeracy and Maths Pathways across early, first, second levels and into third level.
- Develop a Curriculum Rationale for Numeracy and Maths as part of the wider Curriculum Rationale.
- Complete training on the use of the Count on Us Boards and implement their use in all classes.
- Train all staff in Number Talks approaches.
- Extend the use of holistic assessment across all stages to ensure application of skills.
- Role out SEAL approaches into P3 and P4 as appropriate.
- Train SLA's to support the delivery of SEAL, supporting groups or individuals in class. Role out new SEAL cards to P1, P2. P3 and P4.
- Extend the use of Maths Recovery Assessments and targeted Maths Recovery interventions at P5, P6 and P7. (Train PEF teacher and EST support teacher in Maths Recovery assessment and intervention).
- Share Maths Recovery Assessment Cards and Activities to support Teaching and Learning during interventions.
- Extend the teaching of Maths through Digital Literacy and making links through STEM subjects.
- Make links across the curriculum as part of STEM curriculum development work.

School priority 3: Leadership & Management – To implement updated GIRFEC policies in relation to Named Person Roles ensuring continuity and progression in meeting the needs of learners with additional support needs across sectors.

• NIF Priority: Closing the attainment gap between the most and least disadvantaged children. • Improvement in attainment in literacy NIF Driver: School Improvement, Assessment of children's progress, Teacher Professionalism, Performance Information	HGIOS 4 QIs: 1.1 Self-evaluation for self-improvement 3.1 Improving wellbeing and inclusion 2.4 Personalised Support

Progress and impact:

All staff have engaged with evaluation of the nurturing principles and there is an agreed shared language across the school to support a consistent understanding and response to meeting pupil need. Individual staff members have attended relevant courses (Lego therapy, ACES, Nurture, Seasons for Growth and Five to Thrive) identified through PRD processes and a programme for nurture and wellbeing was put in place. The Wider staff body also received staff development training on attachment, ACES, ASD and the What I think tool. Knowledge gained through training has supported staff to reflect on individual profiles and observed behaviour in order to inform universal, targeted and child plans.

Staff have shown a strong commitment to exploring new strategies and approaches that best meet pupil need and have contributed valuably to our revised processes around identifying barriers to learning. Staff are aware of the unique profiles of individuals and make very good use of the GIRFEC National Practice Model and Interventions built around personalised support to ensure that the needs of all children are met. There are clear processes in place to identify children who would benefit from intervention and targeted support. The school has written an ASN position statement which supports planning for inclusion and planned interventions This will continue to inform annual practice and be reviewed as part of the school's work on Including Every Learner in session 19-20.

Staff have evaluated resources and approaches to learning and teaching and have continued to build their own skill set in the use of digital technologies, specifically – Number Gym, Clicker 7 and CALL Scotland resources. The Depute Head Teacher has effectively planned and led staff development in this area and there are now agreed key features and practices across the school. (Effective use of technology to support dyslexia and numeracy difficulties, introduction of 'Count on Us' boards, use of Number Talk approaches and responding to perceived behaviour risks). Hidden Difference Assemblies were introduced to support children's understanding of Dyslexia and Autism. Pupils were given the opportunity to present to their peers as part of these assemblies, sharing learning barriers from their perspective. This session twenty one groups across the school accessed our nurture and wellbeing provision undertaking planned interventions to support friendship (three groups – Wee Worry Workshop, Friendship and Self Confidence Group and Circle of Friends) and confidence, co-operation, growth mindset, self-esteem and turn taking (seventeen groups of Lego Therapy). The final group was a Nurture Group which ran across four terms. BOXALL and Wellbeing assessment materials were used effectively to identify pupil need and post assessments the post intervention assessments showed a positive impact for some pupils in their capacity to build relationships, organisational skills, turn taking, planning for tasks, improvement in concentration, and working more independently. For the children in the Nurture Group there was an improvement in self esteem and making good choices, relationships with others and understanding rules.

Early level staff attended a range of training on Play in the p1 and p2 context and its role in supporting independence and enquiry. An Initial audit of the classroom environment was completed for primary 1 and primary 2 and resources and approaches were identified to support a change in practice. Early indicators have shown that the introduction of enquiry based approaches and targeted teacher support with individuals and groups has led to higher engagement in learning and less behavioural challenges.

The school continued to increase opportunities for Family Engagement this year and parents were invited in to

share Personal Learning Plans termly and also join their child's class for a 'Look in and Learn event'. A parental questionnaire showed that whilst parents felt welcome within the school they didn't value some of the engagement opportunities within the current format and as a result this will be changed for session 19-20 in order to explore new opportunities. There was no appointment of a Family Learning Worker in session 18-19 due to lack of applicants and this has been carried over as a theme on this year's school improvement plan.

Next Steps:
- Engage in whole school training on CALM approach
- Modify ASN/Differentiation approaches in line with CALM training.
- Review HWB Curriculum in line with P.S.E and Resilience
- All staff consider PASS assessment results and Leuven scale of engagement to support consideration around the four concepts of differentiation.
- Liaise with Active Schools and outside agencies to plan opportunities for wider achievement.
- Create Wider Achievement opportunities for targeted children.
- Modify tracking system to record/track wider achievement.
- Develop and implement planned programme of family learning events to support play, literacy (including digital literacy), numeracy and HWB. This includes homework club (equity of access to ICT) and after school clubs. Incorporating the language of Growth Mindset in to Pupil Learning Plans and conversations.
- Continue to develop Responsibility Groups and create opportunities for children to lead assemblies and other whole school events. Revise communication strategies.
- Operate school twitter account
- Continue to The Parental Engagement Programme will be developed over time. Review Wellbeing Strategy, Anti-Bullying strategy and Positive Relationships Strategy

Key priorities for improvement planning 2018-19

The school continues to focus upon key NIF priorities to: improve attainment in literacy and numeracy, closing the attainment gap between the most and least disadvantaged pupils and improve the health and wellbeing of young people. We have a clear and well-understood cycle for improvement planning and rigorously evaluate the impact of our priorities on improving outcomes for children. Parents are regularly asked their views through the use of tear-off slips on reports and newsletters, through the Parent Council and open door events. Collegiality is well embedded and staff work together in school and across the cluster to improve teaching and learning in order to meet learners' needs effectively.   We have a very strong capacity for securing further improvement and this coming session we have identified the following improvement planning priorities.

Priority 1 - Literacy
- Raise attainment in writing through implementation of the Talk4Writing Approach – Imitation, Innovation and Invention (year 2)
- Accumulated 5% increase in pupils achieving expected levels or better in writing across the school by the end of year 2
- Moderate standards across the cluster in learning, teaching and assessment from early to third level
- To ensure that there are effective moderation procedures for planning, learning and teaching and assessment early to third level
- To develop practical resources and planning frameworks e.g. whole school overview and Grammar/Spelling progression guidance x 3 days – meeting once per term
- Shared understanding of achievement of a level to ensure robust and consistent professional judgement
- To develop Writing Strategy for implementation of Talk for Writing

Priority 2 – Learning, Teaching and Assessment
- To refresh the schools Vision, Values and Aims in consultation with all stakeholders.
- To review and enhance the school curriculum with associated moderation, assessment and tracking procedures

- Learners' attainment and achievement will be tracked through CfE levels and based on professional judgement underpinned by a range of assessment data.
- Learners will have targeted intervention where the need arises through professional discussions with SMT and CTs
- Learner evidence of attainment will be moderated by staff in order to ensure consistency within a level – within school and as part of Cluster working across schools and through RIC as appropriate.
- To review learning opportunities for Wider Achievement and develop a tracking approach that records achievement and prompts consideration of wider opportunities both within and out with the school.

Priority 3 - Health and Wellbeing

- To further embed whole school nurture approaches and understanding of nurturing principles
- To further improve the engagement of parents through family learning
- To further increase the emotional resilience of pupils throughout the school through reviewing HWB program and recent initiatives (RELAXKIDS and PAThS)
- To improve assessment and identification of support for pupils with barriers to learning across the curriculum
- To further develop play in the infant department to ensure high quality learners experience that increase pupil attainment
- To ensure greater involvement in the life of the school from learners through increased engagement in clubs and leadership activities
- To embed restorative practice
- To produce a positive relationships and behaviour policy in consultation with staff, learners and parents.

Maintenance agenda
GIRFEC

Implementation of What I think Tool

What is our capacity for continuous improvement?

Our school's effective self – evaluation and consultative processes ensure that we are self reflective in all aspects of our school in line with HGIOS 4. We strive to work in partnership with our community and value the opinions of all of our stakeholders.

Self Evaluation against HGIOS 4 (How Good is Our School) Indicators
 (May 2018)

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