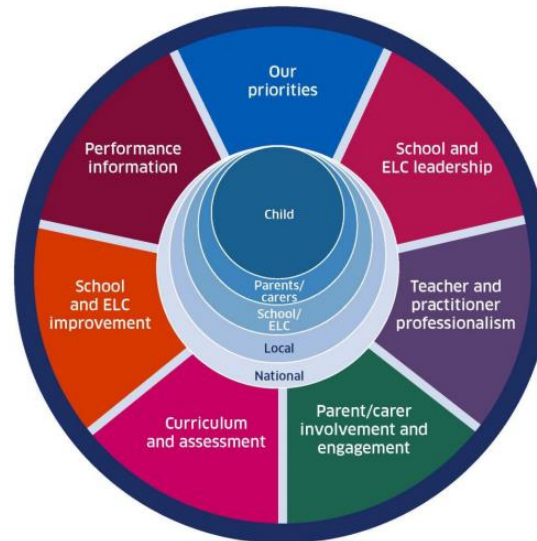


Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



School: Langlands School

Date: June 2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

Vision

Langlands' vision is a community where all young people feel valued, respected and included, and are able to learn, develop and succeed.

Values

Kindness
Respect

Inclusion
Support

Fairness

Aims

Langlands School aims to provide a personalised and meaningful educational experience in a positive and holistic environment. We will respect and learn from each other, and kindly celebrate all of our achievements as a community. We aim to provide our learners with opportunities to explore their future success through education in school and the wider community. Through teamwork and positive relationships, we can help all our children reach their full potential and experience success.

Review Date: Completed March 2022; Review March 2024

Review Activities (as appropriate)

During the first half of session 2021-22, staff worked on developing an updated vision, values and aims through staff meetings and professional development sessions. Staff surveys and an INSET day session was used to finalise staff views. In March 2022, a parent and pupil survey was conducted to gain feedback from parents (and pupils where they could participate) on key words that should be included in the vision, values and aims. All of these exercises were used to create a final vision, values and aims statement.

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p>School Priority 1 Improve the quality of Learning and Teaching to meet the individual needs of learners</p> <p>NIF Priority Improvement in attainment, particularly literacy/communication and numeracy.</p> <p>NIF Driver Assessment of children's progress Performance information Parental engagement</p> <p>HGIOS?4 / HGIOELC QIs 1.3; 2.2; 2.3; 3.2; 2.7</p>	<p>The impact of staffing changes on Langlands School has resulted in significantly reduced progress in this priority area. In the past two years, Langlands has had numerous managers/leaders meaning that continuous and consistent progress has not been possible. Similarly, the impact of COVID-19 on making progress with this priority area has been significant, with multiple staff and pupils off sick regularly.</p> <p>The current Acting Headteacher and Principal Teacher have worked together since February 2022 to focus on priorities moving forward. Some progress has been made very recently:</p> <ul style="list-style-type: none"> • The curriculum has been redesigned for the final term of 2021-22 to better meet the needs of young people. This will be trialed during the final term of this year with a view to being embedded for 2022-23. • Classes have been reorganized considering age and stage as well as pupil needs. This will ensure pupils are accessing learning and teaching that is suitable, and supports/challenges them appropriately. • PEF funding has been used this year to purchase additional teaching time (0.2FTE up until March 2022, and 0.8FTE from April – June 2022) to provide increased capacity to meet the individual needs of learners. Up until March 2022, this focused on less able learners and early level developments, and more recently helps by reducing class sizes and having more direct teaching input for all learners. • Teacher planning has been reevaluated, with teachers working together to plan core curricular areas as well as interdisciplinary learning opportunities. This will ensure more consistency for learners and a reduced workload / less bureaucracy for staff. 	<p>Establish agreed quality assurance calendar with staff which will include lesson observations, scrutiny of planning and delivery of the curriculum, and tracking and monitoring approaches.</p> <p>Establish the use of B Squared, including baselining all pupils and tracking and monitoring progress at appropriate levels for each individual pupil.</p> <p>Improve curricular offer / opportunities for achievement and attainment at the senior phase level for all pupils.</p>

<p>School Priority 2 Increasing opportunities for children to succeed and achieve</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver Assessment of Children's Progress Performance information</p> <p>HGIOS?4 / HGIOELC Qis 1.3; 2.2; 2.3 2.4 3.1; 3.2</p>	<p>The impact of staffing changes on Langlands School has resulted in significantly reduced progress in this priority area. In the past two years, Langlands has had numerous managers/leaders meaning that continuous and consistent progress has not been possible. Similarly, the impact of COVID-19 on making progress with this priority area has been significant, with multiple staff and pupils off sick regularly.</p> <p>The current Acting Headteacher and Principal Teacher have worked together since February 2022 to focus on priorities moving forward, guided by the current (and future aspirational) school improvement plan priorities. Some progress has been made very recently:</p> <ul style="list-style-type: none"> • Improved engagement with NWCC Secondary to identify opportunities for individual pupils to access mainstream classes or learning centre sessions • Met with Skills Development Scotland to discuss partnership working to plan for post-school destinations for young people • Wider opportunities for life skills and enablement built into the curriculum/timetable for all pupils including shopping, transport, café visits, outdoor activities and community opportunities • New timetable being trialled from April 2022 – June 2022 builds in the Langlands Skills Academy programme which gives all pupils choice in learning a new skill, as well as a weekly school assembly to celebrate successes as a school community • Engaging with parents to identify aspirational successes and achievements that can be individually planned into each pupil's educational experience 	<p>Improve curricular offer / opportunities for achievement and attainment at the senior phase level for all pupils.</p> <p>Establish a Skills Development Scotland partnership agreement and build in regular input as appropriate</p> <p>Improve transitions for pupils coming into Langlands and also leaving - ensure the curriculum at Langlands is planned using transition information</p>
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>Over the past year, PEF funding has been used to provide additional teaching capacity. From August 2021 – March 2022, this provided one day per week of teaching capacity to undertake planning and assessment activities for our most vulnerable PMLD (profound and multiple learning difficulties) pupils. This enabled us to be more effective in providing a meaningful education that meets the needs of these pupils.</p> <p>From April – Summer 2022, PEF funding was used to provide additional teaching to enable the school to create a third class, effectively reducing class sizes and allowing for more in-depth learning and teaching. This has enabled us to test the effectiveness of this model for the future, and a detailed report has gone to Supporting Learners outlining the benefits of this additional teaching capacity. For learners, this has ensured more time with a teacher, consistency of staffing and therefore an improved educational experience.</p>	

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> <i>Developing a shared vision, values and aims relevant to the school and its community</i> <i>Strategic planning for continuous improvement</i> <i>Implementing improvement and change.</i> 	<p>We have established a clear set of vision, values and aims for the school, involving parents, pupils and staff in the process. This has helped to ensure everyone knows what Langlands stands for.</p> <p>Teaching staff are becoming more empowered to initiate change and be more creative in their classrooms. The Acting HT and PT have made significant changes to improve the structures in the school which are improving consistency and the ability to meet individual needs. Staff, particularly teaching staff, are fully involved in and actively contributing to changes.</p> <p>Most staff embrace change and understand the need for change, which is always focused on ensuring we most effectively meet pupil needs.</p>	<p>There is not enough evidence to suggest that all staff, pupils and parents are 'signed up' to the vision, values and aims. Work needs to be done to ensure all stakeholders are embracing and living up to the agreed vision, values and aims.</p> <p>Some staff do not have an understanding of our strengths and areas for improvement. We need to be better at working with staff at all levels to help them understand areas that need to improve.</p> <p>As a result of significant changes to the leadership and management of the school over the past two years in particular, the school needs a period of stability to ensure that the pace of change is more steady and manageable for staff this coming year.</p>	3
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> <i>Learning and engagement</i> <i>Quality of teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring.</i> 	<p>Pupils are generally involved in meaningful and engaging learning experiences both in the classroom and on wider educational activities. Teachers know the learners well and try to differentiate and personalise learning to meet individual needs.</p> <p>We have improved our engagement with partners in the community to enhance the learning experience for pupils.</p> <p>Digital technology is used widely as a means of learning and teaching, and helps pupils to communicate effectively.</p>	<p>Learning and teaching is not always planned as well as it could be – the purpose of a lesson is not always fully clear, and lessons don't always flow on from one to another in a teaching sequence.</p> <p>There is a lack of tracking and monitoring. B Squared needs to be implemented to track engagement and social/emotional progress, and a system needs to be implemented to track experienced and outcomes and senior phase attainment.</p>	2

<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Wellbeing, equality and inclusion are at the heart of our school. All staff care deeply about pupils and value them as individuals. Staff understand GIRFEC as well as the health and wellbeing needs of the pupils.</p> <p>We are working on ensuring we are giving pupils agency as much as possible, and focusing on and valuing their rights.</p> <p>All children and young people are now included in the life of the school and are engaged in as many experiences as is appropriate. All staff celebrate diversity and ensure that barriers to learning are overcome, particularly in relation to disability. Most staff have very positive relationships with young people across the school.</p>	<p>We need to develop and implement approaches to tracking and monitoring the health and wellbeing of pupils using assessments such as the Boxall Profile and using the wellbeing indicators more.</p> <p>We need to develop and implement a PSHE curriculum that meets the needs of all learners and is accessible and differentiated appropriately for all.</p> <p>We need to improve relationships between staff within the school and ensure there is a renewed focus on staff wellbeing.</p>	<p>3</p>
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>Some learners are making progress in literacy and numeracy, but there is no clear system to track and monitor this.</p> <p>Learners are making good personal achievements that are appropriate to their additional support needs, and we ensure equity for all learners in terms of the opportunity to succeed and achieve. We are working to ensure all pupils have agency and can appropriately have a say in the learning they are doing.</p> <p>Almost all pupils have very good levels of attendance and are participating and engaging in all activities in school.</p>	<p>There is a lack of tracking and monitoring. All pupils are following individual milestones across the curriculum, including in literacy and numeracy, but this needs to be tracked much better.</p> <p>Celebrating and recognizing personal achievements needs to be a key part of school life, and there needs to be opportunities created to come together as a school to celebrate pupil progress.</p> <p>Not all pupils are currently progressing on to positive destinations, mainly due to the lack of appropriate destinations for the pupils based on their additional support needs. Work needs to be done to secure other opportunities for pupils in their senior phase of education to try to prepare them for available post-school destinations.</p>	<p>2</p>
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Pupils have some opportunities for personalized and flexible senior phase pathways, but this is limited due to the small size of the school. We have made good links with the mainstream school on the same campus and aim to provide further opportunities to pupils as appropriate.</p> <p>Skills for life, including literacy, numeracy, health and wellbeing and employability are a key focus of our curriculum.</p>	<p>There needs to be improved opportunities for children and young people to have a personalized curriculum with opportunities from outwith Langlands School, such as in the community, accessing mainstream classes and work experience placements. This will ensure better learning pathways that are more tailored to the individual pupil.</p>	

<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<p>There is good partnership working with some partner agencies, and it is developing with other agencies too.</p> <p>Some parents are involved in the school, but there is not currently an established Parent Council or other means of working formally with parents.</p> <p>It is clear that there is a positive impact on learners of training that has been delivered by partner agencies such as understanding of certain medical conditions, and learners have had positive experiences from agencies such as Active Schools delivering sessions in school.</p>	<p>There needs to be more joined-up working with the range of partner agencies involved with the school. Next session we aim to have regular partner agency network meetings where all partner agencies meet with the school together to plan their involvement.</p> <p>Work is ongoing to help parents re-establish the Parent Council, and involve parents in the life of the school.</p>
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3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Improve the quality and consistency of learning and teaching, including the curriculum offer at senior phase level</p> <p>NIF Priority: <i>Improvement in attainment, particularly in literacy and numeracy</i> <i>Closing the attainment gap between the most and least disadvantaged children and young people</i></p> <p>NIF Driver: <i>Teacher Professionalism</i> <i>Assessment of children's progress</i> <i>Performance information</i></p> <p>HGIOS?4 / HGIOELC QIs: 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>	<p>Learners will have an improved education experience at Langlands</p> <p>Staff will experience more collegiate working by sharing practice</p> <p>Learners and parents will see more progression and achievements recognised and celebrated</p> <p>Improved educational outcomes for all pupils at Langlands</p> <p>Learners will have more opportunities to gain qualifications and achievements in their senior phase education</p> <p>Staff will gain experience in delivering across the curriculum and enhance their knowledge of SCQF Levels 1 and 2</p> <p>Improved outcomes and increased attainment at S4-S6</p> <p>Staff roles will be agreed and promoted, ensuring teachers are empowered to be the leaders of learning, supported by learning assistants as required</p>	<p>New curriculum planning and learning and teaching approaches embedded</p> <p>Agree and implement approach to tracking and monitoring achievements and progress</p> <p>Teaching staff PRDs conducted, focusing on areas of development required</p> <p>CPD programme for all staff, including teachers and non-teachers, focused on education delivery approaches</p> <p>Quality assurance of learning and teaching, including classroom observations, scrutiny of planning and monitoring pupil work</p> <p>Weekly teacher meetings to allow sharing of good practice and areas of development</p> <p>Teachers research wider qualifications at SCQF Levels 1 and 2 (and where appropriate, level 3) and discuss options to expand the curricular offer in the senior phase with EO and SQA</p> <p>CPD for staff in SQA qualifications, awards and core skills as appropriate</p> <p>Introduce wider achievement awards, SQA Level 1 and 2 awards, and Core Skills qualifications at senior phase (and consider options at Level 3 for identified pupils)</p>	<p>SMT and teaching staff. Approach embedded for August 2022. PEF used to fund additional teaching capacity</p> <p>Principal Teacher and teaching staff. Implemented by October 2022</p> <p>Headteacher. PRDs conducted by Easter 2023</p> <p>SMT. CPD programme draft shared with staff in August 2022. Delivered throughout the year, as agreed in 35hr WTA</p> <p>SMT and teaching staff. SMT to agree quality assurance calendar with teaching staff in August 2022.</p> <p>SMT and teaching staff. Weekly throughout the year, outlined on 35hr WTA</p> <p>SMT and Teaching staff.</p> <p>Arranged by SMT for teaching staff.</p> <p>Teaching staff. Introduced when appropriate, based on needs of learners, during 2022-23</p>

<p>School Priority 2 Improve partnerships and working relationships with parents, the community and partner agencies</p> <p>NIF Priority <i>Improvement in children and young people's health and wellbeing</i></p> <p>NIF Driver <i>Parental Engagement</i> <i>School Improvement</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>2.4 Personalised support</i> <i>2.7 Partnerships</i> <i>3.1 Ensuring wellbeing, equality and inclusion</i></p>	<p>Learners will have improved opportunities to get involved in community activities</p> <p>Learners will experience more input from partner agencies</p> <p>Staff will have improved working relationships with partner agencies</p> <p>Parents will have more involvement in the life of the school</p> <p>Children's rights will be a key focus of the work of the school</p>	<p>Make links with community organisations that could enhance the educational experience of Langlands pupils</p> <p>Collate a list of partner agencies and arrange a termly partner agency engagement meeting</p> <p>Agree partnership with Skills Development Scotland to better prepare pupils for life after school</p> <p>Support parents to re-establish and operate the Parent Council by holding initial Parental Engagement Sessions and contributing to meetings as appropriate</p> <p>Enhance the use of parental communication methods including home/school diary and Class Dojo, and ensure they are used consistently</p> <p>Introduce termly school newsletter to go to all parents and partners</p> <p>Following the relaxation of COVID restrictions, introduce further opportunities for parents to come into school for meetings with teachers/SMT, assemblies, and to volunteer</p> <p>Work with staff, pupils and parents to achieve Bronze Rights Respecting Schools award, and begin work towards Silver award</p>	<p>SMT. Ongoing throughout 2022-23</p> <p>SMT. List collated by October 2022 and engagement meetings in winter, spring and summer terms 2022-23</p> <p>SMT. Arrange meeting in term 1 and agree partnership working / engagement for rest of session</p> <p>Headteacher. Parent Council re-established for the start of session 2022-23 and operating throughout the session</p> <p>Teaching staff. Expectations set by SMT in August 2022; Staff implement throughout the session</p> <p>Headteacher. From September 2022 onwards</p> <p>SMT. Engage with parents to discuss opportunities and create a calendar of activities and opportunities for 2022-23 by October 2022</p> <p>Led by Headteacher, involving pupils, parents and staff. Bronze achieved by October 2022; Progress with silver thereafter</p>
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