



Glasgow City Council
 Education Services
 City Chambers East
 40 John Street
 Glasgow G3 7JL
 www.glasgow.gov.uk
 0141 267 2000

Supporting Improvement: Standards and Quality Report

Langlands Primary School 20/21



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.



We would like to highlight the following improvements/achievements:

- Key developments (leadership of change) QI 1.3

In session 20/21 we focussed on the following priorities:

To establish consistent communication approaches and strategies to support and promote the inclusion of all pupils throughout the school; embed use of alternative and augmentative communication supports through all curriculum areas and pursue Language and Communication Friendly Establishment accreditation.

- Teachers have received training in a wide range of alternative and augmented communication strategies e.g. PECS, LAMP, Makaton; the use of these strategies is supporting the development of pupil voice through the use of a multi model approach to communication throughout the school.
- Our Eco School Committee used symbolised choice boards to allow them to share ideas and opinions to agree on an Eco code and to share this with the whole school, engaging all pupils in the choice of a new eco song.
- We will continue aspects of this priority in 21/22 as they were not completed in 20/21.

To further develop partnership working with parents and carers to enhance level of parental engagement in order to support the physical and mental health and wellbeing of pupils allowing them to fully access the curriculum.

- Due to the pandemic, this priority was put on hold until 21/22 as we would not be able to undertake the work with families as required.

Create an overarching planning framework incorporating milestones and tracking for individual pupils. Further develop shared understanding and approaches to moderation.

- Piloted the use of foundation milestones and benchmark to track and report on progress in learning. This will be further embedded next session.
- New foundation, pre-early, early and first level trackers have been piloted for Numeracy, Literacy and Health and Wellbeing.

Undertake transition to new Council ICT service supporting staff development and classroom practice. Incorporating ICT to support home learning and communication.

- As part of the digital roll out all pupils have now got access to an iPad and Apple TV has been installed in most classrooms.
- Effective use of digital technology, through the vehicle of Teams, allowed us to host virtual review meetings, parent's nights and Parent Council meetings. The feedback has been mostly very positive. We will continue to offer this as an option to parents in the future as it can be more effective at times for everyone involved.



Developments in learning and teaching and assessment Q1 2.3

- We have developed our use of Seesaw to share learning activities and materials with families during lockdown and hub provision. Since then we have built on this to share achievements, strategies and supports. We have seen increased engagement from families. Almost all families have provided positive feedback on this approach.
- One class has embedded the use of Creative Movement therapy to support pupils' social interaction and communication skills.
- Throughout the year we implemented of Three R's recovery curriculum to support pupils in positively reengaging with their learning in school. Almost all pupils have responded well to returning full time this term.
- The school continues to ensure it works effectively with a range of other professionals to meet children's needs, e.g. School Nurse, Educational Psychologist, Social Work, Speech & Language Therapy, Physiotherapy and CAHMS.
- We continue to working together to adapt our teaching environments to make effective use of the space available to support individual pupil needs.

Progress in promoting well-being equality and inclusion Q1 3.1

- This year, we have expanded our use of digital technologies to support before, during and after lockdown. We have extended this to support families in attending online review meetings and will continue to offer this as an option due to positive feedback from parents
- We have further developed our approaches to primary/ secondary transition. We have a very individualised approach with enhanced transitions when required. We have also developed partnership work with a resident storyteller supporting young people throughout the transition process by working with them in both schools and continuing through the extended transition process into first year on secondary school.
- During lockdown and throughout the year we continued to use a range of holistic approaches to help overcome the social and emotional barriers faced by some pupils and to support self-regulation, these have been embedded over the course of the year e.g. Yoga, massage, functional reflex therapy and Tac Pac, at times providing resources for parents to support their children at home.
- Two teachers have undertaken functional reflex therapy training and have begun to use this technique to help increase engagement, social interaction of their pupils. Initial response to this is very positive.

- This session we have focussed on pupil and staff mental health and wellbeing with all staff receiving input from SAMH. Most teachers have also undertaken Emotion works and/or Place to Be training to further develop strategies to support young people's emotional resilience and the development of pro-social behaviours.
- We have worked in partnership with our allied health professional to support individual families through crisis and support with interventions that are suitable.
- Supporting transitions through the use of garden and playground visit, virtual and in-person meetings with parents, liaison with Early Years staff. Individualised symbol/photo transition books were provided for all pupils in addition to sensory learning packs.
- Continued focus was given to the development of active and healthy lifestyles, due to the restrictions caused by the pandemic we had limited access to outside partners however we renewed our links with Linn Park to provide an additional, safe outside space for our pupils to explore and develop their gross motor skills. In addition, there was increased use of the schools outdoor learning environments by all classes. Some classes introduced use of the daily mile to increase pupils' access to regular, daily exercise.
- Where possible under Covid restrictions, we continued to work with community arts partners to enrich the curriculum; we hosted successful workshops with African Art and Glasgow Storytelling Centre.
- We have a strong commitment to supporting professional learning, this session we have been happy to support a student undertaking her professional development award and also a Caledonian nursing student.
- During the Covid 19 closure, we were aware that this would be an unsettling time for all our families. To ensure that we still maintained regular contact with our children and families SLT made regular telephone calls in addition to using Seesaw to post home learning activities and provide a vehicle for teacher parent dialogue.



Progress in children's learning /raising attainment and recognising achievement QI 3.2

- We introduced Seesaw, a digital platform, which has allowed us to support learning at home during lockdown and also to share learning achievements with parents through the use of photographs and videos.
- In classes children are supported to develop their skills in independent working and have opportunities through their day to work independently as well as together in groups and pairs. They respond well to the active learning approaches which provide meaningful opportunities to practice skills in different contexts.
- Throughout the session we held a number of curriculum inset weeks e.g. Learning for Sustainability, Health week. These provided opportunities for children to work together to generalise and transfer skills into different context.
- The overall quality of improvements in performance is good. Learners have made good progress from their prior levels of attainment across the four contexts for learning. This can be evidenced through careful monitoring and tracking of learners' progress.

Here is what we plan to improve next year.

- To implement “Applying Nurture as a Whole School Approach” and further develop nurturing approaches
- To further develop partnership working with parents and carers to enhance level of parental engagement in order to support the physical and mental health and wellbeing of pupils allowing them to fully access the curriculum.
- To develop a ‘total communication’ environment where all modes of communication are equally valued and students are given opportunities to make choices, initiate conversation and express their own ideas and opinions; supported by learning and teaching approaches using specialised strategies which are communication focussed.
- To create an overarching curriculum rationale and framework which reflects Langlands Primary Schools commitment to supporting children’s awareness of themselves as learners and assists them to recognise the skills for learning, life and work through the use of a range of learning and teaching approaches.



How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@langlands-pri.glasgow.sch.uk

Our telephone number is: 0141 892 0952

Our school address is: Langlands Primary School, Glenside Avenue, Glasgow, G53 5SD

Further information is available on twitter, the school website, and in the school handbook

Our Langlands Leavers

