



## Supporting Improvement: Standards and Quality Report

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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:

In session 21-22 we focussed on the following priorities:

#### **To implement “Applying Nurture as a Whole School Approach” and further develop nurturing approaches**

- Educational Psychologists provided In-Service day training, raising whole school awareness of Nurture and the ‘Applying Nurture as a Whole School Approach’ and “All Behaviour is Communication resulting in greater understanding of why nurturing approaches are so important for all children and the need for consistent approaches. Some of this has also been shared with parents through a parental workshop.
- All Staff have completed self-evaluation activities to identify priorities for the school to focus on in nurture. This will next steps in staff development.
- Teachers involved in the core group identified and purchased resources to enhance classrooms and create more nurturing environments and we have created a nurture area within the school. This area is to allow a space for developing relationships, play skills, sharing and turn taking, positive social interactions, smaller groups tasks, developing understanding of emotions, nurturing approaches, intensive/creative interaction, soft starts to the day etc.

#### **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.**

- A joint project across Langlands and Linburn led to Kirsty Bainbridge PT in being trained in Parent Plus, and implementing online programme for a group of P6-S2 pupils.
- Very positive feedback from parents about the group and benefit to parents i.e. created a network of support, Increased understanding of social and emotional needs of pupils and reduced feelings of isolation for parents.
- Created and shared social opportunities information sheet and support services for pupils and families with ASN with both schools
- Biscuit and blether sessions up and running to provide parents with further opportunities to socialise and network with other ASN parents

**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.**

- Speech and Language Therapist provided In-service training, raising awareness of early communication development and how this can be best supported in the classroom. This led to greater understanding of how to scaffold and support children's communication.
- A core vocabulary of Makaton signs was identified and shared with all staff, with support staff receiving sign share training during an Inservice. This has ensured that a consistent approach is used to Makaton signing throughout the school in order to support children's understanding. Staff confidence in using core signs has increased and use of core sign vocabulary is evident throughout the school.
- Lexicon of symbols and objects of reference has been produced to ensure that these are consistent throughout the school. A core set of symbols was produced and issued to staff in the keychain form this has help to ensure that staff support children's understanding through the use of visuals, especially at points of transition.

**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.**

- Teachers were involved in reviewing the curriculum overview to reflect interdisciplinary learning cycle and identify whole school curriculum weeks in the areas of Numeracy, Science, Literacy and Learning for Sustainability. Through collegiate working teachers planned and implemented curriculum focus weeks, providing opportunities for teacher leadership development. These also provided opportunities for collaborative working between classes and offered These have also been very successful in allowing opportunities for pupil application of knowledge and skills.
- Assessment guidelines were shared with all teachers and new tracking document linked to foundation milestones, pre-early level and early level was piloted. This has enhanced teacher use of the language of engagement to ensure consistence assessment information.
- Range of holistic approaches such as story massage, bucket time, yoga, and TACPAC were engaged to support teaching and learning. This has help to increase levels of pupil engagement and time on task, this has been evident through classroom observations and professional dialogue with teachers.



**Other highlights this year include:**

- Post Covid all pupils have returned to school and re-engaged with their learning and we have gradually reconnected to our wider school environment including outings to Linn Park.
- As restrictions reduced we were able to reintroduce visiting specialists through Pupil Equity Funding and Recovery Funding supporting individuals and groups through Music Therapy, Play Therapy, Active Sports and Yoga.
- There have been a number of Focus Weeks this year where teachers have taken on responsibility for areas such as Maths, Literacy, Sustainability, STEM (Science, Technologies, Engineering and Mathematics).
- Pupils in Glenside and Braidcraft won a Sustainability Award related to Cop 26 for their penguin artwork. This then led to them getting the opportunity to have an artist come to work with them in class.
- We have undertaken a wide range of transition activities for nursery into P1, P7-S1 and also provided enhanced transitions for individuals who require extra support. A transitions video and sensory induction packs were prepared for new P1 pupils. All of these go towards creating smooth transitions, reducing anxiety and making families feel welcome and prepared for the changes.

- Seesaw is now embedded into school practice and parents have responded very positively, engaging well with class teachers. Many comment on how helpful it is to get a better idea of what their child is working on in school.



#### 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.
- Create an overarching curriculum rationale and framework with a focus on self-regulation, communication skills and independence skills through a range of agreed learning and teaching approaches specific to groups and individuals.

#### 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](mailto: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

