



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 22-23 we focussed on the following priorities:**

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

- All Staff participated in in service training from Educational Psychology on raising whole school awareness of ‘Applying Nurture as a Whole School Approach’ and ‘All behaviour is Communication’ focusing on Nurture Principle 2 – The classroom offers a safe base.
- All Staff undertook self-evaluation activities in relation to nurture principle 2, this resulted in better understanding of the principle of the classroom as a safe base and enhanced classroom practice.
- Teachers involved in the core group participated in peer observations across establishments
- Purchased online Boxall profile, most teachers have trialled this and will now begin to use it to inform target setting and track impact of nurture approaches.
- Established nurture play opportunities with Crookston Castle PS to promote social interaction skills. These have been positive with a few children developing friendship groups across the Campus.
- Through professional discussion involving Educational Psychology the classroom observation profile materials were adapted to reflect the profile of ASN establishment. These materials were used to support classroom observations undertake in all classes and to underpin professional dialogue.
- Lisa Fyfe (DHT) and Nicole Torres (class teacher) presented at Glasgow Nurture Conference 2023 to share effective practice.
- Lisa Fyfe (DHT) presented to parents to ensure that there is a shared understanding, this also allowed the gathering of views to help inform next steps.
- Staff groups worked together to develop case studies to identify differentiated nurture approaches and sharing good practice.

**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.**

- Kirsty Bainbridge (PT), supported by Connie Creaney (SFLW) led a Mellow Ability programme for a targeted group of parents of infant pupils This has been an intensive programme of workshops developed to help develop increased understanding of social and emotional needs of children. The parent participating in the programme have given very positive feedback regarding the group and

- opportunity to develop a support network leading to reduced feelings of social isolation.
- Social opportunities information sheet and support services for pupils and families were shared with parents via Seesaw, these have been well received with parents signposting to other information to be shared.
- A range of parental workshops were held covering subjects such as puberty, sensory integration, communication and support services. These have been undertaken in partnership with allied health professional and third sector colleagues. These have help to support parents understanding of methods of communication, sensory systems, positive behaviour strategies, social and emotional needs of their children. These also provided positive networking opportunities for parents.
- Development of Home link sheet to support learning at home, these have been shared with parents via Seesaw, these were well received by parents.

**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.**

- All staff were involved in Inservice training and dialogue developing awareness of the sensory curriculum
- All staff involved in Inset activity to review curriculum narrative focusing on the 4 capacities and 4 contexts for learning to develop shared understanding of our learners and their specific needs.
- Learning for sustainability curriculum activities where developed by teachers leading in this area. These have been rolled out across the school and have been well received, with a high level of pupil engagement.
- A range of holistic approaches such as bucket time, yoga and story massage have been embedded across the school, these have had a positive impact on children's engagement and focus.
- Through professional dialogue and consultation with parents a core curriculum has been agreed with focus being given to communication (Language and literacy), Health and Wellbeing (Emotional and physical development), Independence and life skill, Cognition (STEM, Expressive Arts (creativity)).
- All staff worked together to develop a shared understanding of Curriculum rational and develop a poster to reflect this. Further support materials were developed by a core group of teachers to support learning and teaching approaches.
- All teachers had opportunity to work with a trainer from XMA to develop use of digital technology to enhance learning and teaching.
- Outdoor learning approaches were enhanced through partnership with Sowing Seeds. Teaching staff received CPD in using the outdoors to support all aspects of the curriculum, this was well received and most teachers reported feeling more confident about planning outdoor learning as a result. A series of workshops for pupils were also held, pupils responded positively to these and displayed high levels of engagement.



**Other highlights this year include:**

- We have had opportunity to enhance the curriculum through a range of visiting specialists supporting individuals and groups through Music Therapy, Play Therapy, Active Sports and Yoga.
- Children had opportunity to develop their musical participation and creativity through working with Limelight Music.
- Staff and pupils further developed their outdoor learning skills through working with Sowing Seed.
- Working with Sowing Seeds we have enhanced our outdoor space through refurbishment of our garden area and small playground.
- We have embedded the use of Focus Weeks to enrich our curriculum. These have also provided opportunity to promote teacher leadership as class teachers have developed and shared planning for curricular inset weeks in Maths, Literacy, Sustainability, STEM (Science, Technologies, Engineering and Mathematics).
- We were awarded a Book Trust grant which has allowed us to further develop our resources for sensory story telling.
- 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.

- We have further developed links with our campus partners Crookston Castle Primary School through peer reading activities and play opportunities.
- We to reopen our Hydrotherapy pool, this has enhanced HWB and provides an excellent context for practicing life skills.
- We have reintroducing outings within our local community, providing opportunities for children to practice skills in different environments.



### Here is what we plan to improve next year.

To improve Wellbeing and Learning:

- Increased knowledge, confidence and skills in implementing “Applying Nurture as a Whole School Approach”
- improved pupil access to robust and appropriate communication systems.
- identification and development of strategies to support pupil, staff and family wellbeing
- enhanced wellbeing by curriculum enrichment through play-based learning, learning in the outdoors and community outings.



### 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

