



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 24-25. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through self-evaluation, we have identified how we can improve outcomes for our pupils.



Our achievements and improvements this year.

In session 23-24 we focussed on the following priorities:

Improved pupil access to robust and appropriate communication systems.

Class teachers was allocated responsibility for making up symbol/communication supports for a term. A suite of communication resources was created for staff. We purchased new Eye Gaze equipment with training from Tobii Dynavox and set up of communication iPad devices including TD Snap on 13 devices; as well as switches, clamps etc to support communication. We also accessed Core Word Kit from Call Scotland and shared these with staff to use with pupils. Most pupils now have improved access to appropriate support for their communication needs and staff have increased their skills in using a range of communication supports.

Facilitated 'Good practice sharing' collegiate group with Julie Breadner (SLT) and other schools. Kirsten McShane created and is leading on an ASL Communication Group across the city to identify approaches and share resources to support individual pupils and there was moderation by class teachers of communication targets and sharing of good practice. This has led to greater awareness of communication supports within the school and across the city, and also to a shared understanding of approaches used in Langlands. The impact for pupils is that they have, or will have a more personalised approach to support with their communication,



Increased knowledge, confidence and skills in implementing "Applying Nurture as a Whole School Approach"

A range of resources have been identified to support staff with nurturing approaches and to further develop their understanding of pupil behaviours. GL Assessments and guidance documents has been used as a baseline tool to help understand the level individual pupils are working at which then provides a platform for developing appropriate targets. Rhona Robb (class teacher) has been involved in a pilot looking at baseline assessment with Lisa Forsyth (Ed psych) regarding the engagement profile to look at how to engage our hardest to reach learners and track any progression or regression.

Teachers have access to Boxhall profiles to support understanding and address specific behaviours and a Wellbeing Matrix has been adapted. We have created a 'Positive Relationships and Supporting Distressed and

Dysregulated Behaviours' school policy to replace our promoting positive behaviour policy to ensure that staff are aware of our school approach and ensure consistency throughout the school.

There has also been a wide range of training undertaken including George Godfrey (CALM) leading collegiate groups on Dysregulated behaviour; CALM training for new staff members; Lisa Fyfe (Head of School) attended Restorative Approaches training and Supporting Distressed Behaviours training; "ALL Behaviour is Communication" training for all staff and nurture links with Crookston Castle Nurture Base. This had led to increased knowledge and understanding of staff and further development of skills in staff supporting pupils with dysregulated behaviours.

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.

Pupil Wellbeing

Two Teachers and member of the Senior Leadership Team completed PAMIS postural care training and there was a range of NHS training for Health and Wellbeing workers to support pupil's individual medical needs. Beltrees, Braidcraft and HWB staff participated in MOVE training which will inform target setting for pupils with postural care needs.

Charlie Fielding (Acting PT) presented to teachers on Sustainability and lifelong learning for our pupils and the school Sustainability Group created ECO task bags. These were piloted by classes in Term 4 last year and then 'officially' rolled out across the school this year. They are now embedded and rotated each Term. These include opportunities for Outdoor Learning and sensory massage resulting in further opportunities for staff and pupils to develop self-regulating skills.

Parent and Family Wellbeing

There have been a range of parent workshops throughout the year; these were delivered by Differabled, OT service, Speech and Language Therapist, Sense Scotland, GCIL; there have also been Wellbeing events for parents and a monthly Parent Support Group established. Feedback from parents has been very positive. Nicola Mulholland (class teacher) is leading Mellow Ability Mum's group with participation from parents in Langlands and other Glasgow schools.

Staff Wellbeing

NHS Scotland Wellbeing Planning toolkit – Traffic light System – presentation shared providing staff with ways of identifying their own stresses and strategies to deal with this as well as signposting further support. To further support this there have been staff wellbeing activities such as yoga, staff lunch during inset days. A staff Wellbeing Group has been created and is developing a 'Supporting Staff Stress' school policy. During a recent survey staff reported on as scale of 1-6 on how happy and supported they felt at work. The average was a very positive score of 5.



Other highlights this year include:

- A group of pupils performed on stage at Rosshall Academy in front of an audience as part of the “City of Dance” with pupils demonstrating increased confidence, enjoyment and pride in their performance.
- Links with Crookston Castle Primary School on shared reading activities for pupils and nurture visits and discussion leading to wider friendships for pupils and skill sharing for staff.
- Pupils and staff participated in a fundraising Kilt Walk for the school in May
- The Pupil Council have been involved in real decision making for their classmates and in planning school events and activities.
- The Whole School Digital Show, “The Day the Crayons Quit” brought children and their families together to share in their performance.
- Assemblies have given staff and pupils the opportunity to focus on individual achievements and develop more of a positive school identity.

Here is what we plan to improve next year.

- Improved pupil access to robust, appropriate and personalised communication approaches and systems
- Focus on “All Behaviour is Communication” within Nurture to improve staff knowledge, understanding and consistency in approach
- Develop a system of tracking pupil progress over time within milestones, pre-early and early level of Curriculum for Excellence



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 “X”, the school website, and in the school handbook