



## **LANGCRAIGS PRIMARY SCHOOL**



## **STANDARDS AND QUALITY REPORT**

**June 2023**

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

**GRAEME MACLEAN**

**Head Teacher**

## OUR SCHOOL

Langcraigs school was built in 1956 and serves the south area of upper Glenburn in Paisley. We are housed in a solid traditional building and the school has good accommodation and resources to meet the demands of delivering the curriculum. Langcraigs is a non-denominational school catering for children between 4 and 12 years of age, in Primary 1 to Primary 7.

We aim to deliver a broad, balanced and engaging curriculum which, through careful planning and development of learning and teaching methods, offers all our pupils the opportunity to achieve their potential. By promoting caring, tolerant and respectful attitudes towards others, we hope that our pupils will take their place as responsible citizens within society.

## OUR VISION, VALUES AND AIMS

### Our Vision

To provide all our pupils with a range of experiences, which will equip them with the skills and knowledge required to meet the challenges they will face throughout their lives.

### Our Values

**R - Reach    E - Effort    A - Ambition    C - Caring    H - Honesty**

### Our Aims

- \*Promote a positive ethos which reflects our five core values.
- \*Encourage and enable all our pupils to be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- \*Provide a broad, relevant, coherent and progressive curriculum, which offers our pupils challenge, choice and enjoyment.
- \*Provide a range of teaching and learning approaches, which take account of individual needs.
- \*Provide equal opportunities for all our pupils.
- \*Promote healthy lifestyles.
- \*Provide appropriate resources, which support learning and teaching.
- \*Provide our community with a welcoming, efficient and effective school.

## SUCCESSSES AND ACHIEVEMENTS

- In November we gained a national award in Bikeability. We were awarded Scotland's School of the Year status in recognition of our hard work in delivering cycling proficiency training to our P5 - P7 pupils.
- We were awarded the Social and Emotional Worldwide Model School Award for our work and commitment to helping develop pupils' social and emotional skills throughout the whole school. This was achieved through our delivery of a series of lessons which Promotes Alternative Thinking Strategies (PATHS).
- We were awarded the United Nations Convention on the Rights of the Child (UNCRC) bronze award for our work across the school in making pupils aware of their rights.
- One of our P6 pupils performed at the Theatre Royal in December in the 'Nativity the Musical'.
- In October, after a rigorous selection process, our Head Pupils were appointed. They have been great role models and have carried out their duties and responsibilities to a really high standard, developing and displaying strong leadership skills.
- Congratulations to our ECO committee who managed to gain our fifth ECO award.
- The football and netball teams represented the school against several other school teams and their attitude and sportsmanship was fantastic.
- Our school choir performed in front of a packed audience in June, which was a first for Langcraigs.
- We have gained the Digital Schools Award, which reflects the commitment we have made to ensuring that our pupils' learning experiences are enhanced by the effective use of technology.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL DURING SESSION 2022/2023

### School Leadership

**Writing** – Two class teachers attended leadership training in Talk for Writing (TfW); model lessons in all classes throughout the school; our staff worked with colleagues in other schools. Impact – consistent approach to teaching TfW throughout the school; teachers more confident in teaching TfW; attainment improved in almost all stages of the school compared to 2021/2022.

**Reading** – Principal Teacher raised awareness of the importance of reading for enjoyment by organising a programme of visits to the local library for all classes; improved the use of our school library by classes. Impact – attainment in reading improved in almost all stages of the school compared to 2021/2022; Senior Leadership learning conversations showed that most pupils enjoy reading for enjoyment.

**Health and Wellbeing** – Pupils' health and wellbeing tracked and measured using Glasgow Motivation and Wellbeing Profile tool. Class Teacher responsible for leading and implementing surveys at beginning and end of school session with Pupils in P3-P7. Impact – any issues with pupils' health and wellbeing were identified and solutions implemented.

### Teacher Professionalism

**Writing** – All staff attended training in TfW at two In-service days throughout the session. Impact – staff knowledge and skills improved; teaching of writing is more consistent across the school; quality and quantity of most pupils' writing improved.

**Reading** – All teachers raised the profile of reading for enjoyment throughout the school e.g. all teachers read to their class; pupils given time to read independently; paired reading took place at various stages throughout the school. Impact – time for reading for enjoyment was embedded into all class's timetables; school is working towards reading accreditation.

**Health and Wellbeing** – All teachers invested in tracking and monitoring pupils' health and wellbeing. Impact – teachers were able to identify pupils' wellbeing issues and understand what strategies they can implement to improve the wellbeing of their pupils.

### Parental Engagement

Across our three improvement priorities of Writing, Reading and Health & Wellbeing, parental engagement was encouraged. Parents have been invited into school to watch their children perform at assemblies, work with their children at home on homework tasks/projects, accompany their children to the library, discuss work with their children during our open afternoon and also discuss their children's work with the class teacher at parents' night. Impact - following a parental survey, 94% of parents stated that parental involvement at Langcraigs was good/very good and 99% felt that communication between the school and home was good/very good.

### Assessment of Children's Progress

We use a wide range of assessment and progress measures (e.g. maths check-ups, standardised assessments) coupled with rigorous tracking and monitoring systems. Impact - management and staff were able to identify those pupils experiencing barriers to learning and we were able to use appropriate interventions to meet their needs e.g. supported study clubs, working in smaller groups with a Pupil Equity Funded additional support teacher.

**Writing** – Moderated writing with cluster colleagues. Impact – this increased confidence when assessing pupils' progress and provided for consistency of approach to planning and assessing across the cluster.

**Reading** – Implementation of the New Group Reading Test (NGRT) this year, provided teachers with reading ages and identified any gaps in learning. Impact – teachers were able to identify which areas of a pupil's reading required support.

**Health and Wellbeing** – Health and wellbeing needs of pupils were tracked and measured. Impact – 97% of pupils stated in a survey that they enjoyed attending Langcraigs Primary School.

### School Improvement

**Writing** – Development of TfW across the school. Impact – attainment increased at stages P4-P7.

**Reading** – Targeted support at P5 & P6 stages. Impact – attainment has increased at both stages.

**Health and Wellbeing** – all staff have received training by educational psychologist on furthering our nurturing approach throughout the school. Impact zero exclusions.

### Performance Information

	P3	P4	P5	P6	P7
<b>Writing 21/22</b>	55%	64%	35%	58%	67%
<b>Writing 22/23</b>		63%	70%	75%	85%
<b>Reading 21/22</b>	75%	75%	60%	85%	86%
<b>Reading 22/23</b>		74%	76%	80%	90%

## PUPIL EQUITY FUNDING

Our quality assurance information from all stakeholders in our school community is used effectively to inform PEF spending. The views of pupils, parents, staff and partners are very important to us and we use a variety of methods to ensure that everyone has their say, for example questionnaires, group discussions and event evaluations. Our findings are collated and analysed by the senior leadership team and results are shared with all stakeholders and used to inform interventions, resource purchases and the focus of professional learning.

Collated consultation information is used alongside monitoring and tracking evidence to help us identify our short, medium and long-term improvement priorities for the following school year. This ensures a collegiate approach to school improvement and pupil equity fund spending with the views of all in the school community at the heart of decision-making.

Our strategy to close the poverty related attainment gap in Literacy and Numeracy is built around:

- improving the overall quality of learning and teaching. Our staff are all involved in whole school/Council wide training programme to improve attainment in Writing (Talk for Writing) which will be fully implemented over two years
- improving pupils' health and wellbeing – establishment of a breakfast club for selected pupils and providing active schools' clubs for pupils throughout the school
- developing Digital Literacy (as detailed below) – we have attained a national digital award this session
- providing targeted interventions (as detailed below)

During session 2022/2023, we used PEF to increase our core teacher staffing by 1.2 FTE to provide targeted support for learning, specifically in Writing and Reading. We also purchased additional teacher training materials for Talk for Writing and standardised assessments (NGRT) to identify gaps in children's learning reading.

49 children received targeted Writing support in the following stages.

As a result of this support:

Stage	Number of pupils targeted for additional support	Number of pupils now achieving appropriate attainment levels	Number of pupils making progress from previous year's attainment levels
P4	14	4 (29%)	8 (57%)
P5	16	9 (56%)	7 (44%)
P6	22	14 (64%)	8 (36%)
P7	7	5 (71%)	2 (29%)

28 children received targeted Reading support

As a result of this support:

Stage	Number of pupils targeted for additional support	Number of pupils now achieving appropriate attainment levels	Number of pupils making progress from previous year's attainment levels
P5	12	6 (50%)	6 (50%)
P6	16	7 (44%)	9 (56%)

During 2022/2023, we also used PEF to purchase educational software to as follows:

(A)Linguascope & Sumdog Subscriptions - our monitoring of learning and teaching has shown that some of our pupils who face barriers to learning, lack confidence when writing with pencil and paper, despite them having good ideas and imaginations. When using ICT software such as Linguascope and Sumdog, they become engaged and more confident, as they can contribute and participate equally in lessons with their peers. Many of these pupils are also visual learners and working with this software provides a wide variety of learning stimulus which has helped our pupils to understand concepts which they may not otherwise have done. The use of this software has become an integral and essential part of our learning and teaching strategies within Langcraigs and spending some of our PEF money on this resource has helped in our efforts to close the poverty related attainment gap.

(B)Dyslexia and dyscalculia (IDL) Subscription - this software programme is used to identify pupils who may have dyslexia and it enables us to put appropriate support in place at an early stage. This software has helped maintain the attainment levels of some of our pupils who experience barriers to learning.

### KEY STRENGTHS OF THE SCHOOL

- Our vision and values are clear and embedded into our everyday practice.
- Our curriculum rationale is at the centre of learning and teaching.
- The inclusive and positive ethos across the school, where pupils are encouraged to be the best that they can be.
- The positive relationships which exist between staff, pupils and parents.
- The teamwork of staff who provide an attractive and stimulating environment for learning.
- The variety and quality of pupils' learning experiences.

## **OUR NEXT STEPS – PRIORITIES FOR 2023-24**

We have made very good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- Continue to focus on increasing attainment in Writing across the school.
- Continue to raise attainment in Reading across the school.
- Embed new Getting It Right for Every Child (GIRFEC) policies and procedures.
- Develop consistent approaches to managing and using information (cluster priority)

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

### **HAVE YOUR SAY!**

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

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