



LANGCRAIGS PRIMARY SCHOOL



STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025.

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

- 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.
- The football and netball teams represented the school against several other school teams and their attitude and sportsmanship was fantastic.
- Our school choir performed their version of Eurovision in front of a packed audience in June, showcasing their musical theatre talents.
- Congratulations to our ECO committee who organised a fantastic Tree Week for the whole school, which involved planting trees in the school grounds and learning about nature by using our local resource – The Gleniffer Braes.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL DURING

SESSION 2023/2024

School Leadership

The Head Teacher created opportunities for our lead practitioner to model Talk for Writing (TfW) lessons and work alongside all class teachers throughout Terms 1 & 2. Impact – consistent approach to teaching and assessing TfW throughout the school; teachers taking more ownership of writing and more confident when teaching TfW; attainment improved at majority of stages in the school.

Our Principal Teacher continued to raise awareness of the importance of reading for enjoyment by organising a programme of visits to the local library for all classes; increased the use of our school library by classes throughout the school. Impact – attainment in reading improved at majority of stages in the school; senior leadership learning conversations shows that most pupils enjoy reading for enjoyment.

Teacher Professionalism

All teachers attended twilight input from Literacy & Languages Development Officer on the development of TfW; all teachers moderated pupils' writing with cluster colleagues, Impact – teachers' knowledge and skills improved; monitoring shows that teaching of writing is more consistent across the school and pupils' extended writing is more structured than in previous years.

All teachers raised the profile of reading for enjoyment throughout the school e.g. all teachers read to their class; almost all teachers using running records to ensure pupils are reading at appropriate levels; paired reading takes 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.

Support staff trained in use of Lego therapy. Impact – targeted pupils more engaged in class.

Parental Engagement

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, 97% of parents stated that parental involvement at Langcraigs was good/very good and 96% 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 are able to identify those pupils experiencing barriers to learning and we are 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 – moderation of 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 & Maths – GL assessments were used at all stages throughout the school, as per our Improvement Plan cluster priority. Impact – this provided teachers with more information to help identify gaps in pupils' learning and also assist with their professional judgements of a pupils' attainment levels.

School Improvement

Writing – Development of TfW across the school. Impact – attainment increased at majority of stages.

Reading – Improved opportunities for reading for pleasure. Impact – attainment increased at majority of stages.

GIRFEC – Raise staff awareness of new procedures. Impact - pupils who require support are identified and supported accordingly.

GL Assessment – Implemented as a cluster priority. Impact - more consistent approach to assessment across the cluster.

Performance Information

	P3	P4	P5	P6	P7
Writing 21/22	55%	64%	35%	58%	67%
Writing 22/23	81%	63%	70%	75%	85%
Writing 23/24	80%	69%	73%	70%	80%
Reading 21/22	75%	75%	60%	85%	86%
Reading 22/23	92%	74%	76%	80%	90%
Reading 23/24	80%	89%	77%	85%	93%

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) and additional PEF staffing has facilitated a lead teacher to support pupils and staff in the development of TFW throughout the school.
- Providing targeted interventions through supported study clubs.
- Improving pupils' health and wellbeing – establishment of a breakfast club for targeted pupils.
- Providing targeted interventions (as detailed below).

For periods during session 2023/2024, we used PEF to increase our core teacher staffing by 1.2 FTE to provide targeted support for learning, specifically in Reading and Writing. We also purchased additional teacher training materials for Talk for Writing and standardised assessments (GL Assessments) to identify gaps in children's learning reading.

11% of our pupils are in SIMD 20% most deprived and these pupils received additional support in Reading & Writing through additional PEF staffing. 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 not achieving appropriate attainment levels but making progress from previous year's attainment levels
P1	4	4	n/a
P2	2	2	n/a
P3	4	2	2
P4	3	1	2
P5	5	2	3
P6	7	5	2
P7	6	3	3
	31(11%)	19 (61%)	12(39%)

During 2023/2024, we also used PEF to purchase educational software to as follows:

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 2024-25

We have made very good progress during session 2023-24 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.
- Involve pupils in evaluations leading to improvement of our school through Young Leaders of Learning Project.
- Developing greater consistency in learning and teaching throughout the school.

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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