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**IBROX PRIMARY SCHOOL**

**2022/2023**

**Updated May 2023**

**School: IBROX PRIMARY SCHOOL Session: 2022/2023**

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| **EVALUATIVE STATEMENTS** | | | | | |
| **Quality Indicator**  **1.3** Leadership of Change | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | | | |
| Developing a shared vision, values and aims | Our Values are embedded within the life and curriculum of our school. They are shared with all stakeholders. Our staff and children are able to articulate how to demonstrate what these values look like in action.  A strong culture of partnership working is at the heart of all we do at Ibrox. Children are effectively supported by all staff having an awareness of the social, cultural and economic context of the local community. The effective communication between all staff allows our children and families to be provided with equitable support. | **People’s views**  Regular positive feedback VSE / consultations/testimonies from parents, grandparents, children, staff, colleagues and partners  Weekly Assemblies  Learner conversations (QA calendar)  Curriculum Rationale work with JA (Jan/Feb ’23) | **Observations**  Values Cards  Values Awards  Supertreat Awards | | **Data**  Annual survey results  (May 2022)  Snapshot feedback  (Nov ’22 & Feb ’23)  Curriculum Rationale  CAT minutes |
| Strategic planning for continuous improvement | There are robust and effective approaches to quality assurance, self-evaluation and improvement planning which ensures planned change is well paced. Improvements are implemented collegiately to ensure sustainability.  **There have been positive changes as a result of our 2021/2022 SIP.**  **Key changes:**  The successful introduction of practitioner enquiry through the CEP modules had a positive impact in empowering teaching staff to lead and develop aspects of learning and teaching within their classroom.  Digital enhancements have been used to provide equitable access to all learners and allow children to foster creativity. They have also led to further improvements in the quality and methods of feedback.  The profile for Reading for Pleasure was raised and enhanced across the school. We launched our new library which allowed children to access a wide variety of texts. Within our library we ensured we had a wide selection of texts reflective of our school community.  MFL 1+2 entitlement for all was met across the school. This created a love of language learning as well as effectively equipping the children for their transition to secondary school. | **People’s views**  Annual questionnaire  VSE feedback  Forward Plan Evaluations  Community Coffee Morning notes  Team Tea Party notes  Annotated SIP  Tracking & Attainment Meetings | **Observations**  QA visits  Pupil feedback at assembly  Learner conversations  School & Cluster Moderation activities  Staff PRD/PDP meetings notes | | **Data**  QA visits data  Minutes of meetings – Parent Council  - Forward Planning  - Level Planning  - SLT (weekly & monthly focussed strategic meetings)  - CATs  - Staff Working Parties  CLPL records  Collaborative WTA  QA calendar |
| Implementing improvement and change  **How have you ensured that staff at all levels take responsibility for implementing change? (Where appropriate make explicit reference to the role of additional staff e.g. Challenge Leaders of Learning (CLOLs), PTs Raising Attainment.)** | **Staffing focus - 2022/2023**  **1 x CLoL – Raising Attainment in Literacy (3 days)**  GIC methodologies embedded across the school (Reading, Writing, Talking and Listening) these are evident through classroom observations. Regular drop in sessions (teachers and SfLW) ensure key updates communicated.  **1 x FT PEF teacher**  We are seeing emerging signs of improvement in children’s confidence in their ability to discuss learning as a result of smaller classes sizes in Early Level.  **1 x part time PEF teacher**  There is a variety of targeted interventions in place to support identified children in P4 and P5 who are not on track.  **1 x 0.6 EAL teacher**  The data in school identifies a clear trend of improved attainment as children move from one acquisition level to another indicating the successful impact of targeted EAL support.  **1 x part time CDO supporting P1 & P2/1**  This role compliments the class teacher by supporting them to ensure the needs and interests of the children are met through responsive planning, leading to the creation of high-quality learning opportunities. This has increased children’s engagement in their learning.  As a result of the engagement of staff in the CEP practitioner enquiry a clearer understanding of the learning and teaching process was evident through our quality assurance processes.  The PT revisited the Good Writing Lesson and Routes Through Writing Criteria with all teaching staff. Teaching staff were given the opportunity to discuss and share what was effective in their own practice. Quality assurance in Term 2 showed the Good Writing Lesson and Routes Through Writing Criteria being used consistently throughout the school.  All teaching staff work collaboratively with colleagues and learners to take forward aspects of the improvement priorities and learn with and from each other. | **People’s views**  Feedback / minutes from meetings -  - staff  - pupil  - SIP  - QA  - SfLW  - SLT  Reflective comments on impact of CLPL in staff records.  CEP notes/paperwork. | **Observations**  Teaching staff sharing best practice (Feb’23).  Learning Walks.  SLT QA class visits. | | **Data**  Development plans (PRDs).  All relevant staff completed PU.  An agreed WTA is in place after consultation with all teaching staff.  Calendar o meetings.  HGIOP  Creation of infographics for the 3 CEP modules completed (LI&SC / Self & peer assessment & feedback / Differentiation).  CDO “Big Book”.  All children are in a committee which meet regularly to drive improvement in our school and local community. Almost all children think their committee is making a difference. |
| **What would be your next steps in this area for improvement?**  - Consider timescales for review of Curriculum Rationale in light of CAT session with J Arthur (8.2.23).  - Review our Vision and School aims to ensure they align with our curriculum rationale and Values.  - Values Committee to conduct survey with parents about their awareness of our 4 Values.  - Include within PRD meeting a discussion on key strengths and teaching and learning successes. | | Overall Evaluation  Excellent  **Very Good (Feb 2023)**  Good | | Satisfactory  Weak  Unsatisfactory | |

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| **EVALUATIVE STATEMENTS** | | | | | |
| **Quality Indicator**  **2.3** Learning, teaching and assessment | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | | | |
| Learning and engagement | Almost all learners demonstrate a high level of engagement in their learning as a result of staff’s creative approaches to learning and teaching. Almost all of our learners contribute effectively to the life of the school and wider community in a range of well-planned activities. Almost all children are well motivated and enjoy learning at Ibrox Primary School.  There is a consistently high quality of learning and teaching across the school resulting in almost all children being engaged in their learning.  Almost all children in the school are active participants in planning and evaluating learning in their classroom.  All children have a variety of opportunities to lead learning. This has given the children the opportunity to challenge themselves and apply their skills in a range of contexts. | **People’s views**  Feedback – informal and formal  Level Planning Meeting Minutes.  Committee Meeting Minutes.  Pupil feedback - learning conversations & questionnaires. | **Observations**  Class environments – Class Charters displayed.  Digital learning evident across all classes.  Utilisation of a range of learning environments, including the local area.  QA visits & feedback.  VSE feedback.  Behaviour monitoring – reduction in referrals. | | **Data**  Forward Plans / Level Planning Minutes  Floor Books / KWL grids / Focus Child Sheets / Observations / Evaluations / Cross Cutting Themes Record sheet / 4 Contexts for Learning planning sheet / 4 Capacities Record Sheet  QA calendar.  Class sharing learning event feedback (Feb ’23).  Parent questionnaire (Nov ’22).  Lunchtime & after school club registers. |
| **Quality of teaching**  **To what extent are changes to pedagogy consistently embedded across classes and how has teacher collaboration had an impact on this?** | Learning and teaching in almost all classes is of a consistently high standard. We effectively use our local area to provide different learning environments to enhance the learning experiences of our children. In Primary 5,6 & 7, learning is enriched and supported by our effective use of digital technologies.  All teaching staff participated in 3 of the CEP modules (1. Learning Intention and Success Criteria 2. Self and Peer Assessment and Feedback 3. Differentiation). This has created consistency of approach across the school and increased confidence in the children talking effectively about their learning. To ensure this continues to be embedded we focus on these key aspects of high-quality learning and teaching. They are kept at the forefront through our quality assurance process.  All staff are open to change and have adapted their practice to reflect currently methodologies outlined in SIP and driven by GIC. | **People’s views**  Almost all of the parents surveyed think the teaching at Ibrox Primary is good (May 2022). Almost all of the children surveyed think teaching at Ibrox Primary School is good (May 2022).  Evaluation sheet in FPlans.  Staff surveys. | **Observations**  Focussed observations (QA calendar).  Showbie profiles. | | **Data**  Attainment data.  Parent and pupil engagement via Showbie.  Apple Teacher accreditation. |
| **Effective use of assessment** | There is a very effective assessment framework that is understood by all staff.  During all planned opportunities, staff utilise and analyse data effectively to identify trends and inform practice. Through completion of the CEP Learning Intention and Success Criteria module both staff and children have a clearer understanding of the learning and steps for success which allows them to effectively identify strengths and areas for development.  SLT use assessment data to prioritise targeted support for children.  The range of Moderation activities at Ibrox and within the learning community has had a positive impact on learning and teaching and attainment. As a result, the majority of class teachers are making more robust professional judgements, in line with the expectations of the benchmarks, on how well children are progressing and their achievement of a Curriculum for Excellence level. | **People’s views**  Professional dialogue.  Level Planning Day feedback.  Diagnostic assessment sheet - Forward Plans.  Tracking & Attainment Meetings. | **Observations**  On-going assessment in lessons.  Planning/Assessment format in Forward Plans.  Assessment Rationale.  Assessment calendar. | | **Data**  Whole school tracking data.  Assessment results (PIRA, PUMA, SNSAs & SWST) & analysis.  Moderation feedback.  School & Nursery Moderation Folder  Level, School & WEST Partnership moderation activities  EAL Moderation |
| **Planning, tracking and monitoring** | Our new planning format allows us to focus on planning effectively to meet the needs of our learners across the curriculum. Glasgow Frameworks are used to support progression through levels.  Our robust Quality Assurance processes allow us to monitor and evaluate the progress of our learners and plan appropriate next steps in learning. | **People’s views**  Professional dialogue.  Forward Planning QA.  Tracking Meetings.  Level Planning Day – notes & feedback. | **Observations**  Class environments.  QA visits. | | **Data**  School tracking.  Planning documents.  TIG information.  PIRA, PUMA, SNSAs & SWST assessments.  FOCUS Tool. |
| **What would be your next steps in this area for improvement?**  - Review the systems of gathering, analysing and recording of assessment data  - Create a process for the tracking of skills progression across the school  - Investigate approaches of formal tracking of HWB  - Digital learning to transform learning and teaching | | Overall Evaluation  Excellent  Very Good  **Good (5,5,4,4) (Feb’23)** | | Satisfactory  Weak  Unsatisfactory | |

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| **EVALUATIVE STATEMENTS** | | | | | |
| **Quality Indicator**  **3.1** Ensuring wellbeing, equality and inclusion | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | | | |
| **Wellbeing**  **What is the impact of additional evidence-based interventions in supporting the well-being of targeted learners?** | Almost all relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and clear understanding of the context of our children.  Most children in P2-7 can talk confidently about the well-being indicators and what they look like in our school. Almost all children feel safe in their class. Most children feel safe in the playground.  The school is proactive in working with a range of partners to improve wellbeing for both the children and their families. Children are well supported to be more active and develop their understanding of the benefits to physical and mental health through a progressive health and wellbeing curriculum. They have regular outdoor learning experiences such as Primary 1 weekly trips to the local park. There are opportunities to take part in a wide range of sports clubs led by partners. They learn about heathy eating and understand the importance of this to develop a healthy body to fulfil their potential.  As a result of targeted and universal approaches towards wellbeing such as all staff having a clear understanding of the Nurture Principles, the language of Emotion Works being embedded throughout the school and the use of restorative approaches, we have a universal language to support positive relationships across the school. | **People’s views**  VSE feedback  Questionnaires  Informal feedback  Pastoral Notes | **Observations**  Staff interactions with children (janitor, SfLWs, clerical, catering staff, teaching staff)  Classroom environments  Class charters  QA visits  Nurturing Principles evident throughout the school | | **Data**  Almost all children feel safe at Ibrox PS (annual questionnaire)  Assembly PPTs & photographs  Assembly participation & feedback  ASN paperwork incl Support Plans  Annual attendance update  Annual Nurture update |
| **Fulfilment of statutory duties** | The leadership team support staff well through appropriate professional learning to ensure they are fully up to date with local and national legislation affecting rights, wellbeing and inclusion of all children and young people, allowing staff to fulfil their statutory duties. Staff have a good understanding of the guidance and requirements to get it right for every child. All staff demonstrate a thorough knowledge of children’s needs and their family circumstance.  All of our staff, teaching and non-teaching, comply and actively engage with statutory requirements and codes of practice. Most of our pupils, staff and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people. | **People’s views**  Our school community gained our Bronze Rights Respecting School award (May ’23). All pupils have been consulted on their views. All stakeholders have been informed of our RRS journey.  CAT Minutes, INSET Day minutes, PRD/PDP Meetings, ASN meetings minutes | **Observations**  Class environments  Weekly SLT minutes  Annual QA calendar (CP focus)  CP sign-in sheets | | **Data**  **ALL** staff working in the school receive input on: Child Protection Procedures, GIRFEC, Wellbeing Indicators, UNCRC, Nurture Principles at the start of each academic year.  Revised Child Protection poster and sign in sheet.  CAT minutes. |
| **Inclusion and equality** | Our Equalities and Diversity policy, created in session 21/22, drives what we do. Through the 4 contexts for learning our children benefit from a range of opportunities to explore diversity and equality.  We value and celebrate our unique community and this is recognised. Respect is one of our core values. We aim to ensure that all stakeholders are treated equally and in a fair manner.  The United Nations Convention on the Rights of the Child (UNCRC) and the Nurture Principles are focussed on at the start of the academic year and regularly revisited throughout the year. We are committed to deepening children’s knowledge and understanding of the rights and responsibilities of all.  Almost all staff are sensitive and responsive to the wellbeing and needs of all children. Regular ASN meetings ensure all children are discussed and strategies to support are put in place as required to ensure equity for all. | **People’s views**  Anecdotal evidence  Class mind maps  Assembly discussions  QA feedback  ASN Meetings  Transition Overview  Education Scotland/GCC Building Racial Literacy Project (April ’22) | **Observations**  Climate Charter video  Staff CLPL  P7 Equalities event with RFC Charity Foundation (Jan ’23)  Into University projects | | **Data**  Minutes - Glasgow Schools Young Peoples forum  Minutes - committee meetings  INSET Day minutes  - Equalities and Diversity notes from discussions.  Attendance data  Bullying & equalities reporting system on SEEMIS. |
| **What would be your next steps in this area for improvement?**  - Finalise Equalities & Diversity Rationale and then officially launch  - Introduce a tool to track children’s wellbeing  - Utilise RespectMe resources to support the creation of an Anti-Bullying position statement and support staff development  - Create a schedule, using the Boxall profile as a check in assessment tool, to review previous core nurture children  - Review Achievement Folders / Showbie portfolios to include “pupil voice” directly linked to learning.  - Ensure WAPs are up to date and used to support children as required. | | Overall Evaluation  Excellent  Very Good  **Good ( Feb ‘23)** | | Satisfactory  Weak  Unsatisfactory | |

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| **EVALUATIVE STATEMENTS** | | | | | |
| **Quality Indicator**  **3.2** Raising attainment and achievement | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | | | |
| **Attainment in literacy and numeracy**  **How well are our approaches to raising attainment improving outcomes in literacy and numeracy for learners, and closing the gaps the school has identified?** | **Attainment in literacy and numeracy**  Our current and predicted ACEL data is satisfactory. Senior leaders and staff have identified, through focussed professional dialogue, target groups of children to receive direct support.  We utilise a range of standardised assessments to create a picture of attainment in Literacy and Numeracy across the school. Current attainment across the school shows year on year progress is good. Children who are not on track are benefitting from wide ranging support and interventions which are helping almost all to make progress from their prior levels of attainment.  Within our P4 class most (80%) of children have English as an Additional Language (EAL). The majority of those children have a language acquisition level of New to English or Early Acquisition.  All EAL children in P4 with a language acquisition level of Developing Competence or Competent are on track for reading\*.  Within our P7 class the majority (64%) of children have English as an Additional Language. Less than half (29%) of those children have a language acquisition level of New to English.  All children with a language acquisition level of competent are on track for all areas of literacy and numeracy.  All parents (+3% since 2019) who responded think their child is making good progress in their learning and almost all parents think their child is given support to ensure they meet their full potential (Nov’22). | **People’s views**  Annual questionnaire & Parent Meeting questionnaire  Staff feedback  Level Planning Days  Tracking meetings | **Observations**  POLLI  QA visits  Achievement Folders (including wider achievements)  Attainment Folders  CLPL records | | **Data**  PUMA, PIRA, SWST & SNSA results  PM Benchmarking results  Performance Information  Tracking data  HGIOP  Targeted and universal opportunities offered  FOCUS data  TIG data |
| **Attainment over time** | The majority of children who have attended Ibrox Primary continuously for 2 or more years are maintaining or improving attainment year on year. However, the fluidity of our school community, a large percentage of children with English as an Additional Language, attendance and social, emotional and additional support needs impacts on the overall picture of our attainment over time. Children’s attainment was adversely impacted by the pandemic. The level of children’s engagement with remote learning during periods of school closure was low.  We have a clear focus on improving attendance through working collaboratively with the HSSO. Analysis of data, regular meetings and supportive dialogue with families has resulted in attendance figures beginning to show an upward trend. We continue to work on this.  Data demonstrates that most P7 children have maintained or improved their attainment over time. The majority of children in P4 have made year on year progress in standardised reading assessments. | **People’s views**  HGIOP  Staff surveys  Tracking meeting notes | **Observations**  CLOL working with staff, team teaching and working with targeted groups. | | **Data**  P7 – half (50%) are same cohort of children that started in P1.  P4 – just over half (54%) are the same cohort of children that started in P1.  FOCUS Data  Assessment data – PIRA, PUMA, NSAs, Spelling  EAL data  Nurture data |
| **Overall quality of learners’ achievements** | We ensure our learners are successful, confident, exercise responsibility and contribute to the life of the school and the wider community through providing experiences and opportunities outwith the core curriculum. This is celebrated in a variety of ways.  Children have different opportunities to experience success across all areas of school life. They are encouraged to develop their leadership skills across a wide range of contexts including our committees. In addition to this, in P1 the children develop their leadership skills through carefully planned indoor and outdoor play opportunities. | **People’s views**  Effective partnership working.  High quality learning opportunities including those outside of school. (eg Blairvadach, Camping, Care Home, Allotment, very effective use of our local area )  Pastoral Notes | **Observations**  Wall displays  Use of Twitter, school App & newsletters to recognize achievement.  Use of Showbie to promote learners’ achievements  Use of Twitter and school website to recognize achievement.  Assemblies | | **Data**  Weekly assemblies to celebrate learning.  Monthly Values winners recognizing the children who demonstrate the school values.  Variety of after school and lunchtime clubs  Celebration of achievement assemblies (Termly Supertreat Awards & Annual prizegiving) |
| **Equity for all learners** | Staff across the school have a clear understanding of the social, economic, and cultural context of the school and the barriers to children’s learning. We use financial contributions from local businesses to support our vulnerable families. Monies and resources are made available to ensure equity for all children and families in relation to cost of the school day.  The school’s pupil equity fund allocation is used to support our most vulnerable children. Our interventions over the previous 12 months are showing positive impact. | **People’s views** | **Observations**  WAPs  Social Media posts  Local businesses  support paperwork | | **Data**  Staff providing targeted support  PEF paperwork / PEF display  Monthly meetings with HSSO – data from this  Club registers  Ibrox Overview – SIMD, EAL, FSM & FOCUS data |
| **What would be your next steps in this area for improvement?**  - Creation of individual profiles for targeted children  - Tracking wider achievements / Achievement Folder / Showbie – introduction of opportunity for pupils to reflect on achievements and learning / JLT newsletter in folder / achievements on Blog  - Look to comparator schools to share best practice. | | Overall Evaluation  Excellent  Very Good  **Good (Feb’23)** | | Satisfactory  Weak  Unsatisfactory | |

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| **EVALUATIVE STATEMENTS** | | | | | |
| **Quality Indicator**  **2.5** Family Learning | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | | | |
| **Engaging families in learning** | The very strong relationship we have with our families foster a desire to work together to reduce potential barriers to engagement in learning.  Universal support is open to all families. Targeted support is offered to those families who need it. Targeted support has also been offered to families who have been identified as having needs which are impacting on the development of our learners. This has been addressed through our ASN coordinator.  Parents/carers are supported to actively and meaningfully engage in their children’s learning, attainment and achievement. Almost all parents/carers feel supported to do so (May ’22).  A one-page family friendly summary of the School Improvement Plan was created to inform parents of our annual priorities. This was created in response to parental views that they were not aware of improvement priorities (May ’22). | **People’s views**  HT is member of Learning Together National Network.  Parental views informally/formally | **Observations**  School newsletters  Variety of clubs/activities | | **Data**  Annual questionnaire (May’22) results.  Attendance at Progress Meetings (almost all parents attended Feb ‘23).  Activity / parent/ family event registers  Showbie engagement figures |
| **Early intervention and prevention** | We are skilled at using and improving approaches to encourage and promote active participation in school life for all families. The range of opportunities offered to families allows most to engage in school life resulting in trusting relationships built on mutual respect.  We work very well with other services to ensure continued strong support for families. A few of our families require additional targeted support to reduce potential barriers to engagement such as additional support needs and parental mental health issues.  Our staff have a good understanding of the cost of the school day and the impact this can have on families and so we are creative in how we approach this to ensure equity.  There are strong links with the HSSO which include regular meetings with DHT and clerical to provide letters, telephone calls and home visits to improve attendance with support and intervention being provided as required. | **People’s views**  Transition packs – Quarriers  Family nights  Class learning afternoons  Pastoral Notes  Feedback from supported families | **Observations**  Conversations highlighted a need which was then met through partner agencies or signposting to services  Curriculum Rationale  Open door policy, encouraging parents to seek advice or support if required | | **Data**  Attendance at FL events  Govan Help feedback.  SLT conversations with parents.  SIMD/VP/CP data  Tracking meetings |
| **Quality of family learning programmes**  **What Family Learning interventions have you implemented to close the poverty-related attainment gap? What is the impact of these on learners and parents?** | All families have been offered opportunities to develop their knowledge and understanding of the curriculum and how to support their children for example through our Scottish Learning Afternoon where the majority of families were represented.  All parents who participated in the Circle of Security programme with NSPCC (Together for Childhood Govan) felt it was a worthwhile experience.  Our Bookbug and WRC sessions ensure that parents of children in P1-3 understand how to support reading development at home. | **People’s views**  Professional dialogue – with class teachers, at training sessions &  during volunteer meetings.  Feedback/evaluations from events. | **Observations**  Twitter | | **Data**  Registers/attendance statistics - SAMH workshop / Circle of Security/ Read Write Count workshop / Bookbug workshop / Digital Drop Ins  Consultations |
| **What would be your next steps in this area for improvement?**  - Add “Parents as partners” section to annual questionnaire.  - Developing alternative methods to allow engagement and participation of parents in the life of the school and their children’s learning.  - Work with parents to ensure they feel their views are asked for and acted on. | | Overall Evaluation  Excellent  Very Good  **Good (Feb ‘23)** | | Satisfactory  Weak  Unsatisfactory | |

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| **EVALUATIVE STATEMENTS** | | | | | |
| **Quality Indicator**  **2.2 Curriculum** | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | | | |
| **Rationale and design** |  | **People’s views** | **Observations** | | **Data** |
| **Development of the curriculum** |  | **People’s views** | **Observations** | | **Data** |
| **Learning pathways** |  | **People’s views** | **Observations** | | **Data** |
| **Skills for learning, life and work** |  | **People’s views** | **Observations** | | **Data** |
| **What would be your next steps in this area for improvement?** | | Overall Evaluation  Excellent  Very Good  Good | | Satisfactory  Weak  Unsatisfactory | |

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| **Establishment Profile** | |
| Headteacher/Head of Establishment | Fiona Young (HT) |
| Senior Leadership Team | Beverly Finlayson – DHT  Gail Chalmers – PT2 |
| Area/Local Improvement Group | Bellahouston and Govan – South LIG 2 |
| Learning Community | Bellahouston LC |
| Roll | School – 218 (+ 20/20 nursery)  EAL – The majority of our children (70%) have EAL (Feb ’23)  31 languages spoken (Feb 2023) |
| FME/SIMD Profile | FSM – 55% (120/218)  SIMD Profile – 43% (93/218) of children live within SIMD 1&2 |
| Linked School Trios/Quads | CLoL clusters |
| Key Partners | Rotary Club Glasgow, Children in Scotland, Active Schools Co-coordinator (James Hemmingsley), Dalmarnock PS, Bellahouston Academy, GDSS, Bellahouston Demonstration Garden (school allotment), Glasgow Life, Community Safety Glasgow, Govan Housing Association, Govan Community Project, Govan Radio, Govan Fair, Local Library, Road Safety, ASDA, Co-op, Ailsa Craig - Local Residential Care Home, Flower Field Garden, Elderpark Housing Association, LicketySpit, Rangers’ Charity Foundation, PEEK, Thriving Places – Govan, Together for Childhood Govan, Govan HELP, Quarriers, Barclays Bank |