

Glebe Primary



STANDARDS AND QUALITY REPORT September 2019

This report has been prepared to give you information about our school's progress and achievements as well as our plans for 2019-2020. Paper copies are available from the school office.

Click to download and swipe to read.



Elaine McNeil

HEADTEACHER

OUR SCHOOL CONTEXT



Glebe Primary School is situated in the centre of Irvine with a current role of 343 pupils in 13 primary classes.

We are proud of our relationships with pupils, their families and the community we serve.

The current staff structure consists of 1 Headteacher, 2 Depute Headteachers, 2 Principal Teachers, 16 Class Teachers, 1 Nurture Teacher, 1 Nurture Early Years Practitioner, 0.8 Pupil Support Teacher, 5 Classroom Assistants, 2 Clerical Assistants and 1 Janitor.

Working in partnership within a caring and stimulating environment, we aim to provide quality learning experiences which will encourage positive attitudes, enabling pupils to achieve their potential as valued members of the community. We value excellence, honesty, respect, inclusion, equity and responsibility, and we are working to support your child to be a responsible citizen, successful learner, confident individual and effective contributor.





ATTAINMENT

Throughout the year we gather lots of information on how our children are progressing in their learning. To monitor their progress we observe children working on tasks, listen to what they say, ask lots of questions, set challenges and use some standardised assessments.

We look carefully at the experiences and outcomes of Curriculum for Excellence to ensure children are making progress.

North Ayrshire Council also ask us to summarise our children's progress in Listening and Talking, Reading, Writing and Numeracy and Maths. They ask us to look particularly at children who have reached the end of Early, First and Second Level at P1, P4 and P7.

We are proud of how well the children are progressing.

Key highlights of this year's analysis include:

- Glebe Primary is above the North Ayrshire average for the number of children achieving early level at P1, first level at P4 and second level at P7 in reading, writing, listening and talking and in numeracy.
- Work on improving writing and increasing writing stamina has seen an increase in writing achievement from

last session by 6% in P4 and 23% in P7.

- Work on improving reading has seen an increase in reading achievement from last session by 10% in P1, 1% in P4 and 22% in P7.
- Work on improving numeracy and mathematics has seen an increase in numeracy achievement from last session by 4% in P1, 10% in P4 and 24% in P7.
- Pupil equity funding allowed us to employ two Early Years Practitioners and implement a number of interventions to support closing the attainment gap. Talkboost supported early listening and talking skills, nurture staff supported individual children and small groups of children with social and emotional health. Positive play sessions and philosophy supported mental health and staff training focused on improving the teaching of literacy.
- Parents and carers have been more involved in children's learning through the introduction of SeeSaw, Learning Conversations, open afternoons, curriculum workshops and class showcases/assemblies.

Our rigorous analysis of our attainment data for session 2018-19 means we are able to identify gaps in attainment, and look at trends across year groups. This ensures we are able to support those children who have gaps in learning as well as challenge those who are more able. We are working hard to ensure we close the attainment gap whilst improving attainment for all.

ACHIEVEMENTS



We had a great year with much to celebrate. Our strengths include:

- **The ethos and life of the school community**
- **Our nurturing and inclusive practice**
- **Partnership working to support children and their families**

We are particularly proud of our achievements:

- Our pupils participated in many activities within the community and across North Ayrshire including; author visits, library visits, theatre trips, Summer trips and the P7 Residential week at Arran Outdoor Centre.
- Our P7s came 5th in the Schools National Rotary Quiz Championships.
- We retained our Fair Achieve School status, our Silver Award for Rights Respecting Schools status and continue to work on Learning for Sustainability; meeting our Eco school targets .
- Our Athletics team participated in the NAC Primary Schools Athletic Championships and our football team participated in the NAC football league.

- Many of our P5-7 pupils participated in North Ayrshire Cross Country events achieving individual and team success.
- All our classes did the daily mile #fit 15.
- Some P6 pupils successfully completed i-cycle training.
- A number of our young musicians took part in the concerts and competitions throughout the year. We also held a Strawberry Tea to celebrate the musical talents of these pupils.
- Many of our pupils participated in the Ayrshire Music Festival and to further promote Scottish culture, the school ran its own Burns poetry recitation. Children who performed well competed in subsequent events organised by Irvine Burns Club. Many went on to win individual trophies.
- We successfully hosted a Harvest Festival for the local community and local senior citizens.
- Staff and Children raised funds during dress up days and events and we had a number of successful collections for charities including; The Salvation Army, Children in Need and the North Ayrshire Foodbank.

COMMUNITY PARTNERS

We work closely with our partners enhancing experiences for our pupils and building skills for lifelong learning. We have many partners with whom we work to support learning and teaching at Glebe Primary.

We get great support from our parents/carers on the PTA/PC and individual parents/carers who support extra-curricular clubs.

North Ayrshire's Professional Learning Academy continue to be a great support for pupils and staff.

NAC Music service, Greenwood Cluster associated schools, Eglinton Ranger Service and Ardagh Glass all enhance learning.

We are grateful for all the support given to provide our pupils with the many varied educational opportunities.



LOOKING BACK SESSION

2018-2019



Headteacher Mrs. McNeil took over at Glebe Primary February 2018. After speaking to pupils, families and staff, one of her first improvement priorities was to update and improve the learning environment and the approaches to learning and teaching. She worked with pupils to create a pupil friendly school improvement plan and staff to purchase new furniture and resources to enhance the environment and encourage a more collaborative and active approach to learning.

Review of SIP progress session 18-19

Ensure we are getting it right for every child

Our whole school approach to nurture and use of restorative approaches is evident in our values and aims. Almost all staff said they were confident in the nurture principles and were able to apply these in their daily practice. Our new nurture room is well utilised and having a positive impact across the school. Pupil PASS surveys showed most children felt confident in the school's approach to learning and teaching and promoting positive behaviour.

The annual parent/carers survey told us almost all parents/carers agreed or strongly agreed that their child was treated fairly, that the school was well led and well managed, that their child enjoyed being at school and that the teaching is good. Being involved in the Rights Respecting schools process has ensured a greater awareness of responsibilities and behaviours and consequences of behaviours. Children are more empowered to become active citizens in their school and local community.

Enrich the quality of learners' experiences

Work on emotional literacy, positive mindset and philosophy has supported children with emotional difficulties. Key staff are trained in Mental Health First Aid and are able to support both pupils and staff requiring training. A full programme of events was planned with the Family Learning Team to encourage greater family engagement and support individual children and their families. There is a greater focus on pupil voice and a better understanding of what personalisation and choice means. This links appropriately to our Rights Respecting Schools work. Children are beginning to lead learning and are consulted on targets at Learning Conversations. Most children attended a school club and other pupils led clubs for peers or younger pupils. Purchasing technology and staff training has improved the pupil's digital literacy.

Children are becoming more independent in their learning using SeeSaw and blogs to record and share their work. They are starting to lead assemblies and other school events.

Improving performance

Our school is data rich and staff analyse and identify key messages for their class with the support of the data coach and the Headteacher. Children experience a range of assessment strategies and evidence is gathered from observations and formal assessments. Teachers are developing skills of data analysis to focus on improvement and provide evaluative statements. The school works closely with North Ayrshire's Professional Learning Academy to enhance teaching; making best use of recent research in education. Self-evaluation and moderation is rigorous ensuring consistency in planning learning and teaching and tracking pupil outcomes.

SCHOOL IMPROVEMENT PLAN 2019/20



The School Improvement Plan is a document which sets out the activities we will be undertaking as a school over the coming session. When writing this document we take into account a number of factors:

- *National Priorities and directives as set out by the Scottish Government
- *Local Priorities and directives as set out by North Ayrshire Council
- *Our self-evaluation procedures and development needs of our own school

DEVELOPMENT PRIORITIES 2019/2020

1. Staff development with the Professional Learning Academy on a number of initiatives to ensure learners'

experiences are consistent, motivating, challenging and well planned.

2. Increased opportunities for children to lead learning, including committees and clubs; and know their views are valued and acted upon.
3. Collaborative approaches to planning, and teaching observations across the school and the cluster, to enhance learning, teaching, assessment and moderation.
4. Assessment used to inform learning and teaching and matched to learners' needs to identify appropriate and timely interventions.
5. Learners and their parents/carers involved in planning and evaluating learning through Learning Conversations and Family Learning opportunities.

PUPIL EQUITY FUNDING

Pupil equity funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap.

This session Glebe is using PEF as follows:

- Funding an Early Years Practitioner working in P1-3. She will support EY-P1 transition, develop Parental engagement P1-3 Including PEEPS, POPS workshops and work to raise attainment in identified pupils (numeracy and literacy skills P1-3)

- Funding 0.2 top up for nurture teacher and nurture classroom assistant. They will work with identified children who need support for mental health, wellbeing, attachment or trauma
- Funding a teacher 1.0 August –November. She will support writing across the school, team teaching and collegiate planning to raise attainment with identified children
- Funding a teacher 0.6 August –June. She will backfill class cover to facilitate DHTs to team teach across the school to raise attainment in literacy, particularly writing.

These documents are continually reviewed and evaluated by school staff and the Senior Management Team. We focus on evidence based evaluations from all stakeholders and use this to inform our next steps. At Authority Level we are supported by the Head of Schools and our Senior Manager.

