

Glebe Primary Standards and Quality Report 2020

This booklet has been prepared to give you some information on our school's progress and achievements from last session and our plans for 2020-2021

Mrs. E. McNeil - Head Teacher



Our School

Glebe Primary School is situated in the centre of Irvine with a current role of 318 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 Head Teacher, 2 Deputy Head Teachers, 1 Principal Teacher, 16 Class Teachers, 1 Nurture Teacher, 1 Nurture Classroom Assistant, 0.8 Early Years Practitioner, 0.8 Pupil Support Teacher, 5 Classroom Assistants, 2 Education Assistants (office), 1 Janitor and 1 day cleaner.



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 watch children working through tasks, listen to what they say, ask important questions, set challenges and use some standardised assessments.

We look carefully at Curriculum for Excellence experiences and outcomes and ensure children are making progress. Data collected in June 2018 indicated Glebe Primary was 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. Due to lockdown we weren't able to collect data in June 2019, however early assessments indicate attainment is good with most children on track in learning.

Looking back - session 2019-2020

Last year our School Improvement Plan Priorities were:

- To enrich the quality of learners' experiences and attainment using visible learning strategies
- To provide opportunities to develop skills for learning, skills for life and skills for work for all pupils
- To ensure high quality learning experiences for all children incorporating effective use of assessment by staff and learners

Key highlights of session 2019-2020

Pupil equity funding allowed us to employ an Early Years Practitioners and additional staffing to team teach writing to support closing the attainment gap and implement a number of interventions. Talkboost supported early listening and talking skills. Nurture staff supported individual children and small groups of children with social and emotional health and positive play. Parents and carers were more involved in children's learning through the introduction of SeeSaw, Learning Conversations, open afternoons, curriculum workshops and class showcases/assemblies (prior to lockdown in March 2020).

Our rigorous analysis of our attainment data for session 2019-20 meant we were able to identify gaps in attainment, and look at trends across year groups. This ensured we were able to support those children who had gaps in learning as well as challenge those who were more able in the first three terms of session 20/21.

We used Single word Spelling Test for all pupils across the school as a baseline in September 2019 and, although we went into lockdown in March, the results have shown an improvement in spelling across the school for most pupils. The PASS assessment (Pupil Attitude to Self and School) is used at the beginning of each session and our results show that the majority of pupils are happy in school and see themselves as good learners. Work on improving writing and increasing writing stamina continued to be a key focus last session,

with improved results across all year groups. This focus included working with the Greenwood Cluster to plan tasks, which were then, assessed and moderated to ensure consistency across the cluster.

Throughout the lockdown period, from March until June, staff were able to provide suitable learning activities by See Saw online platform. This allowed staff to be in regular contact with pupils and their families, set regular, engaging, home learning activities covering a variety of curricular areas and to ensure pupils were given the opportunity to interact with school staff. The NAC survey indicated 95% of Glebe families were pleased with how Glebe staff facilitated home learning.

The standard of behaviour across the school is very good and our children are very aware of the need to respect others. Restorative Practice is embedded in the school and all pupils respond to this very positively. Almost all pupils are able to find solutions to problems and use restorative language to resolve these problems.

Through regular learning conversations, staff continued to support children in setting targets in their learning. Increased Parental involvement in discussing their child's targets has had a positive impact on children's learning, supporting the work of staff. Although we went into lockdown in March, almost all children were on track to have achieved their targets.

Where Are We Going?

A comprehensive operational plan was set for all staff to adhere to when returning full time to school. This plan has ensured everyone's safety and has been effective in the smooth running of our 'new normal'. Our pupils have all returned to school and settled really well into their daily routine. A contingency plan remains in place in the event of any changes made by the Scottish Government. This contingency plan outlines a plan for education should a class or a number of classes have to self-isolate, in a total lockdown situation or for a blended model.

Our School Improvement Plan

Our School Improvement Plan is a document that 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:

School Development Plan



- National priorities and directives, as set by Scottish Government.
- Local priorities and directives, as set by North Ayrshire Council.
- The development needs of our own school.

Session 2020-2021 our School Improvement Priorities are:

- To prioritise and promote the positive health and wellbeing of children & young people, parents/carers and staff in response the impact of COVID-19 in our community.
- To raise attainment in literacy and numeracy post lockdown.
- To focus on school recovery through approaches to assessing and supporting wellbeing and attainment with a focus on reducing the poverty related attainment gap through targeted intervention

Self-Evaluation

All stakeholders are asked to comment on the work of the school throughout the year. Views are sought through talking to our families and formally through Parent/Carer surveys and pupil voice activities/surveys. Staff regularly take part in self-evaluation activities to measure the work of the school. We use a document called 'How Good Is Our School 4' (HIGIOS 4) which uses Quality Indicators (Q.I.s) to measure our progress each year. A grading is given for each of these Quality Indicators to help us measure progress in areas of the school. The Scottish Government gathers this yearly and we use the data to plan school improvement priorities.

The main Q.I.s used are

- 1.3 - Leadership of Change
- 2.3 - Learning and Teaching
- 3.1 - Ensuring Wellbeing, Equality
- 3.2 - Raising Attainment and Achievement

Evaluative Grade by school staff June 2020

- 4 - Good
- 4 - Good
- 4 - Good
- 4 - Good