

Standards and Quality Report 2021

This booklet has been prepared to give you some information on our school's progress and achievements from last session and our plans for 2021 - 2022



School Context

This Standards and Quality Report is written against a backdrop of significant change in education over the last 18 months due to the impact of Covid 19 including; school closures, home learning and significant numbers of staff and pupil absence, due to families isolating at home.

Despite the challenges, I am proud of our school community and much has been achieved during the session 2020-2021.

Our School

Glebe Primary School is situated in the centre of Irvine with a current role of 301 pupils in 12 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 Depute Head Teachers, 1 Principal Teacher, 12 Class Teachers, 1 Nurture Teacher, 1 Nurture Classroom Assistant, 0.8 Pupil Support Teacher, 1 Covid 19 Recovery Teacher, 4 Classroom Assistants, 2 Education Assistants (office), 1 Janitor and 1 day cleaner.

Ethos

Glebe strives to provide a safe, stimulating and productive learning environment for all pupils. We aim to provide quality learning experiences which will encourage positive attitudes and enable pupils to achieve their potential as valued members of the community.

At Glebe we value excellence and equity and support children to be responsible citizens, successful learners, confident individuals and effective contributors. Over the last two years, the school has drawn on the work of Paul Dix, introducing a motto of 'Ready, Respectful, Safe' alongside continuing a restorative approach to dealing with issues.

All staff are skilled in understanding and de-escalating distressed behaviour and are able to support a wide range of pupil needs. Classes, on the whole, are calm and productive. Children understand some of their peers need additional support and are tolerant and supportive of each other.

Class recognition boards, house points and a variety of stickers and certificates have also been introduced to celebrate positive behaviour and pupil achievement. This is popular among pupils. Assemblies, whole school display boards and our digital platform SeeSaw, celebrate a wide range of pupil achievements both in and out of school. We make good use of communication channels with our families including; Seesaw, Xpressions, text messaging and twitter.

Our nurture and wellbeing groups have also been established to support pupils who require extra support with emotional and/or behavioural needs. We use the skills of a wide range of professionals to support pupils including; Classroom Assistants, the Greenwood cluster Area Inclusion Worker, English as an Additional Language Teacher and the Educational Psychologist.

Work to review and potentially refresh the school's vision and values has also begun.

a variety of curricular areas and to ensure pupils were given the opportunity to interact with school staff.

The NAC survey indicated 97% of Glebe families were very satisfied/satisfied with the way the school supported their child's/children's learning at home and 94% of Glebe families were very satisfied/satisfied with the ongoing communication from the school.

Our own school survey showed 94% of pupils enjoyed learning at school, 95% of families said their child's learning was progressing well, and 95% of families said the school was well led. Communication was highlighted as an area of strength as SeeSaw and teacher communication has improved the ability to share work.

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.

We shared fortnightly virtual assemblies with families and worked with the Family Learning Team to deliver family STEM workshops. We provided literacy and numeracy workshops for infant families and shared the Christmas infant Nativity and the upper school Christmas performances over SeeSaw.

The PTA/PC remains active and expertly organised Christmas and Easter raffles, regular bonus balls, as well as other fundraising events albeit virtual. This funded new musical instruments for the school, treats and activities at Hallowe'en, Christmas and Summer for all pupils and will fund the December 2021 Panto buses.



Pupil Leadership

Due to the restrictions imposed over the Covid 19 pandemic, our pupils did not have the usual opportunities to engage in leadership activities however they made the most of their time to drive forward school improvement by working with the school to organise virtual events such as Glebe's Got Talent and in school class events such as the Interhouse Sports day.

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. Peer support, where pupils discussed and solved problems together featured highly last session.

During session 2021-2022 we hope to continue with leadership opportunities e.g. paired reading, playground buddies, JRSO.

Parental Engagement

We are fortunate that a great many of our families participate in school questionnaires.

During the lockdown periods, staff were able to provide suitable learning activities using our online platform SeeSaw. This allowed staff to be in regular contact with pupils and their families, set regular, engaging, home learning activities covering

Safeguarding

Schools require robust processes to ensure the well-being and safety of pupils. Processes around safeguarding have been evaluated and subsequently revised with particular regard to attendance and use of electronic methods. The school ensured regular contact with all families during lockdown with significant numbers of children attending the school hub. Teachers completed weekly engagement grids and were able to provide bespoke learning packs for those unable to engage electronically.

The Senior Leadership Team were in contact with vulnerable families every week and were able to direct families to other support agencies when facing difficulties e.g. housing or financial difficulties.

Pupil 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.

Our rigorous analysis of our attainment data enables us to identify gaps in attainment and look at trends across

year groups. This ensures we are able to support children who have gaps in learning for a variety of reasons, including two periods of lockdown. It also enables us to appropriately challenge more able pupils.

We use PASS assessment (Pupil Attitude to Self and School) at the beginning of each session and our results show that almost all pupils are happy in school and see themselves as good learners. Further work is done with those pupils showing poor self-image; this can include targeted teacher support, school nurture, work with parents/carers or enlisting the support of other agencies/supports e.g. Ed. Psych.

We use Single Word Spelling Test for all pupils across the school as a baseline every September. Results from September 2021 indicate we need to focus spelling on common word lists alongside teaching spelling patterns. This is now a focus for spelling homework.

We use standardised literacy and numeracy assessments from P1 -7 including; Progress Test Literacy, Progress Test Maths and New Group Reading Test. Pupils in P1, P4 and P7 also complete the Scottish National Standardised Assessment. This, combined with class assessment, allows teachers to identify gaps in learning, support/challenge pupils appropriately, and informs teachers' professional judgement of a level.

Work on improving literacy continues to be a key focus.



Looking back - session 2020-2021

Last year our School Improvement Plan Priorities were:

- Prioritise and promote the positive health and wellbeing of children & young people, parents/carers and staff in response to the impact of COVID-19 in our community
- 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

Despite another period of lockdown we are confident we achieved our targets

- We worked hard to support families and staff to feel safe and secure about a post lockdown return to school. Both staff and pupil attendance remained high throughout the session and we ensured that time and space was provided to actively promote staff health and wellbeing, as well as supporting families with their health and wellbeing.
- We further developed targeted approaches that supported children and staff's mental health and wellbeing through the application of nurture as a whole establishment approach promoting reconnection and recovery.
- We identified gaps in learning through rigorous assessment and improved the attainment and achievement of our children and young people through high quality learning and teaching. We continued to maintain a specific focus on reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners.

Key highlights of session 2020-2021

- Our pupils participated in many activities within the community and across the country, albeit virtually, including; author visits, theatre and museum visits, music concerts and STEM activities.
- 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 .
- Many of our upper school pupils participated in a North Ayrshire Cross Country event achieving individual success.
- All our classes did the daily mile #fit 15.
- Some P6 pupils successfully completed i-cycle training
- A number of our young musicians continued with live weekly music lessons in school and at home virtual lessons. Many of our pupils participated in the virtual Ayrshire Music Festival and, to further promote Scottish culture, the school ran its own Burns poetry recitation competition, supported by Irvine Burns Club. Many went on to win individual trophies.
- We successfully hosted a Harvest Festival and collected food for the North Ayrshire Foodbank.
- 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.

Pupil Equity Funding

PEF is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. As per last session, this session PEF can also be used to support Covid 19 Recovery. This session Glebe is using PEF as follows:

- Funding 0.2 top up for nurture teacher and 0.2 top up for nurture classroom assistant to support identified children with mental health, wellbeing, attachment disorders or trauma; including Covid 19 related trauma/distress
- Fund fitted kitchen with cooker for nurture room to enable baking, cooking, meal preparation, snack etc.
- Fund resources for sensory room.
- Fund 2 FT PEF classroom assistants to support identified children, in class and in the playground, with social, emotional and behavioural distress, with mental health and wellbeing, and/or trauma; including Covid 19 related trauma/distress
- Fund technology and assessment packages: to identify gaps in learning (GL Assessment, LASS/CoPs), to support home school communication (SeeSaw), to enhance learning and teaching (Sumdog, Oxford Owl, Bug Club, Twinkle)
- Fund the cost of the school day: Uniform, Sportswear/PE kit, Breakfast or snack (for identified pupils), Homework support packs for every child. Subsidise or fully fund school trips e.g. P7 residential trip, whole school Panto trip
- Fund Outdoor Learning enhancements and provision; including purchasing PE and outdoor play equipment, purchasing upper school Play Trail, purchasing outdoor storage and learning resources and funding outdoor learning experiences, with Outdoor Learning providers/companies throughout the session.

Our School Improvement Plan for session 2021 -2022

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:

- 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.

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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' (HGIOS 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.

<u>The main Q.I.s used are:</u>	<u>Evaluative Grade by Glebe school staff</u> <u>June 2021</u>
1.3 - Leadership of Change	4 - Good
2.3 - Learning and Teaching	4 - Good
3.1 - Ensuring Wellbeing, Equality and Inclusion	4 - Good
3.2 -Raising Attainment and Achievement	4 - Good

*Written by HT E McNeil September 2021

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.