

Standards and Quality Report 2022

This booklet has been prepared to give you some information on our school's progress and achievements from last session and our plans for 2022-2023

Mrs. E. McNeil - Head Teacher

Our School

Glebe Primary School is situated in the centre of Irvine Town within a residential community. Our school building is semi open planned with closed classrooms and communal open areas in both the infant and upper school departments.

The roll at September 2022 is 296 pupils, organised into 12 classes. Placing requests account for around 50% of our pupils. 47.9% of our school community live in SIMD 1 and 2. The ethnic background of the school is 85.5% white UK, the other 14.5% from other ethnic backgrounds. 11% of our pupils are bilingual, with an impressive 14 languages spoken at Glebe. Over recent years we have had an increase in the number of adopted and looked after children and others living with loss and the effects of trauma. All of these factors are considered to ensure we meet the needs of our most vulnerable pupils.

The school staffing for the current session is 15.8 full time equivalent teachers, including Head Teacher, 1 Depute Head Teacher, 1 Principal Teacher and 1 PEF funded Acting Principal Teacher. The Leadership Team provide strong and very effective leadership to the school. Other members of the staff team include 1 Nurture Teacher and 1 Nurture Classroom Assistant, 1 Pupil Support teacher (0.8) and 2 PEF funded Boost Group Teachers, 1 PE Teacher covering NCCT, 2 Education Business assistants, 5 Classroom Assistants, 2 PEF funded Classroom Assistants and a Janitor.

Vision Values and Aims

This session we worked with staff, parents/carers and pupils to refresh our school vision, values and aims. At Glebe we strive for Excellence and Equity for all Learners, through the school values of Creativity, Kindness, Responsibility and Respect. There will be a strong focus on these values and opportunities for pupils to demonstrate the values across the curriculum and across all school events during session 2022-2023.

We continue to support children to be responsible citizens, successful learners, confident individuals and effective contributors. Over the last three 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. 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.

Relationships

The staff forms a cohesive and effective staff team aiming to deliver high quality education. We believe relationships are key to our school community thriving together and relationships at all levels are based on our key values. 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.

P4-7 teachers moved stage with the classes to retain stability, raise attainment and provide emotional support to pupils and parents. This was appreciated by parents with almost all agreeing that the school has supported the wellbeing needs of their child throughout the pandemic and beyond.

We have very high expectations of all our pupils. There are high standards of behaviour across the school based on our class negotiated charters.

Our Positive Relationship policy outlines a range of strategies consistently applied to promote positive behaviour. High expectations are set for learning.

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 including our 'Awesome Achievements Wings Wall' and our digital platforms SeeSaw and Twitter, celebrate a wide range of pupil achievements both in and out of school.

Children identify with this ethos of achievement and have a strong belief that they can be successful locally and nationally too. We are very proud of our pupils who are confident, aware of their responsibilities and have a positive "can do" attitude.

We are a Silver Rights Respecting School, which shows our deep and thorough commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school. Our community also has a shared understanding of wellbeing and how we make the best use of "Getting It Right For Every Child", the Scottish Government's response to putting the Rights of the Child into legislation. All learners are encouraged to be engaged and involved in the life of the school. Pupils are actively consulted about their views, learning targets and any decisions which may affect their lives. Our children have a clear sense of moral justice and want to make our school, our community and our world better. We have 2 ECO School Scotland Green Flags and school pupil committees include Pupil Council, Junior Road Safety Team, Playground Buddies, Reading Buddies and House Captains. We actively encourage pupils and staff to take leadership roles to develop our school in positive ways.

Learning and Teaching

Developing key literacy and numeracy skills are fundamental to our curriculum rationale. We have recently introduced a skills based curriculum and almost all pupils are highly motivated in their learning and are making very good progress through the Curriculum for Excellence levels. We know our pupils very well and their progress is tracked carefully and those not achieving their full potential are quickly identified, supported and encouraged. Opportunities to ensure achievement through a wide range of activities are promoted across the school.

We recognise the quality of teaching and learning and assessment in our school as being paramount to continuing to secure educational improvement and raising attainment. We continue to use the work of the Education Endowment Foundation and other current valuable research including John Hattie, Shirley Clarke, Dylan William, This helps our teachers to develop, improve and enhance their teaching, therefore strengthening our pedagogical core. Our Professional Learning programme is key to helping us deliver very high quality learning and teaching and this will continue to be developed over the coming session.

Partnerships

Partnerships are vital to us, a cornerstone of our approach is establishing a positive and supportive relationship with parents/carers and we actively encourage families to participate in their child's education. We make good use of communication channels with our families including; Seesaw, Xpressions, text messaging and twitter. We were pleased to have our first face to face Parents' Evening after covid restrictions were lifted in April 2022.

We have an active Parent Council/PTA which met every 4/6 weeks over the session, they regularly engaged with the wider parent forum to gather views and canvas opinion.

Despite restrictions due to the pandemic, our PTA/PC still fundraised with activities such as an Easter and Christmas raffle, they also secured Jubilee funding for a special whole school celebration and tree planting.

The PTA/PC funded resources and events throughout the session including; treats for Halloween activities and Christmas parties, school buses for trips, the new school football strip, P7 Yearbooks and Leavers' Disco, and a whole school summer fun day with inflatables, a magician and an ice cream van treat for everyone.

Other partnerships are forged locally including with Tesco, Old Irvine Parish Church, Irvine's Maritime Museum, The Portal Sports Centre and Active Schools. In school children can participate in lunchtime and after school wellbeing and sports clubs for example; homework club, chess, mindful meditation and Lego club. Sports clubs included football, ball hockey and athletics. Every child in the school participated in a club this session.

Our nurture and wellbeing groups supported pupils who require extra support with emotional and/or behavioural needs. We also utilise 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, NAC's Family Learning Team and the Educational Psychologist.

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. Attendance and late-coming is monitored monthly working with families to reduce any barriers to school. Attendance is above the North Ayrshire average. There were no exclusions at Glebe during the session 2021-2022.

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

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targeted teacher support, school nurture, work with parents/carers or enlisting the support of other agencies/supports e.g. Ed. Psych.

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.

North Ayrshire Council also ask us to summarise our children's progress in Reading, Writing, Listening and Talking as well as Numeracy and Maths. They ask us to look particularly at children who have reached the end of the Early, First and Second Levels in P.1, P.4 and P.7.

Glebe's attainment is as follows:

% OF PUPILS ON TRACK AT JUNE 22 ATTAINMENT OF A LEVEL(S) HIGHLIGHTED IN YELLOW				
	NUMERACY	LISTENING & TALKING	WRITING	READING
P1	86.4	93.2	77.3	90.9
P2	77.5	95	75.0	77.5
P3	85.4	95.1	75.6	80.5
P4	84.8	81.8	72.7	87.9
P5	77.8	83	72.2	68.5
P6	68	90	74	72
P7	84.4	93.3	80.0	86.7
P.1-7 Av.	80.5	90.2	75.3	80.6
P.1/4/7 Att of Lev. Av,	85.0	89.4	76.7	88.5

Looking back - session 2021-2022

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 recovery from 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

Key highlights of session 2021-2022

- 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.
- We made greater use of our outdoor environment. Teachers took more lessons outdoors and all children had 6 sessions of outdoor learning from an outdoor learning company, children participated in activities such as fire building, loose parts play and

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den building.

- We successfully hosted a Harvest Festival and collected food for the North Ayrshire Foodbank.
- 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.
- All P6 and P7 participating in i-cycle training passed.
- A number of our young musicians continued with weekly brass and string music lessons in school. Our P3 pupils learnt violin and our P5s learnt the bucket drums.
- All classes performed at our Jubilee Celebration, Party in the Playground.
- Many of our pupils participated in the 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.
- P5 and P7 participated in a school show with the Scottish Opera performing for an audience with a recording for parents/carers.
- Our Junior Road Safety Officers organised Glebe and North Ayrshire's 1st school Road Safety Week, campaigning to promote active travel and reduce congestion around the school.
- The football team got to the North Ayrshire Schools final and we had an athletics team that were bronze medalists at the North Ayrshire Athletics Championships.

Pupil Equity Funding

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

Last session PEF was used for the following

- **Funded 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.**
- **Funded fitted kitchen with cooker for nurture room to enable baking, cooking, meal preparation, snack etc. Funded resources for sensory room.**
- **Funded 2 FT PEF classroom assistants. (Only in post January to March 2022) 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.**
- **Funded technology and assessment packages:** to identify gaps in learning (GL Assessment, to support home school communication (SeeSaw), to enhance learning and teaching (LBQ, Sumdog, Oxford Owl, Bug Club, Twinkle)
- **Funded the cost of the school day:** Uniform, Sportswear/PE kit, Breakfast or snack (for identified pupils), **Homework support packs for every child. Fully funded school trips.**
- **Funded Outdoor Learning enhancements and provision;** purchased PE and outdoor play equipment, purchased upper school Play Trail, purchased outdoor storage and learning resources and funded 6 outdoor learning experiences, with Outdoor Learning company throughout the session.
- **Funded literacy, reading and library improvements.** New reading books, new library books and new furniture to enhance the library.

Next session PEF will be used for the following:

- **Continue funding 0.3 top up for nurture teacher and 0.3 top up for nurture classroom assistant to support identified children with mental health, wellbeing, attachment disorders or trauma; including Covid 19 related trauma/distress.**
- **Continue funding 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 1 FT teacher to release staff to support/challenge identified children through targeted interventions/boost groups.**
- **Fund PT enhancement to raise attainment in literacy.**
- **Fund technology and assessment packages: to identify gaps in learning (GL Assessment, to support home school communication (SeeSaw), to enhance learning and teaching (LBQ, Sumdog, Oxford Owl, Bug Club)**

Our School Improvement Plan for session 2022-2023

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.*

Glebe Priorities are:

- **To raise attainment in numeracy for all learners**
- **To raise attainment in literacy for all learners**
- **To improve learning, teaching and assessment across the school for all**
- **To ensure universal and targeted supports meet the needs of all learners.**
- **To place the rights and needs of every child at the centre of Glebe's education.**

Stakeholder Surveys

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

Session 21/22 school surveys indicated that the vast majority of parents/cares, **97%** reported that their child enjoyed learning at school and **95%** agreed that their child's learning is progressing well.

Furthermore almost all surveyed agreed the school was well led **92%** and they were happy with the work of the school **94%**. Communication was highlighted as an area of strength as SeeSaw and teacher communication has improved the ability to share work.

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

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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><i>The main Q.I.s used are:</i></u>	<u><i>Evaluative Grade by Glebe school staff June 2022</i></u>
<i>1.3 – Leadership of Change</i>	<i>4 - Good</i>
<i>2.3 – Learning and Teaching</i>	<i>4 - Good</i>
<i>3.1 – Ensuring Wellbeing, Equality and Inclusion</i>	<i>4 - Good</i>
<i>3.2 –Raising Attainment and Achievement</i>	<i>4 - Good</i>

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.