

**Glebe Primary School**



**STANDARDS AND QUALITY REPORT**

**June 2024**

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

Mrs Elaine Sanderson

Head Teacher

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| **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 June 2024 is 295 pupils, organised into 12 classes. Placing requests account for 48% of our pupils. 46.4% of our school community live in SIMD 1 and 2. The ethnic background of the school is 88.5% white UK, the other 11.5% from other ethnic backgrounds. 9% of our pupils are bilingual, with an impressive 13 languages spoken at Glebe. Attendance across the school is very good with an average of 93% for the session and we have had 0 exclusions for the past three years. 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, 1 Pupil Support teacher (0.8), 1 PE Teacher covering NCCT, 2 Education Business assistants, 3 full-time Classroom Assistants, 2 part-time Classroom Assistant, 1 PEF funded Classroom Assistant and a Janitor.  |

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| **OUR VISION, VALUES AND AIMS** |
| Last 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**. During the Education Scotland School Inspection in 2023 they reported, *‘The school values are felt across all aspects of daily life and are central to the school’s ethos.’* In 2023-24 we will continue to focus on these values and provide opportunities for pupils to demonstrate the values across the curriculum and across all school events.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. 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 newsletters and social media platforms, 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. |

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| **ATTAINMENT & ACHIEVEMENT** |
| 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, using carefully planned interventions. 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. Educational Psychologist.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: |

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| **% OF PUPILS ON TRACK AT JUNE 24****ATTAINMENT OF A LEVEL(s)**  |
|  | **LISTENING & TALKING** | **READING** | **WRITING** | **NUMERACY** |
| **P1** | 85.2% | 81.4% | 81.4% | 88.8% |
| **P4** | 88.1% | 92.8% | 73.8% | 85.7% |
| **P7** | 88.7% | 80.6% | 79.1% | 85.4% |
| **P.1-7****Av.** | 87.3% | 84.9% | 78.1% | 86.6% |

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| **WIDER ACHIEVEMENT** |
| *Session 2023-2024 saw another successful year at Glebe Primary School with much to celebrate.** Glebe’s brass group ensemble achieved 1st place at the Ayrshire Music Festival. One pupil earned 1st place and another 2nd place for solo performances. Our P3 pupils learnt violin, our P5s learnt the bucket drums and many classes learnt to use boomwhackers. All classes performed at our 50th Birthday celebration, ‘Party in the Playground’, and our infant classes performed the Christmas Nativity in our local Church. Our School Choir and School Glee Club have performed to a variety of audiences over the session and the P7’s school show ‘Snaw White and the Infinite Dwarves’ was a huge success!
* 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 Gold Rights Respecting evaluation meeting is set for September 2024.
* We have 2 ECO School Scotland Green Flags and school pupil committees including; Pupil Council, Junior Road Safety Team, Playground Buddies, Wellbeing Warriors, Reading Buddies and House Captains lead their peers in school improvement. We actively encourage pupils and staff to take leadership roles to develop our school in positive ways.
* We retained our Sports Scotland Gold Award, retained our Fair Achieve School status, and our Silver Award for Rights Respecting Schools status. We continue to work on Learning for Sustainability meeting our Eco school targets.
* To further promote Scottish culture, the school ran its own Burns poetry recitation competition, supported by Irvine Burns Club. Two pupils went on to the Ayrshire finals.
* Our Junior Road Safety Officers were successful in their grant application and purchased playground scooters and helmets for the upper school. They also organised events including Glebe’s Road Safety Week, campaigning to promote active travel and reduce congestion around the school.
* P6 pupils participated in North Ayrshire’s Euro Quiz and P7 pupils participated in North Ayrshire’s Rotary Quiz. All pupils participating had a great experience and represented the school brilliantly.
* Families joined us for monthly learning cafes where they had the opportunity to work with their child, see their class and speak to the teacher. Other families participated in cooking sessions with Phunky Foods and Outdoor learning sessions with NAC’s Family Learning Team.
* 90% of Glebe pupils took part in sport offered by school. There were over 50 clubs this session and pupils have enjoyed taster sessions in cricket, tennis, judo and athletics. Pupils participated in NAC Cross Country, Football, Netball and Athletics competitions over the session with great personal and school success. Furthermore a group of determined P7s climbed to the top of Goat Fell!
* All classes enjoyed a variety of educational excursions throughout the session including trips to the Science Centre, Dundonald Castle, ColourSplash, Dumfries House and Calderglen Country Park. P7 had an active residential week at Arran Outdoor Centre making memories and developing new skills.
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| **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?**  |
| **SIP PRIORITIES****PRIORITY 1.** To continue to raise attainment for all learners in numeracy and maths.* All Teachers participated in Number Talks training and embedded Number Talk methodologies for mental addition, subtraction, multiplication and division. Arithmetic assessment data shows that 37% of children are more confident and successful in numeracy.
* Collegiate sessions led by the Depute Head implemented and embedded the development of Big Maths interactive sessions across the school, offering children better learning experiences and opportunities in numeracy and maths. Infant staff also worked with NAC’s Professional Learning Academy to further embed play pedagogy in P1 –P3 to improve the teaching of Numeracy and Maths. Staff survey data showed increased teacher confidence by 100% of participants.
* The children created SWAY family learning Numbertalk sessions to support parents/carers in helping their children develop skills in mental agility. Family learning activities related to Numeracy and Maths were shared, via information leaflets, videos and the school twitter account, and Numeracy and Mathematics Workshops (Learning Cafés) supported families further. When asked about these opportunities 87% of parents/carers strongly agreed or agreed that these events had increased their confidence in supporting their child’s numeracy and mathematics skills while 11% of parents/carers were neutral and 2% disagreed or strongly disagreed.
* The Scottish Online Formative Assessment (SOFA) data, completed by pupils in primary 2, 3, 5 and 6, highlighted positive results in numeracy. 161 pupils participated in the online assessments and the results highlighted that 45% of pupils were within the top two bands within the assessment, 51% were within the middle two bands and only 4% in the lowest two scoring bands. P1, P4 and P7 pupils will sit the Scottish National Standardised Assessment in June 2024 and cohorts are predicted to achieve above the North Ayrshire and National average.

**PRIORITY 2.** To continue to raise attainment for all learners in literacy.* Investment in new resources supported a consistent approach to teaching handwriting, spelling and grammar across the school. Almost all pupils from sample groups of pupils from P1/4/7 demonstrated increased understanding, confidence and application of spelling and reading (pre/post X3 per year assessment data).
* Teacher collegiate groups created a clear rationale for the school’s approach to reading, including whole school and class expectations. Learning walks/Class observations have shown improved results in consistency of practice for pupils. The library was book banded and all pupils were PM benchmarked to ensure they were reading at the correct levels. Training in PM Benchmarking has been undertaken across the school. In 100% of the classes, staff have identified the benefits of these assessments.
* Additional support during writing lessons were provided in P4 and P7, as they were identified as having increased numbers of off track pupils in writing. In April 2023, 64.5% of the P7 PEF cohort were on track in writing. In April 2024, this had increased to 71.8%.
* 100% of pupils on the P2 and P3 Boosted Reading programme, with the individual support of an additional PEF classroom assistant, have improved in their ability to read, retell, discuss and understand texts.
* Family learning activities related to literacy were shared via information leaflets, videos and the school Twitter account and Literacy Workshops (Learning Cafés) supported families in supporting their children.
* Learning walks, classroom observations, pupil views and planning and tracking information showed increased engagement and enthusiasm for reading and an improved reading culture across the school. Pupil survey data shows 100% of pupils had more opportunities to read e.g. ERIC (Everyone Reads in School), Reading Buddies and that class libraries and enriched literacy environments promote a positive reading culture.
* We continued to embed a range of assisted technologies to support pupils with Dyslexia and literacy difficulties and ensured pupils who met the definition for Dyslexia were identified and supported in their learning.

**PRIORITY 3.** To increase creative approaches to teaching and learning and give further opportunities for learner participation.* All staff participated in a programme of cluster training engaging with the Education Scotland Digital Learning framework. Collegiate time was utilised for staff development in the uses of Digital Technologies, including in literacy lessons to support and challenge children in their learning, including the use of Learning by Questioning to raise attainment. Learning walks, classroom observations, pupil views and planning and tracking information showed increased use of digital technologies supporting depth and application of practice.
* Children experienced a range of leadership opportunities in class and across the school. Junior Road Safety Officer’s led the Road Safety Trail Blazers campaign, updated the school travel plan and used a grant to purchase scooters. The How Good is our School Group worked with Head Teacher to drive forward School Improvement priorities and support the staff in self-evaluation. Digital Leaders attended termly North Ayrshire training and supported our developments in driving forward the use of technologies. P7 pupils participated in Junior Coaching and used their skills to effectively lead activities (Active Schools). We had 15 pupil led clubs from pupils across most year groups.
* We implemented a whole school approach to sustainability, promoting reducing waste, reusing and recycling materials. We created a programme of sustainability priorities including homework and assemblies, led by Right Respecting School/Learning for Sustainability committees, and shared with parents/carers e.g. Food Waste February. We developed partnerships with local community and environmental groups including Irvine Beach Clean, Irvine Clean-up Crew and North Ayrshire Street Scene etc. Children have a better understanding of how their actions have an effect on their local environment and the planet as a whole.
* Teacher collegiate groups created outdoor learning and STEM (Science, Technology, Engineering & Maths) resources to encourage pupils problem solving and creativity. The infant open areas were reimagined to create a better opportunity for play based learning and act as a stimulus for writing. P1 staff worked with North Ayrshire’s Professional Learning Academy to create a play pedagogy based approach, developing pupil independence and creative thinking skills. The P4-7 open area was zoned to create opportunities for play and creativity. We invested in outdoor learning, STEM and play resources to support creative teaching approaches e.g. Science equipment. Children experienced more high quality and engaging learning experiences across the curriculum evidenced through Learning walks, classroom observations, pupil views and planning and tracking information.

**STAKEHOLDER SURVEYS**We are fortunate that a great many of our families participate in school questionnaires. Session 23/24 school surveys indicated that the vast majority of parents/cares, **99%** reported that their child enjoyed learning at school, **98%** agreed that their child’s learning is progressing well and **99**% said their child is encouraged and challenged to work to the best of their ability. Furthermore, almost all surveyed agreed the school was well led with **97%** stating they were happy with the work of the school. Communication was highlighted as an area of strength and families spoke very positively about increased opportunities to work with their child at the monthly Learning Cafes. **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. 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. **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; Xpressions, text messaging and Twitter.We have an active Parent Council/Parent Teacher Association who met regularly over the session, they regularly engaged with the wider parent forum to gather views and canvas opinion. The PTA/PC raised funds with activities such as Seasonal raffles/hampers, a Golf Fundraiser, the Christmas Fayre and the 50th anniversary tea towel. The PTA/PC funded resources and events throughout the session including; treats for Halloween activities and Christmas parties, school buses for trips, the P7 Yearbooks and Leavers’ Disco, the new playground games line markings and £50 per class for pupil chosen resources.Other partnerships are forged locally including with Old Irvine Parish Church, Trinity Church, Active Travel Hub, Irvine Clean up Crew2, Tesco, Sainsbury’s, 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 running, netball, multi-sports, 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, North Ayrshire’s Family Learning Team and the Educational Psychologist.  |

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| **QUALITY INDICATORS** |
| QI 1.3 Leadership of Change | Evaluation **5 - Very Good**  |
| * The Headteacher and Senior Leadership Team have developed and implemented very effective systems and processes which provide a clear, accurate picture of overall school performance. Their approaches to quality assurance and self-evaluation are thorough, rigorous and robust.
* Staff access many learning opportunities which support their professional development and link clearly to improvement priorities. They engage with research and professional reading to improve pedagogy. All staff develop skilfully their use of strategies and interventions to support children’s wellbeing and enable them to access learning successfully. This is having a significant impact on improving children’s outcomes and supporting their progress across the curriculum.
* All staff at Glebe Primary School provide a nurturing and inclusive learning environment. The whole school community shows a relentless commitment to promoting the wellbeing of all.
* All staff work very well together. They are a strong team, committed to improving outcomes for all. Staff welcome opportunities to make a positive difference. They build supportive and extremely caring relationships with children.
* There is a strong commitment to children’s rights within the school. Pupil participation is evident in decision-making and change. Pupils lead learning and clubs and pupil voice is highlighted as a school strength.
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| QI 2.3 Learning, Teaching & Assessment | Evaluation**5 - Very Good** |
| * Senior leaders and teachers have regular stage tracking meetings to discuss children’s progress across year groups. Teachers analyse their robust assessment data effectively before tracking meetings. They discuss with senior leaders the impact of previously identified strategies and interventions on children’s learning. Senior leaders have effective systems in place to show clearly children's progress over time.
* Senior leaders have developed a clear assessment calendar to support teachers to gather valid and reliable information on children’s progress. All teachers use formative and summative assessments very well to extend children's learning and show the progress they make. They use assessment information very effectively to plan learning, with appropriate next steps for each child.
* Teachers plan tasks and activities to meet the needs of all children very well. Most lessons are well paced and provide appropriate levels of challenge. Almost all children feel that staff encourage them to do their best. All children access their learning fully, as a result of well-planned differentiation, interventions and strategies.
* The learning environment is calm and purposeful. Almost all children engage very well in their learning, showing a resilient, ‘have a go’ attitude. Class displays evidence children’s high-quality work across the curriculum.
* The positive ethos and culture are major strengths at Glebe Primary School. The school’s vision and values are evident and underpin approaches to learning and teaching very effectively. All staff show a clear commitment to children’s wellbeing and rights in their relationships with them.
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| QI 3.1 Ensuring Wellbeing, Equality & Inclusion | Evaluation **6 - Excellent** |
| * There is an outstanding ethos of inclusion in Glebe Primary School. The headteacher and SLT value all children, staff and partners. Parents are extremely positive about the impact of the school’s approaches on their children’s wellbeing and self-esteem. Partners working with the school to promote health and wellbeing, feel highly valued. They deliver high-quality support for the most vulnerable children and families, together with school staff and parents. This partnership working results in significantly improved outcomes for all children.
* Senior leaders and staff meet the needs of children who require additional support with their learning very well. The depute headteacher leads improvements in approaches to meeting all learners’ needs very well. All staff take part in regular, bespoke, high-quality training which has maximised and enriched the support available to children. Senior leaders track and monitor the progress of children requiring additional support carefully, ensuring appropriate interventions are put in place as required.
* The school’s wide range of supports is improving attainment and achievement very well for all children. The school’s well-established approaches to developing staff, children’s, parents’ and partners’ knowledge and understanding of wellbeing are exemplary. All staff develop skilfully, extensive approaches to support wellbeing, through carefully-planned, meaningful and evidence-based professional learning.
* Learner engagement is very high across the school and outcomes for children are improving continually. Children have a sense of empowerment and are very proud to attend the school, as a result of the exemplary ethos and inclusive culture. Children lead several aspects of wellbeing and often provide strong contributions to the wellbeing, learning and achievements of their peers.
* Children feel safe, cared for, listened to and respected by their school community, as a result. They speak knowledgeably about actions they can take to safeguard their own and others’ wellbeing. Children understand what it means to be nurtured. There is a strong sense of community across the school.
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| QI 3.2 Raising Attainment & Achievement | Evaluation **5 - Very Good** |
| * Overall, attainment in literacy and numeracy is very good. Data provided by the school is based on teachers’ professional judgements which reflect accurately children’s progress and achievement. Children’s attainment is greatly improved as a result of the school’s approaches and interventions. Almost all children, including those who face barriers to learning, make very good progress from prior levels of attainment.
* Senior leaders and staff use data well to track children’s progress and attainment over time. Staff have implemented targeted interventions and a wide range of strategies to close identified gaps effectively. Accurate data shows that children’s attainment has returned to pre-pandemic levels and in most areas, now exceeds previous levels of attainment.
* PEF is used very well to employ additional staff to provide effective support through targeted interventions for identified children. Senior leaders have extremely robust systems in place to monitor the impact of targeted approaches and ensure they are having a positive impact on children’s progress. As a result, the school successfully closes gaps in learning for its most vulnerable children.
* Staff know children and families extremely well and have a firm understanding of any challenges they face, including through socio-economic disadvantage. All staff promote equity across the school. They are acutely aware of the implications of the cost of the school day and are sensitive towards the financial pressures on families.
* Children enjoy achieving and sharing their successes in many different areas within the school. They frequently organise and run events and clubs for their peers. Children develop entrepreneurial skills, by setting up small business enterprises. They regularly participate in sporting and musical events beyond the school, developing performance skills, confidence and sportsmanship. Senior leaders track this information well to identify children who are at risk of missing out.
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| **PUPIL EQUITY FUNDING** |
| PEF is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The 2023 Glebe’s Education Scotland Inspection report said, ‘ ***The skilful use of PEF to enhance staffing and provide quality, bespoke professional learning to all staff is a key feature of the school. This is instrumental to the staff’s success in raising attainment and closing gaps in learning for all children, including those related to poverty.’***Last session Glebe used PEF to fund the following: Further detail can be found in the PEF Impact Summary document Session 23/24.* **0.5 FT PEF Teacher April 2023 –March 2024.**
* April-June team teaching with all classes working on increasing digital skills and creativity.
* August-December team teaching writing with identified classes to raise attainment.
* August-December releasing teachers to support/challenge identified children through targeted interventions and boost groups.
* August-October supporting Number Talk methodologies/training to improve mental agility.
* August-December releasing teachers for leadership time; supporting curriculum development and pedagogy.
* January-March (Backfill for Principal Teacher) support/challenge identified children through targeted interventions and boost groups.
* **PT Enhancement April 2023 –March 2024.**
* To raise attainment in Reading and Writing, including supporting the implementation of new Spelling and Grammar resources.
* To develop Play Pedagogy and Outdoor Learning; infants and upper school.
* To resource Play Pedagogy and Outdoor Learning.
* **1.0 Classroom Assistant April 2023 –March 2024.**
* To support P1 transition (pupils from 13 different Early Years Establishments).
* To support identified children in class through targeted interventions, E.g. 5 minute Literacy Box.
* To support attainment in talking and listening using TalkBoost.
* To support pupil wellbeing.
* **0.6 Classroom Assistant January 2024 –March 2024.**
* To support identified children in class through targeted interventions E.g. 5 minute Numeracy Box.
* To support attainment in reading using Boosted Reading.
* To support pupil wellbeing.
* **0.3 Nurture Teacher April 2023 –March 2024**
* Nurture intervention to support morning group of P1-3pupils.
* Nurture intervention to support afternoon sessions of individuals/groups of identified pupils.
* To support Young Carers and Looked After pupil groups.
* **Educational Supplies April 2023 –March 2024**
* Digital subscription to Nessy to support pupils with dyslexia.
* Digital subscription to Sumdog to enhance the teaching of numeracy and maths in class and at home.
* Purchased new Spelling and Grammar programme for P1-7 to improve learning and teaching in literacy.
* Purchased new STEM resources for P1-7 to enhance the teaching of STEM subjects
* Purchased new Outdoor Learning resources for P1-7 to support the development of Outdoor Play and creativity in the curriculum.
* Purchased new Reading Books to support struggling readers in P1-3.
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| **IMPROVEMENT PLAN PRIORITIES 2024-2025** |
| **PRIORITY 1**To enrich the quality of learning experiences and raise attainment through enhanced pedagogy and curriculum development. **PRIORITY 2** To ensure the curriculum is accessible for all and improve wellbeing, engagement, and attendance through enhancing the curriculum, with relevant resources, and creative play, outdoor learning and digital experiences. **\*See Glebe’s Combined School Improvement Plan and Pupil Equity Fund Plan for session 2024/2025**  |