



North Ayrshire Council  
Comhairle Siorrhachd Ayr a Tuath



## Glebe Primary School



### STANDARDS AND QUALITY REPORT

**June 2025**

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026.

I hope that you find it helpful and informative.

Mrs Elaine Sanderson

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 June 2025 is 271 pupils, organised into 11 classes. Placing requests account for 48% of our pupils. 46.8% 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. We had 0 exclusion from 2020-2023. We have had 2 exclusions in 2024-2025.

The school staffing for the current session is 14.7 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 Technologies Teacher covering NCCT, 2 Education Business assistants, 3 full-time Pupil Support Assistants, 2 part-time Pupil Support Assistants, 1 part PEF funded pupil Support Assistant, 1 trainee Pupil support assistant and 1 Janitor.

## OUR VISION, VALUES AND AIMS

Less than two years ago, 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, underpinned by our values of Creativity, Kindness, Responsibility, and Respect. Education Scotland's 2023 inspection recognised that these values are evident throughout daily school life and central to our ethos. In 2024–25, we have continued to promote these values through the curriculum and wider school events, encouraging pupils to live them out in meaningful ways.

We remain committed to developing responsible citizens, successful learners, confident individuals, and effective contributors. Over the last three years, we have drawn on the work of Paul Dix to strengthen our approach to positive relationships, adopting the motto 'Ready, Respectful, Safe' alongside a consistent restorative approach. Our Positive Relationship policy outlines clear strategies for promoting positive behaviour. We set high expectations for learning and behaviour, and provide engaging learning experiences that help pupils achieve their potential and develop as valued members of the community.

Recognition boards, house points, stickers, and certificates have been embedded to celebrate positive behaviour and achievement, and are popular with pupils. Whole-school assemblies, our 'Awesome Achievements Wings Wall', newsletters, and social media all celebrate a wide range of pupil successes in and beyond school. Pupils identify strongly with our ethos of achievement and hold a genuine belief in their ability to succeed, both locally and nationally. We are proud of our learners, who are confident, responsible, and approach challenges with a positive, "can do" attitude.

## ATTAINMENT & ACHIEVEMENT

Throughout the year, we gather a wide range of evidence to monitor how our children are progressing in their learning. This includes observing pupils during tasks, listening carefully to their thinking, posing challenging questions, and using both formative assessment and standardised tools.

We track progress against Curriculum for Excellence experiences and outcomes to ensure pupils are developing appropriately. Careful analysis of attainment data helps us identify gaps in learning and spot trends across stages. This allows us to provide targeted support where needed and offer appropriate challenge for higher-attaining pupils.

At the start of each session, we use the Pupil Attitude to Self and School (PASS) survey to understand how pupils view themselves as learners. Results consistently show that almost all pupils feel happy and confident at school. Where pupils show lower self-esteem, targeted interventions are put in place, this may include teacher-led support, nurture provision, parental involvement, or input from services such as Educational Psychology.

Standardised assessments in literacy and numeracy are used across P1–P7. These include Progress Test in Literacy, Progress Test in Maths, and the New Group Reading Test. In addition, pupils in P1, P4, and P7 complete the Scottish National Standardised Assessments. These tools, alongside classroom assessment, support teachers in identifying learning needs, informing next steps, and validating their professional judgements.

We report pupil progress to North Ayrshire Council in Reading, Writing, Listening and Talking, Numeracy, and Mathematics. Particular focus is given to children achieving the expected levels at the end of Early, First, and Second Levels in P1, P4, and P7.

Glebe's attainment data for this session is as follows:

% OF PUPILS ON TRACK AT June 2025 ATTAINMENT OF A LEVEL(s) HIGHLIGHTED IN YELLOW				
	LISTENING & TALKING	READING	WRITING	NUMERACY
P1	93.8%	90.6%	87.5%	87.5%
P2	89.6%	75.9%	79.3%	82.8%
P3	91.4%	77.1%	80.0%	77.1%
P4	95.3%	81.4%	79.1%	81.4%
P5	97.7%	86.7%	80.0%	77.7%
P6	91.9%	86.4%	86.4%	84.0%
P7	92.3 %	87.2%	89.7%	89.7%
P.1-7 Av.	93.1%	82.7%	82.2%	82.9%

## WIDER ACHIEVEMENT



Session 2024-2025 saw another successful year at Glebe Primary School with much to celebrate.

- This year, we were proud to achieve the UNCRC Gold Rights Respecting School Award, recognising our strong and sustained commitment to promoting children's rights throughout school life. This award highlights the positive relationships, inclusive ethos, and active pupil participation at Glebe, where children learn about their rights and are supported to respect and uphold the rights of others. Achieving Gold reflects how deeply embedded these values are in our daily practice and school culture.
- We were also proudly awarded the Sustainable Travel and Road Safety award, and continue to proudly maintain two Eco-Schools Scotland Green Flags, reflecting our strong commitment to sustainability and environmental education. Alongside this, we have retained our Sport Scotland Gold Award and our Fair Achiever School status, demonstrating our ongoing focus on wellbeing, global citizenship, and children's rights.
- P6 pupils proudly represented Glebe in North Ayrshire's Euro Quiz, demonstrating their knowledge of European geography, culture, and current affairs. Our P7 team achieved a fantastic success, winning the Irvine schools heat of the North Ayrshire Rotary Quiz and progressing to the national final, where they represented both the school and local area with pride and enthusiasm.
- Leadership is a strong feature of our school, with a wide range of opportunities for pupils to take on meaningful roles and contribute to school improvement. Our active pupil committees and leadership groups including; the Pupil Council, Junior Road Safety Team, , Wellbeing Warriors, Astro Ambassadors, Reading Buddies, House Captains, Munch Monitors, and Little Librarians support their peers, lead initiatives, and help shape the life and work of the school.
- To celebrate and promote Scottish culture, the school held its own Burns poetry recitation competition, supported by the Irvine Burns Club. The event showcased pupils' confidence and appreciation of Scots language and literature, with some pupils successfully progressing to the Ayrshire finals.
- Throughout the session, all classes benefited from a range of enriching educational visits, including trips to the local library, Dumfries House, and Eglinton Park, which supported learning across the curriculum. P7 pupils took part in an action-packed residential experience at Arran Outdoor Centre, where they developed teamwork, resilience, and independence while making lasting memories. They also enjoyed a colourful and energetic fun day with ACES Colour Splash to celebrate their final year at Glebe. Across the



school, pupils were engaged by a performance of a whole-school pantomime, and brought history to life through visits from History Alive, who delivered interactive sessions on World War II, the Jacobites, and the Romans, making these topics truly memorable.

- 58% of Glebe pupils took part in afterschool sports clubs, supported by staff and the Active School Co-ordinator. Lunchtime clubs engaged over 90% of pupils weekly, led by PSAs. Many represented Glebe in football, netball, athletics, and cross country events. Strong community links also provided introductory sessions in dance, rugby, badminton, and cricket, highlighting our commitment to physical wellbeing.
- Our P3 pupils learnt violin, our P5s learnt the bucket drums. 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 'Beauty and the Beast' was a huge success!



## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

**PRIORITY 1:** To enrich the quality of learning experiences and raise attainment through enhanced pedagogy and curriculum development.

- ❖ There was a strong focus on raising attainment and enriching learning through consistent, progressive, and responsive approaches in literacy, numeracy, and maths. Children engaged in more targeted and stimulating learning experiences, offering appropriate depth, challenge, and support. To enhance the learning environment, Reading, Writing, and Maths Challenge Zones were introduced in the P4–7 open area, while the Storyland theme room in P1–3 supported health and wellbeing and interdisciplinary learning, with an emphasis on personalisation and choice.
- ❖ Assessment and tracking continued to play a vital role in supporting pupil progress. All children completed two high-quality assessments over the session, and PM Benchmarking was carried out between one and three times per pupil to monitor reading attainment and inform targeted support. Scottish National Standardised Assessments (SNSAs) in P1, P4, and P7 indicated an upward trend in attainment across all curricular areas, while NGRT data enabled P6 and P7 staff to identify pupils requiring additional support. In numeracy and maths, assessments were digitised, making them more engaging for learners and enabling staff to identify patterns, trends, and next steps with greater accuracy.
- ❖ The Infant Principal Teacher, as part of the Professional Learning Academy programme, led targeted literacy interventions in P1–P3 using evidence-based tools: POLAR (P1), OSELA (P2), and Running Record, Retell, Dictated Sentence, BAS3 (P3). Electronic book graphs were used to monitor and track reading progress. To support consistency and progression in literacy, a reading consistency guide was developed, and literacy and numeracy planners were updated. Writing assessment criterion scales were also revised. A clear, shared rationale for the teaching of reading, along with consistent expectations at whole-school and class levels, has helped establish continuity and coherence in practice.
- ❖ Daily writing was embedded in most classes, particularly in P3, with increased pupil independence, improved sentence structure, and a greater volume of written work evident. Children have shown overall improvement in writing skills, including spelling, and have more opportunities to write independently, more frequently, and with greater choice. Targeted resources such as PAT Spelling, Phonic Code Cracker, Toe by Toe, and Nessy supported literacy development. In P5 and P6, direct whole-class teaching with clear feedback allowed staff to easily identify pupils requiring support, strengthening planning and delivering a more progressive and inclusive writing experience.
- ❖ Oracy interventions were introduced to support children with speech and language needs, EAL learners, and those lacking in confidence. Weekly Oracy lessons were delivered, and in-house training supported consistent implementation.
- ❖ The refurbishment of the school library further promoted reading for enjoyment, and pupil feedback indicated increased confidence in using reading, listening, and talking strategies to understand, analyse, and evaluate texts.
- ❖ In Numeracy and Maths, the Arithmetic planners were updated in November and distributed across the school. Pupils were assessed following the teaching of key concepts to identify gaps and ensure appropriate pace and challenge. Interventions such as Plus 1 and Power of 2 were used with targeted pupils. Digital tools including Sumdog and Learning by Questions (LBQ) were used effectively, and all pupils participated in Maths Week Scotland, Sumdog competitions, and Blooket challenges to promote engagement and a love of numeracy.
- ❖ Pupil Support Assistants were deployed more strategically, supported by a structured training calendar and Professional Learning Academy sessions. They delivered targeted interventions, especially in writing and literacy, and were effectively used to improve adult-to-pupil ratios in writing sessions. Supportive classroom environments, consistent use of Super Supports (e.g., ear defenders, writing tools, fidget aids),



and a renewed focus on feedback and direct instruction contributed to improved confidence and attainment.

- ❖ Parent engagement was enhanced through well-attended numeracy and maths workshops, with strong feedback. A Numeracy and Maths Working Party reviewed and aligned arithmetic, reasoning and problem-solving assessments with pathways, ensuring progression and consistency.

**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.

- ❖ Throughout the session, we have focused on delivering a broad, inclusive curriculum that promotes wellbeing, engagement, and active learning. High-quality, relevant learning experiences enabled pupils to develop transferable skills and understand their real-life application.
- ❖ Outdoor learning and play have been pivotal in enriching our curriculum. The infant Play/Storyland room and upper school Play Zones were carefully set up and resourced to enhance creativity and learning through play. Outdoor learning acted as a rich stimulus for creative thinking, challenge, enquiry, and critical thinking. The Play/Outdoor Learning Working Party successfully developed resources and plans, supporting ongoing development in this area.
- ❖ Our P5–P7 Outdoor Learning Leaders delivered termly sessions on loose parts play, supported by a newly created resource bank. In addition, P1–P3 participated in outdoor learning rotations, engaging in play-based and numeracy activities with clear expectations fostering creativity and independence. Outdoor family learning sessions were facilitated, targeted at specific pupils and families, and were met with great success.
- ❖ To further support inclusion, staff engaged in professional learning around neurodiversity, gaining a deeper understanding of conditions such as ADHD, ADD, and Autism. Staff developed a range of strategies to support these learners effectively. All staff completed neurodiversity modules and participated in audits, supported by external expertise. Targeted nurture interventions were provided in small groups and one-to-one settings, successfully reintegrating learners back into class by January 2025.



❖ Pupils are gaining greater confidence and engagement in their learning through the availability and use of a wide range of accessibility tools. Each class now has a hanging Toolbox stocked with resources such as ear defenders, fidget tools, pencil grips, overlays, kick bands, and specialised programmes like Nessy and Toe by Toe. Additionally, digital technologies such as Talk to Speech support individual learning needs. To ensure effective use, staff and pupil workshops have been delivered, equipping everyone with the knowledge to utilise these tools confidently. Accessibility resources are freely available for all pupils to use independently,

helping to remove any stigma associated with their use. Class teachers have observed an increase in the number of pupils accessing these supports appropriately, with Super Supports embedded in every classroom to promote independence and enhance inclusion.

- ❖ Digital technologies have played a crucial role in enhancing learning. Pupils had increased access to digital tools, supporting creative learning through platforms such as green screen technology and Garage Band. Staff received training on digital planners, SharePoint, and the use of AI, leading to improved efficiency, collaboration, and confidence in using digital resources. The Safer Schools app was launched



to enhance online safety, accompanied by parent workshops, which resulted in fewer concerns about inappropriate use.

❖ Sustainability remains a key focus, woven throughout interdisciplinary learning. P5/6 pupils led sustainability initiatives, including improvements to the Willow Garden. Regular Rights Respecting Schools lessons and curriculum activities ensure learning for sustainability is embedded across classes. Pupils engage in discussions on current environmental issues such as flooding and climate change, developing a stronger awareness of their global citizenship and the impact of their actions locally and globally. This commitment contributed to achieving our Gold Award in sustainability.

- ❖ Overall, these developments have fostered improved wellbeing, engagement, and attendance, while ensuring a rich, accessible curriculum supported by creative play, outdoor learning, digital innovation, and a strong focus on inclusion and sustainability.
- ❖ Pupils are benefiting from explicit teaching across all four organisers of Relationship, Sexual health and Parenthood, supported by a clear timeline for implementation in classes and engagement with parents/carers. The programme content has been shared with families to promote transparency and understanding. As interest for a parent/carer workshop was low, this has been rescheduled for the next session to encourage greater participation. Notably, the number of pupils withdrawn from the RSHP programme has decreased, reflecting increased acceptance and support for this important area of learning.

### PARENT/CARER ANNUAL SURVEY

This session's 24/25 Parent/Carer Annual Survey showed overwhelming satisfaction with the school's environment, support, and overall experience. There were **180** completed surveys, which equates to **80.3%** of our families. We were pleased that **96%** of parents/carers reported that their child enjoyed being at school and **99%** agreed that their child's learning was progressing well. Furthermore almost all surveyed agreed the school was well led at **99%**, and that they were satisfied with the work of the school also **99%**. With regards to progress, **99%** of parents/carers said their child is making good progress and **99%** said their child is encouraged and challenged to work to the best of his/her ability.

#### Key Strengths:

**Child's Experience:** 98.8% of parents/carers agree that their child is encouraged and challenged to do their best.

**Feedback & Communication:** 93.8% of parents/carers agree they receive helpful, regular feedback.

However, 12.3% noted room for improvement in communication, around home-learning and homework.

**School Environment:** 97.2% of parents/carers agree their child feels safe at school, and 98.8% feel staff treat their child with respect.

**Parent/Carer Involvement:** 98.8% of parents/carers feel they've had opportunities to meet their child's teacher or attend events, and 96.6% agree the school takes their views into account.

**Extra-Curricular Clubs:** 87.2% of parents /carers feel their child has been offered opportunities to join lunchtime or afterschool clubs, though 12.8% indicated there's room for improvement in that area.

### PUPIL ANNUAL SURVEY

This session's 24/25 Pupil Voice Annual Survey showed very positive feedback. . There were **247** completed surveys, which equates to **94%** of our pupils Over **98%** of pupils feel Glebe is welcoming and inclusive, with more than **95%** enjoying learning. Most feel encouraged by staff, listened to, and comfortable asking for help. Pupils report feeling safe, respected, and fairly treated, with well-managed behaviour. They also value opportunities for clubs, leadership, and enrichment, and many feel supported emotionally by staff.

### **Key Strengths:**

**Sense of Belonging:** Over 98% of pupils feel welcomed and that they belong at Glebe.

**Enjoyment of Learning:** More than 95% of pupils enjoy learning at school.

**Supportive Relationships:** A large majority feel encouraged by staff and listened to.

**Access to Help:** 225 pupils know who to approach for support when needed.

**Safe and Respectful Environment:** Most pupils feel safe, respected, and fairly treated by staff and peers.

**Opportunities for Wider Achievement:** Pupils value clubs, leadership roles, and enrichment activities.

### **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 benefit from an active Parent Council and Parent Teacher Association who meet regularly throughout the session. They engage consistently with the wider parent forum to gather views and seek opinions, ensuring strong parental involvement in school matters. The PC/PTA organise various fundraising activities, including the annual Christmas Fayre. Funds raised have supported a range of school events and resources, such as the March Madness Disco, Halloween treats for all, Christmas parties with treats and prizes and additional presents for P1-3 pupils, transportation for summer trips, P7 Yearbooks, the P7 Leavers' Disco, and the online subscription to Learning Journals. Their ongoing commitment significantly enriches the school experience for pupils and families alike.

Other partnerships are forged locally including with Old Irvine Parish Church, Trinity Church, Active Travel Hub, Irvine Clean-up Crew, 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.

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; Pupil Support Assistants, the Greenwood cluster Area Inclusion Worker, English as an Additional Language Teacher, North Ayrshire's Family Learning Team and the Educational Psychologist.

## QUALITY INDICATORS

QI 1.3 Leadership of Change	Evaluation <b>5 - Very Good</b>
<ul style="list-style-type: none"> <li>• The Headteacher and Senior Leadership Team have developed and implemented highly effective systems and processes that provide a clear and accurate overview of the school's overall performance. Their approaches to quality assurance and self-evaluation are thorough, rigorous, and robust.</li> <li>• Staff access a wide range of professional learning opportunities closely linked to the school's improvement priorities. They engage with research and professional reading to enhance pedagogy, developing strong skills in strategies and interventions that support children's wellbeing and enable successful learning. This is having a significant impact on improving pupil outcomes across the curriculum.</li> <li>• All staff at Glebe Primary School create a nurturing and inclusive learning environment, with a whole-school commitment to promoting wellbeing. Staff work very well together as a strong, caring team, committed to improving outcomes and welcoming opportunities to make a positive difference. They build supportive relationships with pupils.</li> <li>• There is a clear, strong commitment to children's rights throughout the school. Pupil participation is evident in decision-making and school improvements. Pupils lead learning, clubs, and activities, with pupil voice recognised as a key strength.</li> </ul>	
QI 2.3 Learning, Teaching & Assessment	Evaluation <b>5 - Very Good</b>
<ul style="list-style-type: none"> <li>• Senior leaders and teachers engage in regular stage tracking meetings to monitor children's progress across all year groups. Prior to these meetings, teachers analyse robust assessment data and discuss the impact of previously implemented strategies and interventions. Senior leaders have established effective systems that clearly demonstrate children's progress over time.</li> <li>• A well-structured assessment calendar supports staff in gathering valid and reliable evidence of learning. All teachers use both formative and summative assessments effectively to track progress and plan appropriate next steps. Assessment information is used very well to extend learning and ensure tasks are well matched to individual needs.</li> <li>• Teachers plan activities that meet the needs of all learners, with most lessons showing appropriate pace and challenge. Almost all children report that they are encouraged to do their best. Differentiated planning, targeted interventions, and inclusive strategies enable all children to access learning fully.</li> <li>• The learning environment across the school is calm, focused, and supportive. Almost all pupils engage very well in their learning, demonstrating a positive and resilient attitude. Classroom displays showcase high-quality work and reflect learning across the curriculum.</li> <li>• A strong, positive ethos and culture are clear strengths of Glebe Primary School. The school's vision and values are embedded in day-to-day practice and effectively shape approaches to learning and teaching. Staff demonstrate a shared commitment to children's wellbeing and rights, which is reflected in the nurturing relationships they build with pupils.</li> </ul>	
QI 3.1 Ensuring Wellbeing, Equality & Inclusion	Evaluation <b>6 - Excellent</b>
<ul style="list-style-type: none"> <li>• Glebe Primary School has an outstanding ethos of inclusion, led by a Headteacher and Senior Leadership Team who place high value on every child, member of staff, and partner. Parents speak very positively about the school's impact on their children's wellbeing and self-esteem. External partners, who work closely with the school to promote health and wellbeing, feel respected and valued. This collaborative approach ensures high-quality support for vulnerable children and families, resulting in significantly improved outcomes.</li> </ul>	

- The needs of children requiring additional support are met very well. The Depute Headteacher provides strong leadership in improving approaches to inclusive practice. All staff engage in regular, high-quality, tailored training, which has enhanced and extended the range of support available. Senior leaders track and monitor the progress of children requiring support carefully, ensuring timely and effective interventions are in place.
- A wide range of targeted supports is contributing to improved attainment and achievement across the school. The school's established work in building knowledge and understanding of wellbeing among staff, pupils, parents, and partners is a clear strength. Staff demonstrate skill and confidence in applying meaningful, evidence-informed approaches to promote and support children's wellbeing.
- Learner engagement is consistently high across the school, and outcomes for children are improving. Pupils are empowered and proud to be part of the Glebe community, shaped by its inclusive and nurturing culture. Children lead many aspects of wellbeing and contribute meaningfully to the learning and success of their peers.
- As a result, children feel safe, listened to, and respected. They speak confidently about their role in promoting wellbeing for themselves and others, and understand the principles of nurture. A strong sense of community is evident throughout the school.

QI 3.2 Raising Attainment & Achievement	Evaluation <b>5 - Very Good</b>
<ul style="list-style-type: none"> <li>• Overall, attainment in literacy and numeracy is very good. Teachers' professional judgements, underpinned by robust assessment evidence, provide an accurate picture of children's progress and achievement. Attainment has improved significantly as a result of the school's targeted approaches and interventions. Almost all children, including those facing barriers to learning, make very good progress from their prior levels of attainment.</li> <li>• Senior leaders and staff use data effectively to track progress and attainment over time. They implement targeted interventions and a range of strategies to close identified gaps. Current data shows that attainment has returned to pre-pandemic levels and, in most areas, now exceeds previous performance.</li> <li>• Pupil Equity Funding (PEF) is used very well to employ additional staff who deliver effective, targeted support for identified children. Senior leaders have robust systems in place to monitor the impact of interventions and ensure they are improving outcomes. As a result, the school is successfully closing attainment gaps for its most vulnerable learners.</li> <li>• Staff know children and their families extremely well and demonstrate a clear understanding of the challenges some may face, including those related to socio-economic disadvantage. Equity is promoted consistently across the school, with staff highly aware of the cost of the school day and sensitive to financial pressures on families.</li> <li>• Children are proud of their achievements and are eager to share their successes. They regularly take the lead in organising events and clubs, developing leadership and entrepreneurial skills through small business initiatives. Pupils also participate in a range of sporting and musical activities beyond school, enhancing their confidence, performance skills, and teamwork. Senior leaders track participation closely to ensure all children have opportunities to engage and succeed.</li> </ul>	

## 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 improve the experiences and outcomes of our learners. We have shared some of the highlights however greater detail can be found in the PEF Impact Summary Session 24/25.

### Key Area 1: Enrich the quality of learning experiences and raise attainment through enhanced pedagogy and curriculum development.

This year, the PM Oracy resource was introduced and embedded into the school's literacy programme from November 2024 to support pupils with speech, language, and confidence challenges. All teaching staff and Pupil Support Assistants received training to ensure effective, consistent use, with weekly Oracy lessons delivered across all classrooms. As a result, an upward trend in Listening and Talking attainment was observed in most classes, with notable improvements in Primary 2, 5, and 6. Overall literacy attainment reached its highest levels to date across Early, First, and Second Levels, indicating a positive impact of the new Oracy-focused approach on pupil progress.

### Key Area 2: Purchase and implement the Big Cat reading scheme for P1–3 pupils to support the development of early reading skills.

In January 2025, the Big Cat reading scheme was introduced for all P1–3 pupils to support early reading development. The scheme, focused on phonics and offering a broad range of engaging genres, includes dedicated reading sessions four days a week and "read to write" activities twice weekly to build fluency, comprehension, and writing skills. Data shows marked improvement for Primary 3 pupils in SIMD 1 and 2, with only 15% off track compared to 23% in earlier years, reflecting the positive impact of Pupil Equity Funding and a narrowing poverty-related attainment gap. Additionally, 100% of SIMD 1 and 2 pupils in the current Primary 1 cohort are on track, indicating promising early progress. Continued monitoring and targeted support will be essential to maintain this trajectory.

### Key Area 3: Additional Pupil Support Assistant hours to enhance support for health and wellbeing.

As part of our Health and Wellbeing focus, a Pupil Support Assistant delivered weekly targeted sessions using the Kitbag resource to small groups of pupils, helping them develop emotional literacy. These sessions provided a safe space for children to identify feelings, build empathy, and learn strategies for emotional regulation.

Early feedback and observations show that participants are more confident in naming emotions, demonstrating empathy, and engaging calmly in class activities. Data indicates that 83% of P1–3 and 75% of P4–7 pupils benefited from the intervention, with all pupils reporting a positive experience. Notably, 60% of SIMD 1 and 2 pupils in P1–3 reported improved feelings about themselves at school, while 100% of involved pupils in P4–7 reported a positive shift in their self-perception and feelings towards school. These results highlight the significant impact of the Kitbag sessions on promoting emotional wellbeing across both stages.

#### **Key Area 4: Deliver targeted support and tailored teaching strategies to improve writing skills and raise attainment for identified pupils.**

To raise writing attainment in Primary 5, a 0.2 class teacher was allocated to lead targeted support. Initially, a team-teaching approach was used to enhance teaching quality and model effective writing strategies. Subsequently, identified pupils received additional focused support to address specific learning gaps. With 46% of the cohort from SIMD 1 and 2, including two EAL pupils, the intervention aimed to build confidence and improve writing outcomes in line with national expectations. ACEL data shows a 7% increase in attainment across the cohort since last year, indicating a positive impact from the raising attainment teacher.

#### **Key Area 5: Deliver targeted support and tailored teaching strategies to improve reading skills and raise attainment for identified pupils.**

Glebe participated in Literacy Power in an Hour initiative with training, resources and on-going support provided by the Professional Learning Academy. This initiative, provided targeted guided reading sessions three times a week for P2/3R and P3BN pupils from August to December. The focus was on word study, comprehension, and applying skills in writing.

Assessments and observations showed strong progress:

- P3 pupils' spelling age increased by 1 year and 3 months on average, with SIMD pupils showing similar gains.
- P2 pupils improved their spelling age by over 1 year, including SIMD 1 and 2 pupils.
- Several SIMD 1 and 2 P3 pupils made significant reading age and book level improvements.

Some pupils with EAL or pending dyslexia assessments showed less progress, indicating areas for further support.

#### **Key Area 4: Provide targeted nurture support to pupils with additional needs to enhance emotional wellbeing, resilience, and relational skills through structured morning and afternoon sessions.**

The nurture teacher provided targeted support for pupils with additional needs, including neurodiverse learners, young carers, LAC children, and EAL pupils, using a relationship-based approach to promote emotional wellbeing and resilience. Morning sessions focused on developing relational skills and emotional literacy for a selected group. Boxall Profile data showed strong positive impact, with all six pupils improving their developmental scores, especially SIMD 1 and 2 pupils. Some pupils with additional support needs showed varied progress, reflecting ongoing challenges.

Afternoon sessions offered tailored support for social and emotional needs through nurturing activities like baking, games, and mindfulness. These sessions aimed to build confidence and create a safe, supportive space. Due to staff absence, the impact of afternoon sessions was not measured however feedback from pupils was overwhelmingly positive.

## IMPROVEMENT PLAN PRIORITIES 2025-2026

### PRIORITY 1

To raise attainment in literacy and numeracy across all stages by developing learners' strong reading, writing, and communication skills to support their lifelong learning and wellbeing, while also building their confidence and competence in number concepts and problem-solving to ensure they have the essential mathematical skills needed for future success.

### PRIORITY 2

To promote the health and wellbeing of all pupils through a whole-school approach that fosters positive behaviour, equality, racial literacy, and emotional resilience. This includes implementing a comprehensive Positive Behaviour Support policy, delivering staff training on the Circle resource, RSHP, Gender 10, and racial literacy, and enhancing wellbeing tracking systems to ensure timely, effective support within a safe, inclusive, and nurturing environment.

### PRIORITY 3

To deepen learner engagement and raise achievement in digital learning and the expressive arts by expanding high-quality, inclusive opportunities in music, art, and drama. This will foster creativity, confidence, and skill development across all stages, while continuing to embed curriculum innovation through play-based and outdoor learning experiences.

\*See Glebe's Combined School Improvement Plan and Pupil Equity Fund Plan for session 2025/2026