

Glebe Primary School



STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027.

I hope that you find it helpful and informative.

Mrs Elaine Sanderson
Head Teacher



OUR SCHOOL

Glebe Primary School is in the centre of Irvine, within a welcoming residential community. Our semi-open-plan building provides a mix of classrooms and shared spaces across the school.

In June 2026, we had 254 pupils across 10 classes. Almost half of our pupils (48%) attend Glebe through placing requests, reflecting the positive reputation of our school within the wider community.

Our school community is diverse, with 43.3% of pupils living in SIMD 1 and 2 areas. Around 16% of pupils come from a range of ethnic backgrounds, and 5.1% are bilingual, with 11 languages spoken across Glebe.

We are proud of our positive approach to relationships and behaviour. There were no exclusions during 2025–26.

The school staffing for session 25/26 was 14.7 full-time equivalent teachers, our staff team includes teachers, pupil support staff and education business staff, supported by our strong and effective Leadership Team. Together, we work to provide a caring, inclusive and supportive environment where every child can thrive.



OUR VISION, VALUES AND AIMS

At Glebe, we aim for Excellence and Equity for all learners, guided by our values of Creativity, Kindness, Responsibility and Respect. These values are at the heart of our school and are reflected in daily life, our curriculum and the opportunities pupils have to make a positive difference.

We continue to develop responsible, confident and successful learners through high expectations, positive relationships and our shared approach of “Ready, Respectful, Safe.” Our restorative approach helps children understand the impact of their choices and build positive relationships.

We are proud of how we celebrate pupils’ achievements and positive behaviour through recognition boards, house points, stickers, certificates, assemblies, our Awesome Achievements Wings Wall and school newsletters.

Our pupils are confident, responsible and proud of their achievements. They show a positive “can do” attitude and believe in their ability to succeed, both in school and in the wider community.

ATTAINMENT & ACHIEVEMENT

Throughout the year, we use a range of classroom assessments and observations to monitor children's learning and progress. This helps teachers identify strengths, address any gaps and provide the right level of support or challenge for every child.



We use Curriculum for Excellence expectations, standardised assessments and teacher judgement to plan next steps and track progress. Pupils in P1, P4 and P7 also complete Scottish National Standardised Assessments, alongside literacy and numeracy assessments across P1–P7.

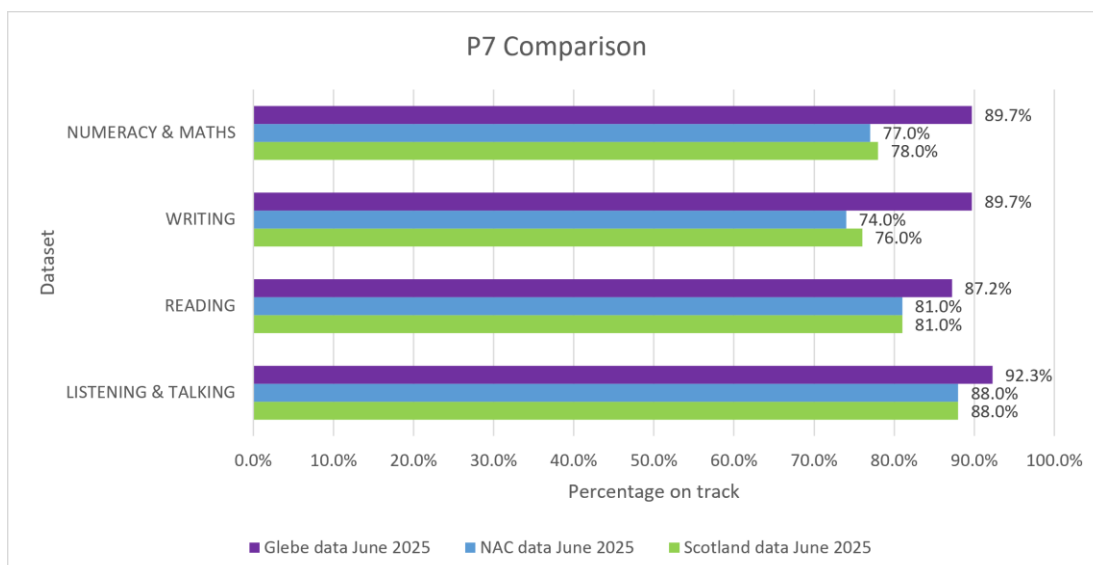
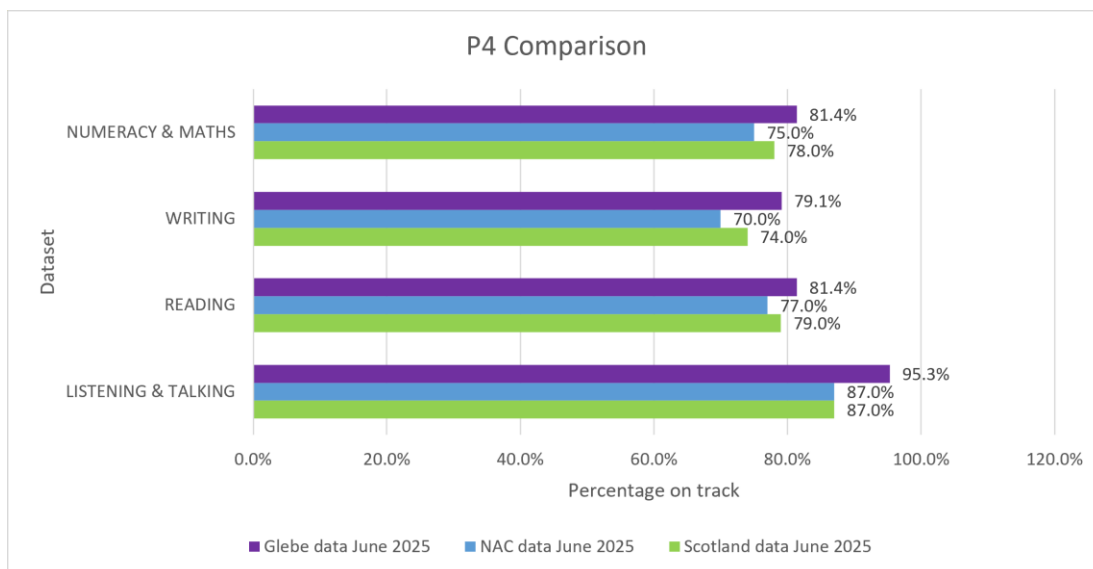
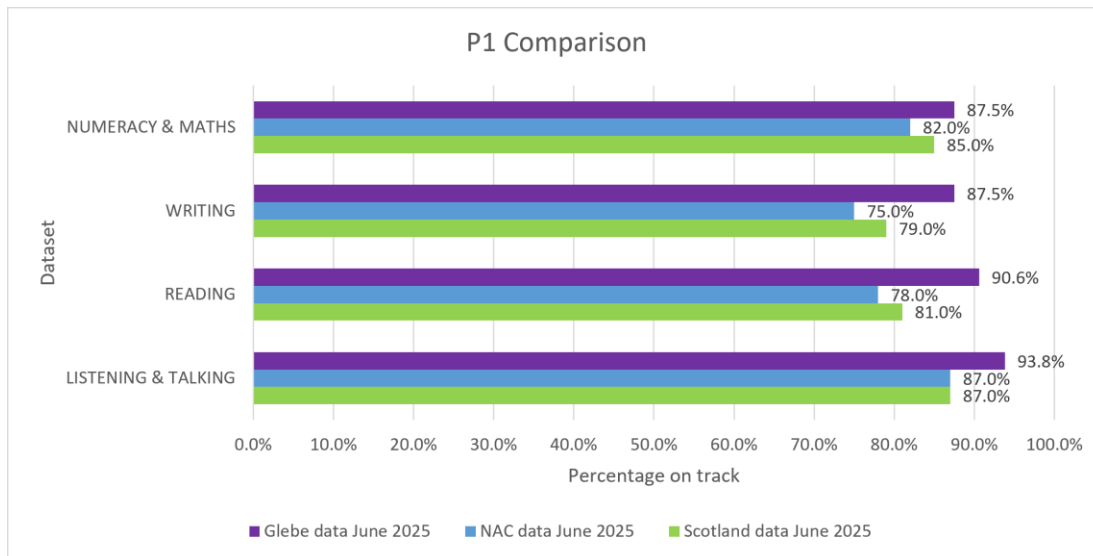
We also use the Pupil Attitude to Self and School (PASS) survey to understand how children feel about themselves and school. Most pupils report feeling happy and confident. Where additional support is needed, we work with children, families and other professionals to help them feel positive and successful at school.

We share progress with North Ayrshire Council in Reading, Writing, Listening and Talking, Numeracy and Mathematics, with a particular focus on achievement at the end of Early, First and Second Levels.

Attendance at Glebe remains very good, with an average of 93.67% for the session.

June 2025 published data shows that attainment at Glebe Primary School was above both the North Ayrshire Council and Scotland averages across all areas of literacy and numeracy. Provisional 2025/26 data indicate a similar position but cannot yet be published as it has not been formally verified.

		LISTENING & TALKING	READING	WRITING	NUMERACY & MATHS
P1	NAC data June 2025	87%	78%	75%	82%
	Scotland data June 2025	87%	81%	79%	85%
	Glebe data June 2025	93.8%	90.6%	87.5%	87.5%
P4	NAC data June 2025	87%	77%	70%	75%
	Scotland data June 2025	87%	79%	74%	78%
	Glebe data June 2025	95.3%	81.4%	79.1%	81.4%
P7	NAC data June 2025	88%	81%	74%	77%
	Scotland data June 2025	88%	81%	76%	78%
	Glebe data June 2025	92.3%	87.2%	89.7%	89.7%



WIDER ACHIEVEMENT

Session 2025-2026 saw another successful year at Glebe Primary School with much to celebrate.

- ❖ We are proud of the range of awards and achievements we have maintained this year, including two Sport Scotland Gold awards, two Eco-Schools Scotland Green Flags, United Nations Convention on the Rights of the Child (UNCRC) Gold Rights Respecting School, Fair Achiever School and our Sustainable Travel and Road Safety Award. These recognise our commitment to health and wellbeing, sustainability, children's rights and global citizenship. We have also applied for the Digital Schools Award to further develop digital learning across the curriculum.
- ❖ P6 pupils represented Glebe at North Ayrshire's Euro Quiz, showcasing their knowledge of European geography, culture and current affairs. For the second year, our P7 team also represented the school in the Regional Final of the Rotary Quiz, with both teams performing exceptionally well. Two P5 pupils progressed to the Science, Technology, Engineering and Maths (STEM) final in Glasgow, achieving an excellent result and representing Glebe with pride.
- ❖ Throughout the session, pupils enjoyed a range of educational visits including; the local library, Dumfries House and Kelburn Country Park enriching learning across the curriculum. P7 pupils developed teamwork, resilience and independence through their residential trip to Arran Outdoor Education Centre and celebrated their final year at Glebe with an Ayrshire Communities Education and Sport (ACES) Colour Splash Fun Day. Across the school, pupils also enjoyed a whole-school pantomime, interactive History Alive workshops on World War II, the Vikings and Romans, and enjoyed a visit from author Lindsay Littleston.
- ❖ Pupils celebrated Scottish culture through our Burns poetry recitation competition, supported by Irvine Burns Club, with some pupils progressing to the Ayrshire finals. We also held a whole-school Scottish cultural day to mark the start of the World Cup, with singing and a range of activities promoting participation, enjoyment and school spirit.



In music P1–3 pupils learned xylophone, P4–5 the recorder, P5 also developed their skills through bucket drumming and P6–7 learned the ukulele. Our Christmas candlelight concert and infant Nativity were highlights of the session. The School Choir performed to a range of audiences, while the P6–7 production of Matilda was a great success. Pupils also enjoyed further opportunities for performance and achievement through the Ayrshire Music Festival.

❖ 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 pupil leadership groups include the Pupil Council, Junior Road Safety Team, Wellbeing Warriors, Astro Ambassadors, Tale Techs, Little Librarians, Reading Buddies, House Captains and Munch Monitors; all supporting peers, leading initiatives and helping shape school life.

❖ Throughout the 2025/26 session pupils enjoyed a wide range of physical activity opportunities through strong partnership working with Active Schools. Around 70% of pupils attended after-school sports clubs, while 100% participated in lunchtime clubs ensuring all pupils had regular opportunities to be active. Leadership opportunities were also developed through senior pupils from Greenwood Academy supporting clubs and P5 pupils preparing for future Wellbeing Warrior roles.



❖ Health Fortnight provided further opportunities for pupils to be active through potted sports, Sports Day and taster sessions including archery and judo. Pupils also represented Glebe in football, netball, athletics and cross-country, with community partnerships providing additional opportunities in dance, rugby, badminton and cricket.

❖ Pupils continued to enjoy competitive and wider sporting experiences through Active Schools league events and North Ayrshire Cross Country competitions. Engagement with North Ayrshire Sports Academy also gave pupils an insight into future opportunities and careers in sport, coaching and leadership.

❖ Targeted programmes supported pupils to develop skills for life, including the P6 Cycling Proficiency programme and participation in the Ayrshire Swimming Festival where pupils achieved strong results. Other opportunities included a basketball festival for P4M and a whole-school four-week golf taster programme.



Active travel and community wellbeing were promoted through Beat the Street encouraging walking, cycling and scooting. Glebe achieved the highest points total in the Irvine area with pupils celebrating their success at a special event in Irvine Town House.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

SCHOOL IMPROVEMENT 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.

What have we achieved?

Children became more confident readers, writers, speakers and mathematicians. They developed their ability to share ideas, listen to others, solve problems and use their learning in different situations. Targeted support helped children make progress in reading, spelling and numeracy, with many showing greater confidence, engagement and independence in their learning.

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, Relationships, Sexual Health and Parenthood (RSHIP), Gender 10 and Racial Literacy, and enhancing wellbeing tracking systems to ensure timely, effective support within a safe, inclusive and nurturing environment.

What have we achieved?

Children feel safe, supported and valued in our school. They have developed positive relationships, made better choices and showed greater confidence in managing their emotions and behaviour. Children benefited from a range of wellbeing supports and became more able to talk about their feelings, ask for help and take part positively in school life. Pupil voice showed that children felt listened to, respected and supported.

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.

What have we achieved?

Children became more creative, confident and independent learners. They enjoyed opportunities to develop their skills in music, art, drama and digital learning, including performing, creating films and presentations, coding and using digital tools to share their ideas. Play-based, outdoor and creative learning helped children explore, collaborate and solve problems while developing their confidence. Children also had more opportunities to take ownership of their learning and celebrate their achievements with others.

QUALITY INDICATORS

QI 1.3 Leadership of Change	Evaluation 5 - Very Good
✓ Staff work well together, share ideas and use information to continually improve learning and outcomes. ✓ Children have a strong voice through pupil leadership groups and committees, helping to shape school life. ✓ Staff continue to develop their skills, with a focus on literacy, reading, assessment and supporting progress. ✓ We are developing creative learning spaces and using digital technology to help children become more engaged and independent learners. ✓ Our strong teamwork, positive relationships and commitment to improvement support our Very Good evaluation.	
QI 2.3 Learning, Teaching & Assessment	Evaluation 5 - Very Good
✓ We provide supportive, inclusive and engaging learning where children feel confident to learn and do their best. ✓ Teachers regularly check progress and use this to provide the right support and challenge for every child. ✓ Children are developing their skills in reading, writing, talking, numeracy, problem-solving and reasoning. ✓ Play, outdoor, practical and interdisciplinary learning provide opportunities to be creative, active and curious. ✓ Digital technology is increasingly used to support learning, inclusion and independence	
QI 3.1 Ensuring Wellbeing, Equality & Inclusion	Evaluation 6 - Excellent
✓ Children's wellbeing, rights and inclusion are at the heart of school life. We want every child to feel safe, happy, valued and included. ✓ We listen to children and use wellbeing information to identify when extra support may be needed, working closely with families and partners. ✓ Our nurturing approach and positive relationships create a calm, caring and respectful school. ✓ Children develop confidence, resilience and responsibility through leadership, play, outdoor learning and wider experiences. ✓ We celebrate achievements and successes, helping children feel proud, confident and that they belong.	
QI 3.2 Raising Attainment & Achievement	Evaluation 5 - Very Good
✓ Almost all children are making good progress in literacy and numeracy from their starting points. ✓ Teachers track progress carefully so that children receive the right support or challenge at the right time. ✓ Children have many opportunities to develop skills and confidence through STEM, digital learning, sport, the expressive arts, leadership and other wider achievements. ✓ We celebrate children's successes through performances, competitions, events and awards. ✓ Our children are developing the skills, confidence and positive attitudes they need for their future learning, life and work.	

PUPIL EQUITY FUNDING

Pupil Equity Funding provides additional funding to help reduce the poverty-related attainment gap. At Glebe, this funding has been used to provide targeted support in literacy and numeracy, as well as engaging STEM experiences. This has helped children build confidence, improve attendance and wellbeing, and make progress in their learning.

- Strong progress was made in numeracy, with First Level attainment increasing from 64.3% to 81.1% and Second Level from 70.2% to 86.3%. By the end of the year, 100% of P4 and 98% of P7 pupils were on track.
- Targeted support helped children strengthen their reading, writing, spelling and fluency. In P1 and P2, 87–88% of pupils were on track in reading and writing.
- Children affected by socio-economic disadvantage made positive progress, with 100% of P7 pupils receiving additional support achieving Band 8 or above in Reading and Numeracy.
- Children developed greater confidence, independence and resilience as learners.
- STEM activities provided opportunities to develop curiosity, creativity, problem-solving and teamwork.
- Information about children's learning was used to identify needs and provide support at the right time.

Overall, PEF funding has made a positive difference to children's attainment, confidence and engagement. It has helped us provide targeted support where it is needed most and contributed to reducing the poverty-related attainment gap.



IMPROVEMENT PLAN PRIORITIES 2026-2027

PRIORITY 1

To raise attainment and improve learning outcomes for all learners by improving the quality and consistency of writing. We will strengthen learning experiences through languages, expressive arts and interdisciplinary learning, while enhancing STEM, mathematics and outdoor learning opportunities across the school.

PRIORITY 2

To improve attendance, wellbeing, relationships, behaviour, equality and inclusion across the school through early intervention and strong partnerships with families and agencies. We will consistently use nurturing, restorative and inclusive approaches to support engagement, participation and positive outcomes for all learners.

PRIORITY 3

To strengthen leadership at all levels and embed a culture of continuous improvement through high-quality self-evaluation, professional learning, moderation and collaborative working, leading to greater consistency in learning, teaching, assessment and attainment for all learners.

***See Glebe's Combined School Improvement Plan and Pupil Equity Fund Plan for session 2026/2027**