



**GLENCOATS PRIMARY SCHOOL**

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| **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.  **Carol McCormick**  **Head Teacher** |

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| **OUR SCHOOL**  Glencoats Primary is a non-denominational school serving the families of Ferguslie Park and beyond. The school was built in 2008 as part of a Public Private Partnership and is currently maintained by AMEY Facilities Management whose team of Janitors, cleaners and catering staff work in partnership with the school to strive to meet the needs of the families it serves.  We have an active Parent Council who organise, and support events within the school. Glencoats has a breakfast club, which is free to all our learners.  **We work hard to support our families and to raise attainment for all in order to reduce the poverty related attainment gap where appropriate. The school takes great pride in the work carried out to reduce barriers to learning and ensure that all children are supported to achieve their potential.**  **Our school includes an enhanced Flexible Learning Resource provision for children across Renfrewshire Council who are given additional support to meet their varying needs. Our approach to meeting the needs of our children across the school is inclusive and we are proud of the achievements of all our young people.**  Over the years we have built very strong partnerships with agencies and our community to provide motivating experiences for our children as well as supporting all children to achieve their potential within a nurturing and caring environment. This includes many partners within the local community including the Tannahill Centre and the Ferguslie Library as well as wider organisations such as Nil by Mouth. We also have a very strong partnership with our neighbouring school St Fergus and plan many joint experiences for our children across the year. |
| **OUR VISION, VALUES AND AIMS**  **Our vision at Glencoats Primary School is to provide an education of the highest quality within a happy, safe, nurturing, and inclusive environment that enables all children to learn, grow and succeed and in which everyone is equal, and all achievements are celebrated.**  **Our School Aims:**   1. To provide the highest quality of learning and teaching that meets the needs of all learners. 2. To promote a happy, nurturing and safe environment where all learners can flourish and grow. 3. To continually embrace current educational thinking to enable life-long learning. 4. To develop our children’s social and emotional skills to support a caring, resilient school community. 5. To foster a sense of identity and pride in our school and to develop positive partnerships with parents, agencies and our community.   **Our School Values:**  **We work together at Glencoats Primary School to reach the stars!**  **S**upporting our children, families and each other  **T**eamwork  **A**chievement and **a**ttainment  **R**espect, **r**esponsibility and **r**elationships  **S**uccess for all our children |
| **OUR SUCCESSES AND ACHIEVEMENTS**   * We have continued our very good work in developing nurturing relationships and approaches across our school. This year, we have had a focus on the nurture principle, ‘Language is Understood Developmentally’ which has enhanced our personalised support for children with language and communication needs. All our staff have been trained in Level 1 Makaton which is now used regularly throughout the school as part of our inclusive practice. Our hard work has resulted in an application for a Gold RNRA Award which we are hoping to achieve early in the new session. Once again, we shared our good practice with colleagues across Renfrewshire at the RNRA Open Door event. * This year, we have continued our partnership work with Nil by Mouth and St Fergus Primary School to develop our children’s awareness of equality, including anti-sectarianism through joint community projects. We were delighted to be presented with a Champions of Change Award this year and look forward to building on our good practice in the years to come. * We have continued to lead the development of our progressive whole school Skills Programme. This has involved classes working with our community partners including the Ferguslie Circus, Active Schools and the Heartstart Team to develop a range of skills for learning, life and work. Almost all P6 and P7 children achieved their Bikeability Level 1 & 2 awards. Almost all P7 children engaged in our Swim to Success programme and improved their swimming confidence and ability over the year, developing an important life skill. * This session, we have worked in partnership with different organisations and our cluster schools for a range of STEM sessions including world of work events with the Royal Navy and STEM Smart where children have developed their understanding of STEM jobs and their own skills for learning, life and work. Our STEM leaders also organised a brilliant whole school Family Learning event where our children were able to showcase their learning at each stage and celebrate their achievements with parents and carers. We are hoping to achieve a National STEM Award in recognition of our good practice early next session. * All children took part in our Scots Poetry competition which included a performance of our class finalists, supported by members of our local community. The children were exceptional and demonstrated great confidence and clarity when presenting their poems. Several of our children took part in the Burn’s Federation Schools Competition. One of our P4 children was awarded second place and has gone on to represent the school at the Burn’s Federation National Competition of which we are very proud! |

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| **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?**  Last Session, we identified three key improvement priorities for our school –  **PRIORITY 1: To improve our children’s attainment in listening and talking -**  Our June 24 data in Listening and Talking showed a reduction in the percentage of children who were on track to achieve national standards across the school, in particular at stages 2, 4 and 5. We identified a need to develop a progressive oracy curriculum as well as our learning, teaching and assessment approaches to ensure consistency across all stages including continued use of our Listening and Talking tracker to support robust assessment and tracking of children’s progress.  We implemented the following interventions –   * Our literacy leaders led the development of a progressive context planner for the learning, teaching and assessment of listening & talking skills. * All teachers to took part in the moderation of listening & talking milestones to support the assessment and tracking of children’s progress and attainment. * All teachers implemented our new listening & talking cohort trackers to support robust teacher judgement of progress and attainment. * We developed our Flexi Skills Programme to provide further planned opportunities for children with ASN to develop talking & listening skills in small group context through planned experiences led by our ASNAs and created a Flexi Skills tracker to track listening, talking and social skills. * Our Early Learning and Childcare Officers, Bernie and Mrs Czupyrynska led targeted Listening and Talking interventions focused on specific, identified milestones for children in P1 & 2.   Impact of our interventions –   * All of our teachers have a clear understanding of standards and expectations at each level in key listening and talking skills which are reflected in our Listening & Talking cohort tracker. * We now have a consistent and progressive approach to the learning, teaching and assessment of listening and talking skills which has ensured the provision of regular, planned experiences for children. * The development of our cohort tracker for Listening and Talking has resulted in a more robust assessment of children’s listening and talking skills and improved teacher judgement of attainment. Almost all of our classes achieved expected outcomes in listening and talking for this session. We continue to see a pattern of decrease in numbers of children achieving national standards in listening and talking at our primary 2 stage. As a result, we will continue to target interventions for primary 1 and 2 children as well as develop robust assessments to support teacher judgement and tracking. There has been an increase in the numbers of children achieving national standards in listening and talking across primary 3 to 7. * Almost all children attending our Flexi Skills groups are making progress over time in relation to key talking and listening skills and social skills which is supporting their inclusion and engagement in their learning and class environment.   **PRIORITY 2: To improve our children’s attainment and achievement through development of STEM -**  We implemented the following interventions –   * Our STEM leaders developed a progressive STEM pathway curriculum programme to support the delivery of STEM education across all classes. * Our STEM leaders developed sustainable planned opportunities for children to learn and apply key STEM skills, e.g., coding through whole school approaches such as STEM Turbo Topic and Super Skills as well as the development of agreed STEM through literacy approaches in term 1 across all stages. * We organised a STEM Family Learning Day where all classes showcased some of their work in STEM with parents/carers. * We engaged in STEM National Award Programme with a focus on the development of progressive pathways and family learning. * We collaborated with the Royal Navy along with cluster schools to provide a range of STEM experiences for our primary 5 – 7 pupils during British Science Week. * As part of our cluster transition programme, we engage in an Insight into Industry event where STEM businesses and organisations delivered workshops for our P7 children to raise awareness of STEM in the World of Work.   Impact of our interventions –   * Our teachers have developed an improved confidence in delivering STEM learning experiences resulting in the consistent development and application of STEM skills for children across the school supported by our progressive programme and staff professional learning. This was evident during our class monitoring sessions. * The school will achieve 2 out of 5 elements of the STEM National Award programme. We are confident to achieve this early in the new session -  1. Leadership in STEM 2. STEM Family Learning 3. Employability and partnership working in STEM. 4. STEM curricular and learner pathways 5. Equity and equality in STEM  * Almost all children in P4 have made progress in identified maths outcomes through engagement in the Maths Burst project. * Our primary 7 children have developed STEM skills through their engagement in a range of high-quality experiences delivered by our partners including SmartSTEM and The Royal Navy as well as developing friendships with cluster peers to support their transition to secondary.   **PRIORITY 3:**  We implemented the following interventions –   * We updated our Learning, Teaching & Assessment Strategy to provide clear guidelines and expectations for teachers in relation to high quality learning, teaching and assessment across all stages. * Our teachers developed their classroom environments to support the implementation of agreed approaches to ‘make learning more visible’ including the use of Learning Boards and Choice Challenge Boards. * Our teachers worked collegiately to create and moderate Learning Intentions for writing in relation to our ‘Write Stuff’ approaches across working levels. * All teachers engaged in professional discussions with colleagues through planned ‘Sharing the Learning’ Meetings to develop learning, teaching and assessment approaches and share good practice with colleagues. * Our young leaders used How Good Is Our Learning for learners Part 2 to carry out further pupil voice surveys on learning, teaching and assessment to inform school improvements. * All teachers engaged in Outdoor Learning (Learning Through Landscapes) professional development. * Our Skills Leaders further developed our progressive skills programme and Turbo Topic programmes to identify opportunities for children to engage in outdoor learning experiences. * Our Acting PT provided professional learning for staff on the use of digital profiling using the Just2Easy app as part of our Learning, Teaching & Assessment strategy.   Impact of our interventions –   * During our learning conversations, almost all children P3 – 7 were able to talk about their own learning targets in reading, writing and numeracy, supported by their personal targets in jotters. * During our monitoring of children’s experiences visits, almost all children P3 – 7 were able to say what they were learning and talk about the learning intention and success criteria. The learning was visibly displayed in the classes using Learning Boards including references to skills and use of WAGOLLs to support learning. As a result, almost all children were engaged and understood the task. Children were also able to discuss and show examples of teacher and peer feedback. Our staff have identified this as an ongoing area for further development in relation to future professional development and sharing good practice which will inform next steps for improvement. * Almost all children P4 – 7 were able to talk about and demonstrate examples of self and peer assessment across different areas of learning during learning visits and learning conversations. This was also evident during our jotter monitoring and monitoring of pupil learning experience visits. Our staff have identified this as an ongoing area for further development in relation to future professional development and sharing good practice which will inform next steps for improvement. * During our learning visits and learning conversations, almost all children P3 – 7 were able to talk about the different skills being developed during Must Do and Choice Challenge experiences. These were displayed and made reference to in almost all classes. Children were also able to use their Skills Passports to discuss skills they are learning in wider contexts such as Super Skills sessions. * Over the session, we have seen an increase in Outdoor Learning experiences across the school, including planned experiences during out Outdoor Classroom Day. There has been an improvement in teacher confidence supported by professional development and accessible resources. Almost all children were able to give examples of Outdoor Learning they have engaged in this session and the skills they have developed through these experiences. * We now have a clear system for digitally profiling children’s learning and achievements supported by professional learning sessions. Our Learning, Teaching and Assessment strategy has been updated to make clear the expectations in relation to profiling and our monitoring shows that children have started to engage in the system in almost all classes. There is a need to continue to monitor the implementation of digital profiling to ensure consistency across the school. |

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| **PUPIL EQUITY FUNDING**  The focus of our Pupil Equity funding continues to be on the allocation of staff who have provided targeted learning and wellbeing support. We consulted with staff and parents/carers through providing information on our spending rationale and surveys which provided opportunities for feedback on our spending proposals. Our self-evaluation and school context continues to demonstrate that there is a need to have a clear focus on ‘raising attainment for all’ across literacy and numeracy and to continue to support the wellbeing and additional support needs of children across the school, including a focus on the development of social skills.  Our staffing has included –   * Additional teaching staff who have provided targeted interventions and learning support. * Early Learning and Childcare Officers (ELCOs) who provide universal learning and wellbeing support across P1 & 2. * Key Workers who provide universal support in P7, universal playground support and targeted support for identified children across the school. * Acting Principal Teacher who provides targeted learning support for P1 & 2 and who has led sustainable universal curriculum developments including the leadership and development of Renfrewshire’s Nurturing Relationships Approaches (RNRA), Play Learning approaches, Digital Learning and Rights Respecting Schools.   Targeted Writing & Reading Interventions  Our PEF has enabled us to provide targeted support for identified children across the school in reading and writing led by our Principal Teacher and our Acting Principal Teacher. This was further supported by the authority through the allocation of a Scottish Attainment Challenge teacher.  In almost all classes, the number of children attaining national standards in reading and writing has been maintained or has improved from the previous the session. Almost all children continue to make steady progress across their individual working level/pathway.  Over the past 3 years we have seen a significant increase in overall attainment in reading and writing –  2022/23 overall % of children achieving national standards in reading – 58.1%  2023/24 overall % of children achieving national standards in reading – 63.2%  2024/25 overall % of children achieving national standards in reading – 68.7%  2022/23 overall % of children achieving national standards in writing – 42.8%  2023/24 overall % of children achieving national standards in writing – 54.7%  2024/25 overall % of children achieving national standards in national – 62.7%  All children who received targeted interventions made progress across their learning pathway and demonstrated improvement in writing and reading for the identified focus milestones. Evidence of children’s learning shows a continued improvement in the quantity and quality of their writing in line with our newly implemented approaches which is evident during our monitoring of children’s work and attainment meetings.  Our Principal Teacher has developed the use of Microsoft Reading to support the assessment and digital profiling of children’s progress in reading over time. This has been used with our targeted children in primary 4 this session with a view to extending the use of the digital tool to support a wider range of targeted children next session.  Targeted Wellbeing Support – Key Workers  Our targeted wellbeing interventions have continued to have a significant impact on children across the school as well as contributing to the school’s overall nurturing ethos and universal support.  Our Key Workers continue to positively impact on playground behaviour by supporting P5 – 7. This has resulted in a calm playground, a significant reduction in peer conflict and a greater readiness to learn in pupils returning to class following lunch break.  They have led targeted wellbeing sessions for identified individuals and groups of children. The sessions provide children with planned experiences to develop a range of meta and social skills through a range of on and off-site activities, including the use of local community facilities such as the Ferguslie Library and ON-X sports centre. They record children’s progress using a social skills tracker which supports both the planning of interventions as well as tracking pupil progress in relation to identified personal social skills targets which is evaluated with the pupils on a regular basis.  Universal Curriculum and Wellbeing Developments  Our Acting PT has led the development of RNRA across the school. The main focus has been on the nurture principle, ‘Language as a Vital Means of Communication. All staff have engaged in high quality Professional Learning, supported by our educational psychologist. The approaches have had a significant impact on whole school approaches to wellbeing and inclusion which continue to be recognised at authority level which were recently shared with staff across the authority during the RNRA Open Day event. We are hoping to achieve Gold Accreditation for our work early next session.  Development of learning and teaching approaches  Our Acting Principal Teacher has continued to make a significant impact on the development of learning and teaching approaches, in particular the ongoing development of our Play Learning Policy that has been successfully implemented within our infant department. This has been supported by our Early Learning and Childcare Officers (ELCOs) who have led the development of pupil experiences within our Sunshine Room, providing children with a range of opportunities to develop creative skills as well as leading Outdoor Learning within our infant learning garden. The engagement and inclusion of children across primary 1 and 2 is very good, as evidenced by the use of the Leuven Scale. Our children are able to lead their own learning and are demonstrating their learning and application of a wide range of skills. Our ELCOs have also supported the delivery of regular Book Bug sessions, supporting the progress of children’s listening and talking skills. |

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| **KEY STRENGTHS OF OUR SCHOOL**   * We are a highly inclusive school and have very good practice in supporting the wellbeing and inclusion of our young people and families. Our approaches have been recognised at authority level and have been shared with schools across Renfrewshire, including the support provided by our Flexible Learning Resource * We have very clear values that underpin all our improvement developments and vision for our school community. * Our distributed leadership of staff and pupils is very good, and we continue to strive to create an ethos where everyone feels valued and can contribute to and lead our improvement agenda. We have fostered a hard-working, collegiate ethos across the school which has resulted in a shared vision and collective responsibility for providing the very best for our children and families. * We have a strong commitment to providing the highest standards of learning, teaching and assessment – our teachers demonstrate commitment to professional learning and opportunities for moderation to improve our practice. * We have very good approaches to personalised support for young people with ASN that are in line with best national and local practice within our mainstream and Flexible Learning Resource. We continue to impact positively on the outcomes for children within Glencoats and across Renfrewshire. * We have fostered strong relationships with other agencies and local community partners that are having a positive impact on how we support our children and the quality of learning experiences we provide.   Here are some other comments from staff and parents/carers –   * We have lovely children * Our school is nurturing and has safe spaces for children * We support transitions very well * We have clear expectations that are shared with everyone – our Positive Relationships, Positive Behaviour Policy is clear * We have dedicated staff * We have very positive and welcoming office staff * Our relationships across the school are positive * Our management team are supportive * There is a positive ethos in our school * We have great support from our janitorial team * Our Twitter page shares lots of positive experiences with parents and the community; our school communicates well * We have high expectations and common goals * We have great teamwork and enthusiastic staff * We have positive relationships with our families * We recognise wider achievements * We have strong leadership * The teachers support the children to be the best they can be * The school helps families with other issues like finance |

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| **OUR NEXT STEPS – PRIORITIES FOR 2025 - 26**  We have made very good progress during session 2024 - 25 and we will use the improvement priorities listed below to build on this progress moving forward –  PRIORITY 1 – To improve our children’s attainment in Literacy with a focus on phonics, spelling and handwriting  We will -   * Implement use of new phonics and common word progression programme and assessment resource * Organise a Family Learning event, led by our Principal Teacher and Literacy Leaders to share information on phonics, reading resources and home learning * Implement agreed approach to teaching of handwriting across all stages, including introduction of Handwriting jotter to enhance monitoring. * Develop a Handwriting Family Learning resource for parents/carers * Provide CLPL for teachers, led by our Acting Principal Teacher, to support the use of ICT for identified children where handwriting continues to be a significant barrier to progress and engagement in writing   PRIORITY 2 – To improve children’s attainment in Numeracy  We will –   * Moderate our numeracy / maths milestones to support assessment and tracking of pupil progress across our cluster * Work collegiately to plan numeracy / maths in real-life contexts experiences for our learners at class level and across learning through our whole school turbo topics * Work with our colleagues from West Primary School to plan and deliver numeracy / maths through Outdoor Learning experiences for our learners * Purchase further numeracy and maths digital apps to enhance and support learning * Engage in identified authority professional learning in numeracy including refreshed Number Talks and SEAL sessions * Engage in authority Numeracy Recovery professional learning to support targeted interventions led by our Principal Teacher and Acting Principal Teacher   PRIORITY 3 – To improve attainment and achievement through continued skills development  We will –   * Review our planning and implementation of Pupil Led Learning approaches including Choice Challenge experiences and visibility of skills in learning environments to share good practice and ensure consistency of pupil experience across the school * Update our Learning, Teaching and Assessment Policy to set out expected practice in Skills Development and Pupil Led Learning approaches, including regular, planned opportunities for children to reinforce and apply literacy and numeracy knowledge and skills (Practice Pod) * Engage in professional learning in ‘Tinkering’ to enhance skills experiences across all stages * Create two further Skills Rooms at first and second level departments to provide a wider range of universal skills experiences and targeted interventions to enhance our Pupil Led Learning approaches and skills developement * Plan further pupil experiences in relation to key elements of the National STEM Award (Employability in STEM) * Organise another Family Learning event with a focus on STEM, led by our STEM leaders * Support our Young STEM Leaders to lead Coding Clubs and other pupil experiences at early, first and second level with a focus on promoting the inclusion of girls and care experienced children   **Full details of the school’s improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.** | |
| **Glencoats Primary School**  **76 Blackstoun Road**  **Paisley, PA3 1NR**  **0300 300 0155** | **HAVE YOUR SAY!**  Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, joining our Parent Council, responding to questionnaires/surveys and by completing evaluations at school events. |