

## Standards and Quality Report - Glenburn Primary School

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August 2022 – June 2023



## Glenburn Primary - Introduction and Context

Glenburn Primary is a vibrant, friendly, nurturing and welcoming school situated in Prestwick. It sits in the north of the catchment area, with predominately residential housing, and on the edge of a small industrial estate. Glenburn Primary moved into a brand new campus in August 2022 bringing together Glenburn Primary, St. Ninian's Primary and Prestwick North Early Years Centre. Our state of the art campus has been designed ensuring sustainability across the building and grounds. Accommodation in our campus comprises of classrooms, a music area, closed multi-purpose room, pupil support room, shared large gym hall and shared small gym hall, shared dining area, community meeting room, SLT bases, shared staffroom and out of class open learning areas. Our pupils and staff love our extensive grounds and in particular the large all weather astro turf pitch.

The campus buildings and grounds have been shortlisted for a Scottish Design Award.

Glenburn Early Years Centre ceased operating on 17<sup>th</sup> August 2022. Our Early Years Centre within the campus is a standalone Early Years Centre. The Prestwick North Early Years Centre has a centre manager, depute manager, two senior Early Years Practitioners and a full complement of staff to accommodate 80 children aged 2 -5 years.

Within Glenburn Primary our staffing complement allows for 13 classes across the school. Our teaching and non-teaching staff are deployed in order to best meet pupil need and make full use of all staff skills and expertise to provide high-quality learning and teaching experiences for all young people across the school. Music is a strong feature of our school and pupils benefit from a part time music teacher, alongside instructors in violin, brass and woodwind instruction. Our school has close links with South Ayrshire Active Schools who help support and provide physical activities for all our young people to be involved in. Modern Languages is also a strong feature within the school. Pupils benefit from weekly French and Spanish lessons from staff who are fluent in both languages.

- Predicted Role August 2023: P1-P7 288 Pupils

### **Current Data: Session 2022/23**

- School Roll - 320
- PEF Entitled pupils - 57/320 - 17%
- Deciles 1-2 0.9% (3 pupils)
- STINT - 27.8% (89 pupils)
- STINT (PEF 32 pupils 10% of STINT across school)
- STINT - 56% Of PEF cohort 32/57
- FME - 17% (55 pupils)
- Attendance to May 2023: school - 93%
- Exclusions to August 22 - May 23 - 0

## Vision

Across Glenburn Primary our school community demonstrates a strong commitment to focusing on improving education outcomes for all our children and young people. We ensure that by working in partnership with staff, parents and pupils we create a learning community where: -

- ✓ We focus on providing high quality learning experiences for all our pupils
- ✓ We focus on raising attainment and providing appropriate support
- ✓ We improve the Health and Wellbeing of all our pupils and promote a nurturing and inclusive ethos
- ✓ We celebrate and recognise individual skills and achievements

**School Vision: To be the best that you can be.**



## Values

Glenburn Primary values are at the heart of our school life and shape all of our actions and behaviours and are prominently displayed around the school. Pupils talk confidently about our values. Our school values are shared and discussed during weekly whole school Citizenship time.

**Honesty      Respect      Responsibility      Teamwork      Friendship      Inclusion**

## Aims

Our school aims are founded on the shared values and ambitions of the school and its wider community. They take account of the needs of the pupils and reflect the improvement objectives of South Ayrshire Council. These aims give a framework from which priorities in the School Improvement Plan will be developed.

By having a clear vision and promoting our values in all that we do, the aim at Glenburn Primary is to allow our pupils to develop and grow as:

**Successful Learners      Responsible Citizens      Effective Contributors      Confident Individuals**

## What key outcomes have we achieved?

<b>School Priority 1 : Learning, Teaching and Assessment</b>	
<b>NIF Priority:</b> <ul style="list-style-type: none"><li>✓ Improvement in attainment, particularly in Literacy and Numeracy.</li><li>✓ Improvement in Employability Skills</li></ul> <b>NIF Drivers:</b> <ul style="list-style-type: none"><li>✓ Teacher professionalism</li><li>✓ Parental engagement</li><li>✓ Assessment of children's progress</li><li>✓ School Improvement</li><li>✓ School Leadership</li><li>✓ Performance Information</li></ul>	<b>Links to HGIOS 4 / HGIOELC</b> <ul style="list-style-type: none"><li>1.2 Leadership of Learning</li><li>1.3 Leadership of Change</li><li>2.2 Curriculum</li><li>2.3 Learning, Teaching and Assessment</li><li>2.4 Personalised Support</li><li>2.5 Family Learning</li><li>2.6 Transitions</li><li>3.1 Ensuring Wellbeing, Equality and Inclusion</li></ul>
<b>Progress and Impact</b> <p>Moving into our new school and campus has had a significant positive effect on school ethos, learning and teaching. Our new modern facilities allows for innovative teaching and learning and gives space for pupils to work independently, in pairs and in groups. Across the school, children continue to have very positive relationships with staff and each other and this continues to promote a positive ethos for learning. Almost all children are motivated and engaged in their learning. Staff set high expectations for all learners and pupils respond positively to the challenges planned for them. Staff make effective use of the SAC Learning Pathways for all curricular areas to inform planning, learning and teaching and assessment practices. This year our DHT and PT have developed new and updated curriculum planners for every area of the curriculum. Care has been taken to ensure all curriculum planners contain depth of learning within the Experiences and Outcomes. Planners are also linked to the benchmarks and built into every curricular area is consistent learning where knowledge and skills are built upon at each stage and level.</p> <p>Primary 1 staff plan a wide range of rich, high quality learning experiences for children, both indoors and outdoors, to develop their curiosity, imagination and problem-solving skills through aspects pf play.</p> <p>Teachers are skilled in planning and delivering high quality learning experiences which are motivating, engaging and appropriately differentiated to meet the needs of all learners. Teachers provide very good opportunities for pupils to apply their knowledge, skills and attributes across different curricular areas and in a range of real life and relevant contexts.</p>	

As a school, we have continued to focus on developing high quality learning intentions and success criteria in order that children know what they need to do to be successful in their learning. Success criteria is appropriately differentiated in Literacy and Numeracy and, in an increasing number of classes, pupils have opportunities to co-create/create the success criteria. We continue to develop this appropriately for all curricular areas and subjects. Our Presentation, Marking and Feedback policy continues to provide opportunities for pupils to take part in regular, meaningful peer and self-assessment activities and receive feedback that helps them to understand what they do well, what they need to do to improve and their next steps.

Staff continue to use a range of experiences and/or assessments to evidence pupils' progress and achievements. All staff are skilled at bundling a range of outcomes together across experiences and outcomes and curricular areas where appropriate. This year our P4 and P7 pupils completed SNSA assessments in November. In line with cluster planning all cluster P4 and P7 pupils completed SNSA at the same time to allow for moderation to take place and define next steps in learning for Term 3 and 4.

This year, building upon assessment processes all pupils P3-P7 completed GL assessments in Literacy and Maths in May 2023. The results from the assessments gave class teachers robust evidence of the progress pupils were making with regards to Literacy and Maths. Staff were able to identify next steps in learning and drill down to experiences and outcomes that needed depth with regards to teaching.

Moderation takes place at all levels - planning, learning and teaching and assessment. Staff across the school continue to make effective use of national benchmarks to support this, and teaching staff have included relevant benchmarks in our Planned Assessments. Engagement in assessment and moderation activities across classes has led to a shared understanding of standards and expectations. This year our cluster schools took part in very successful moderation activities regarding writing assessment from Early to Second Level. This has resulted in robust writing assessments for each stage to be used next year across the cluster ensuring that where a child is in relation to national expectations is consistent across the cluster.

All pupils, P1 - P7, have benefitted from weekly French and Spanish lessons this year. Not only do our pupils enjoy taught modern language lessons they frequently use Spanish and French phrases in daily school life. This can be in the playground, lunch time, in corridors and during weekly whole school Citizenship time. A pupil Spanish Ambassadors group has been created this year involving P6 and P7 pupils. Our Spanish Ambassadors have acted as 'teachers' and planned and delivered Spanish lessons in classes and at weekly whole school Citizenship time. Some pupils, by request, have taken part in an after school modern languages club learning about other languages used around the world.

Pupils have been involved in increasing leadership opportunities this year that have been built upon after COVID restrictions. Our pupil leadership opportunities have predominantly involved P5-7 pupils this year and plan is to increase this to our younger pupils next year. Pupils have been involved in JRSO and Spanish Ambassador groups who have had opportunities to lead learning in Spanish. This has allowed pupils to learn from each other where information is passed on through weekly Citizenship sessions and in classes.

Term 3 brought a STEM focus to the school across all stages. Pupils enjoyed planned learning experiences across every stage focusing on different aspects of STEM and covering appropriate related experiences and outcomes. Pupils benefitted from inputs from partner agencies such as Morgan Sindall and \*. Pupils were able to develop knowledge and understanding of skills for learning, life and work. Pupils took part in a STEM showcase displaying their work and describing their work and learning. STEM champions were identified in each class for their outstanding achievement in overall teamwork, perseverance and enthusiasm shown during STEM learning

All cluster primaries have been involved in a robust transition programme with Prestwick Academy for P7-S1. Our P7 pupils have had opportunities to be involved in PE activities, technology project, art teacher input and transition literacy project. Our most vulnerable pupils have been involved in an enhanced transition programme and parents have had opportunity to attend information inputs. In term 4 a member of staff and our Educational Psychologist have used cognitive behavior therapy strategies with a group of primary 7 pupils who were particularly anxious about moving onto secondary. We will continue to develop close links with Prestwick Academy staff and develop our transition programme over the whole school year.

#### **Next Steps**

- ✓ To continue to provide high quality differentiated learning experience for all learners, across all curricular areas.
- ✓ To ensure pupils across the school consistently have the opportunity to co-create and create learning intentions and success criteria.
- ✓ To increase opportunities for pupils to engage in high quality peer and self-assessment and co-operative learning.
- ✓ To increase opportunities for pupils to take on leadership roles across the school

- ✓ To continue to review our approaches to assessment to ensure processes and systems are meaningful, relevant and manageable.
- ✓ To increase opportunities for personal target setting across the school to ensure these reflect the personal needs and interests of all learners.
- ✓ Increase opportunities for parents/carers to be directly involved in pupil learning through parental workshops and presentations.
- ✓ To develop skills and knowledge within STEM and increase opportunities to work with STEM links within the local community.
- ✓ To continue to develop opportunities for pupils to engage in World of Work experiences, including Career Education.
- ✓ To continue ensuring that assessment procedures and results are utilised to ensure pupils are supported and challenged appropriately.
- ✓ Continue to develop supportive transition from P7-S1 involving different subject departments in Prestwick Academy

## School Priority 2: Improvement in Attainment Literacy and Numeracy

### NIF Priority:

- ✓ Improvement in attainment, particularly in Literacy and Numeracy
- ✓ Closing the attainment gap between the most and least disadvantaged children.

### NIF Drivers:

- ✓ Teacher professionalism
- ✓ Parental engagement
- ✓ Assessment of children's progress
- ✓ School Improvement
- ✓ Performance Information

### Links to HGIOS 4 / HGIOELC

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 1.5 Management of Resources to Support Equity
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising attainment and achievement

### Progress and Impact

This year new curriculum planning has been put in place across the school for every curricular area. This has resulted in a streamline, consistent flow to learning across all stages and levels and there has been a particular focus on ensuring prior learning and skills are built upon. There has also been a particular focus on coverage of and depth of learning within experiences and Outcomes. Staff continue to refer to the SAC Learning Pathways while planning relevant, progressive learning experiences for their pupils across all curricular areas.

### **Writing**

In Writing, we have continued to focus on one large block of narrative writing each term and also provide opportunities for pupils to experience different type of genre over and above this. This year there has been a particular focus across the cluster on moderating writing at each stage. Practitioners across the cluster have created updated writing assessment criteria that is ready to be rolled out and used next session across the cluster. Pupils across all stages are able to further develop their skills and address their individual next steps in writing. Where appropriate, this is supported by a range of digital technology resources. This year we have continued to prioritise supporting pupils within writing with our pupil support teachers and staff feel this has resulted in overall good progress being made in writing . Pupil support staff have used the READ WRITE computer writing programme with pupils from P5-7 to support with spelling and sentence structure particularly with pupils who have dyslexia and this has improved attainment measured through weekly spelling scores. The use of READ WRITE will continue to be built upon next session.

The planning of writing through play has been explored in Primary one this year. High quality play experiences have been planned and set up for pupils in primary one where experiences in mark making and writing are encouraged. This will continue to be developed next session.

### **Reading**

The Reading Olympic programme has continued this year and is fully embedded in Glenburn Primary through our Accelerated Reading programme. Pupils read daily and this has led to significantly increased levels of motivation and engagement. Most pupils across the school talk confidently about their enjoyment of reading for pleasure. In line with the

Accelerated Reading programme, children sit an assessment after each book read to assess their comprehension skills. Analysing data from these assessments shows high levels of success for almost all pupils. Most pupils across P3-P7 have increased their reading scores.

Children on Staged Intervention have continued to make good progress. For those pupils with additional support needs, the school continues to use a range of resources and strategies to secure progress for all learners. 5 Minute Literacy Box, Toe by Toe, ReadingWise, Nessy and Catch Up Literacy continue to have a positive impact on pupils reading – word recognition, decoding skills, fluency and comprehension. Parents of our pupils who use 5 min literacy box to support literacy have had 1:1 sessions with a principal teacher on how to support pupils at home and have benefitted from taking home resources to support literacy development at home.

### **Listening and Talking**

Three staff members have been trained in delivering the TALK BOOST programme at Key stage 1. This year a group of Primary 2 pupils have benefitted from the 10 week programme increasing confidence, turn taking and sentence structure within listening and talking at their stage.

### **Improvements in Numeracy**

Staff use the SAC Learning Pathways to plan relevant, progressive learning experiences for their pupils across all curricular areas. These Learning Pathways are used flexibly which ensures breadth and depth of learning to meet the needs of all learners. Across the school, staff refer to national benchmarks to ensure that the focus of learning and assessment is relevant and appropriate.

All our staff benefitted from refreshed training this year on using the Numeracy Blueprint boards to teach mental maths, develop mental agility, problem solving and mathematical reasoning skills across all stages. We provided two parent and child sessions where parents and children were learning how to use the numeracy boards to support mental maths at home. The sessions were run by Count On Us and were well attended.

Our Primary 1 staff benefitted from Numicon training and extra resources were purchased to support early numeracy. The knowledge of using Numicon has allowed our P1 staff to use different strategies to teach early numeracy so that the pupils have a better understanding of numeracy through pictorial notions of number.

During our STEM focus in term 3 a particular development was planning for maths in 'real life' contexts. This allowed pupils to extend their maths knowledge and skills and transfer the application of maths into context. Pupil evaluations noted that they enjoyed working on this and in pairs and groups to solve mathematical problems.

### **Next Steps**

- ✓ Continue to have a main focus across the planned week on teaching and learning within literacy.
- ✓ To develop Accelerated Reader programme into P2 (already embedded in P3-P7) and use data to inform practice - providing support and challenge as appropriate.
- ✓ To introduce more, wider variety of books/reading materials.
- ✓ To introduce the updated writing assessments across all stages.
- ✓ To ensure there is a consistent approach to the teaching of handwriting.
- ✓ To ensure there is a consistent and progressive approach to teaching comprehension and listening and talking across the school.
- ✓ A focus on the development of reading in line with the South Ayrshire Reads Strategy.
- ✓ To introduce SAMSON mental maths across all stages in school creating a systematic approach to teaching mental maths skills.
- ✓ Continue to ensure there are real life links between maths and IDL/STEM
- ✓ To continue to plan high quality lessons which provide opportunities for pupils to apply Literacy and Numeracy knowledge and skills across other curricular areas and in a range of meaningful, real-life contexts.
- ✓ To re-introduce cluster Literacy and Numeracy working parties to share practice and raise attainment for all of our learners.
- ✓ To continue to use national benchmarks to help plan learning, teaching and assessment and to support teachers' professional judgements.
- ✓ To monitor and track data across all areas of the curriculum in line with our approaches to Literacy, Numeracy and Health and Wellbeing and roll this approach out for all curricular areas.
- ✓ To continue to develop staff understanding of the Four stages of progress to support consistency of practice across the cluster.

### School Priority 3: Improvement in Children's Health and Wellbeing

#### NIF Priorities:

- ✓ Improvement in children and young people's Health and Wellbeing

#### NIF Drivers:

- ✓ School Leadership
- ✓ Teacher professionalism
- ✓ Parental engagement
- ✓ Assessment of children's progress
- ✓ School Improvement
- ✓ Performance Information

#### Links to HGIOS 4 / HGIOELC

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising attainment and achievement

### Progress and Impact

#### Improvements in Health and Wellbeing

Staff continue to use SAC Learning Pathways to plan relevant, progressive learning experiences for their pupils across all curricular areas. These Learning Pathways are used flexibly which ensures breadth and depth of learning to meet the needs of all learners. In addition to referencing the HWB pathway new curriculum planners have been created covering all areas of HWB that builds on knowledge and skills year upon year through all stages of the school. The programme incorporates and is based on the SHANARRI indicators.

Staff and pupils have a very good knowledge of the Wellbeing Indicators and these are used as a focus each term for pupils to assess their general Health and Wellbeing and, where appropriate, these responses are followed up by their teacher and if necessary by a member of the SLT. Children are able to talk confidently about the Wellbeing Indicators and how they link to the school values.

The school is extremely well supported by our Active Schools Co-ordinator. Pupils have had increased opportunities this year to engage in a wide range of activities to develop their physical, social and emotional Health and Wellbeing. More opportunities to participate in different sports and activities Participation is tracked at class level and across the school. Pupil Progress Meetings ensure that any child who is at risk of missing out is supported to engage in future planned activities. Pupils are becoming increasingly more able to talk about the positive impact participation has on them in relation to skill development, confidence and self-esteem.

A particular focus across the school this year has been the development of our school Nurture programme. Within our new building we have created not only a nurturing ethos but also a specific nurture room that provides a welcoming safe, inviting and quiet environment for targeted pupils to access. As part of our PEF agenda the nurture room is used for our nurturing breakfast club, small group time and most recently a cognitive behavior therapy group to support transition to secondary. The school, with support from parents and partner agencies, will continue to provide support for those who face significant barriers to learning in terms of their presentation, attitude to learning and in regulating their emotions.

#### Next Steps

- ✓ Further develop approaches to supporting Nurture within the school that also coincides with the PEF agenda.
- ✓ Develop further our soft start breakfast for pupils who are continually late and have poor attendance, again in line with our PEF plan.
- ✓ Further develop the Nurture programme as a targeted intervention for those with significant emotional/social or mental barriers to learning.
- ✓ To continue to make effective use of online Boxall assessment to inform Staged Intervention targets and Action Plans, which will ensure that pupils' mental Health and Wellbeing is assessed, targeted and monitored appropriately.
- ✓ To develop a new and more meaningful way of creating a pupil learning journey.
- ✓ The school will look to consult with staff and pupils in order that pupils take more leadership in planning Health and Wellbeing activities and events.

- ✓ To re-introduce cluster Health and Wellbeing working party to share practice and raise attainment for all of our learners.

#### School Priority 4 : Family Learning

##### NIF Priorities:

- ✓ Improvement in attainment, particularly in Literacy and Numeracy.
- ✓ Improvement in employability skills and sustained leavers destinations for all young people

##### NIF Drivers:

- ✓ Parental Engagement
- ✓ Teacher Professionalism
- ✓ Assessment of children's progress
- ✓ School Improvement

##### Links to HGIOS 4 / HGIOELC

- 1.1 Leadership of Learning
- 1.2 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.5 Family Learning
- 2.7 Partnerships
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.3 Increasing creativity and employability

#### Progress and Impact

This year, within our new campus we have offered Family Learning sessions mainly in maths. The sessions were well attended and evaluations proved that the learning sessions were of benefit to families being able to support children better in maths at home.

We offered family learning sessions on Online Safety and Managing Mental Health within second level.

This term we have worked with South Ayrshire Thriving Communities and offered PACT sessions (Parent and Child Together) to families. Families are enjoying the weekly sessions and developing ideas to keep busy during the summer holidays. This works well with our PEF agenda.

Results from a recent parent/carer survey relating to PEF parents and carers indicated that family learning is not a priority for our PEF agenda and that funds should be directed more towards Health and Wellbeing and Literacy support.

#### **Next Steps**

- ✓ To continue to consult parents and increase opportunities for them to engage in high quality Family Learning programmes/activities, when appropriate.
- ✓ To continue to work collaboratively with partner agencies to support our children and families.
- ✓ Introduce as planned, learning 'Showcase' class events for parents/carers, which focus on Literacy/STEM subjects/IDL, when appropriate.
- ✓ To introduce family sport and exercise sessions.



## Evaluation Summary

Quality Indicator	School Self Evaluation
<p><b>1.3 Leadership of change</b> <b>Good</b></p>	<p><b>Developing a shared vision, values and aims</b></p> <ul style="list-style-type: none"> <li>✓ The school is extremely proud of our Vision and Values that were developed in consultation with staff, pupils and parents/carers. These are ambitious and underpin the focus and commitment of everyone to improve outcomes for all of our pupils.</li> <li>✓ Our Vision and Values are shared at weekly whole school citizenship time. They are discussed, explored and what it means for us as a school community.</li> <li>✓ All staff have consistently high expectations of all learners and are passionate about securing the best outcomes for our pupils in order that they can be the best that they can be.</li> <li>✓ Effective leadership at all levels ensures that the school takes collective responsibility for turning the shared vision into a sustainable reality.</li> <li>✓ Our staff and whole school community recognises and has a clear understanding of the social, economic and cultural context in which our children and families live in within the Glenburn community.</li> </ul> <p><b>Strategic Planning for continuous improvement</b></p> <ul style="list-style-type: none"> <li>✓ All staff have a very good understanding of the context of the school and the local community and effectively analyse a range of data, including self-evaluation and information from stakeholders to make decisions and shape future improvements. They use this knowledge well to take collective responsibility for children's progress.</li> <li>✓ All staff know the collective strengths and development needs of the school, including the actions that have been identified to secure improvements. The positive relationships that exist across the school demonstrate a shared commitment to securing improvements for all in our learning community.</li> <li>✓ All staff are actively involved in the process of change and improvement. There is a collective responsibility to implement and monitor the impact of changes on outcomes for learners and the work of the school. Our staff strive to be innovative and creative and keep up to date with effective teaching and learning pedagogy and SLT are integral in leading and encouraging this.</li> <li>✓ All staff utilise CLPL opportunities to engage in critical and creative thinking.</li> <li>✓ The school will continue to manage the pace of change which will take into account the national agenda to tackle unnecessary bureaucracy.</li> </ul> <p><b>Implementing improvement and change</b></p> <ul style="list-style-type: none"> <li>✓ The School Improvement Plan clearly identifies a manageable number of key priorities, which are focussed on promoting equity and excellence and securing positive outcomes for all of our learners.</li> <li>✓ Throughout the year the SIP is evaluated at different points in the year and impact is measured through formative and summative assessments and evaluations from all stakeholders.</li> <li>✓ Robust quality assurance processes drive forward school improvement. Historically, this has included regular monitoring and evaluation of learning and teaching and a range of high-quality self-evaluation activities.</li> <li>✓ SLT meet with class teachers to reflect on pedagogical approaches and children's progress. As a result, most children are making very good progress. This supports all staff to understand next steps and areas for change.</li> <li>✓ Across the school, staff are committed to closing the poverty related attainment gap. There is a clear rationale for using Pupil Equity Funding (PEF) which was agreed</li> </ul>

	<p>by staff and parent representatives. Funding has been used to provide additional staffing to raise attainment in Literacy for targeted children. Robust measures to monitor the impact of these of interventions show positive impacts for most children.</p> <ul style="list-style-type: none"> <li>✓ CLPL activities link directly to our School Improvement Plan with a clear focus on improving outcomes for our learners.</li> </ul>
<p><b>2.3 Learning, Teaching and Assessment</b> <b>Very Good</b></p>	<p><b>Learning and Engagement</b></p> <ul style="list-style-type: none"> <li>✓ The ethos across the school and campus is very positive and creates an inclusive, warm, welcoming and nurturing environment for learners. Across the school, children have very positive relationships with staff.</li> <li>✓ Staff have successfully created a culture of high expectations and trust. Almost all children feel that they are understood and valued as learners.</li> <li>✓ Almost all children are motivated and engaged in their learning. They are confident and talk about their learning with others. The school vision and values are embedded across the school. Pupils are confident that their views and opinions are valued and these help shape change and improvement. Pupils have opportunities to talk about their learning with SLT at regular times across the year.</li> <li>✓ Children have regular active opportunities to contribute to the life of the school and community, including aspects to lead learning. The school continues to work to ensure that this is the experience for all of our learners.</li> <li>✓ Our new curricular planners across each stage encourages pupils to take charge of their learning, be responsive about what they are learning and have choice in what they learn about.</li> <li>✓ Nurture is becoming a strong feature across the school. Nurture time/sessions are appropriately planned and delivered supporting pupils in order that they are ready to learn.</li> <li>✓ A range of opportunities is planned throughout the school to develop in pupils, skills for learning, life and work.</li> <li>✓ Across a wide range of lessons, children can talk about purpose of their learning and link this to developing their skills for learning, life and work. The school is continuing to develop this to ensure consistency across the school.</li> <li>✓ Pupils enjoy learning indoors and outdoors. Our new school grounds were opened in March 2023. This has opened up exciting opportunities for outdoor learning experiences across each stage.</li> </ul> <p><b>Quality of Teaching</b></p> <ul style="list-style-type: none"> <li>✓ Teachers set high expectations of learning and achievement and most pupils respond positively to this.</li> <li>✓ Teachers plan learning activities that support breadth, depth and application of learning very well. Staff and children provide very good opportunities for learning to be applied in real life and relevant contexts.</li> <li>✓ Across the school, the quality of teaching is very good. In almost all classes, staff skilfully pose questions which prompt discussions about learning and encourage curious enquiry. This enables children to develop higher order thinking skills. Staff provide a wide range of opportunities for children to share and reflect on their learning and thinking with others. As a result, most children are becoming more confident in discussing their learning with staff and peers.</li> <li>✓ In almost all lessons, learning, teaching and linked assessments are well planned and appropriately differentiated. As a result, almost all children are suitably challenged. Lessons are relevant and have a clear purpose. Most pupils are appropriately supported and challenged in their learning.</li> <li>✓ In almost all lessons, staff are skilled in helping children understand what they are learning and how they will know when they have achieved success. Across the school, children are developing their skills in self and peer assessment. In most classes, children receive high- quality feedback from staff.</li> <li>✓ The curriculum is enriched by the use of a range of digital technologies. In all classes, staff use digital technologies to help children to understand the purpose of their learning. The school will continue to introduce ways in which children independently access and use digital technologies to enhance and enrich their learning.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Staff have shown a collective commitment to continuing to develop their practice in order to further motivate and engage pupils in their learning.</li> <li>✓ Children have regular opportunities to be independent in their learning. The school will plan increased opportunities for children to lead learning.</li> </ul> <p><b>Effective use of Assessment</b></p> <ul style="list-style-type: none"> <li>✓ Assessment is integral to our planning of learning and teaching. A range of assessment approaches is employed across the school; this includes both formative and summative assessment and the use of periodic Planned Assessments. Assessment data and the use of national benchmarks support staff in their professional judgements about children's learning and achievements.</li> <li>✓ Assessments have a clear purpose that allows learners to demonstrate their knowledge and understanding, skills and capabilities across a range of contexts. The school will continue to develop planned assessments that provide opportunities for pupils to demonstrate their knowledge, skills and attributes in an increasing number of real-life contexts. Our approaches to planning and assessment have been reviewed and streamlined during session 2022/23 and a review of assessment across all curricular areas is planned for 2023/2024.</li> <li>✓ Teachers have a very good understanding of the moderation cycle and use this well to moderate approaches to planning learning, teaching and assessment.</li> <li>✓ Assessment data is used effectively to track and monitor learners' progress and inform next steps in learning in Literacy, Numeracy and Health and Wellbeing.</li> <li>✓ PEF data is closely monitored and interventions then evaluated and reviewed.</li> </ul> <p><b>Planning, Tracking and Monitoring</b></p> <ul style="list-style-type: none"> <li>✓ Class teachers confidently use a range of data and assessment information to track and monitor the progress of groups and individual learners. Pupil Progress Meetings are held three times per session to ensure that the needs of all learners are being appropriately met.</li> <li>✓ Collegiality is a strong feature of our practice. Class teachers plan together to ensure that learners are appropriately supported and challenged across all curricular areas.</li> <li>✓ Our updated curricular planners allow for responsive planning and pupil choice.</li> <li>✓ A range of assessment data is used to monitor, evaluate and track learners' progress and the impact of targeted interventions. Progress in Literacy, Numeracy and Health and Wellbeing is monitored and tracked systematically at key points in the school year, including during termly Pupil Progress Meetings.</li> <li>✓ Staff have implemented SAC tracking, monitoring and reporting in line with local and national expectations. Class teachers have a thorough knowledge of the four stages of progress.</li> </ul>
<p><b>3.1 Ensuring wellbeing, equity and inclusion</b></p> <p>Very Good</p>	<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>✓ There is a clear understanding of the responsibility of all staff for promoting wellbeing. All staff have a very good understanding of the GIRFEC principles and have a shared responsibility for ensuring the wellbeing of all children is actively promoted. Children's learning and wellbeing are an integral part of school life. Our school vision and values are the cornerstones for the relationships that exist across the school. There is a climate of mutual trust and respect within the learning community.</li> <li>✓ Children benefit from positive relationships with staff and with each other. As a result, almost all children are happy and feel safe. Children feel respected and show respect for others. The school values are well understood and demonstrated by children in their day-to-day interactions. This results in a very positive learning climate for children to develop and thrive.</li> <li>✓ Staff across the school have a very good understanding of the Health and Wellbeing needs of individual children and their families. They use this knowledge very well to identify children that may require support and interventions. Wellbeing needs are an important part of progress meetings with senior leaders. The school is able to demonstrate how these interventions and supports are improving outcomes for children.</li> </ul>

- ✓ Children have a very good understanding of the wellbeing indicators. They are able to talk about them and how they link to the school's values. Across the school, there is a shared language and understanding of the indicators and they facilitate children to reflect on and assess their own wellbeing on a regular basis. These assessments contribute to discussions with teachers about health, wellbeing and emotions. As a result of this important work, children are able to discuss their own wellbeing needs and what they need to do to keep healthy and safe.
- ✓ A progressive and well-planned Health and Wellbeing curriculum ensures all children benefit from appropriate Health and Wellbeing experiences. These lead to improved understanding about health, fitness and the development of skills across a range of sporting activities. Staff track children's progress very well through the Health and Wellbeing curriculum.
- ✓ Traditionally, the school engages effectively with a wide range of partners to support children's Health and Wellbeing. The school will continue to plan specific programmes to meet the wellbeing needs of the school community. In addition, the school will look to continue to provide leadership roles for pupils in planning Health and Wellbeing activities and events.
- ✓ Pupil participation in the life of the school and in decision making which impact their lives is a strong feature of our practice.
- ✓ There is a developing ethos of targeted nurture groups that considers each child as an individual with their own needs, risks and rights.

#### **Fulfilment of Statutory Duties**

- ✓ Staff across the school have a very good understanding of their statutory requirements in areas such as child protection and identifying the needs of children who face challenges in their learning. They use staged intervention approaches very effectively to assess and support children.
- ✓ Senior leaders and class teachers track very well the progress and attainment of children who are part of staged intervention approaches. Children who require additional support are progressing very well as a result of well-planned approaches to assessment and subsequent appropriate interventions.
- ✓ The school provides two hours PE per week and opportunities for active after school clubs.
- ✓ Care experienced pupils are considered for a Care Plan.
- ✓ Record keeping regarding Child Protection, ASN and care plans are strategically completed and reviewed by the DHT and HT.
- ✓ The school is meeting the main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007. There is access to free drinking water throughout the day. The school meal service is promoted to parents and children and the current payment system protects the identity of those children who are entitled to a free school meal.
- ✓ The regulations which apply to the nutritional analysis of the planned menu and food and drink standards shows that all standards are being met.

#### **Inclusion and Equality**

- ✓ The ethos across the school is very positive and staff, pupils and parents are treated with respect in line with our school values.
- ✓ Children across the school are developing a very good understanding of helping others and contributing to improving the wellbeing of others and continue to further develop their awareness of Children's Rights. We work in collaboration with St. Ninian's Primary and have a joint Rights Respecting School working group.
- ✓ Throughout the curriculum, including World of Work Week, Health Week and Digi Day, children are exploring aspects of equality such as gender. We are well placed to progress children's understanding and plan discussions to include other protected characteristics.
- ✓ Staff are confident and have a clear understanding of barriers to learning our children and families face, including Mental Health and Wellbeing.
- ✓ We have effective strategies and resources in place which are improving the outcomes of most of our children, including those who are affected by the poverty related attainment gap. Children who are supported through PEF funding have made progress from their prior stages of learning.

- ✓ School Assistants are skilled in supporting children with their learning. As a result, their input is resulting in improved attainment in Literacy and Numeracy for specific groups of learners.
- ✓ Support staff contribute very well to meeting the social, emotional and wellbeing needs of children. The Cluster Pupil Support Teacher contributes very well to meeting the needs of children who require additional support. Her deployment across the school is well-planned and interventions monitored and tracked.
- ✓ Where children need individual plans these are in place, with clear SMART targets which are regularly reviewed in consultation with pupils, parents/carers and any relevant partnership agencies.

### 3.2 Raising attainment and achievement

Very Good

#### Attainment in Literacy and Numeracy 2022/23

- ✓ Learners are making very good progress from prior levels of attainment.
- ✓ Almost all pupils are 'on track' with their progress in Literacy, Numeracy and Health and Wellbeing.
- ✓ We continue to strive towards raising attainment for all learners.

#### Attainment Over Time

Stage	2019/20	2020/21	2021/22	2022/23
	L&T	L&T	L&T	L&T
P1	98%	100%	94%	98%
P4	98%	95%	92%	97%
P7	90%	84%	93%	97%

Stage	2019/20	2020/21	2021/22	2022/23
	Reading	Reading	Reading	Reading
P1	98%	95%	84%	96%
P4	94%	82%	85%	85%
P7	88%	73%	86%	88%

Stage	2019/20	2020/21	2021/22	2022/23
	Writing	Writing	Writing	Writing
P1	98%	95%	77%	96%
P4	95%	76%	82%	85%
P7	86%	81%	80%	86%

Stage	2019/20	2020/21	2021/22	2022/23
	Numeracy	Numeracy	Numeracy	Numeracy
P1	98%	94%	88%	98%
P4	85%	85%	87%	85%
P7	88%	88%	84%	90%

- ✓ Over three year period, in P1, attainment in Literacy and Numeracy remains consistently high.
- ✓ Over a three year period, attainment in Numeracy is very consistent.
- ✓ Over a three year period, the school has taken a dip in attainment at P4 and P7 in Reading and Writing. Staff feel that gaps still exist post remote learning.
- ✓ There is robust tracking and monitoring of the impact and effectiveness of interventions for children who require additional support. Children who face barriers are making good progress in their learning and in their social and emotional wellbeing.

#### Staged Intervention

	2021/22	2022/23
Intervention Stage	Number of pupils	Number of pupils
1a	21	27
1b	43	44
2	15	10
3	6	6

<b>Total</b>	<b>85</b>	<b>87</b>
<b>CSP</b>	<b>1</b>	<b>0</b>

#### Attendance data

<b>Attendance Session 2021/22</b>	
<b>Whole School</b>	<b>PEF Entitled</b>
<b>91.74%</b>	<b>66%</b>
<b>Below 90%</b>	<b>Below 90%</b>
<b>Pupils 42 /334pupils 13%</b>	<b>Pupils 19/56 pupils 34%</b>

<b>Attendance Session 2022/23</b>	
<b>Whole School</b>	<b>PEF Entitled</b>
<b>93 %</b>	<b>42%</b>
<b>Below 90%</b>	<b>Below 90%</b>
<b>Pupils 62 /320 19%</b>	<b>Pupils 33/57 58%</b>

- ✓ Whole school attendance has improved this year.
- ✓ Attendance for our PEF cohort of pupils has declined and will be looked at more closely over the coming year.

#### Overall Quality of Learners' Achievement

- ✓ Children are building on talking about the skills they are developing through participation in activities out with school. Many older children can identify how they will use skills in other contexts, for example, they talk with confidence about skills such as communication, team working and the need to compromise when working with others. They have a good understanding of how their achievements help them to be responsible, develop confidence and experience success.
- ✓ Traditionally, achievements are recognised and celebrated in school. Pupil achievements are shared at weekly Citizenship and through Outstanding Learner status with class and SLT.
- ✓ Staff track children's wider achievements very well to identify children who are at risk of missing out on activities. As a result, almost all children across the school participate in clubs and activities within and out with the school day. Active Schools have supported in school activities for all classes this session.

#### Equity for all Learners

- ✓ Staff have created a positive and inclusive ethos in which all children receive the support they need to achieve success. Staff have a very good understanding of the strengths and needs of children.
- ✓ Well-planned interventions enable most learners to attain and achieve as highly as possible. Staff identify children who are not attaining as expected and appropriate interventions are implemented. As a result, all children including those who face challenges in their learning make good progress.
- ✓ Pupils who experience barriers to the learning as a result of socio-economic factors or learning needs are making progress. PEF is used very well to support interventions. These are rigorously tracked and monitored to ensure they are improving children's attainment and achievement.

## What are the key priorities for improvement in 2023/24?

In line with guidance from the National Improvement Framework, the key priorities for Glenburn Primary for session 2023/24 are:

1. Review our approaches to teaching and assessing reading in line with the South Ayrshire reads strategy.
2. Develop a consistent approach to mental maths and raise attainment in this.
3. Through school and partnership working improve children's physical and mental health and wellbeing.
4. To further develop Nurture and Life Skills approaches.
5. Review and develop our current approaches to teaching Technology across all stages.
6. Develop pupil leadership.
7. Review and develop pupil learning journey.
8. Further develop systems for planning and assessing across all curricular areas and tracking pupil progress.

## What is the capacity for improvement?

The robust procedures for self-evaluation underpin the high quality of education being delivered in Glenburn Primary School. The school engages with the features of highly effective practice and Challenge questions of HGIOS4 and alongside the wide range of data we collate, this helps us to identify our key strengths and next steps on our journey of improvement.

To raise attainment in Literacy, we will continue to embed our approaches to developing early writing skills, teaching writing and focus on encouraging children to consistently produce their best handwriting and apply their knowledge of spelling rules and patterns successfully across all of their work. We will continue to develop pupil support across literacy at all stages. Accelerated Reading programme is embedded in P3-P7 and for P2 children will be introduced in session 2023/24. Data from AR will be collected, tracked and monitored four times per session and will be used to appropriately support and challenge our learners. We will, in addition, continue to embed our approaches to develop pupils' higher order thinking skills, using Bloom's Taxonomy.

In Numeracy, we will continue to develop our approaches in Numeracy to support Concrete, Pictorial, Abstract methodology in order to develop fluency, problem solving and mathematical reasoning skills. (Inductive, Deductive, Analogical and Relational). We will be introducing a new, consistent approach to teaching mental maths that builds on previous learning and skills development. There will be a focus on reviewing how we assess maths and use the information to identify next steps.

In Health and Wellbeing, we will continue to provide a warm, nurturing and inclusive environment where pupils feel safe, happy and ready to learn. The school will look to consult with staff and pupils in order that pupils take more leadership in planning Health and Wellbeing activities and events. We will further develop our nurture approaches ensuring that we get it right for every individual child.

We continue to gather a wide range of data to track and monitor the progress of all pupils, including those supported through the pupil equity fund and those with additional support needs, across all areas of the curriculum to ensure that they are supported and challenged appropriately. Relevant data will be shared across the cluster and we will support each of our schools to raise attainment for all learners.

Leadership at all levels was an identified strength of the school by Education Scotland. Historically, most members of staff have led on key areas of improvement and this has had, and will continue to have, a positive impact on the sustainability of our journey of improvement. We will look to increase opportunities for pupils to lead learning in a range of areas across the school.

Family Learning programmes this session have started to be built upon after the restrictions in the last two years. Although our numbers of attendance are low during family learning sessions we continue to provide opportunities for families to learn together and gather views on this from parents/carers. We will continue to work closely with our pupils, parents and carers and partner agencies, including CLD and Employability skills to provide additional support in the areas that our families identify as a need or a request.

The school staff, together with St Ninian's Primary staff and Prestwick North EYC continue to make decisions about our new shared school campus. We will continue to share resources, space and CLPL opportunities and work together as a community campus on fundraising and campus community events.

The school community knows its strength and areas for development. We are well placed to continue on our journey of improvement; building on our existing successes and continuing to support every child 'To be the best that we can be'.