

Standards and Quality Report - Glenburn Primary School



August 2024 – June 2025



At Glenburn Primary School we strive
to be the best that we can be

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 many building awards and in November 2023 won the best pupil/student experience award at the Learning Places Scotland Awards.

Glenburn Early Years Centre ceased operating on 17th 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 14 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. We have a class teacher, 2 days a week, who is also a trained Speech and Language specialist and we have ensured that pupils are suitably supported with SLT. We are currently working towards Communication Friendly Environment status that works alongside our focus on SLT. This year a pupil in Primary 1 at Glenburn won the South Ayrshire Voicebox Joke Competition and represented South Ayrshire at the Scottish Parliament highlighting the vital role that communication plays in every part of a child's life.

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.

Music is a strong feature of our school and pupils benefit from a full time music teacher, alongside instructors in violin, brass and woodwind instruction. This year our music making group won first place at The Ayrshire Music Festival. Our pupils across the school enjoy taking part in events across the authority, for example, SAC Burns Supper.

➤ Predicted Role August 2025: P1-P7 287 Pupils

Current Data: Session 2023/24

- School Roll - 305
- PEF Entitled pupils - 52
- Deciles 1-2 - 5
- FME - 48
- Attendance to June 2025: school - 94.7%
- Exclusions to August 25 - May 25 - 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?

School Priority 1 : Learning, Teaching and Assessment

NIF Priority:

- ✓ Improvement in attainment, particularly in Literacy and Numeracy.
- ✓ Improvement in Employability Skills

NIF Drivers:

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

Progress and Impact

Our overall environment and ethos within the school building is one of positivity, hard work and enjoyment. Our 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. The campus of Glenburn Primary and St. Ninians Primary promotes a culture of mutual respect and friendship. Learners from both schools enjoy opportunities to work collaboratively with each other. 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. Our staff use robust curriculum planners that were developed to ensure a more consistent approach to learning through all areas, building on prior learning and extending knowledge and skills. 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 a consistent learning pathway where knowledge and skills are built upon at each stage and level.

Primary 1 and 2 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 of play.

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.

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. A yearly assessment calendar is reviewed by staff and used to plan points of appropriate assessment. 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 pupils in P3, P5 and P6 completed GL assessments in Literacy and Maths in May 2025. Some pupils in P4 and P7 completed GL assessments in Literacy and Maths to cement teacher judgement of where children were in relation to their CfE level. 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.

This year, our teaching team, have focused on ensuring that assessment data has led to changing and adapting learning and teaching in order that this leads to a more positive outcome. We will continue to work on ensuring that as we interpret important data it is meaningful and actionable.

Class teachers have utilised the South Ayrshire tracker over the course of the year. Class teachers input class data across the year and this has allowed class teachers and SLT to track data more effectively and see a pattern of progress.

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 staff spent time moderating the content of Literacy jotters ensuring that there is breadth and challenge across stages and levels.

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.

Pupils have been involved in increasing leadership opportunities this year. Our pupil leadership opportunities have predominantly involved P4-7 pupils this year and plan is to increase this to our younger pupils next year. Pupils have been involved in RRSA, SU, House Captains and Digital Leaders. This has allowed pupils to learn from each other where information is passed on through weekly Citizenship sessions and in classes.

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. We will continue to develop close links with Prestwick Academy staff and develop our transition programme over the whole school year.

We increased the transition programme for all our pupils across all stages in June as we recognised the growing need for pupils to feel happy and settled as they move onto their next class and teacher. It is important to build relationships between teacher and pupil before moving into the summer break. All pupils benefitted from 3 transition sessions across a week that included a getting to know you session, a Literacy and a Maths session. Extending our transition programme for all

Our Primary one pupils who will start in August 2025 have benefitted from a well planned full programme of transition activities in May/June.

Next Steps

- ✓ To continue to provide high quality differentiated learning experiences 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 take part in the Adaptive Teaching programme and improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners.
- ✓ Ensure that differentiation in all classrooms leads to high impact for learners.
- ✓ 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 embed our new learning journals across the school that will feature personal target setting across the school to ensure these reflect the personal needs and interests of all learners.
- ✓ To continue ensuring that assessment procedures and results are utilised to ensure pupils are supported and challenged appropriately.
- ✓ Continue to develop staff confidence and with interpreting assessment data and ensure that what our class teachers and SLT do with assessment data is meaningful and actionable.
- ✓ Continue to provide opportunities for parents/carers to be directly involved in pupil learning through parental workshops and presentations.
- ✓ To develop skills for life, learning and work and ensure skills are embedded in the planning of curricular areas.
- ✓ To continue to develop opportunities for pupils to engage in World of Work experiences, including Career Education.
- ✓ Continue to develop supportive transition from P7-S1 involving different subject departments in Prestwick Academy.
- ✓ Continue to review and develop technology resources to enhance learning across the curriculum.

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**

Progress and Impact

Our streamlined curriculum planning has made a positive impact to consistent learning and teaching across all curricular areas ensuring that prior learning is built upon and there is clear coverage of experiences and outcomes. SLT have evaluated plans continually throughout the school session ensuring that class teachers are using a consistent approach to planning and that there is a particular focus on depth, challenge and support. This has allowed stage partners and SLT to monitor impact across all curricular areas and ensure. Staff continue to refer to the SAC Learning Pathways while planning relevant, progressive learning experiences for their pupils across all curricular areas.

This year we have embedded the South Ayrshire Reads initiative into our Literacy learning, planning, teaching and assessing across all stages. Evaluations from class teachers concludes that the SAR initiative has had a very positive impact especially in Primary 1. Assessments provide evidence of important progress being made across all cohorts.

Writing

In Writing, we continue 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. Our cluster writing assessment criteria has gives us a consistent approach to ensuring that there is robust information across all stages to confidently state where a pupil is in

relation to pupils being on track in line with national expectations. Combined P1, P4 and P7 are 91% secure in writing at the end of 2024/2025 - this is a 1% increase in writing attainment from last year.

Our Literacy lead decides on the piece of writing 'title' (narrative) at the two significant assessment points. This allows for a clear moderation of progress through each stage in writing across the school.

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.

Pupils have opportunities to write on a daily basis. This may be through the daily literacy programme or across other areas of the curriculum. Pupils are encouraged to write for different purposes and audiences. Class teachers provide opportunities for pupils to write through 'play' experiences.

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 cluster writing assessment, spelling scores and GL data.

We have achieved our Dyslexia Inclusive Practice Award.

Reading

Our Accelerated Reader programme continues to have an impact on reading across the school from P2 - P7. All of our pupils speak very positively about AR and the choice of books we have in school. 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. Class teachers analyse data from AR assessments to measure progress. This year we have had more of a focus on analysing data and ensuring that the data results in action being taken to improve reading.

We have completed our first year of the South Ayrshire Reads initiative. This has brought about strategic change in all aspects of literacy across the school. Staff have reported that it has had a positive impact on all aspects of literacy.

We are continuing to work towards Reading Schools accreditation.

One of our class teachers has successfully completed the Scottish Book Trust's *Developing and Sustaining Reading for Pleasure (Primary)* course, endorsed by Education Scotland.

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, Nessler 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. Parents have benefitted from 1:1 sessions with our cluster support teacher discussing Dyslexia screening and how to support pupils at home.

Listening and Talking

Talk Boost has been delivered to identified pupils across Primary 2 this year. Using a before and after baseline assessment there is clear evidence that the programme has an impact on overall speech and language development. This year identified pupils in Primary 2 pupils have benefitted from the 10 week programme increasing confidence, turn taking and sentence structure within listening and talking at their stage and we will continue to target P2 pupils next session with this intervention.

Talk Boost is delivered by a class teacher who is also a trained speech and language therapist. Our class teacher/SLT works closely with our younger pupils identifying the need to improve speech and phonic skills. Almost all of our pupils are achieving the appropriate stage of progress for Listening and Talking. We have also begun the journey of engaging in the award for Communication Friendly Environments.

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. 88% of our combined cohorts P1, P4 and P7 are above the authority average of 80% for numeracy. Our attainment in numeracy remains steady and consistent.

We continue to embed mental maths strategies through implementing SAMSON maths across the school and this has improved mental maths through a consistent approach from stage to stage. Class teachers have reported an increase in mental maths scores and in P4, P5, P6 and P7 an improvement in GL maths assessment scores. SAMSON maths has allowed for pupils to build upon prior learning and extend their mental maths skills. SAMSON has provided depth to the teaching and learning of mental maths.

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

- ✓ Further develop the SAR initiative moving into year 2 of the programme with a focus on comprehension.
- ✓ Continue to embed the teaching of phonics across the school in line with SAR creating pathways bespoke to Glenburn.
- ✓ To further engage with phonic and reading assessments as guided by SAR to enable class teachers to take action where needed regarding support and challenge .
- ✓ To continue to use writing assessments across all stages and use assessment information to moderate writing across stages and levels.
- ✓ Further enhance listening and talking skills through employment of class teacher who is also trained speech and language therapist.
- ✓ Continue to work towards Communication Friendly Environment accreditation.
- ✓ Develop and endorse Developing and Sustaining Reading for Pleasure by introducing 'Toni boxes' in P1-3.
- ✓ Continue to embed 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.
- ✓ Introduce PUMA maths assessments across identified stages ensuring that the results are actionable in order that specific areas of maths are supported.
- ✓ Introduce updated 2nd Level maths planners that have been streamlined and verified by maths cluster action group.
- ✓ 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.

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**

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 progressive curriculum planners have been actioned this year covering all areas of HWB that builds on knowledge and skills year upon year through all stages of the school. The programme is based on and incorporates the SHANARRI indicators. Staff have evaluated the planners as a positive strategic approach to teaching HWB.

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. Each SHANARRI indicator has a focus every week at whole school citizenship.

The school is extremely well supported by our Active Schools Co-ordinator. Pupils have had increased opportunities every 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.

We have a strong focus on Nurture across the school. Within our building we have a nurturing ethos and a specific nurture room that provides a welcoming safe, inviting and quiet environment for targeted pupils to access. This year we have refurbished the room and 'softened' the environment. As part of our PEF agenda the nurture room is used for our nurturing breakfast club and small group time.

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

- ✓ Continue to develop approaches to supporting Nurture within the school that also coincides with the PEF agenda.
- ✓ Continue to offer 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.

Evaluation Summary

Quality Indicator	School Self Evaluation
<p>1.3 Leadership of change</p> <p>Very Good</p>	<p>Developing a shared vision, values and aims</p> <ul style="list-style-type: none"> ✓ 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. ✓ 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. ✓ Effective leadership at all levels ensures that the school takes collective responsibility for turning the shared vision into a sustainable reality. ✓ 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. <p>Strategic Planning for continuous improvement</p> <ul style="list-style-type: none"> ✓ 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. ✓ 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. ✓ 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. ✓ All staff utilise CLPL opportunities to engage in critical and creative thinking. ✓ The school will continue to manage the pace of change which will take into account the national agenda to tackle unnecessary bureaucracy. <p>Implementing improvement and change</p> <ul style="list-style-type: none"> ✓ 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. ✓ 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. ✓ Robust quality assurance processes drive forward school improvement. All staff are involved in regular monitoring and evaluation of learning and teaching and a range of high-quality self-evaluation activities. ✓ SLT meet with class teachers regularly 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. ✓ 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 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 interventions show positive impacts for most children. ✓ CLPL activities link directly to our School Improvement Plan with a clear focus on improving outcomes for our learners. ✓ Staff are encouraged to participate in practitioner enquiry and deliver creative approaches in the classroom.

2.3 Learning, Teaching and Assessment

Very Good

Learning and Engagement

- ✓ 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.
- ✓ Staff have successfully created a culture of high expectations and trust. Almost all children feel that they are understood and valued as learners.
- ✓ 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 to each other, class teachers and SLT about their learning at regular times across the year.
- ✓ 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.
- ✓ Our 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.
- ✓ A range of opportunities are planned throughout the school to develop in pupils, skills for learning, life and work.
- ✓ 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.
- ✓ Pupils enjoy learning indoors and outdoors.
- ✓ During learning blocks across the school day pupils are actively engaged in learning.
- ✓ Appropriate use of technology is used across the school and is age and stage appropriate.

Quality of Teaching

- ✓ Teachers set high expectations of learning and achievement and most pupils respond positively to this.
- ✓ SLT encourage high expectations of learning and teaching through termly tracking meetings focussing in on the needs of learners on a 1:1 basis.
- ✓ 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.
- ✓ 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.
- ✓ 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.
- ✓ 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.
- ✓ 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. This year we have purchased VR headsets and Botley Robots to enhance learning.
- ✓ Staff have shown a collective commitment to continuing to develop their practice in order to further motivate and engage pupils in their learning.
- ✓ Children have regular opportunities to be independent in their learning. The school will plan increased opportunities for children to lead learning.

	<p>Effective use of Assessment</p> <ul style="list-style-type: none"> ✓ 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. ✓ Our assessment evidence that is collated across the school is outlined at the beginning of the year what and when class teachers should be assessing. ✓ 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. ✓ Teachers have a very good understanding of the moderation cycle and use this well to moderate approaches to planning learning, teaching and assessment. ✓ Assessment data is used effectively to track and monitor learners' progress and inform next steps in learning in Literacy, Numeracy and Health and Wellbeing. ✓ Added assessments this year from the SAR initiative have developed planning and progress in phonics and reading. ✓ PEF data is closely monitored and interventions then evaluated and reviewed. ✓ This year we have developed a school assessment strategy that we will launch to staff and parents in the new session. <p>Planning, Tracking and Monitoring</p> <ul style="list-style-type: none"> ✓ 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. ✓ Collegiality is a strong feature of our practice. Class teachers plan together across stage and level to ensure that learners are appropriately supported and challenged across all curricular areas. ✓ Our updated curricular planners allow for responsive planning and pupil choice. Our updated planners feed into our assessment strategy. ✓ 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. ✓ 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.
<p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>Very Good</p>	<p>Wellbeing</p> <ul style="list-style-type: none"> ✓ 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. ✓ 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. ✓ 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. ✓ 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.
- ✓ 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.
- ✓ 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.
- ✓ One of our class teachers is also a trained speech and language therapist. Our CT/SLT supports pupils in Primary 1 and 2 with early language development ensuring that they receive the specific support needed in order to improve all literacy outcomes.

	<ul style="list-style-type: none">✓ 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	<p>Attainment in Literacy and Numeracy 2024/25</p> <ul style="list-style-type: none">✓ 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.✓ Combined attainment in Literacy and Numeracy across P1, P4 and P7 puts us well above the authority average. <p>Attainment Over Time</p> <table><tr><th>Stage</th><th>2019/20</th><th>2020/21</th><th>2021/22</th><th>2022/23</th><th>2023/24</th><th>2024/2025</th></tr><tr><td></td><td>L&T</td><td>L&T</td><td>L&T</td><td>L&T</td><td>L&T</td><td>L&T</td></tr><tr><td>P1</td><td>98%</td><td>100%</td><td>94%</td><td>98%</td><td>95%</td><td>98%</td></tr><tr><td>P4</td><td>98%</td><td>95%</td><td>92%</td><td>97%</td><td>100%</td><td>98%</td></tr><tr><td>P7</td><td>90%</td><td>84%</td><td>93%</td><td>97%</td><td>97%</td><td>98%</td></tr></table> <table><tr><th>Stage</th><th>2019/20</th><th>2020/21</th><th>2021/22</th><th>2022/23</th><th>2023/24</th><th>2024/2025</th></tr><tr><td></td><td>Reading</td><td>Reading</td><td>Reading</td><td>Reading</td><td>Reading</td><td>Reading</td></tr><tr><td>P1</td><td>98%</td><td>95%</td><td>84%</td><td>96%</td><td>93%</td><td>95%</td></tr><tr><td>P4</td><td>94%</td><td>82%</td><td>85%</td><td>85%</td><td>92%</td><td>90%</td></tr><tr><td>P7</td><td>88%</td><td>73%</td><td>86%</td><td>88%</td><td>82%</td><td>91%</td></tr></table> <table><tr><th>Stage</th><th>2019/20</th><th>2020/21</th><th>2021/22</th><th>2022/23</th><th>2023/24</th><th>2024/2025</th></tr><tr><td></td><td>Writing</td><td>Writing</td><td>Writing</td><td>Writing</td><td>Writing</td><td>Writing</td></tr><tr><td>P1</td><td>98%</td><td>95%</td><td>77%</td><td>96%</td><td>93%</td><td>95%</td></tr><tr><td>P4</td><td>95%</td><td>76%</td><td>82%</td><td>85%</td><td>92%</td><td>90%</td></tr><tr><td>P7</td><td>86%</td><td>81%</td><td>80%</td><td>86%</td><td>84%</td><td>91%</td></tr></table> <table><tr><th>Stage</th><th>2019/20</th><th>2020/21</th><th>2021/22</th><th>2022/23</th><th>2023/24</th><th>2024/2025</th></tr><tr><td></td><td>Numeracy</td><td>Numeracy</td><td>Numeracy</td><td>Numeracy</td><td>Numeracy</td><td>Numeracy</td></tr><tr><td>P1</td><td>98%</td><td>94%</td><td>88%</td><td>98%</td><td>93%</td><td>93%</td></tr><tr><td>P4</td><td>85%</td><td>85%</td><td>87%</td><td>85%</td><td>95%</td><td>88%</td></tr><tr><td>P7</td><td>88%</td><td>88%</td><td>84%</td><td>90%</td><td>87%</td><td>81%</td></tr></table> <ul style="list-style-type: none">✓ Our Primary 1 cohort continue to be above the South Ayrshire average in Literacy and numeracy.✓ Primary 4 pupils attainment in literacy and numeracy has stayed consistently at a high level over the last 3 years.✓ P7 data has remained consistent and some pupils have benefitted from targeted support in reading, writing and maths.✓ 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.	Stage	2019/20	2020/21	2021/22	2022/23	2023/24	2024/2025		L&T	L&T	L&T	L&T	L&T	L&T	P1	98%	100%	94%	98%	95%	98%	P4	98%	95%	92%	97%	100%	98%	P7	90%	84%	93%	97%	97%	98%	Stage	2019/20	2020/21	2021/22	2022/23	2023/24	2024/2025		Reading	Reading	Reading	Reading	Reading	Reading	P1	98%	95%	84%	96%	93%	95%	P4	94%	82%	85%	85%	92%	90%	P7	88%	73%	86%	88%	82%	91%	Stage	2019/20	2020/21	2021/22	2022/23	2023/24	2024/2025		Writing	Writing	Writing	Writing	Writing	Writing	P1	98%	95%	77%	96%	93%	95%	P4	95%	76%	82%	85%	92%	90%	P7	86%	81%	80%	86%	84%	91%	Stage	2019/20	2020/21	2021/22	2022/23	2023/24	2024/2025		Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	P1	98%	94%	88%	98%	93%	93%	P4	85%	85%	87%	85%	95%	88%	P7	88%	88%	84%	90%	87%	81%
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Staged Intervention

	2021/22	2022/23		2023/24	2024/24
Intervention Stage	Number of pupils	Number of pupils	Stage Updated January 2024	Number of pupils	Number of pupils
1a	21	27	1	47	66
1b	43	44	2	47	22
2	15	10	3	21	16
3	6	6	4	8	14
Total	85	87		123	116
CSP	1	0		0	0

- ✓ The number of pupils on STINT has reduced this year from last year due to the change in identification and the resources available in and out with school in order to support pupils.
- ✓ We continue to have a increase in pupils on STINT from previous years as our overall Additional Support Needs across the school has significantly increased. This is the result of new pupils joining the school with an ASN.
- ✓ We continue to strive towards supporting all our pupils on an individual needs basis - assessing the need and fully supporting our pupils with bespoke plans.

Attendance data

Attendance Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Overall Whole School	96%	92%	93%	94%	94%
Overall PEF	81%	66%	42%	76%	71%
Below 90% Whole School	31/338 pupils 9%	42/334 pupils 13%	62/320 pupils 19%	28/292 pupils 9.6%	40/305 Pupils 13%
Below 90% PEF	9/47 pupils 19%	19/56 pupils 34%	33/57 pupils 58%	11/46 pupils 18%	15/52 Pupils 28%

- ✓ Whole school attendance has remained consistent this year.
- ✓ Attendance for our PEF cohort of pupils has remained consistent.
- ✓ Interventions in place for improving attendance are having a positive effect and we intend to further improve our interventions next session.

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.
- ✓ Wider 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 2024/25?

In line with guidance from the National Improvement Framework, the key priorities for Glenburn Primary for session 2025/26 are:

1. Develop and increase all teaching staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners through the South Ayrshire Adaptive Teaching programme.
2. Continue to develop our approaches to teaching and assessing phonics and reading in line with the South Ayrshire reads strategy - as a Phase 2 school moving into our second year of the initiative.
3. Continue to develop assessment approaches ensuring that action resulting from assessment data is impactful.
4. Through school and partnership working continue to improve children's physical and mental health and wellbeing.
5. To further develop Nurture approaches and supports for pupils with additional support needs.
6. Continue to develop our current approaches to teaching Technology across all stages.
7. Develop pupil leadership and pupil voice ensuring that pupils views are actionable.

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 all aspects of literacy through engagement with the SAR initiative. In line with the South Ayrshire Reads strategy we will use learning and teaching pedagogy to continue to successfully develop a whole school phonics approach to spelling and reading focusing on decoding. We will continue to develop pupil support across literacy at all stages. Accelerated Reading programme is embedded in P3-P7 and for some P2 children. Data from AR will continue to be collected, tracked and monitored four times per session and will be used to appropriately support and challenge our learners

In numeracy we will continue to raise attainment through the introduction of the updated second level planner ensuring that there are consistent teaching, learning and assessment approaches across the cluster. As a school we will look at problem solving approaches embedding this into our maths curriculum. PUMA maths assessments will be developed and they produce areas for deeper learning to take place in order that there is a deeper knowledge and understanding of specific concepts where gaps are identified.

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 will develop the environment in certain areas of the school to ensure there are nurturing spaces and quieter break out areas for pupils to spend time in.

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.