

Supporting Improvement: Standards and Quality Report



The summary report is provided for parents/carers and partners to outline our achievements and challenges for session 20/21. Our self-evaluation processes continue to guide our identification of areas for improvement and our school improvement plan outlines the route to their achievement. **With particular reference to the Covid 19 circumstances, our commitment to moving our children's learning forward while supporting their mental and physical health remain our dual top priorities.**

Our achievements and improvements this year.

At the heart of the school's work is our vision that our children are educated in a caring environment and receive an appropriate and meaningful curriculum. Our curriculum aims to challenge and develop the potential of all our children. Everyone has the right to feel safe and happy at school and to have their voice heard. This ethos is 'lived daily' by almost all pupils and staff.

The School Improvement Priorities for session 21/22 are :

- Recovery, Resilience, reconnection -responding to ongoing covid situation, prioritising wellbeing and attainment.
- Digital Literacy
- Language -
MLPL (Modern Language in the Primary School)
Listening & Talking
- COP26 / sustainability/Developing the Young Workforce (Financial education links, consideration of Focus Week)
- RSHP (relationships, sexual health & parenthood)
- Achievement and Attainment - Play Based Learning
- Parental engagement / family learning.

Key Developments

- Continued analysis of a range of data to understand our children's progress and work to narrow attainment gaps.
- Use of Pupil Equity Funding to enhance staffing for maths and numeracy teaching.
- Use of Pupil Equity Funding to support children's mental health through working with Quarriers.
- All (100%) of teaching and non-teaching staff have received training on use of Teams. In the

event of classes self-isolating, (100%) of teaching staff are delivering differentiated direct teaching via Teams. Levels of engagement are variable and challenging but robust attempts are made to help families get on-line and log in for sessions.

- All staff and children have a shared understanding of the importance of wellbeing and children's rights in our school.
- Procedures are in place to welcome new children, to assess their learning and address any barriers quickly and effectively.
- Differentiated and progressive programmes delivered to meet the diverse needs of our learners.

Developments in Learning & Teaching

- Highly differentiated maths sets with Ms Laird and Mrs Lloyd as part of the teaching team, to ensure children's needs are met through precise pace and content of programme. Covid restrictions and risk assessment in place.
- Teachers monitor class data showing children's interaction with Sumdog resource at home.
- Sumdog maths remains available to all stages and has been supplemented by the use of Sumdog spelling in P3-P7.
- New teaching materials and assessment formats for extended Writing are now used consistently and give children a clearer understanding of how to improve their work. The children's and teachers' feedback remains very positive.
- The introduction of concrete materials for maths has been successful and these remain in use at all stages.
- Our P7 children have their ipads and are using them routinely in class.

Progress in promoting well-being, equality and inclusion

During this time of Covid 19, it has never been more important that we understand the health and wellbeing needs of our children and families and do our utmost to ensure they are safe and confident while addressing the next steps in their learning.

- All stages receive age-appropriate health & wellbeing lessons, giving the opportunity to express their feelings, reconnect with friends and benefit from the security that school routines provide. These lessons were based on resources signposted by Glasgow City Council's Psychological Services.
- Our playground remains a generally happy place and our exclusion rate is 0%.
- Meeting Additional Support Needs: Ms Dominy co-ordinates assessment and referrals to partner agencies, e.g. Educational Psychologist and Speech & Language Therapy. Close liaison with parents / carers is key and learners remain at the centre of the process.
- Our campus runs smoothly with joint risk assessment and procedures in place during covid restrictions.
- We continue to put emphasis on the importance of helping the children to become responsible and motivated members of society. Our focus weeks on ECO issues, Financial Education, Scottish Culture Days could not take place during 20/21 but we are delivering mini Health and Eco weeks as restrictions allow. Global Citizenship and the P7 AAA Day did not occur due to covid.
- Ms Laird actively seeks opportunities for the children to experience wider enjoyment and achievement. Last year these opportunities were greatly curtailed due to covid restrictions.
- Continuing our association with Apparel Xchange is an example of how we are mindful of the cost of the school day.

Progress in children's learning / raising attainment and recognising achievement

- Examining key data against ability groupings, i.e. maths set, Language group, English as an Additional Language, Additional Support needs, SIMD and attendance figures for extended holidays abroad. This led to understanding of our demographic, i.e. we do not appear to have a poverty-related gap, we have a profile characterised by English acquisition levels.
- Whole Staff meetings - continued explicit explanation of school data on attainment. It is every teacher's job to know how well the children in their class are progressing, what the children's English

Acquisition levels are and who is in target groups for support.

- All (100%) of class teachers carried out reconnection assessment when school re-opened in August 2021. Data for maths and language were used to inform new groupings after the school closure. There was particular emphasis on wellbeing and identification of children requiring support to reconnect socially. Close links were made with our PEF funded Quarriers partner.
- Most children have an accurate understanding of their progress in learning and what they need to do to improve. Highly collegiate approach to maths and language teaching with class teachers, EAL / Bilingual and senior staff.

Parent / Carer engagement & Family Learning

- The School App continues to reach parents / carers effectively with 1178 downloads to date.
- We were effectively supported by our Parent Council

Here is what we plan to improve next year.

At the start of this report we stated that supporting children's wellbeing and promoting their learning are our top priorities and are particularly pressing during the Coronavirus pandemic. Ensure effective teaching and learning experiences impact on the raising of attainment.

Almost all children say that our school is welcoming and makes them feel that they belong. Almost all feel that they are happy, safe, respected, listened to and included. Almost all feel that their teachers challenge, encourage and support them to do their best. This will be supported by the reintroduction of Pupil Council, Eco Committee and Children's University. Primary 5 and P5/4 will be taking part in a Children's University Stem project.

Continue to build our partnership with parents to promote good learning and good health for all members of our Glendale community, children, parents / carers and staff.

Encourage Parent/Carers to establish a new Parent Council for session 21/22

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@glendale-pri.glasgow.sch.uk

Our telephone number is: 0141 429 6973

Our school address is: 120 McCulloch Street, Pollokshields, Glasgow, G41 1NX

Further information is available in: newsletters, the school website, and the school handbook, and of course ... ON THE APP.