

Supporting Improvement: Standards and Quality Report



The summary report is provided for parents/carers and partners to outline our achievements and challenges for session 21/22. Our self-evaluation processes continue to guide our identification of areas for improvement and our school improvement plan outlines the route to their achievement. **Covid absence and the effect of the last two years has unfortunately remained an issue this session. In response, 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 22/23 are :

- Play based Learning
- Rights Respecting School
- Benchmarking - curriculum development / assessment in maths and reading.

On the maintenance agenda are:

- Relationships & Sexual Health Programme
- Digital Learning

Parental engagement and family learning permeate all aspects of the School Improvement Plan and can once again become a focus as families can come back into school.

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.
- Mrs Lloyd and Ms Laird ran five Seasons for Growth groups for a total of 36 children from Jan - June 2022. This involved a child from the Gaelic school, our campus neighbour, demonstrating

inclusion beyond our own establishment. All the children said it had given them strategies to help cope with change or loss. Their parents and carers were equally positive about the support and were happy that mental health support was on offer in school.

- Our Voluntary Self Evaluation took place in March when our Quality Improvement Officer and other Head Teachers viewed a variety of lessons, reviewed our attainment data and the ways in which we support our children's learning. It was a positive and useful experience and is helping us to set priorities for 22/23. They noted a calm and purposeful atmosphere in the school, with children who were clearly happy and welcoming. The children demonstrated care and respect for each other in a way that parents and staff should be proud of.
- All (100%) of teaching staff continue to use digital technology to enhance learning and teaching.
- Although wellbeing and children's rights have always been at the core of our school, Mrs Lloyd has begun to lead our Rights Respecting School initiative by consulting with children and parents / carers.
- 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.
- 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.
- Concrete materials for maths have been successful and these remain in use at all stages.
- Our P7 children have their ipads and are using them routinely in class. Increasingly, children are building their digital skills for learning and life.
- To coincide with COP 26, all teachers have produced stage appropriate topics with an environmental focus.
- Play bridges the gap between nursery and P1 at Early Level. Mrs Pickup is leading our developments and works closely with Miss Rae and Mrs Hughes to set up numeracy and literacy rooms.
- New decodable reading books are enhancing learning and teaching in P1 and P2. Early results are very promising and the resources are also popular with the children.
- French teaching has been enhanced by whole staff training throughout the session from our Quality Improvement Officer.

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, with P1 and P2 using Scotland's new Relationships and Sexual Health Programme. This will be extended to further stages in session 22/23.
- 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. This role will be taken on by Ms Neillie, our new Depute Head Teacher from August 2022. As Ms Neillie has been in school for the last 2 weeks of 21/22, there has been extensive transition planning.
- Our campus runs smoothly and we are back to planning some joint activities e.g. Fun Day in June 2022 and Talent Shows in 22/23.
- 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 and Global Citizenship have all resumed. It is a joy to see the children linking their learning across curricular areas.
- Ms Laird actively seeks opportunities for the children to experience wider enjoyment and achievement.

All pupils were able to enjoy school trips without financial burden on parents. This was paid from the Pupil Equity Fund.

- Continuing to promote Apparel Xchange and our Parent Council organising uniform swaps are examples of how we are mindful of the cost of the school day and of sustainability.

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. our attainment gap is characterised by English acquisition levels rather than primarily by poverty.
- 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 have a newly formed Parent Council who are keen to support school developments.

Here is what we plan to improve next year.

Our children's health & wellbeing is at the centre of all we do. To further develop this aspect of the school, we will be working with all our children on the Rights Respecting School award programme through age appropriate lessons and whole school assemblies.

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. Next session all children will be part of one of the following committees, ECO, Pupil Council, Fairtrade, Rights Respecting, to name but a few.

Developing a more cohesive approach to the use of benchmarking in maths and reading will help us to further address effective learning and teaching experiences and impact on raising attainment.

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 join our Parent Council so that all our families are represented.

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.