**Glebelands Primary School**

**School Improvement Report**

**Session 2018-2019**

 

Glebelands Primary School

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This document shares and celebrates the improvements in our school and embraces all ages and stages. It is based upon our School Improvement Plan for session 2018 – 2019.

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| **School Aims:**• to ensure all learners, regardless of age, race, gender or with additional support needs are treated  fairly, and are involved in their own learning• to have clear expectations for behaviour, manners, tolerance and self-discipline• to create a positive environment for learning within the school family• to encourage all learners to be independent and responsible• to foster good manners so that learners are able to show consideration and respect for others |

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| **Context of the School:**Glebelands Primary School is an inner-city school with a wide-ranging and diverse catchment area. There are currently 330 primary and 110 nursery pupils at the school, the majority of whom live within SIMD deciles 1 to 4. Almost a quarter of our school population speak English as an additional language. The primary staff team comprises a Head Teacher, Depute Head Teacher, Acting twelve full time and three part-time class teachers, a Support for Learning teacher, six Primary and Early Years Support Assistants, two Learning and Care Assistants and an administrative officer. In our nursery, there is a full-time teacher, two Senior Early Years Practitioners, six full-time and two part-time Early Years Educators and three Early Years Assistants.**Our school vision is:****An inspirational community striving for excellence in learning through a culture of innovation, challenge, inclusion and the celebration of success****Be the Best Possible You****This is underpinned by our values which are:****Ambition Inclusion Respect Support** |

**Attainment Data 2018- 2019**

(percentages)

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|  | **Reading** | **Writing** | **Talking and Listening** | **Numeracy**  |
| **Primary 1**(CFE Early Level) | **83%** | **71%** | **95%** | **86%** |
| **Primary 4**(CFE 1st Level) | **80%** | **66%** | **90%** | **61%** |
| **Primary 7**(CFE 2nd Level) | **73%** | **69%** | **76%** | **69%** |

**Review of Improvement Progress for Session 2018-2019**

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| **School Improvement Priority 1: Improve Literacy** |
| **Progress and Impact:**Teaching staff have continued to develop an understanding of Curriculum for Excellence benchmarks to assess learners’ progress throughout the year. Professional judgements related to these, alongside Scottish National Standardised Assessment results, have allowed for more in-depth discussion of where children are in their learning and more purposeful planning to address the gaps. A revised planning process has focused on skills progression where prior learning is built on and opportunities given for application of skills in different contexts. Professional dialogue has focused on highlighting targeted groups for raising attainment. Support staff have been deployed to support children who have been identified as requiring individual and/or small group input to focus on specific areas of need. We have continued to use interventions from the previous school year – such as Catch Up Literacy and Lexia - to support specific individuals and groups in P3 to P5. Children accessing these interventions have experienced improvement, in some cases significant, in reading skills. A Read Write Inc Development Day has allowed staff to reflect on the quality of teaching reading from P1 to P3 and to ensure that strategies are consistently applied across all groups. Teaching staff have been trained in delivering the Big Write programme to support the development of children’s writing. Weekly structured lessons with a focus on talk and accuracy of writing skills - vocabulary, connectives, openers and punctuation - have proven an effective tool to motivate children to engage more deeply with the writing process. This approach will be fully embedded next session. Pupil Equity Funding has been used in the following ways to raise attainment and narrow the attainment gap:* to provide two additional Primary and Early Years Assistants to work in class alongside teachers to support the learning of identified individuals and groups including Read Write Inc in P1 to P3;
* to improve pedagogy through training programmes which will extend teachers’ professional knowledge and skills eg Excellence in Teaching, Big Write;
* to purchase laptops which will provide greater access to digital literacy skills and provide wider access to literacy interventions;
* to purchase new reading materials;
* to develop a Reading Café to encourage reading for enjoyment.
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| **Next Steps:**Key aspects of the School Improvement Plan for session 2019-2020 to raise attainment and narrow the attainment gap in literacy are:* use new Dundee City Council Progression Pathways to ensure planning is based on prior learning and skills are developed progressively throughout Curriculum for Excellence levels of achievement;
* use data more effectively to measure children’s progress and improve planning for effective learning and teaching;
* staff to engage in practitioner enquiry around feedback to extend learning;
* support staff to work with targeted groups to improve reading skills through Lexia – a digital resource to identify and address gaps in learning;
* work alongside Dundee City Council’s Pedagogy Team to ensure consistency of pedagogy through the context of writing;
* use Collaborative Action Research Approaches (Assess – Plan – Do – Review) to develop listening skills with a targeted group for further roll out with all classes.

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| **School Improvement Priority 2: Improve Numeracy** |
| **Progress and Impact:**Teachers are now using Numicon materials to support learning in numeracy and have participated in some training in the use of strategies to develop children’s deeper understanding of number. This will be completed next session. As a result, we are beginning to see children explore number through practical approaches at all levels and increased collaborative working in classrooms. A revised blueprint approach is now being used by all teachers to provide a structured and progressive element to numeracy and maths lessons which is helping to increase pace and challenge in learning. Our Numeracy Curriculum Leader has undertaken professional training in developing numeracy through outdoor learning and has made this a regular feature of numeracy lessons with one class, resulting in increased confidence to attempt a range of challenges and problem-solving tasks. While still at an early stage of development, we have seen the impact of this approach on children’s capacity for collaborative enquiry in other areas of the curriculum. This is to be rolled out further across all classes next session. All classes are well-resourced with staff and children able to access a range of practical materials to build on numeracy and maths skills. Children are enjoying an enquiry approach to learning about different concepts in this way and are becoming more confident in sharing their understanding and skills with staff and peers. Our Curriculum Leader has offered drop-in sessions for staff to extend their knowledge and understanding of interventions and has also modelled lessons for some. In some classes, teachers have moved away from static maths groups to flexible groupings when delivering learning experiences. This has allowed children to move in and out of groups depending on the activity and learning outcomes. It has meant that children have been able to learn comfortably at a level which suits them and to work collaboratively with different peers, leading to increased confidence in tackling more unfamiliar problems. Sumdog has also been used to develop children’s mental agility and encourage challenge. Pupil Equity Funding has been used in the following ways to raise attainment and narrow the attainment gap:* to provide two additional Primary and Early Years Assistants to work in class alongside teachers to support the learning of identified individuals and groups in numeracy;
* to improve pedagogy through training programmes which will extend teachers’ professional knowledge and skills eg Excellence in Teaching, Numicon, Sumdog;
* to purchase laptops which will provide greater access to digital literacy skills and provide wider access to numeracy interventions;
* to purchase additional numeracy materials.

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| **Next Steps:**Key aspects of the School Improvement Plan for session 2019-2020 to raise attainment and narrow the attainment gap in numeracy are:* use new Dundee City Council Progression Pathways to ensure planning is based on prior learning and skills are developed progressively throughout Curriculum for Excellence levels of achievement;
* use data more effectively to measure children’s progress and improve planning for effective learning and teaching;
* staff to engage in practitioner enquiry around feedback to extend learning;
* complete teaching staff training in Conceptual Understanding in Number – a universal approach to developing numeracy skills;
* introduce Symphony – a diagnostic tool to identify and address gaps in numeracy development;
* to enable a current member of teaching staff to lead further developments in numeracy;
* to upskill existing non-teaching staff to deliver further programmes of support;
* roll out development of numeracy through outdoor learning to all classes.
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| **School Improvement Priority 3: Meeting Learners’ Needs** |
| **Progress and Impact:**A revised Learning and Teaching Policy is in draft form and has been shared with teaching staff. This incorporates our revised school vision and values and sets out our commitment to ensuring high quality learning experiences for all. The draft policy is supplemented by a set of effective learning and teaching expectations which is the blueprint for quality assuring the learning taking place across the school. A key aspect of this is the learning environment including the physical and emotional aspects of how classrooms and other teaching areas are set up. This year we decided to look at physical layout including purposeful use of space and neutral wall displays, the latter being to reduce sensory overload. Next session we intend to look more closely at the emotional environment to ensure that both the learning and wellbeing needs are met for all children. We will evaluate how well our approach to improving the learning environment has worked through staff and pupil voice activities. This year we took the step of introducing more play-based learning for our primary one children to build on experiences from nursery. As an initial approach a series of contextualised areas were set up to allow children to experience a broad curriculum through free-flow play. This has provided our children with a less formal curriculum, allowing them to improve their social and emotional wellbeing. As the year has gone on, the focus has been to incorporate the development of curricular skills into these experiences. One feature which has had success is the introduction of large and small building blocks to stimulate children’s technology and creative skills alongside mathematical concepts such as shape, measure and pattern.Training from the Access and Inclusion Team on the use of visual prompts has encouraged staff to reflect on the support provided for children with additional support needs. All classrooms are equipped with a visual timetable which can be used universally to support all children with structure and organisation. More specifically, a variety of individualised visuals are used to support targeted pupils. This has resulted in these children having more success in accessing the curriculum as well as greater achievements. In addition to this, targeted individuals have experienced reduced stress and anxiety around school life.Pupil Equity Funding has been used in the following ways to raise attainment and narrow the attainment gap: * to provide an additional Learning and Care Assistant to support children with additional support needs;
* to purchase new programmes and resources to develop children’s creative skills;
* to extend play experiences from nursery into primary one.

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| **Next Steps:**Key aspects of the School Improvement Plan for session 2019-2020 to improve health and wellbeing are:* improve play experiences for P1 children;
* staff to engage in practitioner enquiry around feedback to extend learning;
* introduce a new system to track children’s progress in learning (SEEMIS Tracking Tool);
* implement planned changes to learning discussions with children;
* staff training in nurture approaches;
* embed mindfulness techniques;
* revisit our family learning programme;
* work with the SMART Play Network to develop resilience for targeted groups of children;
* develop project to improve attendance and punctuality.
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**Improvement Priorities for Session 2019-2020**

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| 1. **Raising attainment and narrowing the poverty-related attainment gap.**
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| 1. **Improve mental and physical health and wellbeing.**
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Please visit [www.careinspectorate.com](http://www.careinspectorate.com) or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

<https://parentzone.org.uk/>

**Further Information can be found at:**

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|  |  |  | Image result for additional support needsDundee Education Plan<https://www.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf> |
| National Improvement Framework<http://www.gov.scot/Publications/2016/01/8314> | HGIOS 4 Self-evaluation <https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf> | Tayside Plan C&FS[External Link](http://dmlink.dundeecity.gov.uk/WebRep/CeRDMSGetNodeContent/OTgetNode.php?node=a6969ea7679c6ca7a609)   ' Tayside\_Plan 1a.pdf' |  |

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