Glebelands Primary School *as at June 2024*
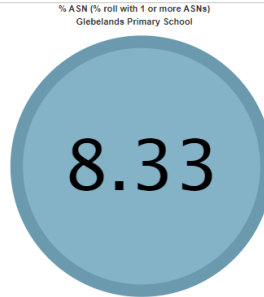
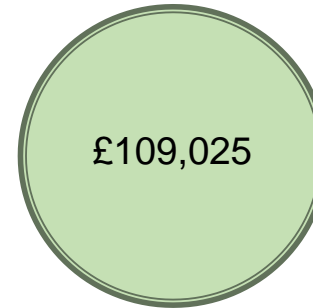### School Roll

School Roll (Status 01)
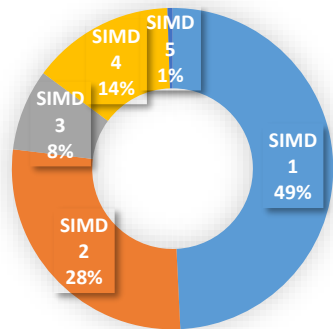Glebelands Primary School
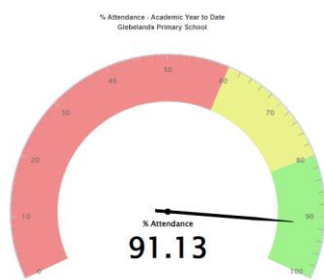
384

School Attendance

% Attendance - Academic Year to Date
Glebelands Primary School

% Attendance
91.13

Percentage ASN

% ASN (% roll with 1 or more ASNs)
Glebelands Primary School

8.33

PEF Allocation

£109,025

SIMD Profile

SIMD 5 1%
SIMD 4 14%
SIMD 3 8%
SIMD 2 28%
SIMD 1 49%

Bullying & Equalities

B&E Incidents - Academic Year to Date
Glebelands Primary School

13

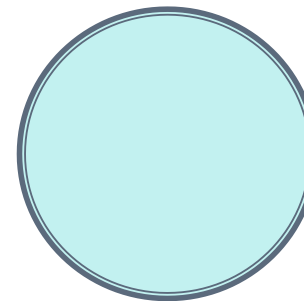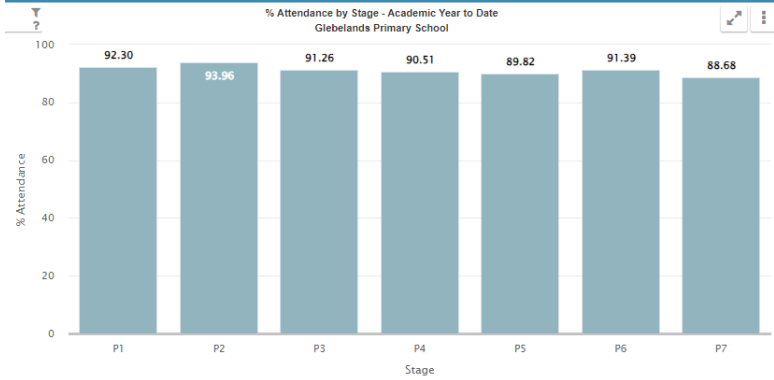### Exclusions

4
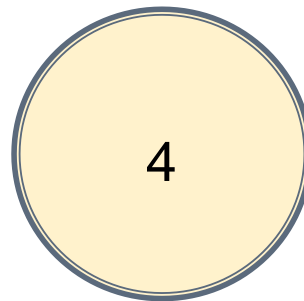
Percentage EAL

Commented [A1]: To display your own data
1. Right click on the half circle graph below to bring up the menu.
2. Chose "Edit Data" which is around half way down the menu and then "Edit Data in Excel"
3. Input your attendance data in the chart including the % symbol.
4. The graph can be deleted and substituted with your own if you have this already.

Commented [A2]: 1,. Right click on the graph below to bring up the menu.
2. Chose "Edit Data" which is around half way down the menu and then "Edit Data in Excel"
3. Input your SIMD data in the chart including the % symbol.
4. The graph can be deleted and substituted with your own SIMD graph, if you have this already.
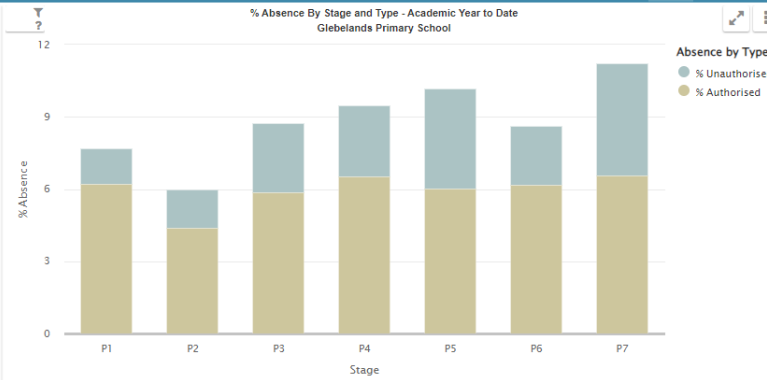
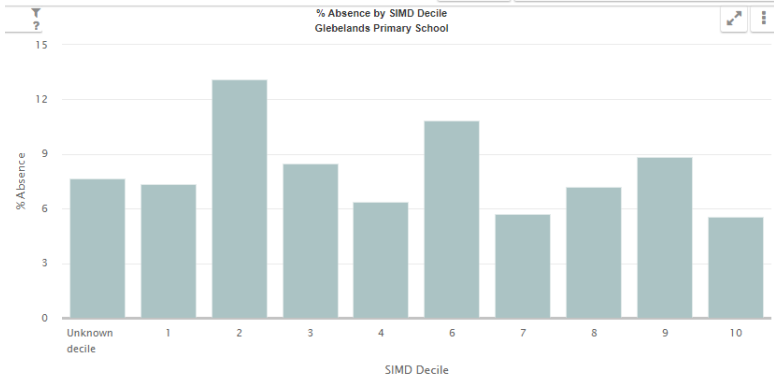# Glebelands Primary School Improvement and PEF Plan 2024 - 2025

Primary Attendance

% Attendance by Stage - Academic Year to Date
Glebelands Primary School

Stage	% Attendance
P1	92.30
P2	93.96
P3	91.26
P4	90.51
P5	89.82
P6	91.39
P7	88.68

Primary Home | Attendance Measures by Stage - Academic Year to Date

% Absence By Stage and Type - Academic Year to Date
Glebelands Primary School

Absence by Type
- % Unauthorised
- % Authorised

Primary Home | Absence Openings by Stage

% Absence by SIMD Decile
Glebelands Primary School

SIMD Decile: Unknown decile, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

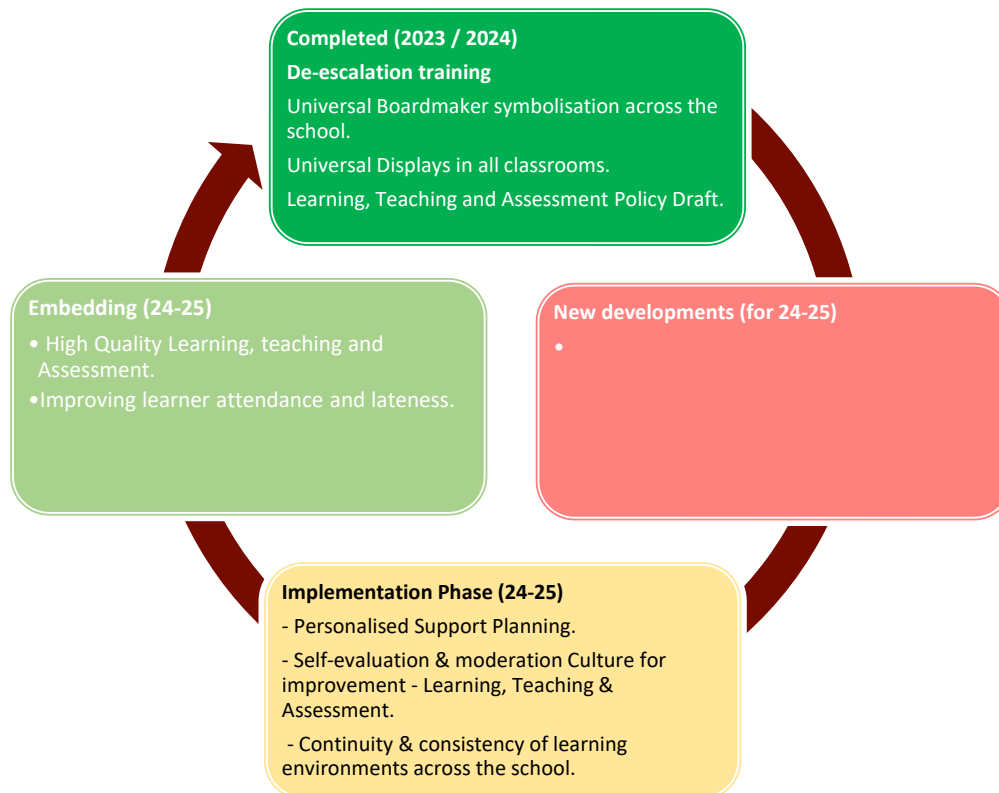Primary Home | Table Format

Exclusions - Academic Year to Date
Glebelands Primary School

Exclusion Incidents	Exclusion Openings Lost	Number of Pupils Excluded	Number of Pupils Excluded Multiple Times
4	27	2	2

Primary Home | Exclusions per Circumstance

Cycle of Improvement

Completed (2023 / 2024)

De-escalation training

Universal Boardmaker symbolisation across the school.

Universal Displays in all classrooms.

Learning, Teaching and Assessment Policy Draft.

Embedding (24-25)

• High Quality Learning, teaching and Assessment.

• Improving learner attendance and lateness.

New developments (for 24-25)

•

Implementation Phase (24-25)

- Personalised Support Planning.

- Self-evaluation & moderation Culture for improvement - Learning, Teaching & Assessment.

- Continuity & consistency of learning environments across the school.

Commented [A3]: This Cycle of Improvement should reflect

• Completed - previous year's improvement priorities that are now no longer required to be on SIP - now embedded in practice

• New development – any newly identified improvement priorities based on summary self-evaluation

• Implementation phase – A continuing priority that still requires a high level of intervention / focus / training etc.

• Embedding – A continuing priority that focusses on ensuring sustainability and consistency

Vision Values and Aims

Our school vision is:

An inspirational community striving for excellence in learning through a culture of innovation, challenge, inclusion and the celebration of success

and our strapline is:

Be the Best Possible You

This is underpinned by our values which are:

Ambition   **Inclusion**   **Respect**   **Support**

We aim to provide a happy, safe, and welcoming environment for all members of our school community and seek to ensure that everyone is treated fairly and equally with the opportunity and support to develop and achieve to their full potential. We value respect, honesty and commitment and strive to deliver high quality learning and teaching experiences so that pupils are equipped with skills for learning, life, and work.

Our School Aims

We are ready.

We are safe.

We are respectful.

Our Values

A	Ambition
I	Inclusion
R	Respect
S	Support

School Priorities 2024-2025

EVERY DUNDEE LEARNER MATTERS

Presence

• **Priority 1:** Improving learner attendance and lateness

Participation

• **Priority 1:** Personalised Support Planning
• **Priority 2:** Continuity & Consistency of Inclusive learning environments across the school.

Progress

• **Priority 1**: High quality learning, teaching & assessment.
• **Priority 2:** Self-evaluation & moderation culture for improvement - learning, teaching & assessment.

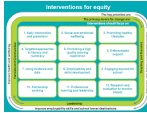# Glebelands Primary School Improvement and PEF Plan 2024 - 2025

SCHOOL VERSION	SIP Priority	PRESENCE Priority 1

Specific area for improvement
- *Improving learner attendance and lateness*

Rationale for Improvement
(based on evidence from key stakeholders)
Authorised and unauthorised absence data and patterns of absences increasing.

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF	HGIOS QI
Placing the human rights and needs of every child and young person at the centre of education	School Leadership	Presence	*Intervention for equity & cost*	1.5 Management of resources to promote equity
Closing the attainment gap between the most and least disadvantaged children and young people	Parental Engagement		1. Early Intervention and Prevention	2.5 Family Learning
Improvement in children and young people's health and wellbeing	School Improvement		7. Using evidence and data	
Choose an item.	Choose an item.		Choose an item.	
Choose an item.	Choose an item.			
	Choose an item.			

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Overall attendance will increase from 91.13% to 95% attendance by June 2025. STRETCH AIM. % authorised absence will decrease across all stages by 15%* *(targeted interventions to be identified across*	Quality Improvement Training refresh for SLT. Quality Improvement Tools training – Driver Diagram, Force Field Analysis, Run charts, PDSA Fortnightly Attendance Improvement group meetings with SLT & family worker.	Aims will be aligned to targeted intervention groups based on Attendance trends and patterns. Driver Diagram with short term aims alongside identified time specific and daily measurement processes will be aligned in weeks 1&2 of term, with ongoing rigorous use of data to inform.	Audrey Cox, DHT Michelle MacLeod, HT	Ongoing, fortnightly	Identified through family interventions and continued work.

stages and recorded/reported in line with target) % unauthorised absences will decrease across all stages by 10% *(targeted interventions to be identified across stages and recorded/reported in line with target).* New P1 cohort will have no unauthorised absences. Identified targeted families will participate in a minimum of 5 family learning opportunities to support improving attendance and lateness and as a result sustainable progress in attainment will be evidenced over time. *(Aims, measures will be specific to targeted families and evidenced using Quality Improvement Tools and reported on)*	Staff Training - Use of Quality Improvement tools to narrow focus and identify clear aims and measures for targeted approach for improvement. Revisit and review current procedures and self-evaluation tasks to prioritise workstream targets. First Day referrals for P1 Identify School Improvement Group members. Review current support bundle for supporting Attendance for proven success methods. Review all Attendance and Lateness data and create robust tracking and monitoring procedures in line with current guidance. Effective procedures for accessing support are easily identified and families accessing support are tracked to identify impact of support for improving learner attendance in school. Family Worker development and training to support using IT to record and monitor	Fortnightly meetings with FDW and SLT will collate data and evidence impact. How well do we allocate resources to sustain improvement priorities? To what extent do our approaches to resource acquisition and allocation improve outcomes for all learners? Number of families targeted, impact through measures and tracking to be reported on in Improvement Poster for key learning and next steps. What evidence do we have that family learning is improving the life chances of the families involved? Are outcomes for children improving as a result of their participation in family learning? How do we know? How is family learning improving their capacity to learn? How can we demonstrate that families are feeling included and that they are participating, achieving and progressing?	Louise Boag, School and Family Development Worker (SFDW)		

	impact that can be accessed by all SLT on school systems – move from paper-based approach to online storage system. Targeted family engagement sessions to support families improve learner attendance and lateness – blocks of 5 with tracking for sustainability in place. Contact school leads with improved attendance last session to liaise and learn from interventions with impact/no impact and share as change ideas for testing in setting.				

Progress
This box should be used to note progress throughout the session

Glebelands Primary School Improvement and PEF Plan 2024 - 2025

SCHOOL VERSION SIP Priority 2 **PARTICIPATION**

Specific area for improvement
- *Priority 1: Personalised Support Planning*
- *Priority 2: Continuity & Consistency of Inclusive learning environments across the school*

Rationale for Improvement
(based on evidence from key stakeholders)

To ensure that ALL CHILDREN are benefitting from high-quality universal support and high-quality learning environments.

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Placing the human rights and needs of every child and young person at the centre of education	**Assessment of Children's Progress**	**Participation**	**6. Differentiated support** **2. Social and Emotional Wellbeing** Choose an item.	**2.4 Personalised support** **1.5 Management of resources to promote equity**
Closing the attainment gap between the most and least disadvantaged children and young people	**Teacher Professionalism**			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
100% of all teaching staff will feel confident that their individual and targeted planning meets the needs of targeted learners.	Review self-evaluation 2.4 Personalised Support and identify aims. Discuss during Planning and Tracking meetings.	How well do staff know learners as individuals? Does the school have effective assessment systems in place to	Michelle MacLeod, Head Teacher	Term 1 Ongoing review planning	To be identified through interventions.

AS A RESULT individual learners with personalised plans will have targets reviewed and reset at least once a term with their teacher, and through TATC meetings. Robust Quality Assurance Measures in place to ensure ongoing review of Able plans with learners and families is undertaken. Increase in number of Able Plans across the school to best plan, track and monitor progress for learners requiring additional support. Pupil Voice: • Learners with personalised support will be able to articulate their targets and their steps to help them achieve these targets. • Learners can confidently talk about how support has helped them be successful in their learning. Universal Boardmaker symbols for learner resources and areas are consistence across all classrooms and	Professional learning input – ASN Level of Need Matrix, review support materials Dundee City and beyond Revisit 'Included, Engaged, Involved and explore global policy context for inclusion alongside GTCS standards and self-evaluate to set personal and collegiate goals for professional learning. Revisit Able Plans, Care and Risk Management Plans and Childs Planning to develop robust understanding of expectations. Self/Peer/SLT audit of learning environment in line with school policy and Dundee Standard Inclusion Toolkit Pupil Voice Feedback – questionnaires about classroom environment & independent learning, targets **Link Educational Psychologist school development and consultation Plan*** (*can be viewed*): • Professional consultation – 'no names- drop in discussions once a month from 3 – 5pm • Direct case work (5 learners identified) • Support improvement work through HT consultation	identify the ever-increasing diverse needs of children? Are there robust arrangements in place to ensure all learners have regular communication and discussions with a key adult to review their learning and plan next steps? Are staff able to access effective levels of support and training to build their capacity to engage with the needs of diverse learners? How good is our understanding of differentiation? Do staff and partners use a range of approaches that meet the needs of all learners? How effectively do we involve parents and partner agencies to ensure learners benefit from the right support at the right time including next steps in learning, changes and choices? How do we know if personalised support is having the desired impact of improving outcomes for learners? To what extent is our school an inclusive learning environment?	Teaching Staff SLT Amanda Robb, Educational Psychologist Teaching Staff	Tracking meetings Term 1 Term 1, Term 3 Term 1 Monthly, ongoing	

as a result learners can independently access learning materials that help them. **_Baseline (May 2024):_** _81% of Teaching staff (13/16 staff) feel confident that their individual and targeted planning meets the needs of targeted learners._ _19% of Teaching staff (3/16 staff) DO NOT feel confident that their individual and targeted planning meets the needs of targeted learners._	• Term 1 – Dundee Standard Inclusion Audit then use of Circles Framework tools (nurturing environments) • Term 2&3 – e-learning – Nurturing Approaches, HT to facilitate enquiry groups – 6 Principles of Nurture, Pupil Voice Gps – gathering data for improvement. • Learning Trios approach to feedback learning. • Wellbeing wheels used weekly – operational definitions for of each indicator in child friendly terms for consistency of definition. • HT and Ed Psych to identify focus measures for interventions to support personalised planning. • Term 3&4 – Child-led play training – 9 sessions over 9 weeks by Maggie Cusik, Play Therapist. Teachers need 15 minutes 1:1 time with target child. VERP – video enhanced reflective practice used by staff to reflect on impact. Pupil voice gathered. Regular Quality Assurance – review parental engagement and involvement materials – handbook, website, Seesaw, newsletters etc. Learning Walks – visiting other school learning environments and use to quality assure and improve our own setting.	Self-evaluation of impact Measurement Tools to be planned with Educational Psychologist in term 1. Evaluation and tracking per stage of impact of use of Wellbeing Wheels to identify targeted class learning area and increased wellbeing scores.	SLT, Teaching staff School Improvement Partnership visit Teachers	Term 1 Term 2 & 3 Term 4 Ongoing NCCT visits, Collegiate Allocated Time
Progress This box should be used to note progress throughout the session				

Glebelands Primary School Improvement and PEF Plan 2024 - 2025

SCHOOL VERSION	SIP Priority	PROGRESS
Specific area for improvement		• *Priority 1: High quality learning, teaching & assessment.* • *Priority 2: Self-evaluation & moderation culture for improvement -learning, teaching & assessment.*
Rationale for Improvement **(based on evidence from key stakeholders)**		*To ensure that learner experiences are appropriately challenging and enjoyable, matched to their needs and interests and that there is a shared understanding evident across the school, underpinning the teaching, learning and assessment of ALL learners. Staff to make effective ue of assessments and their shared understanding of standards to make confident professional judgements about children's progress.*

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Choose an item. Choose an item. Choose an item.	**Teacher Professionalism** **Assessment of Children's Progress** **School Leadership** Choose an item. Choose an item. Choose an item.	**Progress**	**4. Targeted approaches to literacy and numeracy** **5. Promoting a high quality learning experience** **11. Professional learning and leadership**	**2.3 Learning, Teaching and Assessment** **3.2 Raising attainment and achievement**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Primary 1: Overall Literacy attainment in Primary 1, across all indicators, will be 80%. *In line with Stretch Aim.for 25/26.* **Primary 2:** 1 learner in Quintile 1 not achieved Early level numeracy will have achieved Early by October 24 and will have a personal. 12/42 learners not achieved Early Level in Literacy will be monitored and tracked closely to support achieving Early Level by October 24. 4/42 learners not achieved Early Level in Numeracy will be monitored and tracked closely to support achieving Early Level by October 24.	Instruction of new School analysis Data Pack for each stage, including breakdown of Quintile data and Attendance Data across the school. Improve pack over time with staff, to include additional data. Review Seemis/recorded data for all learners – identify discrepancies for ASN, EAL, Attendance, Care Experienced to be addressed. Use data to identify learners with barriers/no barriers to learning in relation to attainment to improve staff capacity to identify equitable interventions to raise attainment. Increase confidence and competence of staff to use data to inform their daily teaching & learning Quality Improvement Tools introduced – Fishbone analysis, driver diagram, PDSA cycle, tracking spreadsheet with run chart. Training delivered to all teachers to support Raising Attainment teachers through targeted interventions for Literacy – revisit of key pedagogical approaches already delivered for refresh and to improve high quality learning, teaching and assessment.	**Challenge Questions:** How well is our focus on literacy and numeracy leading to raising attainment across the curriculum? How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition? How well is assessment evidence used to inform teacher judgements? How well do we recognise and value the personal achievements of all learners? How well do we track and recognise achievements? How well are we removing barriers to learning and ensuring equity for all?	H.T Lead DHT PT Teachers Support Staff Admin & Teaching Staff HT & DHT P.T. Literacy Lead Teachers	Aug & May pre & post survey Ongoing, Termly Ongoing Term 2 Sessions in Collegiate calendar throughout session	Attainment & attendance Data Pack Q.I Tools Resources

Quintile 1 Learners in P2 not achieved expected levels in Literacy and Numeracy will have targeted interventions for equity planned and tracked rigorously to support achieving Early Level across all indicators by November 24 . **Overall Literacy Achieved: 30/42 = 71%** **Numeracy achieved 38/42 = 90%** - 25/42 learners with EAL = 60% - 6 learners with 1 or more ASN = 14% Quintile 1: Reading – Not Achieved: 5 Writing - Not Achieved: 8 Listening & Talking - Not Achieved: 4 Numeracy - Not Achieved: 1 **Primary 3:** 9/65 learners likely to achieve Numeracy will be on track to achieve first level by December 24. 3/65 learners unlikely to achieve in Numeracy will have personal learning journeys to track their progress over time and measure	Audit of core Literacy resources across the school to identify any gaps in resource to support learning and teaching. PM Writing Pedagogy and prior learning revisited through Collegiate Allocated Development Time. Data Analysis using RWinc to identify areas for improvement in Reading and Listening and Talking for targeted change ideas for improvement. Planning for Support Staff – bilingual Peysa's to support interventions. New Writing Assessment Formats aligned to Dundee City Progression Framework to support looking outwards and developing across city moderation of Writing to support improved and shared understanding of achievement of a level. Moderation with other settings through School Improvement Groups. Daily Write Focus across the school using Quality Improvement methodology. Tracked daily through run chart data.	Pareto Chart, PDSA, Run charts	P.T. & Literacy Lead Teachers Karen Murray, Teacher & DHT Teachers P.T Literacy Leads Karen Bunce, QAMSO P.T Teachers	Term 2 Termly Weekly Ongoing through collegiate allocated time Term 2 & 3	

the impact of interventions for equity. 9/65 learners likely to achieve Literacy will be on track to achieve first level by December 24. 15/65 learners unlikely to achieve Literacy will have personal learning journeys to track their progress over time and measure the impact of interventions for equity. **Primary 4:** 7/53 learners likely to achieve in Numeracy will be on track to achieve 1st Level by the end of November 24. 3 learners not likely to achieve Numeracy will have personal learning journeys to track their progress over time and measure the impact of interventions for equity. **Primary 5:** Quintile 1 Learners in P5 not achieved expected levels in	Change ideas to be identified through Writing Pareto. All teachers to create improvement poster for Writing Improvement to share learning. RWinc Pedagogy and approach evaluated and areas for improvement to be identified for teachers individual improvement project and test of change. All teachers to identify a targeted change idea to improve Reading, from their data to test and track for improvement. Consistent Glebelands 4 Part Model to be developed and rolled out across the school. Research and Pedagogy to be delivered to develop shared understanding of impact of strong learning Model. Looking outwards – partnership working with other schools* to collaborate for improvement in Literacy attainment and achievement. *(*through SIP and further identified through City wide data).* Review ABLE Plans and identify targeted approaches to support raising attainment in literacy and identify any learners				
			H.T Pedagogy Team	Term 1	
	Audit of Support Plans and equitable resources for support.	H.T. Amanda Robb,	Term 1		

Literacy and Numeracy will have targeted interventions for equity planned and tracked rigorously to support achieving Second Level by the end of P7. **Overall Literacy Achieved: 39/55 = 71%** **Numeracy achieved 43/55 = 78%** - 25= 20/55 learners with EAL = 37% - 2 learners with 1 or more ASN = 4% <u>Quintile 1:</u> Reading – Not Achieved: 6 Writing - Not Achieved: 7 Listening & Talking - Not Achieved: 5 Numeracy - Not Achieved: 6 **<u>Primary 6:</u>** 9 learners likely to achieve 2nd level Numeracy by the end of Primary 7 will be on track by January 24. 5 learners unlikely to achieve will receive targeted interventions for equity planned and tracked rigorously to support achieving Second Level by the end of P7. They will have personal learning journeys to track their progress	requiring. use of assistive technology to support learner independence and achievement. Liaise with Accessibility and Inclusion Service to best identify targeted support through the use of allocated Bilingual Support staff and identify any resources/approaches to trial through Quality Improvement teacher focus. Planning Documentation and evaluations of learning will evidence the language of progression in relation to progressive learning pathways. Professional Learning and moderation opportunities of the use of evaluative Language in relation to achieved percentages in planning evaluation.	Action Plan Planning, Tracking meetings Quality Assurance of Planning	Education al Psychologi st SLT & AIS Termly		

over time and measure the impact of interventions. 15 learners not on track to achieve 2nd Level Literacy across all indicators by the end of P7, will have targeted interventions planned that will be tracked rigorously for improvement. 9/15 learners not on track to achieve 2ns Level Literacy across all indicators will have personal learning journeys to track their progress over time and measure the impact of interventions. **Primary 7**: 10 learners likely to achieve 2nd level Numeracy by the end of Primary 7 will be on track by January 24. . 4 learners unlikely to achieve will receive targeted interventions for equity planned and tracked rigorously to support achieving Second Level by the end of P7. They will have personal learning journeys to track their progress				

over time and measure the impact of interventions. 15/55 learners not on track to achieve 2nd Level Overall Literacy across all indicators will receive targeted interventions planned that will be tracked rigorously for improvement. 5/15 learners not on track to achieve 2nd Level Literacy across all indicators will have personal learning journeys to track their progress over time and measure the impact of interventions. ALL LEARNERS working above their expected levels of attainment will be able to communicate that they feel challenged in their learning, and can identify learning that has been challenging for them.				

Summary of PEF Spend

Area of expenditure	Details	Reference to Plan	Budgeted allocated
Teaching staff	Teacher from April – Aug 2024 committed for last session.	**As per SIP above**	**£48,863**
Support staff	**April to Aug 24 committed:** - LCA **LCA to support individual learners** **0.5FTE School & Family Development Worker – support improving attendance & engagement, reducing barriers to learning**	**See CoSD Plan**	**£19, 129** **£6,677** **£8,000**
Supported study		**Additional PEF plan below**	
Transport			
CLPL			
Resources	**April to Aug 24 committed:** - **Education materials to support equity group interventions** - **Health & wellbeing resources to support self-regulation** - **Sumdog Subscription to support raising attainment through consolidation of learning.** **Literacy Education Materials & resources – raising attainment** **Health & wellbeing resources to support self-regulation & residential trip**		**£1,852** **£1,509** **£1,527** **£10, 000** **£1,500**
Payments to other bodies	**Apprenticeship Levi**		**£414**
Other *(please specify)*	**Approx. £20,000 to plan for**		