

Summarised inspection findings

Glebelands Primary School

Dundee City Council

29 October 2024

Key contextual information

Glebelands Primary School is a non-denominational school which serves the Stobswell and Baxter Park areas of Dundee. The school roll is 359 children arranged across 13 classes. From June 2023 the substantive headteacher retired and an interim headteacher was in place until October 2023 when the new substantive headteacher took up post. The headteacher is supported by a depute headteacher who has a 0.2 full time equivalent (FTE) management commitment to the nursery. The full time principal teacher has a 0.8 FTE class commitment.

There are 48.6% of children who live in Scottish Index of Multiple Deprivation (SIMD) deciles one and two. There are 25.3% of children living in SIMD deciles three and four. The remainder of children live in SIMD deciles five to ten. There are 82% of children registered for free school meals.

There are 23% of children who have English as an additional language and 9% of children who require additional support. There are 53% of children who are bilingual and there are 34 different languages spoken across the school.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- There are very warm, respectful relationships between staff and children and between children. In all classes, children have worked together successfully to develop valuable class charters. Across the school, all children were asked their views to help them to develop a whole school and playground charter. Children and staff ensure all charters are underpinned by, and link clearly to, children's rights. As a result of this work, children explain and demonstrate very well how to behave and treat others with dignity and respect. All teachers reviewed their learning environments and have developed inclusive classroom environments that meet the needs of all individuals in their class very well. A few children benefit from targeted interventions to help them to regulate their behaviour well. All teachers use 'Fix it' folders regularly to facilitate conversations effectively with children who are experiencing difficulty regulating their behaviour. Across the school, almost all children behave very well almost all of the time.
- Almost all children engage well in their learning, indoors and outside, and are highly motivated most of the time. Almost all children work successfully in pairs and small groups when given the opportunity to do so. Teachers direct most lessons to the whole class followed by learning activities which meet the needs of most children. Teachers support children who require additional support well in individual or small group targeted activities within the classroom. Teachers should now ensure that all activities provide sufficient challenge for all children.
- In almost all lessons, teachers share clearly the purpose of learning with children. Teachers help children to identify consistently how they will know if they have been successful in their

learning across all curriculum areas in the minority of lessons. Most children are clear about the purpose of their writing and how they will be successful. This is helping them to understand how well they are doing and their next steps in learning. In almost all lessons, teachers provide children with clear explanations and instructions. Almost all children follow instructions well to help them to participate successfully in learning activities.

- In most lessons, teachers ask mostly closed questions. In a few lessons teachers ask questions which require children to use their higher order thinking skills to answer. A few teachers give children wait time and use talking partners to give children time to consider and explain their thinking. All children benefit from using digital technology such as digital tablets, laptop computers and programmable toys to enhance their learning and develop their digital skills.
- At the early stages, teachers have engaged fully in professional learning about play pedagogy. They have developed attractive environments for play and learning. They ensure all children benefit from a balance of teacher-directed, teacher-initiated and child-initiated learning experiences throughout each day. As a result, children engage very well in their learning through play.
- Teachers provide helpful feedback to children which supports children in their learning. Most children are developing their skills well in peer and self-assessment in writing. Teachers use daily observations of children's work, in a range of contexts, to support their professional judgements about children's progress and attainment. Led effectively by the headteacher, all teachers have worked collaboratively to develop the use of a range of diagnostic and summative assessments. This includes the use of national standardised assessments for Scotland. This is leading to a more consistent approach to assessment across the school and is supporting teachers' understanding of children's progress in reading, writing and numeracy. Teachers need to plan regular high-quality assessments, linked to national Benchmarks. This should help teachers to develop further their understanding of children's progress through Curriculum for Excellence (CfE) levels.
- Teachers use local authority progression pathways effectively, linked to CfE experiences and outcomes, across all curricular areas to plan children's learning. Teachers plan collaboratively across stages. This is developing consistency in planning children's learning across the school.
- Teachers engage effectively with colleagues within the school and across the local authority to develop a shared understanding of the national Benchmarks and achievement of a level. A few teachers engage well with a range of local authorities to develop further their knowledge and understanding of achievement of a level. They share their learning successfully with all teachers. This is supporting teachers to have more confidence in making accurate professional judgements about children's achievement of CfE levels.
- Teachers meet with senior leaders termly to track children's progress effectively in literacy and numeracy. They use local authority tracking proformas and pathways to identify the progress children are making within and across CfE levels. They need to extend this to track children's progress across all curriculum areas. Together, they identify successfully children who require targeted support with their learning, this includes children who are impacted negatively by personal and socio-economic circumstances. Teachers plan and provide targeted support well to individuals as part of their daily class work. This is helping all children to be fully included in the work of the class. Teachers are becoming more confident in analysing data to inform improvement. As planned, senior leaders should continue to streamline approaches to tracking children's progress and the impact of targeted interventions.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, most children in P1, P4 and P7 attain expected CfE levels in reading, listening and talking and in numeracy. The majority of children in P1 and P4 and most children in P7 attain expected CfE levels in writing. School attainment data in literacy and numeracy is in line with or above comparator school data. A few children are working beyond expected levels. A minority of children are capable of making even better progress in literacy and numeracy.
- Most children who require support with learning are making good progress towards their own individual targets and a few are attaining appropriate CfE levels.

Attainment in literacy and English

- Overall, most children's progress in literacy and English is good. Staff have embedded new approaches to teaching writing, and this is impacting positively on children's progress and attainment in writing across the school.

Listening and talking

- At early level, most children answer questions about a text to show understanding. Most children need opportunities to develop skills in taking turns when listening and talking. At first level, most children use verbal and non-verbal techniques when engaging with others. They need more practice listening and responding to others in group and class discussions and answering different types of questions. At second level, most children show respect for the views of others and offer their own opinion. They need more opportunities to plan and deliver talks to a variety of audiences. All children would benefit from more structured approaches to help them develop their skills in talking in different contexts and to different audiences.

Reading

- At early level, most children read aloud a familiar text with attention to simple punctuation. They use their knowledge of sounds, letters, and patterns to read words. At first level, most children use a range of strategies to decode unknown words. They need more opportunities to answer literal, evaluative and inferential questions. At second level, most children talk confidently about their favourite authors and justify their preference for particular texts. Across all levels, children need to apply better a range of reading skills and strategies, appropriate to their CfE level, to demonstrate their understanding of texts.

Writing

- At early level, most children write a simple sentence to reflect an experience or convey an idea. They need more practice in using capital letters and full stops appropriately. At first level, most children spell most common words correctly and use strategies to spell familiar and unfamiliar words. They need to use an increasing range of vocabulary appropriate to the context. At second level, most children create texts for a range of purposes and audiences. They use paragraphs to

separate thoughts and ideas. They need to use the feedback from self and peer assessment to improve their writing.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is good.

Number, money and measure

- At early level, most children add and subtract to 10 by counting on and back in ones both orally and mentally. They have a good awareness of the value and use of coins and use appropriate terms for measure. Most children need to develop their understanding of reading analogue and digital clocks. At first level, most children recognise money values and show different combinations of coins to make totals and when calculating change. At first level, children need to apply their understanding of number to solve real-life problems. Most children working at second level understand place value and round numbers to the nearest 100,000. Children have strong knowledge of times tables and use this to multiply and divide. They do not yet understand the link between speed, distance and time and how to use this to support calculations.
- Across the school, most children make good use of digital technology to improve their mental maths. This is supporting an increased overall confidence and accuracy when working with number and number processes.

Shape, position and movement

- At early level, most children identify common two-dimensional shapes in the environment and describe their properties accurately. They are less confident in identifying the names of three-dimensional (3D) objects. At first level, most children are confident in their use of directional language and know and use the four main compass points. At second level, most children are able to describe the relationship between nets and 3D objects. They need to improve their awareness and understanding of the properties of a circle.

Information handling

- At early level, most children use their knowledge of colour, shape, size and other properties to successfully match and sort items. They use their counting skills well to answer questions about simple graphs and charts. They need to develop further their knowledge and understanding of information handling. At first level, most children gather and interpret information confidently using bar and line graphs, tally marks and pie charts. At second level, children need further opportunities to develop their information handling skills through real-life contexts and the use of digital technologies.

Attainment over time

- The headteacher has implemented more robust approaches to tracking and reviewing attainment data. She is supporting teachers well to have an increasing understanding of how to use data effectively to raise attainment. These more rigorous systems are impacting positively on teachers' confidence in collating and reviewing attainment data. As a result, staff have a renewed focus on raising the attainment of all children and on supporting identified children to make appropriate progress in learning and achievement.
- Attainment over time data demonstrates that most children are making good progress across and within levels.
- Immediately following the COVID-19 pandemic there was a dip in children's attendance. Since session 2021/2022, there has been a steady increase in attendance although it has not yet returned to pre-pandemic levels. In session 2023/2024, attendance was in line with the national average. There are robust processes to ensure children's safety if they are absent from school.

Senior leaders monitor attendance regularly and use the data gathered well to identify children who require support to improve attendance. Senior leaders identified a trend in reduced attendance of children who require additional support. They identified a few children who have persistent absence of 10% or more. Staff provide effective targeted interventions, supported by professional partners, to help improve children's attendance. For example, a few children use a walking bus to come to school or attend outdoor learning with peers to raise resilience and confidence. These interventions are having a positive impact on attendance across the school and have helped to improve the attendance of individual children.

Overall quality of learners' achievements

- Staff and children celebrate children's achievements in school and local community events, at regular assemblies and through wall displays in class. Throughout the school year, every child participates fully in at least one pupil improvement group. This includes a pupil council, a musical theatre club, a football team and a range of other pupil leadership groups. This is helping children to be successful, confident and to exercise responsibility. For example, the dignity group contributed to the development of the school's relationship policy and support children's understanding of their rights. Children are beginning to identify skills they develop through their involvement in these activities. As planned, teachers should help children to identify, track and monitor the skills they are developing as a result of these opportunities.

Equity for all learners

- Staff have a strong knowledge of the socio-economic background of children and families. They understand well the barriers families may face in accessing fully all aspects of school life and take sensitive action to mitigate these. This includes the school providing free healthy snacks and access to a well-stocked school 'shop' which provides free food, toiletries and clothing when required. Senior leaders use Pupil Equity Fund (PEF) effectively to employ a part-time family and school development worker. This helps to build positive relationships between home and school and signposts families to further support as required.
- Senior leaders have developed positive partnerships with a range of partners to support effectively children and families who experience barriers to learning, including poverty. They provide access to a range of well-considered physical and wellbeing supports for children such as a summer holiday physical club. This is impacting positively on children's ability to engage in school life more successfully.
- Staff ask children and families regularly about the supports which would most help families with the cost of living. They use this information well to help plan interventions. As a next step, senior leaders should now involve parents more closely in decisions about the use of PEF.
- Senior leaders are beginning to gather data on gaps in learning for cohorts of children. They need to evidence more clearly the progress towards closing the poverty related attainment gap and how they are accelerating this.

Other relevant evidence

- All children in P1-P3 learn French. All children in P4-P7 learn French and Spanish.
- All children experience two hours of physical education each week. Teachers plan learning activities which engage children well. Senior leaders should ensure that all children are experiencing a consistently high quality of physical education.
- Children choose from a wide range of books in school and class libraries. At first and second level, they read for enjoyment regularly. Teachers use novels well to develop children's knowledge of different authors and a range of genre. Senior leaders have plans to use an action research approach to developing reading in order to raise attainment further.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.