

Attainment and Achievement

This session in P1, P4 and P7, most pupils are on track to achieve early, first or second level in reading and listening and talking; the majority in writing and maths. Staff make effective use of assessment and their shared understanding of standards to make confident and professional judgements about how well children are learning and progressing.

In order to develop the NIF priorities of closing the gap and improving health and wellbeing, a major focus for improvement this year was PE, Physical Activity and Sport (PEPAS). Our newly combined Sport and Health Committee established interest-focused and seasonal sporting after school clubs. This has included circuits, cricket and football. This committee also plan and run House together time every 3 weeks and sporting competitions throughout the year. They also plan and organise sports day. The teaching staff agreed a revised PE year plan to ensure balance and progression across the school. Our newly developed events calendar this year has included swimming, Bikeability, cross-country, cricket and rugby.

Further work is required to develop the NIF priority of improvement in attainment, particularly in literacy and numeracy. As part of our focus on homework and family learning, our new homework policy and Seesaw at Home guide was shared with all families in September. Families were consulted in September and again in May to measure the impact of our work. Although all families who responded know that their child has homework every week and know how to submit it and almost all understand what is expected of their child in relation to homework, only the majority of P4-7 pupils completed more than half of their homework activities between August and May. Most families who responded feel confident in their use of Seesaw to engage with their child's learning. There is, therefore, a universal need for homework and family learning to be a continuing focus for improvement within the improvement outcomes for 2023/24.

The school has continued to provide a wide range of opportunities, both within and out with the school day. A small selection is included below:

- A variety of after school clubs including art, chess, sports, craft, science and gardening.
- Opportunities for learners to represent the school in events such as cross country and the rotary quiz.
- Adventurous activities such as Wee Adventures, Dalguise, swimming, Bikeability and Willowgate.
- Outdoor play and learning has been further enhanced by purchases and donations of a variety of loose parts, den building and fire lighting equipment.



Glendelvine Primary School Standards and Quality Report 2022/23

Vision

At Glendelvine Primary School our vision is that by achieving together as a whole school community we encourage everyone to become life-long learners and 'REACH for the stars'.

Values

Respect each other as responsible, forward thinking citizens.
Excel in life-long learning skills, be independent, healthy, active and prepared for the wider world.
Aim high to achieve aspirational goals.
Confidence to reach our full potential in a safe and nurturing environment.
Happy, inclusive relationships in a community which celebrates success.

Aims

To provide pupils with opportunities to develop skills as successful learners, confident individuals, effective contributors and responsible citizens by:

- Providing a curriculum which encourages enthusiasm and motivation for learning, enabling each individual to reach the highest standards of achievement.
- Nurturing the health and well-being of all individuals in a safe learning environment.
- To communicate and work in partnership with parents and the community to promote a positive learning climate based on the principles of mutual co-operation, tolerance and consideration of others.
- Involving all stakeholders in the process of self-evaluation in order to ensure the best quality provision for the school community

Leadership

Children

All children in the school have a wide variety of regular opportunities to develop their leadership skills. They are all members of committees which allow the opportunity to lead school improvement, making decisions about things that are important to them and their peers. P5 pupils are Junior Librarians and run the library. P6 pupils are House Captains. They oversee House points and lead whole school Together Time. Health & Sports Committee pupils lead House Together Time. P7 pupils are Prefects. They have developed a wide range of interpersonal skills through these activities as well as having made a significant contribution to improvement in the school.

Parents

All parents have continued to show their support for the school by participating in activities on and communicating through our digital platforms. Parents have evaluated our work and helped to decide on priorities for development through Microsoft Forms and Padlet. This session, our discussions also focused on road safety, outdoor learning and play and traditional events. We have welcomed the return of parents who offer their time every week to support learning in the classrooms and lead learning in their field of expertise. The school's Parent Council have again helped to fund additional materials for use throughout the school. Parent Council members have offered support to new parents throughout the year and to hold a series of Wee Stars coffee mornings and afternoons for new and prospective parents. Parents, friends and members of the community lead science after school clubs, Fruity Friday and family picnics.

Staff

The Headteacher continues to monitor learning and teaching at all stages to ensure appropriate pace and challenge for all pupils and to identify strengths and development needs. All staff in the school are very reflective, work extremely well together and have all developed suitable leadership roles. All staff support a pupil led committee. All teaching staff participate in weekly collegiate activities and LMG organised training as identified on the collegiate calendar. Staff regularly engage in a range of professional learning, sharing developments and good practice. All staff have undertaken a range of development opportunities which are linked to the School Improvement Plan. All class teachers and the headteacher remain Seesaw Ambassadors.

Learning

This year class teachers continued to develop our three-year curriculum plan and our 'gap year' plan for our whole school interdisciplinary topics. Our curriculum plan is now personalised for the children of Glendelvine and has provided early opportunities for creative and innovative learning experiences across all levels. Community links have been strong with parents, local businesses and agencies supporting and leading learning and teaching. Highlights of our learning this year include:

- Reconnecting with our neighbouring farm for learning experiences
- Opportunities to represent the school at external events
- Local small businesses have donated items for outdoor play and learning

Attendance

Attendance is expressed as a percentage for the whole session:
2019/20 – 95.9% 2020/21 – 94.2% 2022/23 – 94.5%

Following our [HMIE inspection](#) in June 2019, the completion of our self-evaluation documentation and through ongoing discussions with pupils, parents and staff, we have demonstrated our capacity for ongoing improvement and progress in line with both National and Local Priorities.

Quality Indicators	Grade
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching and Assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good
3.2 Raising attainment and achievement	Good

Thr

Our main School Improvement Priorities for 2023-2024 will be:

- Raising attainment in Numeracy
- Applying Nurture as a whole school approach

This report on our progress this year has been produced following consultation with parents, staff and pupils through Microsoft Forms, Teams meetings, collegiate activities and classroom activities.