



## Glengowan Primary School and Nursery Class

### Standards and Quality Report 2022/23

#### Context of the school:

##### Our School:

Glengowan Primary is situated in the town of Larkhall. The school roll for session 2022/23 increased to 324. This was due to children at the primary stages moving to the school and our nursery class reaching capacity (48) by April. There were eleven classes and a nursery class. The catchment area is a mixture of social and privately-owned housing. A significant number of new homes are being built in the town at present. Glengowan continues to see an increase in placing requests and 'right to remain' applications due to the proximity of new housing developments to the school. The current developments are nearer to Glengowan than the catchment school. A briefing paper outlining proposed changes to our catchment area was published in May 2023. If approved, it is projected that the school roll could reach 580 by the time all phases of the new housing developments are completed.

The building is situated across from Merryton Train Station which provides a link to other towns and Glasgow. The school building was opened in 2012 and provides a modern learning environment.

In May 2019 South Lanarkshire Council approved a proposal to increase the school's capacity by adding a nursery and additional classrooms. This extension was completed in August 2022. The children moved from the temporary nursery facility to the new accommodation in November 2022.

The Care Inspectorate visited the newly constructed playroom in August 2022. As a result of a further few adaptations, our Registration Certificate was amended to permit an increase in the number of children from 40 to 48.

The Care Inspectorate made an unannounced visit in November, one week after the move to the new playroom. The inspection resulted in the award of 'Good' in all areas, with only one area for improvement which was addressed quickly through an action plan.

Rainbow Cottage, a satellite provision of Kear Campus, opened during the 2021/22 session. Small groups of children attend this provision throughout the week. Rainbow Cottage is based in one of Glengowan's classrooms.

All of the above has contributed to a rapid increase in the number of children and staff during the course of the last few school sessions.

Glengowan has a Head Teacher, Depute Head Teacher and a Principal Teacher. This session, the Principal Teacher was the Acting DHT(Equity).

The Glengowan Parent Group plays a significant role in the life of the school, and we are fortunate to be supported by the wider parent forum. Participation in the family and fundraising events significantly increased this session. The Family Bingo Night in November and the Strawberry Fayre in June were the busiest in recent memory.

In June 2021 a consultation to alter the school hours in accordance with Operating Procedure D10 was carried out by the Head Teacher. Due to responses from parents, and a proactive approach to dealing with congestion, the staggered entry and exit system will remain in place.

We are part of the Larkhall Learning Community. Head Teachers in this learning community meet regularly in order to take forward improvement plan priorities.

#### Vision

*At Glengowan, we want our pupils to become independent learners who reach their full potential.*

#### Values

*Respect, Achievement and Resilience.*

#### Aims

*To make learning relevant, active, challenging and enjoyable within a safe, nurturing environment.*

*To enable our pupils to become motivated learners who are confident in their own ability to achieve.*

### **Review of progress for session Aug 2022- June 2023**

**School priority 1:** To establish an expanded nursery provision in new accommodation.

NIF Priority (select from drop down menus)  
Placing the human rights and needs of every child and young person at the centre of education

#### NIF Driver

School and ELC leadership  
Parental engagement

HGIOS?4 QIs (select from drop down menus)  
1.3 Leadership of change

#### **Strategy**

##### **What did we set out to do?**

Our Nursery Class was established in two converted classrooms in 2020. This was always designed to be a temporary solution. Our ambition was to move into the newly constructed accommodation as soon as possible, following the beginning of the new session.

#### **Progress and Impact**

##### **What difference did we see? What did we achieve?**

The initial inspection of the accommodation by Care Inspectorate highlighted a few adaptations that had to be made before an updated registration certificate could be issued. Furthermore, the Head Teacher requested that an office space be removed and converted into another cloakroom to reduce congestion at the beginning and end of each day. All adaptations were completed in time for the children to move in during November. An unannounced inspection took place less than two weeks after the new accommodation was in full use. A favourable result of 'Good' for each Key Question was achieved. One area for improvement was addressed quickly. In our most recent survey, 100% of respondents either 'agreed' or 'strongly agreed' that they were satisfied with our Nursery Class. 95% of respondents said that they would recommend our Nursery Class to other parents.

#### **Next Step(s) to inform SIP for 2023/2024:**

Use the results from parent/carer surveys to inform the next steps. Firstly, we will address the issue of not having shared learning activities between home and nursery.

<b>School priority 2:</b> To improve the learning and teaching of Numeracy and Mathematics from Nursery to P7.	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Teacher and practitioner professionalism Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment
<b>Strategy</b> <b>What did we set out to do?</b> We set out to improve the quality of learning and teaching in Numeracy and Mathematics. Following the advice given in 'Making Every Primary Lesson Count', our previous session's professional learning text, we sought to improve each teacher's subject knowledge. To achieve this, all teaching staff were given a copy of 'Understanding and Teaching Primary Mathematics', a portfolio jotter and schedule of reading and activities to complete. We aimed to tackle the problem of a shortage of maths resources through consultation with class teachers before purchasing new items with the help of our parent group.  <b>Progress and Impact</b> <b>What difference did we see? What did we achieve?</b> All teaching staff, who were permanent at the beginning of the session, completed the professional reading and a portfolio of evidence. The majority of classroom observations included at least one element from the professional learning. New planning documents were introduced in August 2022, with all staff contributing to these throughout the session. Following a suggestion made by staff, references to relevant professional learning are now included on almost all planning documents. New teachers to the school and/or stage will now be provided with the opportunity to improve their subject knowledge further. All teaching staff were given an opportunity to create a 'wish list' for new maths resources. Our Parent Group funded the first £2000 of these purchases and have committed to supporting this next session.	
<b>Next Step(s) to inform SIP for 2023/2024:</b>  Continue with the purchasing of new resources to support learning in Numeracy and Mathematics. Signpost professional learning on new planning documents for P1-7. Implement new planning documents during 2023/24. <i>*The above will form part of our maintenance agenda.</i>	

<b>School priority 3: Raise the profile of reading for enjoyment from Nursery to Primary 7.</b>	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Parent/carer involvement and engagement School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum
<b>Strategy</b> <b>What did we set out to do?</b> Using the improvement framework mapped to 'How Good is Our School?', we set out to create an action plan. We aimed to open a school library in space that was made available following the completion of the extension. We hoped to spark some more enthusiasm for reading for pleasure as the EEF has stated that this increases vocabulary.	
<b>Progress and Impact</b> <b>What difference did we see? What did we achieve?</b> Our new library opened in January 2023. This event was marked by a visit from Joan Haig, author of Tiger Skin Rug. Pupil voice featured strongly as we gathered suggestions about which books should be purchased for the new library. Using Book Fair commission and a significant cash donation from our Parent Group, we were able to fulfil over 90% of the children's requests by the time of the library opening.	
<b>Next Step(s) to inform SIP for 2023/2024:</b> As we didn't complete our action plan, a new priority will be included that provides a sharper focus on attaining our first Reading School Award.	

<b>National priority: How we are ensuring Excellence and Equity?</b>
<b>Strategy</b> <b>Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken</b>  59 (21.4%) of our children are in receipt of free meal entitlement (FME) and/or reside in SIMD 1-2. This figure has risen over the past few years and is currently this highest it has been.  A number of approaches continue to help with the 'cost of the school day'. A free 'new and nearly new' uniform rack is available to all parents/carers. Dress Down events throughout the year are always free of charge and targeted pupils are offered Chromebooks to support learning at home.
<b>Literacy</b> Pupils who require additional support in literacy are identified and given 1-to-1 support 2-3 times per week. In P1-P4, support staff use the 'No Nonsense Phonics' resource to support targeted

pupils. In P4-P7, support staff use 'The Skills Box', a resource which focuses on the comprehension, grammar and spelling of a series of short reading passages. In some cases, pupils in P4-P7 may use the 'No Nonsense Phonics' resource.

Pupil progress is monitored by support staff and Mr Urquhart (Acting DHT Equity).

### **Numeracy**

Pupils who require additional support in numeracy are identified and given 1-to-1 support 2-3 times per week.

In P2-P3, support staff use the 'Plus 1' resource. In P3-P7, the 'Power of 2' resource is used. Both resources focus on improving targeted pupils' mental agility.

Pupil progress is monitored by support staff and Mr Urquhart (Acting DHT Equity).

### **Attendance**

The attendance of targeted pupils is monitored on a monthly basis. We have been part of a local authority working group which has focussed on different approaches to improve attendance. This will continue in session 23-24.

In August 2022, the following targets were set:

- By June 2023, attainment in writing in P5 will increase from 55.6% to 77.8%.
- By June 2023, attainment in writing in P7 will increase from 61.5% to 77%.
- By June 2023, attainment in numeracy in P5 will increase from 44.4% to 77.8%.
- By June 2023, attainment in numeracy in P7 will increase from 69.2% to 84.6%.
- By December 2022, the percentage of targeted pupils whose attendance is between 90 - 100% will increase from 76.8% to 90%.
- By June 2023, 90% of pupils targeted for Nurture intervention will have improved wellbeing and their barriers to learning will have reduced.

### **Progress and Impact**

**What difference did we see? What did we achieve?**

By June 2023, the following had been achieved:

- 66.7% of targeted children in P7 were 'on track' in writing.
- 75% of targeted children in P7 were 'on track' in numeracy.
- 95% of targeted pupils who benefitted from nurture intervention had barriers to their learning reduced.
- The average attendance of targeted pupils increased from 93.07% to 93.35%.

### **Next Step(s) to inform SIP/PEF Plan for 2023/2024:**

From August 2023, the following targets will be set:

- By June 2024, attainment in numeracy in P3 will increase by 11.1% from 66.7% to 77.8%.
- By June 2024, attainment in reading in P6 will increase by 22.3% from 33.3% to 55.6%.
- By June 2024, attainment in numeracy in P4 will increase by 11.1% from 77.8% to 88.9%.
- By June 2024, the average attendance of targeted pupils will increase by 2.6% (5 days).