

REPORT TO: SCRUTINY COMMITTEE – 4 DECEMBER 2024

REPORT ON: EDUCATION SCOTLAND (HMI) INSPECTION OF GLEBELANDS PRIMARY SCHOOL AND NURSERY CLASS

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 343 - 2024

1 PURPOSE OF REPORT

1.1 The purpose of this paper is to report on the findings of the Education Scotland (HMI) inspection of Glebelands Primary School and Nursery in September 2024.

2 RECOMMENDATION

- 2.1 It is recommended that the Scrutiny Committee:
- a notes the contents of this report; and
 - b instructs the Chief Education Officer to monitor progress towards meeting the areas for improvement outlined in the report.

3 FINANCIAL IMPLICATIONS

3.1 None.

4 BACKGROUND

- 4.1 Glebelands Primary School and Nursery was inspected by Education Scotland (HMI) in September 2024. This was a short model inspection, focused on two quality indicators as well as a focus on safeguarding. Education Scotland published a report of their findings on 29 October 2024.
- 4.2 At the time of the inspection 359 children were on the primary school roll across 13 classes. The nursery class provides early learning and childcare (ELC) provision for children from the age of two until starting primary school. At the time of inspection, there were 54 children on the roll.
- 4.3 From June 2023 the substantive headteacher retired and an acting headteacher was in place until October 2023 when the new substantive headteacher took up post. The headteacher is supported by a Depute Headteacher and a Principal Teacher.
- 4.4 At the time of the inspection, 48.6% of children lived in Scottish Index of Multiple Deprivation (SIMD) deciles one and two. 25.3% of children live in SIMD deciles three and four. 82% of children are registered for free school meals. There are 23% of children who have English as an additional language. 53% of children are bilingual and there are 34 different languages spoken across the school. The school’s Pupil Equity Fund allocation is £109,025.

5 KEY INSPECTION FINDINGS

Key Strengths

5.1 Children in the school and nursery who are polite and treat each other and adults with dignity and respect. They are highly motivated and engage well in their learning which helps them to make good progress.

- 5.2 The staff team across the school and nursery who are led very effectively by the headteacher. They work very well together to improve children’s learning experiences and attainment. They have created an inclusive learning culture with high expectations for all children’s behaviour and progress.
- 5.3 Staff in the school and nursery who know children and families very well. They use effective approaches to ensure all children and families are able to access support if required. This includes access to food, clothing and out of school activities.

Areas for Improvement

- 5.4 In the nursery, involve children fully in planning their learning. Educators should help children to understand and talk about their learning.
- 5.5 In the school, continue to develop approaches to assessment which support teachers to raise children’s attainment further in literacy and numeracy and mathematics.
- 5.6 In the school and nursery, develop further strategies to track and monitor children’s progress. Staff need to use all available data to show more clearly the impact of interventions.
- 5.7 Appendix 1 provides a synopsis of the Summary of Inspection Findings.

6 INSPECTION EVALUATIONS

- 6.1 During inspections HM Inspectors gather evidence to enable them to evaluate the school and/or nursery’s work using quality indicators from [How good is our school? \(4th edition\)](#) or [How good is our early learning and childcare?](#)
- 6.2 Education Scotland (HMI) uses a six-point scale for reporting performance:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

- 6.3 Education Scotland’s (HMI) evaluations for Glebelands Primary School and Nursery Class following their inspections are:

Quality Indicator	Glebelands Primary
2.3 Learning, teaching, and assessment	Good
3.2 Raising attainment and achievement	Good
Quality Indicator	Glebelands Nursery Class
2.3 Learning, teaching, and assessment	Good
3.2 Securing children’s progress	Good

- 6.4 Education Scotland wrote to parents and carers to confirm that HM Inspectors are confident that the school and nursery class has the capacity to continue to improve and so will make no more visits in connection with this inspection.
- 6.5 Glebelands Primary School and Nursery Class Improvement Plans 2024/25 and beyond will include a focus on the identified areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and the local authority’s quality improvement processes.

6.6 As part of the Children and Families Service School Improvement Framework, visits are made to the school and nursery class by the school's link Education Officers to ensure the positive improvement journey continues and monitor progress towards the action points raised in the inspection. Furthermore, as part of the Service's 'Every Dundee Learner Matters' collaborative improvement strategy Glebeland's School Improvement Partnership will continue to support and challenge nursery and school improvement.

7 POLICY IMPLICATIONS

7.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services, or funding and so has not been subject to an Integrated Impact Assessment. An appropriate Senior Manager has reviewed and agreed with this assessment.

8 CONSULTATIONS

8.1 The Council Leadership Team have been consulted in the preparation of this report and are in agreement with its content.

9 BACKGROUND PAPERS

9.1 None.

Audrey May
Executive Director

Paul Fleming
Head of Education, Learning and Inclusion

November 2024

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APPENDIX 1

Dundee City Council
Children and Families Service
Scrutiny Committee Report Summary Notes

Inspection and Reporting

Inspection Agency	HMI
Report Publication Date	29 th October 2024
Name of Establishment	Glebelands Primary and Nursery Class
Sector	Primary and Nursery
Name of Head Teacher	Mrs Michelle MacLeod
Roll	359 primary children and 54 nursery children

Inspection Outcomes 2024

Quality Indicator	Glebelands Primary
2.3 Learning, teaching, and assessment	Good
3.2 Raising attainment and achievement	Good
Quality Indicator	Glebelands Nursery Class
2.3 Learning, teaching, and assessment	Good
3.2 Securing Children's Progress	Good

The report uses the following word scale:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
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unsatisfactory	major weaknesses

Inspection Outcomes October 2024

Key Strengths

- Children in the school and nursery who are polite and treat each other and adults with dignity and respect. They are highly motivated and engage well in their learning which helps them to make good progress.
- The staff team across the school and nursery who are led very effectively by the headteacher. They work very well together to improve children's learning experiences and attainment. They have created an inclusive learning culture with high expectations for all children's behaviour and progress.
- Staff in the school and nursery who know children and families very well. They use effective approaches to ensure all children and families are able to access support if required. This includes access to food, clothing and out of school activities.

Areas for Improvement

- In the nursery, involve children fully in planning their learning. Educators should help children to understand and talk about their learning.
- In the school, continue to develop approaches to assessment which support teachers to raise children's attainment further in literacy and numeracy and mathematics.
- In the school and nursery, develop further strategies to track and monitor children's progress. Staff need to use all available data to show more clearly the impact of interventions.

Synopsis – Summary of Inspection Findings

Following publication of the inspection report and Summarised Inspection Findings, the School's next Improvement Plan 2024/25 was amended to reflect the areas for improvement identified by HMI and provide a clear strategic focus for related school improvement.

The Summarised Inspection Findings highlighted the following strengths and areas for improvement within each of the quality indicators.

Learning, teaching and assessment (SCHOOL):

- 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. Teachers support children who require additional support well in individual or small group targeted activities within the classroom.
- In almost all lessons, teachers share clearly the purpose of learning with children. 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.
- 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 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. 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.

Learning, teaching and assessment (NURSERY):

Children aged 2-3

- All Educators foster strong loving and nurturing relationships with children and their families. This supports all children to feel happy at nursery and feel secure to seek comfort from Educators if they need reassurance. Almost all Educators engage in high quality interactions with children to encourage their curiosity and support their understanding of the world around them. They use commentary very well to promote children's language development. Parents join family learning

sessions to support them to share learning and get ideas of how to promote and support learning at home.

Children aged 3-5

- Educators have created a very nurturing, welcoming and respectful ethos and, as a result, almost all children are happy and settled early in the new term. The pace of the session allows children to have extended time for free flow, purposeful play. Almost all children play well together and engage fully in their chosen learning experiences. Educators have thoughtfully resourced environments, both indoors and out, with a range of real-life and natural resources to support learning across the curriculum. They make very good use of the partners and facilities in the local community to enhance children's learning.
- Educators interact sensitively and responsively with children to extend their play and to provide for their care needs. Almost all Educators use questioning skilfully to promote children's curiosity and thinking skills. They make good use of commentary to support language development.
- All Educators support children well to use tablet devices and cameras to take photographs and to use programmable toys.
- All children have a learning journal containing photographs and detailed observations of their learning. Most observations include the child's voice and describe well the skills children are developing. Educators share the journals effectively with parents during the year. All Educators engage in professional dialogue termly to support their professional judgement about children's progress and to identify children's next steps in learning.
- Educators plan both responsive and intentional learning experiences that take account of children's interests and Curriculum for Excellence experiences and outcomes.
- Educators monitor children's learning using a variety of tracking formats.

Raising attainment and achievement (SCHOOL):

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.
- 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. At second level, most children show respect for the views of others and offer their own opinion.

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. At second level, most children talk confidently about their favourite authors and justify their preference for particular texts.

Writing

- At early level, most children write a simple sentence to reflect an experience or convey an idea. At first level, most children spell most common words correctly and use strategies to spell familiar and unfamiliar words. At second level, most children create texts for a range of purposes and audiences. They use paragraphs to separate thoughts and ideas.

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. At first level, most children recognise money values and show different combinations of coins to make totals and when calculating change. 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.
- 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. 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.

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. At first level, most children gather and interpret information confidently using bar and line graphs, tally marks and pie charts.

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 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.

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.
- 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.

SECURING CHILDREN'S PROGRESS (NURSERY)

Children aged 2-3

- Almost all children are making good progress developing language and communication. They particularly enjoy singing and are becoming familiar with the words of songs and rhymes. Children confidently make their needs known. Most children are making good progress developing early mathematical understanding, particularly through being supported to explore repeated patterns of behaviour, including filling and emptying. Almost all children are making good progress in health and wellbeing as they settle well and engage in their nursery experiences. At their developmental stage, children are becoming aware of others as they play alongside each other and develop meaningful attachments with adults.

Children aged 3-5

- Almost all children are making good progress in early language and communication. They listen well in different situations. Children are developing an understanding of a range of texts as they

explore stories in depth. Most children are increasing their vocabulary, including learning more challenging and less familiar words. The majority of children explore mark-making in their play.

- Most children are making good progress in numeracy and mathematics. They apply their developing understanding of number as they count and recognise numerals in routines. As a result of a focus on measure, most children are developing skills in the use of related language. Children are beginning to collate information using simple surveys.
- Children's progress in health and wellbeing is good. They are increasingly independent as they make choices in their nursery day. Children learn about healthy eating through "Try it Tuesday" where they taste new fruits. Most children are developing gross motor control and demonstrate resilience and perseverance as they challenge themselves outdoors and in the gym. Most children are developing skills to recognise and regulate their emotions and can articulate what makes them feel happy and sad. This helps them to play well together with minimal conflict.
- Across the nursery, most children are making good progress over time. Educators know children very well and readily identify potential barriers to their learning. As systems to track children's progress refine, Educators will be able to better identify where children may benefit from specific support and challenge.
- Educators meaningfully recognise and celebrate children's successes and achievements well through praise and encouragement. Children are developing and applying a range of skills as responsible citizens and effective contributors both in nursery and the wider community. They are proud of growing produce at the nursery allotment and are developing empathy and social skills when they visit the local dementia centre.
- Educators have a sound understanding of the needs of children, their families, and the local context. They understand the unique challenges within their local community and have created an inclusive ethos that promotes equity for all. The early years educator for families promotes family engagement to ensure everyone is part of the 'Glebie family.'

Key activity to date has included the following:

- The Headteacher led a whole staff development session to ensure full understanding of the inspection findings, including strengths and identified areas for improvement.
- School staff continue with planned improvement activities for the remainder for this school session as agreed by HM inspectors and as a result the School and Nursery Class Improvement Plans were adapted accordingly.

SCHOOL PRIORITIES

- Review and refresh of School Improvement Plan Priority 'High quality learning, teaching and assessment' to fully incorporate identified improvement areas highlighted in the report e.g.
 - ensure all activities provide sufficient challenge
 - ensure children have opportunities to develop higher order thinking skills to improve overall Literacy attainment.
 - planning high quality assessments linked to national benchmarks to develop teacher understanding of children's progress.
 - provide children with real life context learning experiences.
 - Senior leaders should continue to streamline approaches to tracking children's progress and the impact of targeted interventions.

NURSERY PRIORITIES

- Review and develop approaches to planning to involve children more fully, and to reflect their unique stages of development.
- Educators to continue to support children to recognise their achievements and talk about their learning.
- Further develop approaches to capture children's learning, development and achievements, both in and out with nursery.
- Continue to make effective use of data to inform appropriate interventions.
- Educators to ensure there are rich opportunities for children to develop their early writing skills through a variety of contexts.

Full details of the Summary of Inspection Findings are available at [Glebelands Primary School | Inspection Report | Education Scotland](#)

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%

Audrey May
Executive Director

Paul Fleming
Chief Education Officer

Signed

Audrey May, Executive Director of Children and Families Service

Paul Fleming, Head of Service (Chief Education Officer)