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Supporting Improvement: Standards and Quality Report



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements

Key Developments

1. Inclusion: GIRFEC, Visible Learning and Growth mind-set
2. CFE: Digital Literacy, Science and technology
3. Learning, Teaching & Assessment: Numeracy, Reading and Writing.

Our actions to improve learning, teaching and assessment approaches in literacy and numeracy continue to be a significant piece of work funded by Pupil Equity Funds. The second phase of this work saw further improvements in early intervention approaches in literacy resulting in improved attainment at P1 in reading and writing. At P4 and P7 actions to improve spelling and writing have resulted in improved levels of attainment at P4 and sustained high levels at P7. Across the school almost all children achieve at or beyond expected levels in literacy.

All staff has participated in collegiate work to improve numeracy with a particular focus on mental agility Teaching staff have fully implemented the use of Glasgow Counts planners and all are using the methodology of Glasgow Counts in their lessons. Pupil equity funding has ensured a suite of resources was provided in all classes to enhance learners' experiences. Our work in this area has positively impacted on attainment and achievement with significant improvements at the end of first level.

Digital Literacy is an important area of development for the school, also impacting on how we develop skills for life, learning and work. Our Principal teacher has continued to lead staff and learners in improving learning pathways and establishing links with business to support work on coding. Pupil equity funds allowed us to purchase another set of I-pads and staff have participated in coaching and development sessions to raise skills and complete their Apple teacher Modules. Improved skills and abilities in the use of technology have also enabled us to implement more effective profiling and reporting procedures. All children and staff are now using an online profiling system which allows for regular recording and sharing of work with parents and families. The school has been awarded The Digital Schools Award for its excellent work in developing digital learning.

Improved learning pathways in science and health and wellbeing have now been implemented which have a focus on skills for life, learning and the world of work.

Staff at all stages has continued to work collegiately to develop positive mind frames and action research on visible learning and growth mind-set. All staff communicates high expectations to all learners through regular learning conversations. Our work to establish a rights respecting culture has been further enhanced by a review of and improvements to how we promote positive behaviour.

Developments in Learning, Teaching and Assessment

Overall, children are making very good progress in their learning. We have sustained high standards for a number of years with Curriculum for excellence levels judged using a range of assessment tools and data including that from Standardised Assessments. Our assessment strategy has continued to improve and ensures staff measures the impact of teaching

approaches at very regular periods allowing for prompt intervention when necessary. There are robust systems in place to ensure children's needs are analysed and met. Technology is now used more effectively to support this. Reviewed teaching pedagogy in literacy and numeracy has continued to raise attainment across the school with staff ensuring learning experiences are challenging, well-paced and enjoyable. Moderation activity has had a significant impact in ensuring high expectation in all classes. Developments in digital learning and our use of technology to promote literacy and numeracy across the curriculum, has significantly enhanced learning experiences at all stages. In all classes, action to further develop approaches to promotion of positive behaviour has led to improved overall engagement and motivation.

Progress in promoting well-being equality and inclusion

Throughout Garrowhill primary there is a calm, purposeful ethos where almost all children engage well in all lessons. Relationships are positive and as a result of revision of wellbeing approaches, all have a clear understanding of our core values and vision for our school.

We have continued to place emphasis on visible learning approaches and mind frames. There is now more effective use of questioning in classrooms and the quality of feedback to learners has improved. Learners themselves are becoming more skilled in providing feedback to peers and are demonstrating growing understanding of their own progress.

Almost all children are able to work collaboratively in groups and pairs and are encouraged to take responsibility for learning. Our learners have been encouraged to take on leadership roles across the school community such as librarians, play buddies, Rotarians and House Captains. Regular whole school assemblies focus on aspects of Global citizenship including land reclamation, children's rights, child labour and rights respecting schools work.

We have continued our work to improve the pupil voice of the school. Our House captains have worked closely with staff to coordinate regular House meetings and school parliament meetings. Through our House system, all children contribute improvement actions with each House assuming responsibility for an area of improvement such as ECO work, citizenship and grounds for learning. As a result of these processes, almost all children behave positively and show high levels of respect for themselves, adults and peers.

Peer mediation training has been implemented to develop further skills in P6 children to support younger children in the playground and strengthen solution oriented approaches. Our children are now more confident that their views will be sought, listened to and acted upon. Strong partnerships with parents ensure they are fully involved in planning and decision-making related to meeting the needs of children.

Progress in children's learning, raising attainment and recognising achievement.

Almost all children in Garrowhill make very good progress from previous levels. Attainment in numeracy, reading, writing, listening and talking is very good and high levels of achievement have been sustained.

We have continued to improve approaches to the teaching of reading and built on our library of real books to develop higher order reading skills. There have been further improvements in the design of learning pathways in science and social studies. This has improved levels of collaboration and challenge in classes. Partnerships have been established this year to further support the the development of skills for life, learning and work with all classes participating in lessons on coding. Use of digital technology for profiling and sharing learning and achievement with families has impacted very positively in its first year of use. We have developed systems to allow us to track the wider of achievements of learners and have improved analysis of trends in participation in out of school activity. This has enabled us to minimise the risk of children potentially missing out.

Staff expertise in P.E. and Music is utilised to offer children quality-learning experiences. Progressive pathways in these areas have now been implemented with all children able to participate in specialist PE and music lessons. The school has been involved in many sporting events with high levels of success and our school choir makes valuable contribution to events across the community.

An extensive range of after school clubs is available to children. Children in P6 and P7 participated in a very successful residential experience at The National Sports Development Centre in Inverclyde

Here is what we plan to improve next year.

Through moderation and collegiate self-evaluation, we have identified the following improvement priorities:

Health & Well Being

Metacognition and mindfulness...

STEM

Improving learner experiences in science, technology engineering and maths. continued development of digital learning.

Learning, Teaching and Assessment

Improving approaches to assessment and early intervention strategies in numeracy, reading and writing.

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: Headteacher@garrowhill-pri.glasgow.sch.uk

Our telephone number is: 0141 771 1235

Our school address is: 25 Bakewell Road, Garrowhill, G69 6RN

Further information is available in: by downloading the school app, the school website, and the school handbook