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Supporting Improvement: Standards and Quality Report



The summary report is provided for parents/careers 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

This year we worked on three key areas for improvement. Children, parents, staff and partners worked together throughout the year to achieve:

HWB: Inclusion and Equity – We worked to ensure there was a clear progression of learning and skills development through the Health & Wellbeing programme encompassing social, emotional, mental and physical wellbeing. All staff were involved in training to ensure they have a secure understanding of the HWB outcomes and how to effectively plan, implement and assess to meet the individual needs of all learners. Development of a mindfulness progression pathway and mindful teaching strategies to ensure effective, engaging and innovative life skills which are developed at all stages of the school. The staff continue to develop a Growth mind-set culture and use visible learning principles across the whole school community to promote resilience in young people.

Staff at all stages have continued to work collegiately to develop growth mindset and action research on our work with The Tapestry Partnership in order to improve pedagogy and equity. All staff communicate high expectations to all learners through regular learning conversations. Our work to establish a rights respecting culture has been further enhanced by our annual review of and updates on how we promote positive behaviour.

Learning, teaching and assessment: Raising attainment in literacy and Numeracy - Improve focused approaches to moderation of assessment and professional judgements in literacy and numeracy and early intervention strategies in numeracy, reading and writing. Members of staff completed Tapestry training last session. This allowed them to focus on approaches to assessment to ensure impact on learning and teaching.

Our actions to improve learning, teaching and assessment approaches in literacy and numeracy continue to be a significant piece of work funded by our Pupil Equity Fund allocation. The school has sustained very good levels of attainment in reading, writing and mathematics at all levels. By the end of P2 any emerging poverty related gap identified at P1 has been addressed for almost all pupils. At first level, those children 'not yet on track' have been identified and targeted intervention planned for. At second level the number of children 'not yet on track in literacy and numeracy' has reduced as a direct result of our interventions. Targeted intervention is planned for small groups of learners in literacy and numeracy at early, first and second level. This support will come, in main, from the class teacher. Overall attainment is very good.

CFE: STEM, further development approaches in digital literacy, technology and science - Develop STEM learning plans to improve learner experiences in science, technology engineering and maths. The use of the Cook School, Outdoor Learning and looking after the Garrowhill Beehive drive this forward.

Continue to develop digital learning plans to improve pedagogy and communication with parents. Digital Literacy continues to be 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 real life learning opportunities and improve skills. Pupil equity funds allowed us to purchase Marty Robot and Coding Hardware. All staff have participated in coaching and development sessions to raise skills. Improved skills and abilities in the use of technology have also enabled us to implement more effective profiling and reporting procedures. Assessment strategies have also been enhanced through the use of our digital all learner response systems.

All children and staff use Seesaw, an online profiling system, which allows for regular recording, reporting and sharing of work with parents and families. All teaching staff in our school are Apple Teacher trained. Our iPad deployment to P7 pupils is complete. Primary 6 iPads will be delivered and distributed this term. At all school stages, our pupils have access to a digital device This is significantly contributing to improvements in our DYW strategy and promotion of literacy and numeracy across the curriculum and allows children to profile their learning and achievements.

Improved learning pathways in science and health and wellbeing are now embedded focusing on skills for life, learning and the world of work.

Developments in Learning Teaching and Assessment

Children in Garrowhill Primary School are making good progress in their learning. We maintain consistently high standards of attainment and use both summative and formative assessments as well as standardised tests to support our judgements about pupil progress. We have a clear calendar of assessments in place to track children's progress.

The ethos of Garrowhill Primary is positive and purposeful. Our children are enthusiastic and engaged participants who interact well with others. Class teachers ensure pupil learning experiences are challenging and enjoyable.

Assessment is part of the planning of teaching and learning in Garrowhill. Assessment approaches allow children to fully demonstrate their knowledge and understanding in a variety of learning styles. Class Teachers plan effectively together to ensure a depth and breadth of learning for all children in our school. The use of Mathematics Assessment of Learning and Teaching (MaLT) and Hodder Group Reading assessments have had a positive impact on attainment and achievement in this area.

Assessment throughout the year highlighted an improvement in attainment particularly in reading and numeracy. We adapted our annual assessment calendar to ensure we only assessed children when we felt they were ready for this and comfortable in school. Our assessment strategy has continued to improve and ensures staff measure 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 used effectively to support this. Reviewed teaching pedagogy in literacy and numeracy has continues 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. We are confident that our planned interventions will result in overall increased attainment in literacy and numeracy.

Progress in Promoting Wellbeing, Equality and Inclusion

Garrowhill Primary School has a positive and welcoming ethos. We strive to ensure the wellbeing of all children and families within the school. Our school community has a shared understanding of wellbeing and children's rights. All staff members create an ethos in which all children feel safe and secure.

In the last school session, we were fortunate to have counselling support in school on a weekly basis. This will continue this school session with a focus on children in Primary 6 and 7.

We want our children to be happy, safe and confident, to make progress in their learning and have high aspirations, to experience equity of opportunity and to have the knowledge and skills to respond to the world around them.

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. As a result of these processes, almost all children behave positively and show high levels of respect for themselves, adults and peers.

Our children are 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

Last session we ensured our children received as wide and varied an experience as possible. We were fortunate to be able to enjoy many more class trips and visits. 100 of our P6 and 7 pupils also enjoyed a residential experience to Inverclyde National Sports Centre.

Almost all children in Garrowhill make good progress from previous levels. Attainment in numeracy, reading, writing, listening and talking is currently very good and we predict that high levels of achievement will be sustained this year.

We ensured that we delivered a high-quality service by:

- ▶ Focussing our PEF funding on providing Additional Support for Learning for targeted groups of children. We can evidence an improvement in attainment for children who have received this. Having additional staffing in place to provide both support and challenge to children in our school has had a positive impact, ensuring attainment has been raised and working to close the attainment gap.
- ▶ Developing our whole school reading approach with the purchase of new reading texts and novels for extending the study of and development of reading skills amongst children across the school and staff training and continuous development using Read, Write, Inc. 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.
- ▶ Developing our Mathematics programme using the Maths Mastery approach to learning and teaching. Children's confidence in mathematics and applying learning has increased.

- ▶ Use of digital technology for profiling and sharing learning and achievement with families has impacted very positively in its second year of use. We have developed systems to allow us to track the wider achievements of learners and have improved analysis of trends in participation in out of school activity.
- ▶ Staff expertise in P.E. and Music is utilised to offer children quality-learning experiences. All children are able to participate in specialist physical education and music lessons.
- ▶ Purchasing resources to further develop our school grounds for outdoor learning and play.

Here is what we plan to improve next year.

Following on from completing self-evaluation the following areas have been identified as improvement priorities for the coming session:

What do we want for our children?

Our key drivers are underpinned by our desire to secure 'Excellence and Equity' for all. It is our goal to motivate and inspire all learners to be the best they can be, to aim high and be supported in their learning journey to continually improve and develop; raising attainment and achievement for all. At the heart of our school community are our children and families. We have high expectations and aspirations for all.

Our learners have an entitlement to a broad and progressive curriculum which will enable them to:

- ▶ achieve the highest possible levels of literacy and numeracy and cognitive skills
- ▶ develop skills for learning, skills for life and skills for work
- ▶ develop knowledge and understanding of society, the world and Scotland's place in it
- ▶ experience challenge and success so that they can develop well-informed views and act responsibly

1: HWB: Wellbeing, Inclusion, Equalities and Equity: Wellbeing, LGBTQ+, diversity, identity and equality. –This is a key area of development for Garrowhill Primary next session. We aim to ensure there is a clear progression of learning and skills development through the Health & Wellbeing programme encompassing social, emotional, mental and physical wellbeing through the RSHP programme. All staff will be involved in training to ensure they have a secure understanding of the HWB outcomes and how to effectively plan, implement and assess to meet the individual needs of all learners. We will be using the LGBTQ+ toolkit to assess our school and ensure our children can see themselves in our curriculum. We aim to improve staff, pupil and families' knowledge and understanding of wellbeing.

2: Learning, teaching and assessment: Raising attainment in Literacy and Numeracy: Progression in Writing: Improve approaches to learning, teaching and assessment in writing to enable all children to make the best possible progress in their learning. Develop our use of progressive learning pathways as a learning and teaching tool to ensure progression for all in literacy. The Principal Teacher leading this area of development will be completing Literacy for All training this session. There is a need to ensure there are opportunities for challenge and support in this curricular area. We are particularly concerned about those children who are not succeeding – particularly at the first level – and monitoring will very much focus on the support those children are receiving. Additional opportunities for Support for Learning will be made available to support children who are not reaching key levels. Spelling and grammar programmes will be developed to support this area of writing.

Development of Learning, Teaching and Progression in Numeracy: Improvements in professional engagement and collegiate planning and teaching. There is a clear progression of learning and skills development embedded within the Whole School Numeracy and Mathematics programme. All staff have a clear understanding of the methodology, assessment approaches & teaching resources to ensure progression in Numeracy and Mathematics. Parents and pupils are included, participating and progressing, leading to greater engagement in the life of the school. All staff have a clear understanding of skills progression and can select appropriate assessment opportunities to measure learning and gather relevant evidence.

3: CFE: Curriculum Building – skills development, DYW, curriculum design, moderation: Development of our whole school curriculum rationale. Placing curriculum at the heart of school practice to create a flexible framework for learning, working collegiately, ensuring pupil voice is at the heart of the curriculum and creating a holistic curriculum incorporating pedagogy, assessment and moderation. Developing skills progress across the curriculum and embedding DYW across all school stages; preparing our children for life and work.

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 7711235

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

Further information is available on:

- ▶ School Website - www.garrowhill-pri.glasgow.sch.uk
- ▶ Newsletters
- ▶ Twitter - @garrowhillps
- ▶ Scot Ed School App
- ▶ The School Handbook 2022-2023
- ▶ School Improvement Plan 2022-2023