

Supporting Improvement: Standards and Quality Report

September 2024



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:

Achievement & Progress: Improve attainment in Literacy: Our actions to improve learning, teaching and assessment approaches in literacy 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 literacy at all levels. Throughout the last session staff engaged in CLPL in the development of Listening and Talking within the Literacy curriculum. All staff were involved in training to ensure they have a secure understanding of the Listening and Talking outcomes and benchmark documents; and how to effectively plan, implement and assess to meet the individual needs of all learners. The Principal Teacher delivered workshops on good practice in teaching Talking and Listening in class and how to effectively assess attainment in this area. Following classroom input, children in all stages in the school delivered a short talk on a selected area. This was assessed using the new criteria. Evaluation highlights an increase in staff confidence in the teaching of listening and talking and in pupil confidence in this subject area. 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.



Implement Play-based pedagogy across P1-7: During the session the Depute Head Teachers led developments in this area. 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 play and DYW across all school stages; preparing our children for life and work.

A key area of focus was to further develop indoor and outdoor opportunities for purposeful play which promote personalisation and choice for learners. All staff received CLPL on the pedagogy of Play. Opportunities were created for pupil leadership with older pupils supporting younger children with play. A targeted group of children in Primary 1 also received support through a Social Skills group, focussing on sharing and turn taking.

Through this focus area, the staff team worked to implement IDL, meta-skills and skills for life, learning and work through engaging in IDL CLPL, promoting Pupil Voice and skills for life. Furthermore, all

classes developed food technology skills and skills for life and work through learning experiences in the Cook School and partnerships with Tot Nosh.

Wellbeing and Learning: Transform our curriculum to ensure effective learning and teaching, improving pedagogy, nurture and relationships to broaden and deepen learner experiences: Finalising 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.

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 Depute Head 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.

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. 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.



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 nurturing, 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. This session we also completed the Single Word Spelling Test with pupils which has been used diagnostically to inform teacher planning.

Assessment throughout the year highlighted an improvement in attainment in all areas of literacy, particularly Listening and Talking. 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 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. 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.

The Pupil Equalities Group, Garrowhill Respects Individuality (GRI) was established two years ago. The children have had significant involvement in raising awareness about equalities and inclusion in our school.

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 class trips and visits and invite visitors to our school. 90 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 talking and listening pedagogy through Literacy for All approaches and assessments and development of skills amongst children across the school. 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.
- ▶ Use of digital technology for profiling and sharing learning and achievement with families has impacted very positively in its fourth 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

Challenge: Achievement & Progress: Improve levels of attainment and rates of progress.

Mission: Improve the quality of questioning and levels of attainment in Literacy and Numeracy.

Challenge: Achievement & Progress: Improve levels of attainment and rates of progress.

Embed inclusive practices in every classroom, ensuring all children are engaged, self-motivated and responsible learners who can apply their skills across the contexts for learning both within and outwith the classroom.

Mission: Improve differentiation and pace and challenge in numeracy.

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 on:

- ▶ School Website - www.garrowhill-pri.glasgow.sch.uk
- ▶ Newsletters
- ▶ X - @garrowhillps
- ▶ Scot Ed School App
- ▶ The School Handbook 2024-2025
- ▶ School Improvement Plan 2024-2025