

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The Context of the School

Our School – We Are Garrowhill!

Opened in January 2015, Garrowhill Primary School is a large urban school situated within the Baillieston area in the east end of the city of Glasgow. This new school building has two floors with accommodation organised into 17 classrooms, a library, 3 large open areas, an assembly hall, gym hall and changing rooms. 16 of the classes are teaching bases, with one as a Cook School. Outdoors we have two large playing areas, an outdoor classroom and 3G all-weather pitch. There are currently 461 pupils in our school. Our school is a place where children are nurtured in an inspiring environment where everyone feels safe to learn and grow together. Our vision is built on the **values** we all agree are most important to us. These are shared with the children as “**BRAVE**” (Belief, Respect, Ambition, Virtue, Equity). We are a Proud ‘Apple Distinguished School’ an accolade we have held since 2023 for our innovation and dedication in promoting and raising attainment through Digital Learning. We have a strong partnership with Webster Honey and we have been caring for our Garrowhill Bees in our beehive for 5 years. We want to ‘Bee’ the best we can ‘bee.’ Our motto is, ‘We are Garrowhill...everyone belongs here!’



Our achievements and improvements 2024 – 2025

Key Developments

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

Improve the quality of questioning and levels of attainment in Literacy and Numeracy: Our actions to improve learning, teaching and assessment approaches in literacy and numeracy continued 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 and numeracy at all levels. Throughout the last session staff engaged in CLPL in the development of classroom pedagogy, with a particular emphasis on questioning and providing feedback. All staff were involved in training to ensure they have a secure understanding of the principles of Glasgow’s Pedagogy and how to use questioning and feedback to support learners in reaching their fullest potential and demonstrating understanding of their learning. Teaching staff also worked in Teacher Learning Communities, throughout the session, to effectively plan, implement and assess to meet the individual needs of all learners. The Depute Head Teacher delivered workshops on questioning and feedback and how to effectively plan to include this in classroom practice. Quality Assurance visits by the Senior Leadership Team focussed on improved classroom pedagogy and questioning techniques. This was further consolidated through learner conversations and jotter monitoring. Staff evaluation highlights an increase in staff confidence in the developing classroom pedagogy. Targeted intervention was delivered for small groups of learners in literacy and numeracy at early, first and second level. Overall attainment is very good. Pupil Equity Funding has also allowed the Principal Teacher to be out of class and delivering additional support for learning to Targeted Intervention Groups across the school. This led to several children who had been off track in their learning, achieving their next level.



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:

During the session the Depute Head Teacher led developments in this area. One again, 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. The key focus for this area was upon learning in Numeracy, particularly the Early Level. This involved a whole school audit of current maths practice including resources used, coverage, differentiation and assessment.



A key area of focus was to consider implementing a structured maths programme, across the school stages, focusing on pace, coverage and challenge. Teaching staff worked in Teacher Learning Communities to plan for learning in Numeracy and promote the sharing of good practice across the school and ensuring consistency of approach towards the teaching of maths across the school. During the third term all staff participated in a

POLL – Peer Observation Leading to Learning Improvements – with a focus on Numeracy. Learner conversations also highlighted pupils’ confidence level in this area. Parental questionnaires issued on the school app at parents’ evening provided insight into confidence levels and support for Home Learning. SMT used this information to provide adaptations and processes for numeracy Home Learning.

Through this focus area, family learning was developed through Play Along Maths in Primary 1 and 2 classes, in partnership with Glasgow’s Improvement Challenge. Play Along Maths groups were popular and provided an opportunity for children and families to play together and talk about numeracy learning. Pupil Equity Funding was used to excellent effect to purchase Play Along Maths resources, storage and carry bags to allow families to take these home.

Wellbeing and Learning: Transform our curriculum to ensure effective learning and teaching, improving pedagogy, nurture and relationships to broaden and deepen learner experiences. Ensure effective learning and teaching for all pupils through improved pedagogy:

Through this area for improvement, the DHT led development of approaches to differentiation across the curriculum, focussing on improved skills in effective differentiation and providing differentiated instruction in order to meet learner needs. All staff have completed Glasgow’s Pedagogy modules on differentiation and have evaluated their approaches to differentiated instruction. Improvements in this area were evidenced during Quality Assurance visits and through learning walks and learner conversations. Staff have also identified this as an area to continue to develop in the coming session.



Team working is a strong feature of the school's culture and practice. Staff groups meet regularly to moderate the classroom experience and analyse attainment patterns across the school. Teacher Learning Communities (TLCs) work together in every CAT session. Stage partners work well together and moderate planning and evaluations on a regular basis. This helps to ensure continuing of learning and consistency across the school stages.

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. Tracking periods have changed to 3 times a year, rather than 4. This allows the first tracking period to be more succinct and deliverable.

The use of the Monitoring and Tracking Tool provides robust evidence of attainment and achievement of the BGE. Assessment evidence in RW1 is used to inform teaching groups to ensure children are learning at their ability level – with support and challenge. GDSS support groups, ASfL timetables and SfLW support through Pinny Time for children identified. This is regularly evaluated and assessed and pupil progress and increased confidence is evident.

Pupil participation and achievements - both inside and outside of school – are recorded and tracked on Monitoring and Tracking tool.



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 across the school stages, rather than senior stages only. We have used Pupil Equity Funding to consolidate the counselling budget to allow us to provide a full day of counselling every week, rather than half a day. This allows more children to benefit from focussed support with the counsellor and our partnership with 'With Kids' continues to grow.

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 three years ago. The children have had significant involvement in raising awareness about equalities and inclusion in our school.

There are a wide range of learning environments in the school – The Hive, nurture and sensory space, is very well used, as is the soft play and play area.

All staff, teaching and non-teaching, have completed Keeping the Promise Award training and assessment.

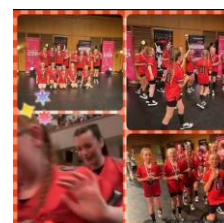
Our children are confident that their views will be sought, listened to and acted upon. Strong partnerships with parents ensure they are fully involved in planning and decision-making related to meeting the needs of children. Rights Respecting Schools is being developed. A 'Right of the Month' is delivered in assemblies and then discussed in class. A Plan is in place and has been shared across the school.

Care Experienced Learners have access to afterschool tuition with their class teachers. This provides a positive opportunity to work 1:1 with 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. 50 of our P7 pupils also enjoyed a residential experience to Inverclyde National Sports Centre.

Almost all children in Garrowhill make good progress from previous levels. Attainment over time highlights an increase in attainment for P1, 4 & 7 from their previous year attainment 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 approaches to classroom pedagogy through questioning, feedback and differentiation approaches are demonstrated in classes across the school.
- ▶ 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.
- ▶ Children's skills in writing are assessed on four formal occasions throughout the year. This is now done through a variety of different genres to ensure assessments are more meaningful. It is clear from assessments that children are becoming more able to apply their skills and knowledge in unfamiliar and new contexts; this is also evident from classroom observations, conversations with pupils and sampling of work.



Attendance and Exclusion data

Attendance at Garrowhill Primary School is very good. Our current attendance rate is 93%. Attendance levels are high and improving. Attendance is monitored closely every term by HT. Timekeeping is also monitored on a termly basis. There are 0 exclusions.

Our improvement plan priorities 2025 – 2026

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: Engagement, Participation & Inclusion: 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: Ensure all learners needs are met through effective learning and teaching, improved pedagogy and a nurturing learning environment.

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

Mission: Improve the use of metacognition strategies, improving pupil ownership of learning to raise attainment across the curriculum. Develop our school curriculum to implement PBIL and make cross-cutting links to IDL.

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

Mission: Improve levels of attainment in Literacy and Numeracy. To develop a consistent, effective approach to Number Talks across all classrooms to improve students' mathematical thinking, communication, and mental maths skills.

How Good Is Our School 4 Quality Indicator (QI)	Evaluation
Leadership of Change (QI 1.3)	Very Good
Learning Teaching and Assessment (QI 2.3)	Very Good
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Very Good
Raising Attainment and Achievement (QI 3.2)	Very Good

How to find out more 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 2025-2026
- ▶ School Improvement Plan 2025-2026

