



Garrowhill Primary School Standards & Quality Report Session 2025 – 2026



This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. 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 460 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. This has recently been renewed until 2029. 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 2025 – 2026
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 levels of attainment and rates of progress: We have made good progress in developing a consistent approach to Number Talks across the school. Staff have taken part in professional learning to strengthen their understanding of effective Number Talks and how these support children's confidence, mental maths skills and mathematical thinking. A Number Talks resource has also been created and shared with staff, providing examples for each year group and helping to ensure a consistent approach across the school. Number Talks are now taking place regularly in most classrooms and are becoming an established part of learning in numeracy. During these sessions, children are encouraged to share their thinking, explain how they solved problems and listen to different strategies used by their classmates. As a result, many children are showing increased confidence in discussing mathematics and are developing a wider range of mental calculation strategies. Staff are increasingly using practical visual supports, such as number lines, ten frames, dot patterns and arrays, to help children deepen their understanding of number concepts. Through professional discussions, classroom observations and the sharing of good practice, teachers are continuing to develop their skills and learn from one another. Attainment in numeracy across the school remains very good overall. Pupil Equity Funding has been used to provide additional staffing capacity through a Principal Teacher, enabling targeted support for individual learners and small groups who require additional help. This has allowed for more personalised interventions and support, helping to ensure that all children can make progress and achieve their potential. While progress has been positive, our focus now is on ensuring that high-quality Number Talks are delivered consistently across all classes. We will continue to gather feedback from staff, monitor implementation across the school and refine our resources to ensure that all children benefit from a progressive and engaging approach that supports continued improvement in numeracy attainment. 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: We have continued to make strong progress in creating an inclusive, nurturing learning environment where all children feel valued, supported and able to achieve their best. Staff have engaged positively in a range of professional learning opportunities, including Emotion Works, the CIRCLE Framework and Project Based Interdisciplinary Learning (PBIL). As a result, there is growing confidence and consistency in the use of approaches that support children's wellbeing, engagement and participation in learning. Across the school, there is a strong focus on ensuring that learning meets the needs of all children. Improved planning processes and regular tracking meetings help staff to identify pupils who may require additional support and adapt learning accordingly. Structured planning approaches are now used consistently to support children with additional needs, ensuring that support is tailored, responsive and focused on helping every child succeed. Children are becoming increasingly active participants in their learning. Opportunities for reflection and self-assessment are now embedded within lessons, helping learners to understand their progress and identify their next steps. Pupil-friendly learning plans are shared regularly, and children are developing greater independence and confidence in taking responsibility for their learning. Pupil voice continues to play an important role in shaping learning experiences across the school. Through surveys, focus groups and ongoing classroom discussions, children contribute their ideas and feedback, helping to influence curriculum planning and school improvement. Feedback from pupils shows that they feel listened to and believe their views are valued. A particular strength has been the development of emotional literacy across the school. Almost all children can now use Emotion Works vocabulary to talk about their feelings and emotional experiences, while many can identify strategies that help them self-regulate and manage challenges positively. This is helping to create calm, supportive classrooms where children feel safe, included and ready to learn. Collaboration has also strengthened, with staff working together through teacher learning communities and the sharing of effective practice. This has increased confidence in planning, assessment and teaching approaches, ensuring greater consistency in learners' experiences across the school. Overall, engagement, participation and inclusion across the school remain very strong. Our next steps will focus on further strengthening transitions between stages, continuing to develop restorative approaches and emotional literacy, and building even stronger partnerships with families to support learning both in school and at home. Through these actions, we will continue to ensure that every child feels included, engaged and empowered to achieve their full potential. Wellbeing and Learning: Transform our curriculum to ensure effective learning and teaching, improving pedagogy, nurture and relationships to broaden and deepen learner experiences: We have made very positive progress in strengthening wellbeing and learning across the school through a continued focus on high-quality learning and teaching, nurturing relationships and developing children's independence as learners. Staff have completed professional learning in metacognition and worked collaboratively to develop consistent approaches that help children understand how they learn best and take greater ownership of their progress. Children are increasingly able to reflect on their learning; identify successful strategies and explain the skills they are using in class. Learning experiences have

become more engaging and meaningful through enterprise projects and cross-curricular learning, giving pupils opportunities to apply their knowledge and skills in real-life contexts. Links between Positive Behaviour in Learning (PBIL) and interdisciplinary learning have also helped children make connections across different areas of the curriculum while reinforcing our school values. Assessment approaches have been strengthened, with a greater range of opportunities for teacher, peer and self-assessment. This helps children understand their progress and next steps, while ensuring support and interventions can be targeted effectively where needed. As a result, assessment information is playing an increasingly important role in planning learning and improving outcomes for pupils. Relationships and wellbeing remain at the heart of our work. Staff have completed Emotion Works training and refreshed restorative approaches, leading to greater consistency in supporting children's emotional wellbeing and building positive relationships across the school. Partnerships with families have also continued to grow. Our ASN Parent and Carer Support Network is well established and providing valuable support for families. Meet the Teacher events and Showbie workshops have been well attended, with parents reporting increased confidence in supporting learning at home. This has helped to strengthen home-school partnerships and create a shared responsibility for children's progress and wellbeing. Overall, children are becoming more engaged, confident and independent learners who are taking greater ownership of their learning. Through continued improvements in teaching, assessment, wellbeing and family engagement, we are creating rich learning experiences that support success across the curriculum.

Developments in Learning Teaching and Assessment

Children at Garrawhill Primary School continue to make very good progress in their learning, with attainment across the school remaining strong. Through high-quality learning and teaching, robust assessment practices and regular tracking of progress, staff ensure that children receive the support and challenge they need to succeed. This session, our continued focus on improving pedagogy, metacognition and numeracy has begun to show positive improvements in both literacy and numeracy attainment. The introduction of Number Talks and the continued development of Project-Based Interdisciplinary Learning (PBIL) have helped children become more confident in explaining their thinking, applying their skills in different contexts and taking greater ownership of their learning. Children are highly engaged in lessons and demonstrate increasing independence, confidence and motivation. Our nurturing and inclusive school ethos remains a key strength. Children are enthusiastic learners who participate actively in school life and benefit from learning experiences that are challenging, enjoyable and relevant. Effective use of digital technology continues to enhance learning across the curriculum and support the development of key literacy and numeracy skills. Assessment information, including classroom assessments and standardised measures such as MaLT, Hodder Reading and the Single Word Spelling Test, is used to inform planning and ensure teaching meets learners' needs. Additional support and targeted interventions are provided where required and are regularly reviewed to ensure positive outcomes for children. Achievement remains an important focus, with successes both within and beyond school recognised and celebrated. Overall, children are making strong progress and are increasingly confident, engaged and successful learners, well supported to achieve their full potential. Children are highly engaged in their learning, demonstrate greater confidence in applying their skills and are increasingly able to explain their thinking and learning strategies. This is contributing to positive outcomes across the curriculum and supporting sustained progress for learners at all stages.

Progress in Promoting Wellbeing, Equality and Inclusion

Garrawhill Primary School continues to provide a nurturing, inclusive and welcoming environment where children feel safe, valued and supported. Children's wellbeing remains at the heart of our work, and we are committed to ensuring every child can thrive both socially and academically. This session, we have continued to strengthen wellbeing supports through our partnership with 'With Kids' counselling service, alongside close collaboration with a range of external agencies to support children and families. Our ASN Parent and Carer Support Network has also become well established, providing valuable opportunities for families to access support, share experiences and build positive relationships with the school. Staff have undertaken professional learning in Emotion Works, restorative approaches and inclusive practice. As a result, children are developing a stronger understanding of their emotions and strategies to support their wellbeing. Almost all children can confidently use Emotion Works language to discuss their feelings and identify ways to regulate their emotions. Pupil voice remains a key strength of the school. Through our House System, School Parliament and pupil leadership groups, children regularly contribute to school improvement and decision-making. Our Garrawhill Respects Individuality (GRI) group continues to promote equality, diversity and inclusion across the school community. Overall, children report that they are happy, safe and included at Garrawhill Primary. Strong partnerships between home, school and external agencies continue to support positive wellbeing, engagement and success for all learners.

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

This session, we continued to provide a wide range of opportunities for children to learn, achieve and develop new skills both within and beyond the classroom. Our curriculum was enriched through educational visits, visitors to the school, leadership opportunities, sports, creative arts, enterprise activities and wider achievement programmes. A particular highlight was our Primary 7 residential experience at Lockerbie Manor, which provided children with memorable opportunities to develop independence, resilience, teamwork and confidence. Children across the school have enjoyed many opportunities to flourish and succeed. We are extremely proud of the achievements of our pupils in a variety of areas, including the Super 7 Athletics competition, football, basketball, City of Dance events and STEM activities. Children have also demonstrated strong citizenship and leadership through a range of fundraising initiatives, successfully raising money for local and national charities while developing important skills in teamwork, communication and enterprise. Attainment across the school remains strong, with children continuing to make very good progress in literacy and numeracy. Our focus on improving pedagogy, metacognition and numeracy through approaches such as Number Talks and Project-Based Interdisciplinary Learning has contributed to improving attainment and increased learner engagement. Children are increasingly confident in discussing their learning, explaining their thinking and applying their skills across a range of contexts. We have continued to use Pupil Equity Funding effectively to provide targeted support for individuals and groups of learners. Additional staffing, including support from our Principal Teacher, has enabled focused interventions that have led to improved attainment, increased confidence and positive outcomes for children requiring additional support or challenge. We continue to celebrate achievement through assemblies, digital platforms, pupil leadership opportunities and our tracking systems. Children's achievements both within and outside school are recognised and valued, helping to foster confidence, aspiration and a strong sense of belonging within our school community. The wide range of opportunities available to children at Garrawhill Primary ensures that they are not only successful learners, but also confident individuals, responsible citizens and effective contributors. We are proud of all that our children have achieved this year and look forward to building on these successes in the year ahead.

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

- Using Pupil Equity Funding (PEF) to provide targeted support and intervention for children who required additional challenge or support, leading to improved attainment, confidence and engagement.
- Strengthening learning and teaching through a focus on Number Talks, metacognition, questioning, feedback and differentiation, helping to improve attainment in literacy and numeracy.
- Using digital technology effectively to support learning, assessment, achievement tracking and communication with families.

- Providing high-quality learning experiences through specialist teaching, sporting opportunities and creative experiences, including Super 7 Athletics, football, basketball and City of Dance.
- Developing Project-Based Interdisciplinary Learning (PBIL), enabling children to apply their skills in meaningful real-life contexts.
- Using a range of assessment approaches to monitor progress and inform teaching, with evidence showing children are increasingly able to apply their skills independently across the curriculum.
- Offering a wide range of opportunities for achievement and leadership, including fundraising activities, pupil leadership roles and the Primary 7 residential experience at Lockerbie Manor, helping children develop confidence, resilience and teamwork skills.

Attendance and Exclusion data

Attendance at Garrowhill Primary School is very good. Our current attendance rate is 93.6%. 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 2026 – 2027

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?

At Garrowhill Primary School, our key drivers are underpinned by our commitment to achieving excellence and equity for every learner. We strive to inspire children to be the very best they can be, nurturing confidence, ambition and a love of learning. Through high-quality learning experiences and strong support, we aim to ensure that all children continue to make progress, achieve success and reach their full potential.

Our children and families are at the heart of everything we do. By working in partnership with parents, carers and the wider community, we maintain high expectations and aspirations for all learners and create an inclusive environment where everyone feels valued, supported and empowered to succeed.

We are committed to providing a broad, balanced and progressive curriculum that enables our learners to:

- achieve high levels of literacy, numeracy and thinking skills
- develop skills for learning, life and work
- deepen their knowledge and understanding of society, the wider world and Scotland's place within it
- experience challenge, achievement and success, helping them to become responsible, confident and effective contributors to their communities and beyond.

Challenge: Progress - To ensure all learners achieve strong, sustained progress in literacy and numeracy, closing attainment gaps and fostering high levels of confidence, independence, and ambition through consistently high-quality teaching and inclusive practice.

Mission: To improve numeracy outcomes for all learners by embedding consistent whole school approaches to teaching, assessment and moderation, strengthening early intervention to close the attainment gap, and ensuring more able learners are recognised and challenged through depth, reasoning and problem solving.

What this means for children and families: We want all children to achieve their best and continue to make good progress in reading, writing and maths. We will use consistent approaches to teaching and assessment across the school, provide support as early as possible when children need it, and ensure that learners who are ready for additional challenge have opportunities to deepen their thinking, reasoning and problem-solving skills.

Challenge: Inclusion - To ensure all learners experience high-quality, inclusive pedagogy that maximises engagement, participation and achievement, reduces barriers to learning, and closes attainment gaps.

Mission: To develop a consistent, high-quality pedagogical approach across the school that ensures inclusive, responsive teaching and meaningful feedback, enabling every learner, regardless of need, to achieve success, feel valued, and make sustained progress.

What this means for children and families: We are committed to providing high-quality learning experiences that meet the needs of all learners. Through consistent teaching approaches, positive relationships and effective feedback, we will support every child to feel valued, participate fully in school life and make the best possible progress.

Challenge: Wellbeing - To develop a nurturing, inclusive school culture where emotional wellbeing, relationships, and self-regulation underpin successful engagement and progress in literacy and numeracy.

Mission: To create a nurturing, inclusive school where every child feels safe, valued, and understood, enabling them to develop the emotional awareness, self-regulation skills, and resilience needed to thrive in learning and life.

What this means for children and families: We want every child to feel safe, happy and respected at school. By developing strong relationships, emotional wellbeing, resilience and self-regulation skills, we will help children to engage positively in learning, overcome challenges and thrive both in school and beyond.

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
- ▶ Showbie
- ▶ Scot Ed School App
- ▶ The School Handbook 2026-2027

