



Garrowhill Primary School

Standards and Quality Report for Session 2015-2016

About our school

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Garrowhill Primary opened in January 2015. The newly built school has 16 classrooms, one dedicated general purpose room, one library, an assembly and gym hall and a drama/music studio. The school was officially opened by Baillie Liz Cameron on 20th May 2016

Our school roll for session 15/16 was 410. Our pupils are currently organised into 15 classes, 2 of which are composite classes, and children occupy 15 of the available 17 rooms in the new two storey state of the art building which has capacity for 462. An early years centre is located in the ground floor North wing of the school.

The total staffing this session, was 19.3. This includes the Head Teacher, two Depute Head Teachers, one Principal Teacher and 14 further Class Teachers. Mrs Dalrymple has delivered PE to every class this year with Mrs Gillespie supporting delivery of our ICT curriculum. There is additional staffing of six pupil support assistants and 2.2 clerical assistants.

There are strong links with the local community, a supportive Parent Forum, Parent Council and an industrious Fundraising Committee run by parents and staff.

School vision and values

Garrowhill Primary School is a place where children are offered the opportunity to learn in a happy, caring and motivating environment where they can benefit from the highest quality of learning and teaching to achieve their full potential.

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; Resilience, respect, responsibility, honesty, determination and fairness.

We will continue to support your child in the coming year to develop confidence and resilience to achieve their full potential now and in the future.

Our achievements this year.

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This year we worked on three main areas for improvement:

- Inclusion: Improving approaches to ensuring that all learners are included and supported to achieve their potential. Working in partnership with Glasgow Psychological services, Quality Improvement Officers and partner schools, our staff have improved their skills, knowledge and understanding of the potential barriers to learning and impact of adverse experiences on children's development and progress both in the classroom and outside of the school.
- Learning for Sustainability and Rights based learning approaches: We have continued in our efforts to more actively involve our children in decision making on a range of curricular and other matters through development of pupil voice and our school parliament. Children are growing in confidence and motivation through active inclusion in the school's decision making processes and our rights respecting culture continues to develop.
- Assessment and moderation: Staff worked collaboratively with learning community colleagues to moderate sustainable learning outcomes within the social studies curriculum.. Learning conversations indicate improved experiences for children at all stages. As a result of this work we have developed guidance for staff on clear learning pathways in social studies to ensure progression and depth.

We have worked in close partnership with parents, staff, children and community partners to drive our improvement actions forward.

How well do young people learn and achieve? (Quality indicators 1.1, 2.1)

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Children across the school have continued to build skills and confidence through involvement in our school parliament, house system, participation in monthly House Meetings, involvement in competitions, taking part in sports festivals, working with the local community and supporting a range of charities. Improvements to how we promote pupil voice has enabled every child to have a role in the schools improvement agenda through involvement in a House Committee.

Children enjoy their learning, are happy and feel safe in school and are proud to belong to the school community. This session we have made improvements to our social studies and ICT curriculum and have improved methodology in maths by actioning the research into stages of early arithmetical learning. All staff have participated in work to improve approaches to ensuring progression in learning and effectively assessing learner progress across the curriculum through professional dialogue and use of Education Scotland's progression pathways..

In classes children work well together in groups and pairs. They respond well to the active approaches to learning being developed across the school in literacy and numeracy.

Attainment in Mathematics & Numeracy, English & Literacy and Health & Wellbeing has remained at a high standard across the school. The school has developed new planning tools to support learning in writing, reading and numeracy. This has contributed to on-going improvements in our approaches to assessment.

Children are offered a wide range of opportunities to enhance their personal achievements in relation to themes such as education for enterprise, citizenship, sport and learning for sustainability. This year we have established a Rota Kids group in partnership with the Rotary Club to further promote citizenship in our young people and provide opportunity to actively participate in community projects.

Senior children have the opportunities to be Buddies to younger children and carry out duties as House captains as part of our promotion of positive behaviour. Almost all children behave well and show high levels of respect for themselves, adults and peers.

The involvement of children in the wide range of school committees enables them to develop their leadership and citizenship skills and contribute to improving the school.

All pupils are involved in evaluations of learning through learning conversations with staff and their parents. We have taken steps to improve how we engage with families to support home learning and are committed to building on this. Children in P6 have started to capture their achievements in an online **Merit** system and this practice will include P4 and P5 children in the coming session.

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How well do we support young people in their learning and development? (Quality Indicators 5.1, 5.3)

Approaches to curriculum design have been refreshed to ensure an outcome driven, child centred approach to planning for learning. This session we have continued to develop assessment strategies and ensure effective use of assessment information. Classroom based learning conversations enable children to identify outcomes and with their teacher develop a curriculum map that promotes interdisciplinary learning and builds on prior knowledge.

Teaching approaches are designed to encourage the development of creative and thinking skills in our children. This year our staff have focused on putting into action John Hattie's research on what really works in the classroom to improve outcomes for children. The quality of the feedback we give has been a focus for improvement alongside skilled questioning and high quality interactions between staff and learners. This has encouraged and supported children to be more confident in expressing their views about their own learning. As a result, children are highly motivated, fully engaged in learning and are increasingly confident when expressing their views.

We are very committed to improving approaches to inclusion and understand that to improve outcomes for young people we must understand their stages of development and adopt appropriate methods to meet their individual needs. We have valued the professional learning activity undertaken with Psychological services on adverse childhood experiences and have put into practice action to develop a growth mind set culture in the school. This has significant implications for aspects of classroom organisation and is a priority for the school as we move into the new session. The school's processes for effectively assessing the wellbeing needs of young people and planning appropriate support for them has steadily improved. Across the school staff regularly moderate their assessment and planning approaches.

All staff use wellbeing indicators to collaboratively complete assessments and develop plans. The school ensures it works effectively with a range of other professionals when children need additional support to overcome barriers with their learning. We have utilised the improved design in our new school to facilitate improved team working and collaboration across stages to meet a range of needs and improve outcomes for learners.

Staff engage well with colleagues in school and across the learning community to plan, assess and share standards in curricular areas and interdisciplinary approaches. Classroom practice and samples of children's work are routinely shared by staff groups. This moderation work is at the heart of improvement plans and has contributed to improvements in curriculum design. This work continues to be a priority the school.

Staff expertise in P.E. and Music is utilised to offer children **quality-learning experiences**. The school has a reputation for sporting prowess and excellence in the field of athletics. Music plays a key part in the life and ethos of the school and children achieve high standards in singing, performance work and music making.

We are continuing to improve how we build our curriculum and develop our learning environment as staff use guidance with increasing confidence. The curriculum is enhanced by working with an extensive range of partners from the local community and by a range of educational visits. The school is extremely well supported by its Parent Council who, through fundraising activity, facilitate many specialist visitors into classes who work with staff to further enhance learning.

Getting it Right for Every Child (Girfec) underpins everything we do for children in the school, especially at times of transition. Sound procedures for care and welfare of children are in place and there is a continuing high level of dedication from staff to pastoral care and child protection responsibilities. Across the school a restorative approach is used to support children in resolving conflict and building positive social relationships.

As we move forward, all staff will continue to undertake professional development activity to embed growth mind-set approaches in our daily practice and build on our rights respecting strategies.

How well do we improve our work? (Quality Indicator 5.9, 9.4)

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The school has a good understanding of what it does well and what needs to be improved. The school team demonstrate a strong commitment to self-evaluation and planning for improvement. We continually reflect on our practice and are committed to improving this. There is an ongoing commitment to developing the skills/ competencies of all staff. Every member of staff participates very effectively in the professional review and development process and maintains a coherent personal action plan to ensure skills are updated and that they impact on learners. Team working is a strong feature of the school's culture and practice at all levels with evidence of positive outcomes from staff collaboration.

School improvement priorities have impacted positively upon learners' attainment and achievement this session. We have improved approaches to reading, numeracy, science, improved assessment of wellbeing, developed better strategies for supporting children with barriers to learning and improved how we plan for learning. Our revised approaches to Quality Assurance have had a very positive impact on teacher pedagogy, pupil voice and assessment.

Here is what we plan to improve next year.

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- Inclusion; using improved understanding of attunement, attachment, visible learning and growth mind-set approaches to remove barriers, close gaps in learning and build our rights based learning culture.
- Curriculum; build on improvements in sustainability, global citizenship and literacy
- Assessment; further develop systems to effectively assess, plan, track and moderate learner experiences

Feedback from parents/carers.

Annual **questionnaire feedback** from learners, staff, parents/carers reveal a positive evaluation of the school's provision and practice overall. In March 2016 we asked parents for their views and have embedded the feedback in our improvement priorities for the coming session. We have established a small support network of parents who will help us improve support for children with an ASD and will continue to work with a focus group of parents to take forward our growth mind-set and literacy work. Any parent/carer who wishes to become involved should contact the school using the details below.

For more information about this report please contact :

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