



# Garrowhill Primary School

## Standards and Quality Report for Session 2014-2015

### About our school

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Garrowhill New Build opened its doors in January 2015. The original building which opened in 1938 has now been demolished and the development of the grounds into gardens and playing areas will be completed in September 2015.

Our school roll for session 13/14 was 382. Our pupils are currently organised into 14 classes, 3 of which are composite classes, and children occupy 14 of the available 17 rooms in the new two storey state of the art building which has capacity for 434. An early years centre is due to open in August with both establishments sharing communal facilities.

The total staffing this session, was 18.3. This includes the Head Teacher, two Depute Head Teachers, one Principal Teacher and 13 further Class Teachers. Mrs Dalrymple has delivered PE to every class this year. Mrs Law and Mr Mills have delivered additional support for learning and music respectively. There is additional staffing of six pupil support assistants and 2.4 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:

- Improving how we meet the needs of all learners, placing children at the centre of our planning systems and effectively using assessment information to inform our plans. Staff have worked together to better understand the principles of nurture and implement restorative approaches to further promote positive behaviour.
- Learning for Sustainability and Rights based learning approaches: More active involvement of 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.
- Assessment and moderation: Staff worked collaboratively with learning community colleagues to moderate learner experiences in science. This has improved staff understanding, skills and confidence in facilitating learning in science and technology. Learning conversations indicate improved experiences for children at all stages and there is clear understanding of learning pathways in science.

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 continue to develop confidence, self-esteem and skills through involvement in our school parliament, 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 science curriculums and have further developed learning in global citizenship.

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 consistently high standard across the school. Children's writing continues to improve through the very successful Big Writing programme. The school has developed and implemented new criteria for success in writing, reading and numeracy which has contributed to on-going improvements in assessment for learning. A revised teaching and learning policy has been implemented to further develop effective learning approaches in every classroom.

All pupils are involved in target-setting and evaluations of learning through learning conversations with staff and their parents. Some children have started to capture their achievements in an online **Merit** system. This emerging practice will be developed across the school as we improve our ICT and use of multi media and technology in learning.

This session all staff have been involved in improving how we track progression in learning across the curriculum and use our assessment information to analyse needs

and inform planning.

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

This session we have further developed our approaches to learning planning ensuring a more child centred one. Children are consulted on their learning needs and involved in the planning process. Assessment for, as and of learning is being embedded and is used effectively to in learning conversation to help children reflect on prior learning and plan next steps in collaboration with staff parents/carers

Teaching approaches are designed to encourage the development of creative and thinking skills in our children. Skilled questioning and high quality interactions have 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 comfortable expressing their views. Staff use praise effectively to develop positive attitudes amongst children and children recognise that their views are acted upon to further improve how we do this...

We are very committed to improving approaches to staged intervention and have implemented a revised position statement on how we meet needs across the school. The school ensures it works effectively with a range of other professionals when children need extra help 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 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 from Curriculum for Excellence 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.

Staff have worked with colleagues across the learning community to moderate science experiences and improve skills and understanding to ensure effective learning. They have reflected on teaching and learning and worked together to assess children's work and agree a common standard across the learning community.

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 responsibilities. Senior leaders have introduced **restorative approaches** to resolve difficulties and staff have participated in introductory training. These approaches need to be extended to include further training opportunities for the staff team in order that they can be embedded in daily practice.

#### 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. 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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- Improve understanding of child development and its impact on readiness to learn to support our nurturing approaches across the school
- Further develop person centred planning, solution oriented meetings and rights based learning
- Develop our culture of Learning for Sustainability through improved approaches to outdoor learning
- Build our Social Studies curriculum through further moderation and assessment with learning community partners.

#### 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 2015 we asked parents for their views and have embedded the feedback in our improvement priorities for the coming session. We have some parents who have volunteered to work as part of a focus group on aspects of our planned improvements. 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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