



Glasgow City Council
Education Services
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Supporting Improvement: **Standards and Quality Report**



The summary report is provided for parents/carers 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.

**A new Head Teacher started mid-year, in February, introducing some changes which were not on the original School Improvement Plan.*

We would like to highlight the following improvements/achievements:

- Pupils, staff and families have been involved in evaluations about our new Clyde Curriculum.
- Parents surveys reported positive feedback about online learning during school closures.
- Pupils have been involved in self-evaluation about Pupil Leadership and House Groups.
- The Parent Council works very effectively with the school to promote change, positive relations and school improvement.
- All staff are encouraged to have a leadership role beyond the classroom.
- All staff have been very committed to professional learning, in particular around moving learning online through digital technology.
- All staff are committed to change which is beginning to have a positive impact on the school.
- All staff are clear about the improvement required within the school based on sound evidence and evaluation.
- Our learning environment is improving to meet the needs of all learners. Staff have positive, nurturing relationships at the root of improving outcomes for learners.
- The Senior Leadership Team realised the need to enhance our School Leadership Team by addition of two Principal Teachers to focus on very specific remits of school improvement as highlighted through robust self-evaluation.
- Almost all children are using digital technology well to enhance learning. Staff are undertaking CLPL to enhance their knowledge too.
- The school has benefited from a highly skilled teacher as the Challenge Leader of Learning for Literacy which is having a positive impact on improving literacy attainment.
- Fresh Start (literacy programme) is having a very positive impact on a small group of learners to improve their reading skills.
- Pupils benefit from a range of learning environments such as the playground, Learning Path, Media Library, Shared Gym Spaces and various Open Areas to support creative approaches to teaching. Consultation has taken place in how to further develop these learning environments to enhance the quality of learning and teaching.

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- Pupils have a voice within their learning and planning for learning.
- Staff promote a climate where children feel safe and secure. This is enhanced by adults appropriate modelling behaviour and relationships (adult to adult, adult to learner) which promotes and supports wellbeing and dignity. This is leading to a sense of respect, community, shared values and learners feeling listened to and able to share sensitive aspects of their lives.
- Our Family Support Worker provides quality intensive interventions and has built positive relationships with a range of families where specific interventions are required to improve pupil outcomes.
- Learners benefit from trained support staff in the playground, promoting wellbeing through activity and restorative practice.
- All staff are trained in All Behaviour is Communication and are mindful of this training meaning they can divert and deescalate learners who are becoming distressed.
- A Child Protection/Vulnerable Pupils discussion is held each week as part of our School Leadership Team meeting, our Family Support Working is also included in this.
- All staff members are familiar with the barriers to learning caused by poverty, additional support needs and those who are care-experienced. Staff are able to understand their role in improving outcomes for these learners.
- The majority of learners are making good progress in literacy and numeracy, attaining appropriate levels with a few exceeding these.
- All pupils are encouraged to achieve through the use of our whole school house system and their efforts are celebrated weekly during assemblies.
- Attendance in our school is higher than the Glasgow average and the SLT have identified those who attain lowest usually have poor attendance therefore this will be an area for priority.
- As a result of our nurturing ethos and shared understanding of inclusion, we have had no exclusions for three school sessions.

Here is what we plan to improve next year.

- 1. Health and Wellbeing – Ensuring every child is attaining and achieving.**
 - Vision, Values & Aims
 - GIRFEC
 - Self-evaluation
 - Health and Wellbeing
- 2. Raising Attainment for All through Improving Learning, Teaching and Assessment**
 - Tapestry Programme
 - Planning, Assessment & Tracking & Monitoring Systems
 - Curriculum and Curriculum Design
 - Quality Assurance
 - Play Pedagogy
 - Literacy Development
 - Numeracy Development
- 3. Developing Responsible Citizens for the Future**
 - Learning for Sustainability
 - Digital Learning
 - STEM
 - Developing the Young Workforce
 - Pupil Leadership

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@clyde-pri.glasgow.sch.uk

Our telephone number is: 01419522158

Our school address is: 200 Hawick St, Glasgow, G13 4HG

Further information is available in: newsletters, the school website, and the school handbook

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