



Supporting Improvement: Standards and Quality Report

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The summary report is provided for parents/careers 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.

Over the course of this year we have talked to parents and children and worked closely with the staff and our partners about a variety of areas including homework, health and wellbeing and the curriculum. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. We have noted our successes and continued to work on our priorities for improvement set out in the School Improvement Plan. We continued to look closely at some particular aspects of our work, including developing Early Years approaches to learning through play, Literacy-Reading, teaching Spanish throughout the school from Primary 1-7, Rights Education and Self -Evaluation. As a result, we were able to find out how good we are at improving children's education.

How well do children learn and achieve?

At all stages, children learn and achieve well. Our school building continues to provide an attractive and stimulating environment for learning. Almost all of our children are enthusiastic and keen to learn. Children work very well in pairs and collaborate with each other extremely well in their learning. Most children can discuss their skills when asked to reflect on their own learning. They continue to use weekly Learning Journey to share aspects of their learning with parents and reflect on their learning/plan next steps. Children continue to learn to take more responsibility for their learning and P5-7 children write their own profile of achieving statements each year contributing to their annual progress report. Children in P1-4 record what they are successful at in their learning and what they would like to improve on; again contributing to their own report. Feedback from parents once again states that the school helps children to be healthier, happier and confident. The strong focus on our core values of Respect, Learning, Kindness, Friendship and Trust has continued to ensure that the school is a place where children learn in a safe and caring environment. Children feel included and their achievements in and out of school are celebrated in our Superstar Newsletters, Assemblies and on Social Media; Twitter. Children achieve in a variety of areas and lead in assemblies, as House Captains and Vice-Captains, Eco-Reps, Buddies, Monitors and Junior Road Safety Officers. Throughout the school, children are developing an understanding of sustainability and healthy eating through our focus on healthy snacks and the introduction of wholemeal toast only. Two new values characters have evolved this year to support Eco and Health. Children are motivated to do well with many different award systems used throughout the school; Golden Time, House Points and Values Passports.

Overall, most children are making good or very good progress in English language, literacy, numeracy and mathematics. Children who require additional support with their literacy, including those for whom English is an additional language, are progressing well. Children listen and talk very well and this is increasing through play. With emphasis on Reading; children are developing skills that allow them to read for enjoyment and for research. Pupils in P7 were motivated and enthused with new and relevant novels and throughout the school teachers are making a point of reading to/with children daily. We have benefitted from having Challenge Leaders of Learning to support Raising Attainment in Literacy and continue to work closely with colleagues within other local schools. The main focus for Improvement has been Literacy. All staff engaged in Literacy training and teaching strategies were enriched to support pupil progress.

Moderation tasks, class assessments and gathering data confirm improved and maintained Curriculum for Excellence attainment levels at all stages in the school. Children participated in the First Ministers Reading Challenge; all classes took part in regular library visits with some input from authors. Reading resources to support Literacy have been enhanced and many children are enjoying reading more. Sessions with parents to enhance the types of support parents can give to their children were well attended and the lending library materials and story sacks were well received and used by families. Excellent use was made of the Scottish Book Trust book bags and Waterstones© held a “pop-up” bookshop in order that children could spend their World Book Day voucher in school. Our Challenge Leaders of Learning developed many aspects of Literacy including; a Comic Café, Film Literacy Club and worked in partnership with Clyde College, Glasgow Life and Govan HELP to support parent and family learning with adult cooking classes, training parents as Museum Champions and a hugely successful and popular family club. All staff have benefitted from Reading Strategies training and participated in Spanish Masterclass training in order to teach Spanish which is now taught in classes throughout the school from P1-7.

Overall, most children are making appropriate progress in numeracy and mathematics. Children are applying their knowledge to real life situations throughout the school. They also demonstrate an awareness of where skills were used in jobs; discussing mathematical skills used in the world of work. The children discussed that within school they use Maths across other aspects of the curriculum.

Children use a variety of mental maths activities, active learning, games and ICT to reinforce their knowledge and understanding. Children continue to say these opportunities help them feel confident working in mathematics.

Very good arrangements ensure that children moving from nursery to P1 are well supported. Positive partnerships with nurseries and a revised transition programme with enhanced transition organised for those children who require additional support ensures that children have a smooth transition into Pirie Park; feedback has been very positive. Children moving on to secondary school are given very effective support too; there is a very good planned transition in place designed to meet the needs of all children. Govan High School staff have been supporting children in P5-7 with transitions including; early visits to Govan High along with Maths challenge and support with English literacy. Enhanced transitions supported by Quarriers and Govan High staff ensure that children who need additional support have a smooth transition. Family learning is encouraged and parents have told us that they value shared activities with their children. Our homework survey for parents, children and staff highlighted that shared learning tasks are preferred and that too much homework can have a negative impact on family activities-this has been taken into account when planning home learning. Engagement and interest in children's learning and progress by families is very good for most children.

How well do our Children Develop and Learn?

The school supports children to develop and learn very well. The senior management team and staff are highly skilled and committed in their approach to identifying children's learning needs and making judgements about how best to support them. Staff continue to develop their skills in choosing tasks, activities and resources which interest and motivate children. An increased use of research and data continues to support focused strategies to improve children's outcomes

The Rainbow nurture provision is very effective in meeting the specific needs of identified children. The programmes of additional support and approaches adopted by the staff are targeted to build the confidence and skills of children who require extra support. The school makes extremely effective use of a wide range of partners to complement its work in meeting children's needs; Speech and Language Therapy, Occupational Therapy, Psychological Services, Quarriers, Govan Home Education Link Project (HELP), Glasgow Dyslexic Support Service and the Language and Communication Resource. Children can access a wide range of support if appropriate such as; play therapy, befriending service, self-esteem and transition support through consultation with parents and partners providing additional services and support.

We continue to use nurturing approaches across the school to support pupils and have established groups in addition to nurture such as our Support Base/Building Buddies, Developmental PE, Seasons for Growth (Bereavement, Loss and Change) and Emotional Intelligence (support children managing feelings such as anger). A successful Mental Health campaign was organised and led by our P7 classes supported by their teachers which focussed on why children might suffer from a range of anxieties with a focus on anti-bullying, facial disfigurement, celebrating differences and kindness. This culminated in a week when P7 children shared their learning with parents and the rest of the school and a “Wear Pink” day-a wonderful example of leadership and of real importance.

How do we promote and celebrate achievements?

Enterprise opportunities have featured again this year where the children have planned activities to raise funds either for the school fund or for other charities. This included; every class participating in a Sponsored Walk, Financial Education week, our Christmas Fayre, raising money for Children in Need, Comic Relief. Financial Education continued to feature with a group of P6 pupils completing Debt Aware training and delivering sessions to their own classes and parents. Social Enterprise was introduced with a group of children earning an award for their work and receiving this in Edinburgh at the Social Enterprise awards ceremony. Our pupils take part in numerous competitions/events and have successfully represented our school in numerous sporting events throughout the year including Badminton, Football, Hockey, Cross country, Gymnastics, Athletics and Handball.

Pupils continue to learn musical instruments; learning the Chanter and Drums and we had a pupil playing the bagpipes as part of the Govan Schools Pipes and Drums Association band this. We have children playing the Guitar and Ukulele as well as our own Samba Drumming Band.

Parents are invited to join children at assemblies/celebrations where children share their learning and the on-going use and development of children's Learning Journeys completed weekly help involve and engage parents and their children in learning conversations at home.

P3a participated in a 10 week outdoor, active play programme to enhance physical activity and develop their play skills in partnership with Jeely Piece Active Play. A group of P5 children and staff participated in an 8 week Play Champs programme with Jeely Piece Club. P3a children and staff shared this experience with the other P3 classes ensuring that all children benefitted from this input. P3 classes participated in a series of Sowing Seeds Biodiversity Workshops Sowing Seeds; creating a Wildlife Garden.

A number of P7 pupils took part in School of Sport trials and P7 pupil Dylan Bradley was successful/accepted for School of Sport, Bellahouston for Hockey. More pupils took part in the SFA School of Football trials and many were successful and are currently taking part in this at Govan High School.

Groups/teams of children participated in National Hockey and Handball Tournaments, Scottish Country Dance Festival and Glasgow Schools Athletics Championships with Shelby Brand making the Finals.

We held a successful whole school Spanish Culture week in school. P5 children benefitted from having Fernando Herce, a Spanish Erasmus Student working with and speaking Spanish throughout Term 4. Children took part in a Christmas Concert, our annual whole school concert "Sing!", P1 and P2 performed the Nativity "A Miracle in Town", our P6 children visited Blairvadach for an outdoor residential weekend experience. We celebrated Scottish Culture with P5 St Andrew's Day Celebration and P6 Robert Burns Celebration along with over 50 children taking part in the Annual Govan Weavers' Burns Competition; Leah Thomson and Kelsey McKeracher P4 came second and performed at the Govan Weavers' Burns Supper in March. P3 celebrated Chinese New Year with parents and Govan Family Learning Centre. P6 children studied Digital Literacy at the Rangers Study Centre and created a high quality feature film which they shared with parents and children. P7 joined the elderly members of the Craft Café in an Intergenerational project with Impact Arts. P7 entered the Lord Provost Poetry Competition. Over 20 children took part in the Glasgow Museums Art Competition; achieving success with 5 children winning Commended, 5 children winning Highly Commended and Lauchlan Short winning a Silver Medal. Children took part in the Unicef Day for Change and successfully completed the 1st stage Level 1 on the journey towards becoming a Rights Respecting School. Finally, our football team won the Govan Fair Football Tournament Cup!

Our Parent Council continues to provide great support and continued to focus on the #costoftheschoolday This had a positive impact and one aspect of their work was organising 2 free discos for children and 2 free family movie nights. These were popular and attendance increased as a result. We greatly appreciate the support of our parents.

How well does the school improve the quality of its work?

Overall, the school has a very good awareness of its strengths and development needs and has developed effective systems to help it improve. The Senior Management Team and staff have high expectations for all children and have skilfully built a school community which shares these aspirations for all children to achieve the best experience and learning outcomes. Teachers and children have termly learning conversations with the Head Teacher, Depute Head Teachers and Principal Teachers where they discuss the progress of individuals and groups of children to ensure they attain as highly as possible. They have benefited from working together with staff from their own and other schools to improve their practice. The staff have developed a culture where children are given an important role in school improvement. The school uses a wide range of approaches to gather the views of children, parents, staff and partners. There is evidence of change and developments, impacting positively on children as a result. School staff are familiar with the updated Quality Indicators in How Good is Our School 4 and we continue to make use of these in our calendar of Quality Assurance activities to aim for Excellence in Learning and Teaching. We continue to develop approaches to meeting learners' needs and planning for pupils to aim for Equity in all that we do. One example of this is our school Link Educational Psychologist providing further guidance in setting short term and long term targets for children with additional support needs and children benefit from teachers writing "smarter" targets in partnership with children and their parents views being sought.

Our pupil committees supported by staff continue to thrive, the Pupil Council taking on board issues around the school and important aspects of citizenship along with our Eco committee helping our school to achieve its **SECOND Green Flag** which we are all extremely proud of.

Almost all teachers have developed their leadership of learning through approaches towards more active and independent learning for example through shared learning, Literature Circles and teacher/pupil consultation and planning learning. Our House System, is providing leadership opportunities to a number of senior pupils as are our Junior Road Safety Officers, Eco Groups, Health Reps/SNAG group, Monitors, Reading Buddies (P7), Play Champs (P5) and Play Buddies (P4).

All children lead their own development of learning through regular learning conversations and setting of targets and next steps recorded in their weekly Learning Journeys. Almost all teachers have developed their own professional networks and are leading increasing aspects of our School Improvement Plan (SIP) and school life such as Play Pedagogy, Sustainability, Rights Education, Social Enterprise, Languages, ICT, Assessment and Moderation with other schools and Glasgow's Improvement Challenge with Cluster Schools.

Here is what we plan to improve next year.

The **Pupil Equity Fund** will enable us to enhance our core staffing with an additional Principal Teacher (PT), additional staffing, a Child Development Officer (CDO) and a Support for Learning Worker (SFLW). Our priorities will be:

- * **Early Intervention** – Continue to enhance learning through play in Early Years to support Literacy, Numeracy and Health and Wellbeing. Further develop our Early Year's curriculum in line with current research. PT, CDO and SFLW will support Early Intervention.
- * **Raising Attainment** - Review and develop whole school approaches to Numeracy including Glasgow Counts strategies and programme. Staff development and targeted support for pupils. Additional staffing, PT and SFLW will support Numeracy.
- * **Raising Attainment** – Continue to review and develop whole school approaches to Reading/Literacy; on going as part of Glasgow's Improvement Challenge. Teacher professional development in partnership with Professor Sue Ellis, Strathclyde University. Challenge Leaders of Learning and additional staffing will support Literacy.
- * **Health and well-being** - Improvements in Attendance and Late-coming through an enhanced Breakfast Activity Club and Walking bus facilitated by Govan Help. Enhanced parental involvements in children's learning and develop a framework for family learning opportunities. Extend and promote supported study, sports clubs and active play in order to create wider opportunities in our school community for ALL children to participate and engage with. Active Play will be facilitated by Jeely Piece.

Healthier, Happier, Smarter...

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@piriepark-pri.glasgow.sch.uk

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