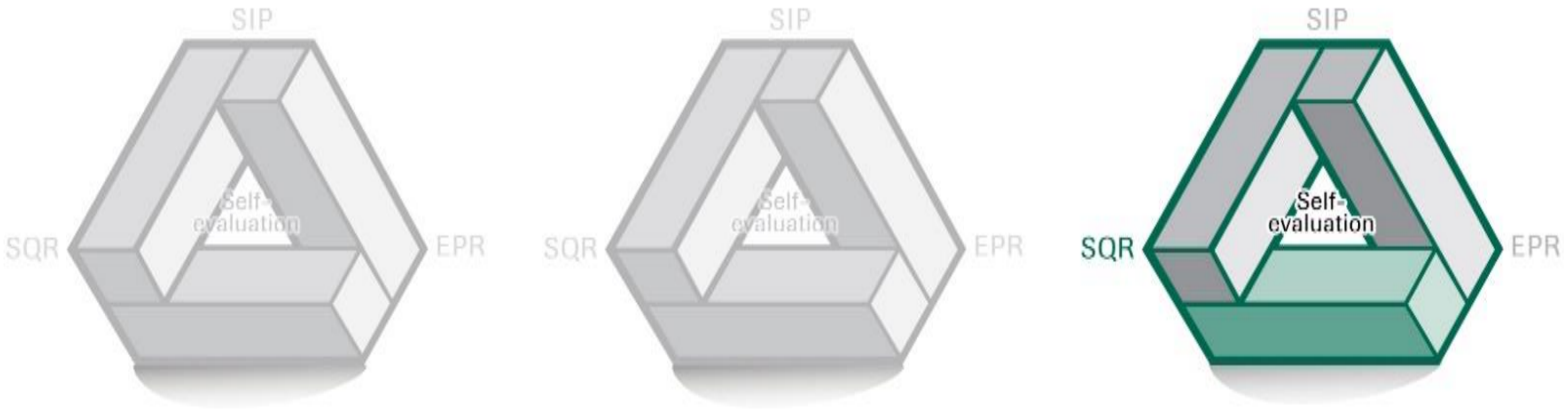




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Supporting Improvement: **Standards and Quality Report**



OFFICIAL

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.

We would like to highlight the following improvements/achievements from **session 2023 - 2024**:

Key Developments:

- The **training** of all teachers in the use of **Ruth Miskin RWI phonics**
- **PATHs Model School** Status Achieved
- Gaining our **Silver Rights Respecting School Award**
- Expansion of **distributive leadership within the school**
- Continued promotion of the arts in Wellshot through **Baby Strings** programme and through our senior pupils work with **Scottish Opera**
- **Strong positive results** in our **staff and parent end of year survey**
- GMWP – Staff have been trained and have piloted this with their classes this session. **GMWP now being used to capture views of children and track wellbeing.**
- Our **partnership with 'Love Autism'** supported families and children with neurodivergent needs
- **Ethos and culture** of our school is a happy, nurtured and collaborative school
- **Play Along Maths sessions** for P1-P3 Families
- Participation in **Games Maths project** through work with GIC



Achievement
and
Progress

Developments in Literacy:

- To raise written standards and presentation we developed a whole school handwriting policy and introduced Nelson Handwriting as a consistent resource for teaching handwriting from P1-P7.
- To raise written standards we moderated our literacy, numeracy and writing jotters. Staff worked collegiately identifying strengths and areas for development and wrote a jotter policy for consistent use throughout the school. This shared understanding of standards will help raise attainment in literacy
- A reading working group visited other primary schools with high reading attainment to look at their resources and pedagogy being used and to learn from best practice
- Our reading working group purchased new novels, Read Write Inc readers and Big Cat readers for the whole school ensuring our children have quality reading resources to learn from
- 3 members of staff attended the 2 x full day training on Ruth Miskin RWI phonics. Ms Yule became our phonic champion
- All of our teachers were trained in RWI phonics and resources given to each class. This was highlighted by many teachers as the most significant training they received this year in the staff survey
- All of our teachers received training in the expectations and use of reading strategies in teaching reading
- A fabulous World Book Day was organised by our P7 teacher and as a leadership and DYWF project for our Primary 7 learners
- We organised regular visits to Shettleston library to increase the reading for pleasure culture within our school and many learners joined the library for the first time.
- Our literacy CLOL attended the GIC phonological awareness course and used the skills in P1 to help target and raise attainment



Achievement
and
Progress

Developments in Strategic Planning & Quality Assurance

- All staff trained in and using the GCC Digital Planning Tool. Digital Planning Tool was used for forward planning throughout session 2023-2024
- DLOL Mrs Di Pasquale supported staff through additional training and mentoring sessions using the tool
- All staff trained in and using the GCC Tracking & Monitoring Tool to track learning across all curricular areas
- HT attended the Leadership training sessions for using GCC Tracking & Monitoring Tool and how to analyse and best use the data
- New quality assurance calendar introduced to Senior Leadership Team and Staff
- New tracking of attendance procedures introduced
- My School App is now in place to support communication between school and home.



Wellbeing
and learning



Engagement,
Participation
and Inclusion

Developments in Health & Wellbeing

- We began our refresh of our vision and values and aims. Staff have revised the values they feel are most appropriate going forward for us as a school and created some vision tag lines. We will now complete this consultation process regarding our vision and values with our learners and parents and carers.
- We achieved our Silver Rights Respecting School Award. Evidence of the hard work and culture that we have in raising awareness of children's rights within our school
- Our school achieved PATHS Model School status. Again, testimony and evidence of our 5-year journey in becoming a PATHS School and in teaching our children about emotional intelligence and self-regulation strategies
- We launched our school Positive Relationship Policy. This was launched with children, parents and staff with everyone trained in restorative conversations and our 'Relationship Pathway'
- We are continuing to use PEF to improve emotional and wellbeing support for pupils by providing counselling and therapy in school.
- We have a culturally diverse school community and all members of our community are celebrated and valued and discrimination in all forms is challenged.
- Staff and pupils have a strong commitment to children's rights and fully understand the need for children to be safe, healthy, achieving, nurtured, active, responsible, respected and included.
- We are a Language and Communication Friendly Establishment and our practice continued this year with weekly Makaton signs to our pupils at assemblies and these are in use daily around the school.
- Our Primary 1 children continued to learn through play. Class teachers have attended training from the Glasgow Improvement Challenge team and we have received supportive visits from the staff there. Our teachers attended play based CPD with other schools in the North East of the City
- Our P7 took part in Sense Over Sectarianism workshops in partnership with pupils from St Pauls Primary. This was a wonderful opportunity to engage in an important piece of work with our local denominational school
- The Sports Committee contributed to the organisation of Sport Day and supported playground games for younger children
- Pupil council members consistently attended the Glasgow-wide pupil forum events

Here is what we plan to improve next year...

Achievement and progress: to improve attainment in literacy

From analysis of our attainment data we identified the need to improve **literacy attainment** with a particular focus on **reading**. We plan to do this through...

- Implementation of **new reading resources** throughout school
- Developing a clear **reading policy of how reading should be taught** and ensuring a firm understanding of **reading expectations** with all staff
- Continued Whole staff training on Ruth Miskin Read Write Inc **Phonics pedagogy** and **continued implementation** to develop a **consistent whole school phonic programme and policy**
- **Collegiate quality assurance of phonics pedagogy and reading pedagogy** in driving forward improvement and professional development and learning
- Development of a '**Reading for Pleasure**' **culture** and reading environments within our school through focused termly events,
- **Reading Workshops for parents** to share reading and phonic pedagogy and to support home learning
- Complete **GCC Pedagogy feedback module** and establish teacher collaboration group to ensure consistent approaches
- All staff collaborate to implement **regular formative assessments**, construct clear success criteria to guide feedback and **improve learning conversations**
- Develop a **clear feedback policy** of how feedback should be given based on GCC Pedagogy Tool t and ensuring a firm understanding of **feedback expectations**



Achievement
and
Progress

Wellbeing and Learning: to improve play pedagogy, nurture and pupil voice

From our collegiate self-evaluation we recognised the need to improve and ensure consistency in **play pedagogy** and **nurture** across our school. We plan to do this through...

- Developing greater consistency and understanding of play pedagogy through **participation in GCC Playful Pedagogy Training and Play Pedagogy TLC's**
- Development of **Play Pedagogy policy, practice and environments** to reflect GCC Playful Pedagogy Training
- Increased quality and understanding of play in playground through **participation in GCC Active Play Programme** in partnership with **PEEK**
- Increased **understanding and consistent practice of nurture as a whole school approach** through nurture principles modules training delivered by Educational Psychologist and school nurture team
- Focus **improvement of identified nurture principle**
- Development of **outdoor learning** through revised knowledge and understanding of **national standards** and expectations and familiarisation of **key national documents**
- Creation of **RRS Gold Award Action Plan** and continued reinforcing of UNCRC Rights of the Child throughout the curriculum
- Introduction of **new structured approach to learning conversations** within new quality assurance planners



Wellbeing
and Learning

Engagement, Participation and Inclusion : to improve Eastbank Learning Community Transitions to Support Meeting Learners Needs



Engagement,
Participation
and Inclusion

We identified the need to come together as a **Learning Community** to work in partnership to **improve the planning and practice** in **meeting learners needs** especially at **key stages of transition**

We plan to do this through...

- Learning Community **collaboration** to **improve planning and pedagogy to meet the needs of all learners** through...
Moderation of Wellbeing Assessment Plans (WAP's) and establishment of **Early Level Network** to increase staff confidence and knowledge and **understanding in order to meet complex learners needs**
- Learning Community consistent approach to using **GCC Tracking & Monitoring Tool** to support transitions
- Consistent approach to transition from nursery to primary through the development of **consistent transition paperwork** and **expectations** and the **establishment of Early Transition Forum**
- **Whole School Training** in 'Keeping the Promise Awards' in **meeting the needs** of **Care Experienced Learners**

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@wellshot-pri.glasgow.sch.uk

Our telephone number is: 0141 778 1091

Our school address is: 285 Wellshot Road , Glasgow, G32 7QD

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