



## Gallowhill Primary and ELCC

# STANDARDS AND QUALITY REPORT

## June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

**SHEILA HOOD**

Head Teacher

## OUR SCHOOL

Gallowhill Primary School and Early Learning and Child Care Class is a non-denominational establishment in Paisley, situated within a local authority housing estate. At present the school roll is 215 with the nursery class having 40 children in the 3-5 room and 10 in the 2-3 room, all full-time places. The school is almost 50 years old and is on the one level comprising a main hall, 14 teaching spaces and a lunch room. We have a self-contained nursery within our building. Our leadership team comprises of headteacher, depute and one principal teacher, each having clear remits to not only support the pastoral care of learners and staff but to further the school's improvement agenda. Our staff team provides a nurturing environment for learning, encouraging parental involvement to support learners to reach their full potential. Gallowhill Primary benefits from having Families First based in the school and support for families can be easily accessed. The school has a high profile in the local community, enjoying regular positive press coverage. Learners are encouraged to be involved in inter-school activities such as Euroquiz and sports' festivals and Pupils have enjoyed being able to participate in inter-school events.

## OUR VISION, VALUES AND AIMS

**Our vision** is for everyone to have the best educational experience possible with best possible attainment.

**Our values** are **TOGETHER** : TRUST OPENNESS GENEROSITY ENCOURAGEMENT TOLERANCE HONESTY EMPATHY and RESPECT

### **Our aims are:**

- 1 To provide a curriculum which enables learners to achieve their full potential.
- 2 To motivate all learners in their own learning and development and actively engage parents, carers and families in the life of the school.
- 3 To support and enable all staff from Nursery to P7 to provide a high quality experiences through improvement planning and self-evaluation.
- 4 Through careful planning and assessment, provide a range of learning and teaching approaches which meet the needs of all learners from Nursery to P7 so that our whole school community has high expectations and values achievement.
- 5 To deploy our staff team effectively to meet the needs of learners and to improve provision.
- 6 To utilise additional funding appropriately to affect positive change in raising attainment for all learners.

## SUCSESSES AND ACHIEVEMENTS

- We achieved Silver Reading School status in May 2023. This was due to our commitment to encouraging reading throughout the school.
- We partnered with St Catherine's Primary School in a number of initiatives this session such as Parent Workshops, Reading School collaboration and a community regeneration project.
- Our P2/1 class has fostered a partnership with a school in Poland. This came about due to a family connection one of our parents has with one of the Polish teachers.
- Staff have continued to engage in purposeful inservice training such as Heartstart. We have a defibrillator on our fence so this is important for us. Other inservice has

focussed on curriculum development and ensuring we are able to provide the best opportunities for learners.

- We have benefitted from several musical opportunities for a number of classes: percussion, guitar lessons, Buddy Beats, singing, in addition to enjoying a live performance from the Mod.
- Our boys' and girls' football teams have enjoyed considerable success at all the festivals and tournaments they have attended this session.
- We continue to offer a wide range of free afterschool clubs to our pupils. These have included: football, basketball, multisports, archery, American sports, Reading Café and Art Club.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### **Improvement Priority – To Raise Attainment in Literacy**

- We continue to plan strategically to improve attainment in Literacy.
- Teaching staff have all undertaken training in **Talk For Writing** to support our school's commitment to improving attainment in Writing. We are already seeing encouraging increases in this, particularly at P1-P3 stages.
- We enjoyed a moderation of Reading event with our Cluster colleagues in February and this has supported our Teacher Judgement.
- This May, we were awarded Silver Reading School accreditation which has raised everyone's morale seeing the fruits of our labour being recognised.
- Teachers ran a very successful Reading Café after school club during the Winter term. Participation was very high - 25% of pupils from P1-7 took part and evaluated positively. This raised the profile of Gallowhill as a reading school and supported our Reading School application.
- The Early Years' Teacher has worked strategically and supportively to ensure EY practitioners are confident in effectively delivering all aspects of Early Level Literacy including **Talk for Writing** strategies and methodology. Not only is this input increasing staff confidence, it is proving hugely motivating for our youngest learners.
- Some pupils from P3-7 took part in a Reading Eggs challenge over the Summer holidays of 2022. Participation was so high we featured on a national league table. This has underlined the importance of offering alternative resources to support those who find reading challenging. Morale was raised and enjoyment high.

### **Improvement Priority – To Raise Attainment in Numeracy**

- We continue to have high expectations on achieving high standards across a range of areas of Numeracy such as quick recall of times tables facts, neatly presenting and accurately working out calculations. We continue to plan strategically to improve attainment in Numeracy.
- Teachers have worked closely with the Maths Numeracy and Coaching Officer this session to embed and extend the most up-to-date methodology in teaching Numeracy. We are already seeing an improvement in trends in Numeracy attainment with most learners achieving the expected level across the school and most learners achieving at P1, P2, P3 and P6.
- Early Arithmetical Learning continues to be developed in the nursery with staff supporting each other to provide exciting and challenging activities both indoors and outdoors to develop number confidence. Data evidences this is having a positive impact on learners' understanding of early number concepts.

### **Improvement Priority – To Increase Parental Engagement**

- Stay and Play sessions continue to be well attended by our nursery parents and this reinforces the partnership between nursery and home and how learning is an overarching responsibility of both.
- Our Parents' Nights in October and May were well attended with most parents and carers taking the opportunity to have a face-to-face meeting with their child's teacher or have a pre-agreed telephone conversation. This further strengthened home-school relations.
- We trialled a parent/pupil fun sports afternoon with P5 families in March. The participation rate was 57% which we were delighted with. Evaluations showed motivation and enjoyment levels were high from parents and pupils. This has given us positive evidence to roll this out to other stages next session.
- Parents and carers have continued to engage with SEESAW across early years and the school. This has impacted positively on communication and has enabled us to instantly share good news and pieces of work with parents and carers.
- We collaborated with St Catherine's Primary to offer workshops on issues identified by parents and carers that they would welcome support with. Although these sessions were not well attended, the planning of a joint venture has motivated both schools to continue to work together and planning is already underway for a community project.

### **Improvement Priority – To Support Pupils Who Find It Difficult To Self-regulate Their Emotions**

- The whole staff team took part in NVR (NON-VIOLENT RESISTANCE) training to further enhance our approaches to supporting pupils and nursery children who display emotional dysregulated behaviour. This has increased staff confidence in following the Nurture Principle of "all behaviour is communication".
- A working party has recently audited our current behaviour and relationships policy, consulting with staff and the pupil council in order to pilot changes in the last term of this session. These adaptations already seem to be having a positive impact on almost all pupils. We will evaluate and adopt after consultation with parents and carers in August 2023.
- Pupils are involved in assessing their own well-being, linked to SHANARRI (wellbeing) indicators, giving them a greater understanding of what support they might need or steps they can take to feel as positive as they can. This allows support to be targeted where appropriate and gives the team around the child an insight into how each pupil feels about themselves at targeted times.

## PUPIL EQUITY FUNDING

As part of our ongoing self-evaluation process involving our key stakeholders, we were able to identify a number of pupils across the school who would benefit from targeted support in either Literacy or Numeracy, and in some cases both.

We invested our Pupil Equity Fund in creating a staff team of one teacher, 1FTE ASNA and 2 FTE classroom assistants, thus increasing our core staffing. They were tasked with supporting these pupils with clear targets.

In Reading, 80% of the targeted group of 11 pupils have achieved the appropriate level.

In Writing, 50% of the targeted group of 28 pupils have achieved the appropriate level.

In Numeracy, 16% of the targeted group of 33 pupils have achieved the appropriate level but the gap has been narrowed for almost all of the others.

Going forward to next session, we have adapted our plan to include a well-being worker as we have identified particular barriers to learning for specific pupils at P4, P5 and P6. These barriers include irregular attendance and self-regulation of emotions. We are confident that this additional enhancement to our staffing will further narrow the gap for this targeted group.

## KEY STRENGTHS OF THE SCHOOL

- Visitors regularly tell us we have a very welcoming and positive ethos.
- We have a caring staff team who have demonstrated through their professional learning that they are committed to providing the best opportunities to improve outcomes for all children and pupils across the nursery and school by implementing new initiatives.
- We have a very supportive and hard-working Parent Council and a supportive community of parents and carers.
- Pupils tell us that they can trust the staff team to support them if they need help with any issue.
- Our pupils enjoy taking part in many events out with the school and are supported to do so. Their conduct is always positively commented on whilst participating in these events.
- Pupils readily articulate their learning and can also speak confidently about our school values. Almost everyone visibly demonstrates these values in everyday life.
- We are lucky to have a very diverse school community where everyone brings their own interests and personalities.

## OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made very good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward:

- Raise attainment in Literacy, particularly Writing
- Raise attainment in Numeracy
- Improve attendance

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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**Website**  
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### **HAVE YOUR SAY!**

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.