



## Gallowhill Primary and ELCC

# STANDARDS AND QUALITY REPORT

## June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. 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 226 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 celebrated its 50th anniversary during session 2023/24 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 the Family Wellbeing Team 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 have been part of the Renfrewshire EBSA (Emotion-based School Avoidance) pilot project last session. Our commitment to improving school attendance was so successful, we had the best improvement in attendance of any of the primary and secondary schools in the Local Authority.

- We partnered with St Catherine's Primary School again in a Reading School collaboration and have just submitted our application for Gold Award.
- We have enjoyed celebrating the 50<sup>th</sup> anniversary of our school and nursery, welcoming visitors to a special Open Day and performing a concert for parents and carers.
- We remain committed to Lifelong Learning and had another successful Week Of Work which allowed our P7 pupils the opportunity to experience working in the school kitchen, shadowing the janitors or undertaking classroom assistant tasks. In addition to this, we offer work experience to High School pupils and we also offer volunteering opportunities to parents who are looking to get back into work. One parent has secured an ASNA position in our school as a result of this.
- We have a new Parent Council who organised a very successful family quiz night to which many staff went along. They also raised a record-breaking £2000 at the Summer Fair in May.
- Our science ambassadors organised a very successful STEM Day in January which culminated in a very well attended Family Learning Session.
- Staff have continued to engage in purposeful in-service training such as **Talk For Writing** and **Who Cares Scotland**. Other in-service has focussed on our nurture approach and ensuring we are able to provide the best opportunities for all learners.
- We have benefitted from several musical opportunities which have widened our pupils' experiences: percussion, guitar lessons, ukelele lessons and the whole school enjoyed a live performance from the Mod.
- P7 and P1 pupils have enjoyed weekly shared reading sessions which has been mutually beneficial to both year groups in developing a love of reading as well as increasing confidence and social skills.
- Our boys' and girls' football teams have enjoyed considerable success at all the festivals and tournaments they have attended this session thus boosting morale and self-confidence.
- We continue to offer a wide range of free extra-curricular clubs to our pupils. These have included: football, basketball, multisports, archery, American sports, Reading Café, Tap Dancing and Craft Club. We have managed to reach 73% of pupils from P1-7 attending at least one club during session 2023/24.

## 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 results across the school.
- We enjoyed a moderation of Writing event with our Cluster colleagues in February and this has supported our robust Teacher Judgement.
- In May 2023, we were awarded Silver Reading School accreditation which has raised everyone's morale seeing the fruits of our labour being recognised, then in June 2024 we were awarded our Gold Reading School Award.
- The Early Years' Teacher has continued to work 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.

### **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 again this session to embed and extend the most up-to-date methodology in teaching Numeracy as well as being supported to familiarise themselves with the new digital planners and revamped assessments. We are already seeing an improvement in trends in Numeracy attainment with the majority of learners achieving the expected level across the school and almost all learners achieving at P7.
- 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 evidence suggests that this is having a positive impact on learners' understanding of early number concepts and our current P1 data supports this commitment of our whole staff team to improving outcomes for our youngest learners.

### **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. Book Bug sessions have been enjoyed by those parents who attended which again reinforces the partnership approach.
- 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.
- All our class assemblies were well attended by parents and carers with very positive evaluations shared. This allows the pupils to share their learning in an enjoyable way, using digital technology to enhance the experience.
- 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.

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

- The whole staff team continue to engage 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".
- The adaptations made to our updated behaviour policy seem to be having a positive impact on almost all pupils. This was evaluated and adopted after consultation with parents, carers and pupils in August 2023.
- Pupils continue to be 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. Pupils are much more equipped with the appropriate language to express their feelings.

## PUPIL EQUITY FUNDING

As part of our ongoing self-evaluation process involving our key stakeholders such as staff, parents, pupils and community partners, 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, 2 FTE classroom assistants and a part-time Health and Wellbeing Support Assistant, thus increasing our core staffing. They were tasked with supporting these pupils with clear targets.

In Reading, 33% of the targeted group of 14 pupils have achieved the appropriate level.

In Writing, 22% of the targeted group of 14 pupils have achieved the appropriate level.

In Numeracy, 23% of the targeted group of 13 pupils have achieved the appropriate level.

The teacher was also tasked with contacting a targeted group of 23 parents to try to support attendance. The success was tangible with 78% of the group having improved attendance or at least not declining. The biggest boost for us was in having the best improvement in attendance for any school in Renfrewshire. We intend to continue with this strategy next session.

The Health and Wellbeing Support Worker had a short temporary contract, but his impact was significant in terms of reducing exclusions for one targeted pupil and also minimising time out of class for the other 5 pupils.

## KEY STRENGTHS OF THE SCHOOL

- Visitors and parents and carers continue to 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. Staff identify that having a positive ethos which encourages fun is really important to the team spirit.
- 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. This was highlighted in a visit by our Education Manager and guest Headteacher in March.
- We are lucky to have a very diverse school community where everyone brings their own interests and personalities. This was mentioned in an audit of parent and carer views in May.

## OUR NEXT STEPS – PRIORITIES FOR 2024-25

We have made very good progress during session 2023-24 and we will use the improvement priorities listed below to build on this moving forward:

- Raise attainment in Literacy, particularly Writing. We will be looking to replace our Reading Scheme in order to offer modern and relevant texts. Our Early Years Team are introducing Makaton sign language to support communication skills.
- Raise attainment in Numeracy, particularly at P3, P5, P6 and P7.
- Refresh our Health and wellbeing programme and continue to 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.