Summarised inspection findings

Garrowhill Primary School

Glasgow City Council

27 August 2019

Key contextual information

Garrowhill Primary School is a large primary school with 16 classes. It is part of the Bannerman High School Learning Community. The headteacher has been in post since 2014 and oversaw the move of the school to a new building on its existing grounds in 2015. There is no school nursery but Garrowhill works closely with early years providers to support effective transition into P1. The headteacher is well-supported by both a full-time and a part-time depute head and three principal teachers. In 2017/18, there was 96.4% attendance, which was in line with the national average. 35.2% of children reside in households within decile eight according to the Scottish Index of Multiple Deprivation (SIMD). In 2018, 6.1% of P4-P7 pupils were registered for free school meals, which is below the national average. The school has generously sized and attractive grounds with a range of interesting areas, which provide great opportunity for children's learning and play.

2.3 Learning, teaching and assessment	very good
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

■ Across the school, children benefit from a safe, calm and purposeful learning environment. Children throughout the school are respectful, considerate and polite to each other, to staff and to visitors. The positive ethos and culture are underpinned by the school's values - belief, respect, ambition, virtue and equity (BRAVE) which are understood and demonstrated across the whole school community. The school's success in promoting positive relationships and respectful behaviour results in an inclusive approach to learning where almost all children feel valued and well supported to do their best.

■ Almost all children across all classes are motivated and engage well in their learning. They are proud of the school's many successes, particularly in sporting endeavours. Pupil voice at a whole school level is strong through the School Parliament and house system, and a number of children take lead roles as Captains and Vice Captains within these groups. Through these mechanisms, learners choose topics of focus relating to whole school improvement, for example physical health and litter picking. Children regularly contribute to the life of the school and wider community, for example through choir performances, 'Rota Kids', various charity events and as sports and playground leaders. Although most children feel their views are listened to and their contributions are valued, they are not always clear about how their views influence the identification of school improvement priorities.

■ Learning is enriched, supported and extended through very effective use of digital technologies. All classes use the school's computer suite to develop skills across a number of applications. Children at all stages use tablets very effectively to learn digital techniques such as programming and filming. This enhances their learning across the curriculum and makes a valuable contribution to children developing skills for learning, life and work. The leadership of the school's digital implementation plan has ensured staff feel well supported to embrace new technologies and enhance their teaching. Staff should continue to build on their own skills and

good practice through their shared commitment to professional learning. The school received recent recognition for this work with a Digital Schools Award.

- In most lessons, inspectors observed features of highly effective teaching. Teachers' explanations and instructions are clear. In almost all lessons, teachers use effective questioning to check children's understanding and to extend thinking. In the best practice, teachers use a variety of techniques to encourage more children to explore and articulate their thinking. There is scope to build on this effective practice in developing children's higher order thinking skills across the school.

- When given the opportunity to work in pairs and groups, children work very well together and respond well to challenge. Staff should continue to monitor the balance of teacher talk with learner activity in order to promote more independence and allow children increased opportunities to lead their own learning. The school should continue to build on the very good practice observed in most lessons to ensure all children receive the same high quality learning experience. In most classes children have opportunities to exercise choice in what is to be learned or how their learning is to be presented. This could be developed further to ensure a whole school approach to personalisation and choice and to involve learners more fully in planning for their learning.

- In almost all classes, the purpose of lessons is made clear by teachers. Where children are involved in discussing and agreeing what successful learning will look like, this helps them to frame what they need to do to achieve success. Children use digital technology to record their progress in learning and their wider achievements and share this information with their parents through an online platform. Children are beginning to evaluate aspects of their learning using this approach. Staff are well placed to develop this further across the school, ensuring that the feedback children receive is of consistently high quality and linked to agreed criteria or targets. This will enable all children to develop further the language of learning and their skills in understanding what they need to do to improve, through regular opportunities to reflect on their learning.

- At the early stages, staff are developing approaches to promoting play based learning, particularly in numeracy and mathematics. All children are motivated and interact well when participating in these activities. As planned, the school should develop further their practice in playful pedagogy so that play is more fully integrated across the curriculum and provides opportunities for free flow activity. This approach could be adapted across the school to provide increased opportunities for creativity, innovation and explorative learning.

- Across the school, children demonstrate a love of books and talk positively about reading. They welcome the whole school focus on reading for pleasure linked to the development of the school library which offers a wide choice of texts.

- Staff are committed to school improvement and work well together to improve outcomes for children. They are very effective as a team. They support one another in planning, assessing and reviewing learning and in implementing new initiatives to improve children's experiences. Their strong commitment to professional learning impacts positively on practice. Staff should continue to share and moderate learning and teaching approaches with a focus on allowing learners to take increasing responsibility and become more independent in their learning.

- Teachers make effective use of the National Benchmarks for each curriculum area to support them in assessing progress and achievement. This is supporting their overall professional judgement of progress towards, and achievement of a Curriculum for Excellence (CfE) level. The use of a range of standardised and summative assessment materials adds rigour to the range of evidence available. Through well planned moderation activities, staff are building their

confidence in developing their shared understanding of standards. This impacts positively on the reliability and validity of assessment information. Teachers are well-placed to continue to engage with all aspects of the Moderation Cycle to ensure that assessment practices continue to develop across the school. The school should continue to develop approaches to engaging with local cluster partner establishments to moderate expectations and standards.

◼ The school has effective procedures in place to monitor and evaluate change through their quality assurance calendar. There is a rigorous approach to self-evaluation to support the school's high aspirations and commitment to continuous improvement. Senior leaders have worked with teachers to develop and agree robust, manageable and clear processes to monitor children's progress in learning. The headteacher has developed a whole school tracking system, which underpins focused professional dialogue between teachers and senior leaders about children's progress, particularly in literacy, numeracy and health and wellbeing. These meetings ensure that the needs of all learners, including those who face additional barriers or challenges to their learning, are discussed. Where concerns arise appropriate interventions are planned. The progress of individuals receiving support is closely monitored and regularly reviewed to ensure impact. The school's systematic use of pastoral notes ensures that relevant staff have access to up-to-date information on all learners to minimise factors which may adversely affect their learning or wellbeing.

2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement	very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy
- Data provided by the school shows that overall, children's attainment in English language and literacy and mathematics and numeracy is very good. For 2018/19 the school predicts that almost all children in P1, P4 and P7 will achieve the appropriate CfE level in literacy and numeracy. Overall, most children in P2, P3, P5 and P6 are making appropriate progress towards first or second level. A few children are extending their learning beyond the expected level. Children with barriers to learning are attaining as appropriate to their individual needs and targets.

- Inspection activity indicates that these professional judgements are increasingly accurate. Staff would benefit from further moderation opportunities with colleagues from other schools.

Literacy and English
- Overall, attainment in literacy and English is very good. Most children are making very good progress.

Listening and talking
- Overall, children are making good progress in listening and talking. Across the school almost all children listen attentively and follow instructions. Children in both P4 and P7 focus groups talk very positively about all aspects of literacy and can articulate how this will help them in the future. Younger children use 'pair and share' strategies to support discussion and older children work well together in small groups sharing ideas and collaborating on tasks. Children make effective use of listening and talking as is evident in the videos recorded for an online digital platform, used to share progress and learning with home. The school should continue to develop children's listening and talking skills with a focus on building on others thinking. Staff should continue to engage in moderation activity to support rigorous assessment approaches.

Reading
- Overall, almost all children are making very good progress in reading. At the early stages, children use a variety of strategies to decode words. They are happy to read out loud and show an understanding of expression. By P4, children are becoming fluent readers who show good understanding of the texts read. They can discuss the use of sophisticated vocabulary in engaging the reader. By P7, almost all children are confident, fluent readers who read with understanding and expression. They can discuss the key skills of skimming and scanning and how they use these with texts.

Writing
- Overall, most children are making very good progress in writing. There are very good examples of writing on display around the school and in jotters. A structured programme is in place which supports the children to develop their skills in a clear, progressive way. Children's presentation

of their written work is of high quality. They use a variety of strategies and spelling rules to spell most words accurately. Across the school, children are knowledgeable about and use a range of punctuation appropriate to their level.

- Children at early level and first level write purposefully with an appropriate level of independence. They can write and punctuate simple sentences and give examples of how to make a sentence more interesting. By P4, children make confident and appropriate use of a range of grammar in their writing. They write at length for a variety of purposes. By P7, children are producing high quality pieces of writing across a variety of genre including writers' craft, poetry, reports and persuasive writing and are aware of the audience for their writing. They make good use of note taking to support their thinking and the creation of their own texts.

- Children benefit from regular opportunities to apply and extend their literacy skills in other areas of the curriculum. This includes writing about Roman Gladiators, World War II evacuation letters, newspaper reports, menus and leaflets focused on healthy eating and many aspects of research.

Numeracy and mathematics
- Overall, attainment in numeracy and mathematics is very good. Most children are making very good progress.

Number, money and measure
- At early level, almost all children can add within ten with most able to go beyond this. They can identify coins up to £2 and can complete simple number patterns. At first level, most children confidently round to the nearest ten and hundred and can find halves and quarters of an amount. They are confident when adding three digit numbers, finding equivalent fractions and calculating change from £10. At second level, most children are confident with a range of numerical calculations. Most can solve problems involving ratio and proportion and have explored negative numbers. They are confident when finding percentages of an amount and can convert between fractions, decimals and percentages. At second level, a few children were not confident in discussing factors and number patterns.

Shape, position and movement
- At early level, most children identify 2D shapes. Almost all children at first and second level recognise 2D shapes and 3D objects and describe their properties as appropriate to their age and stage. Most children working at first level can create symmetrical pictures and identify right angles, knowing that they measure 90 degrees. At second level, almost all children are confident working with coordinate diagrams, symmetry and types of angle.

Information handling
- At early level, children create block graphs and sort items into identified categories. At first level, most children have a good understanding of tally marks, bar graphs and Venn diagrams. At second level most children understand a range of graphs and charts including bar and line graphs and Venn diagrams. Children working at first and second level would benefit from further work on Carroll diagrams. Children working at first level do not yet have a clear understanding of the ideas of uncertainty and chance. Children working at second level have developed an understanding of the ideas of uncertainty and chance and can use this to make reasoned predictions.

Attainment over time
- The school uses a range of helpful data sources to monitor children's progress over time, including robust approaches to tracking and monitoring. This includes termly tracking meetings which have an appropriate focus on individual's progress. As a result, the school has a very good understanding of children's attainment. School data indicates they have maintained high

levels of attainment in listening and talking. They have improved attainment in reading and writing at P1 and P4 over the last three years and improved numeracy at P4 over the same time period. They have improved attainment over time for almost all cohorts as they have moved from P1 to P7.

Overall quality of learners' achievement

■ Children across the school achieve very well in an extensive range of activities both at school clubs and in their areas of responsibility. All children actively contribute to the wider life of the school through for example participation in the school parliament, committees, clubs and house activities. They develop teamwork and leadership skills and have opportunities to contribute to whole school priorities, for example the development the school playground. Achievements gained through classroom learning and responsibilities are linked well to the development of children's skills for learning, life and work. The school is now in a position to develop further the use of their skills framework in order to capture the full range of skills being developed for learning, life and work. This will support learners in talking about the skills they are developing and provide a means to chart progress in these over time.

Equity for all learners

■ The school has effective systems in place to track different groups of children including those who require additional support, are care experienced, have English as an additional language or face poverty-related barriers to learning. As a result, staff are readily able to identify children who are not making suitable progress and put appropriate interventions in place. Most children who face barriers to learning make very good progress and are attaining well. For example, the school has worked successfully to close the identified gap in attainment for children with dyslexia.

■ Pupil Equity Funding has been allocated to enhance staffing, support staff training and increase the digital technologies available. These well-considered interventions are having a positive effect on children's attainment. For example, through a targeted focus on resilience and a refreshed whole school approach to reading, children are supported to be ready to learn and access the curriculum more fully.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.