# landscapeA4SQRCover

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.

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|  | **Our achievements and improvements this year. 2019-2020** |
| We have continued to embed our values and aims which we made more accessible to children. The shared values of being **safe,** show **respec**t and be **ready** to learn are providing a supportive climate with high expectations for all children. Our aims are to provide high-quality learning experiences which meet the needs of all learners, promote resilience, respect and responsibility, and celebrate achievements within a nurturing community. Our school vision is understood by all the Bankhead Community: Working Together To Achieve Our Best. We have focused on raising attainment in numeracy by introducing Glasgow Counts Strategies and approaches, improving attainment in writing, talking and listening, developing Early Years approaches to learning through play, improving how we self-evaluate our work and improve how we engage children with the language of the Health and Wellbeing Indicators.**How well do children learn and achieve?** Almost all our children are polite, hardworking and enthusiastic to learn. They demonstrate enthusiasm for learning and for their experience within Bankhead. All pupils believe that everyone is included and welcomed in the life of the school. Older pupils described the impact on individuals being able to thrive and flourish in a nurturing and supportive ethos. Children’s achievements in and out of school are celebrated at weekly assemblies, at termly Red Carpet assemblies, on Twitter, the school website and in Newsletters. Most children can discuss their skills when asked to reflect on their learning and in partnership with their parents and class teacher contribute to their annual progress report. All children contribute to joint planning and evaluations for curriculum learning including the Developing Young Workforce, Masterclasses. In evaluations of Masterclasses pupils said they achieved success in new challenges and valued the opportunities to develop leadership skills. E.g. ECO, gardening. All P5-P7 are members of a Children’s Council where they created action plans offering opportunities for pupil voice and increase in leadership, communication and problem solving skills opportunities. Almost all learners have made good or very good progress from their prior levels of attainment in literacy and numeracy.The majority of children are making good or very good progress in numeracy and mathematics. All classes use the Glasgow Counts; Concrete, Pictorial and Abstract approach to learning. All Classes begin each lesson with ten minutes of counting and are currently teaching addition and subtraction strategies to help improve their pupils’ mental agility. All children have number talk partners and all are now able to explain their thinking. As a result children are using these strategies to be able to solve problems more effectively. All staff have benefitted from numeracy training to enrich pupils’ learning experiences and support their progress. An increased number of teachers are using the GC Framework and Bankhead Primary’s Draft Numeracy Policy to plan the children’s learning more effectively  Most children have made appropriate progress with their writing this year as the school has adopted a reading into writing approach. Almost all children are able to talk positively and enthusiastically about their writing. They are able to talk with confidence about the variety of genre they had been learning about and in the majority of cases, pupils were able to describe the language and structural features of these genre. All staff engaged in literacy training and the PT/ Challenge Leader of Learning supported improvements by team teaching, writing lesson materials and moderating with staff. Modelling reading into writing lessons has improved staff confidence and consistency of teaching approaches. A poetry progression has been embedded to offer all children the opportunity to develop their poetry appreciation and writing skills. During lockdown pupils continued to participate in reading challenges and the P7 children won the First Minister’s National Reading Challenge for their age group.  Our Support for Learning Principal Teacher organised for 34 P4-P7 pupils to receive reading support which helped improve their reading ages between 1-3years through regular paired reading sessions. These volunteers dedicated two hours a week and really supported the school to make a difference in children’s lives. Other opportunities to inspire pupils and families to enjoy reading included the successful Family Book Club. The P1-3 Family Book Club increased the total number of sessions that were offered to families from six to eight, with two of these being held in Knightswood Library. Our average weekly attendance in school sessions increased from 10 to 13 families. Parents found it helpful learning tips in how to make the most of sharing a book with their child including making use of the text features and some reading strategies. The attendance of the our P1-P3 families was 64% at the Scottish Book Trust P1 Bookbug Bags / P2/P3 Read, Write, Count Bags pyjama party which included a workshop and a visit to class. Parents in Primary 2 and Primary 3 had an opportunity to attend 5 Play- a- Long Maths workshops focusing on mathematical language through games. ( Pupil Equity Funded)A focus on P1 and P2 - on Early Level promoting talking and listening in play has resulted in increased levels of communication between children and adults. Children are involved in the planning and directing of their learning using Talking Floor Books and we have created systems that build children’s independence, self-regulation and life skills. Staff and children benefitted from the partnership work with the Child Development Officer who shared her wealth of experience and knowledge of play based learning to plan, teach and assess the pupils’ progress. Early Level oral language and co-operation and social skills, such as turn taking were developed for targeted pupils by rich experiences in the playroom. All P1 – P3 pupils benefitted from a soft start to the school day and Child Development Officer (CDO) organised Stay, Play and Learn sessions to provide a range of play based activities to support and develop literacy and numeracy skills for Early Level pupils and their parents. (Pupil Equity Funded)We continued to embed our **Health and Wellbeing** curriculum programme by biannual auditing two of the eight wellbeing indicators e.g., Safe and Nurtured, which help staff monitor and track more effectively pupil’s self-evaluation of the wellbeing outcomes. The results were then used to create class action plans describing the next steps for both class and individual learning. Teachers then evaluated the success of the interventions as part of their assessment cycle and were able to describe the impact for learners. To involve the parents in their children Health and Wellbeing (HWB) development pupils’ a simple discussion task based on one of the indicators. E, g, Who keeps you safe? Was tweeted very week and then discussed each week in class. The aim was to get children sharing ideas with their families and developing the Health and Wellbeing Vocabulary. During HWB Learning Conversations and at assemblies pupils were able to describe the effectiveness a range of supports in the school across all the Wellbeing Indicators. The have also mentioned in learning conversations that by participating in these audits they are helping to plan their own learning. Following Staff training on **Developing the Young Workforce** most lessons are now linked to skills for life learning and work. Almost all children have benefitted from a range of curriculum based enterprise opportunities to develop their skills and attributes personally and socially. Successful initiatives, such as anti-litter and save energy campaigns in the local environment and Raising Trout project have developed many skills including leadership, communication and problem solving. Pupil planning and presentations, staff evaluations and learning conversations. **Improved learning experiences for children enhance the unique, social, economic cultural context of the children and their families of the Bankhead Primary Community.**Children have the opportunity to be successful learners, confident individuals, effective contributors and responsible citizens through a number of leadership roles. Playground Buddies, special Buddies for Primary 1 pupils, classroom monitors, dinner school monitors. Primary 7 pupils are elected democratically by their peers as part of their Democracy topic as House Captains and Vice Captains. These responsibilities provide pupils with leadership roles and develop their confidence.Participation in an increasing number of sporting events and after school clubs have improved pupils’ confidence and provided new learning experiences for many of our pupils e.g. Boys football club, gymnastics, athletic, swimming, Triathlon competitions etc., Primary 6 and Primary 7 pupils experienced many successes as they represented Bankhead Primary School winning medals in Glasgow City Council athletic and swimming events. The increase in participation and achievement was recognised in June 2018 by Sports Scotland Silver Award. Due to COVID 19 the pupils were unable to participate in various sporting competitions from April-June 2020. Primary 7 pupils have an opportunity each year to develop personal and social skills through outdoor education at a week’s residential trip. This session all of the children attended Blairvadach and the staff said that the children’s behaviour was exemplary and they all displayed good collaborative and leadership skills and that they had been brave in challenging themselves and supportive of each other. All children participated in an annual Scots Poetry Competition which offers an exciting opportunity for children to experience success, improve their confidence and celebrate with their families.The Pupil Equity Fund enabled us to build on the successes of previous years’ drama group. Over forty, P5-P7 pupils benefited from the expertise of a drama specialist and a class teacher who taught them twice a week in preparation for their drama show, Peter Pan and the Lost Boys. Unfortunately, due to lockdown the children never had the opportunity to perform their show after all their hard work. We value and celebrate the multicultural nature of our school where32% of our pupils have English as an Additional Language. We recognise the diversity of cultures through multi- faith assemblies. Our pupils, staff and parents respect and understand the richness and benefits of a diverse school. As part of our Scottish month in January we focus on learning about a different nationality of a child in each class. This year In partnership with West College Scotland accredited Face Painting and Sewing classes were organised for mums who were new to this country to help them integrate with other mums and improve their confidence in speaking English. This has helped them to build relationships with other parents in school and to support their children’s learning. In 2019 we were awarded a Language in the Community Award from Glasgow City Council in recognition for the work of the Young Interpreter Scheme. This opportunity re-engaged the children in the love of their first language and increased their pride in their own language. This project promoted empathy and helped improve the children’s communication skills. Now, when new pupils begin in school our Young Interpreters know what to do and say to make them feel welcome. Our Parent Council continues to provide great support using their funds to subsidise school trips and visits and to buy necessary equipment for all children. They have been instrumental in liaising with Glasgow City Council for a ‘safer drop off and pick up’ from school which ultimately resulted in the Car Free Zone in August 2019. Another aspect of their work is to organise fun activities for both children and their parents e.g. .Valentine family Quiz Night We greatly appreciate the support of our Parent Council. During lockdown they supported families by creating and keeping up to date the Parent Council Website and the results from their questionnaires informed our Recovery, Reconnection and Resilience plans. They also bought necessary resources to enable every child to have their own resources rather than sharing them with their group/class We aim to raise attainment in every curriculum area for each child in Bankhead Primary School. We have an inclusive ethos and, by understanding each child’s developmental age we can provide individualised learning programmes to support learning where necessary. We provide support for children who have emotional, social and communication challenges. We adapt our processes to ensure best outcomes for all children e.g. this year our tacking system is now embedded in the Curriculum for Excellence benchmarks identifying learners’ key strengths and developmental needs. We want every child to be the very best they can be and live up to our motto “ Working Together to Achieve Our Best”  |
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|  | **Here is what we plan to improve next year.** |
| The Pupil Equity Fund will enable us to enhance our core staffing with three Principal Teachers (PT), a Child Development Officer (CDO) and three Support for Learning Workers. (SfLW)Our priorities will be :* To r**econnect** and **build relationships** as schools begin in August & **build resilience** and **inner well-being** i.e. the introduction 12 week Emotion Works Recovery Programme with a focus on

resilience and introduction of Mindfulness practice x2 day in Term 3.* To **raise attainment in numeracy** by continuing to review the whole school approaches including Glasgow Counts strategies and programme.
* To **raise attainment in literacy** by continuing to develop whole school approaches in writing, talking and listening. PT/Challenge Leader of Learning will provide staff training and targeted support for children.
* **Early Intervention** continue to enhance learning through play in Primary 1 to support Literacy, Numeracy and Health and Wellbeing. Develop further our Early Years curriculum in line with current research and led by DHT, and supported by CDO.
* **Developing Young Workforce** by providing meaningful opportunities for children to develop skills for learning, life and work.
* To continue **to raise the profile of Wellbeing Indicators** ( safe, healthy, achieving, nurtured, active, respected, responsible and included) through the monitoring and tracking of bi-annual wellbeing audits, class action plans and evaluation on interventions.
* To enhance **parental involvement** in children’s learning and **develop a framework** for learning opportunities.
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|  | **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@bankhead-pri.glasgow.sch.uk  Our telephone number is: 0141-959-3531Our school address is: 66 Caldwell Avenue , Knightswood, Glasgow G13 3 ASWebsite: [www.bankhead-pri.glasgow.sch.uk](http://www.bankhead-pri.glasgow.sch.uk) Twitter: @BankheadGCCFurther information is available on , the school website, Twitter; and the school handbook.  |