

Cardonald Primary Standard and Quality Report June 2021

Key Developments and Areas of Strength

We Have been focusing on numeracy and maths development for the past 3 years and there has been an increased an overall increase in attainment based on teacher's judgment, SNSA testing and GL assessments.

Targeted groups from identified key stages have been supported in both numeracy and maths with measurable improvement in attainment for almost all targeted children.

Developing use of technology in the classroom and increased use of I-pads has increased pupil engagement.

Pupil's tell us that they enjoy problem solving in maths and working collaboratively.

TEAMS has been an effective communication method for almost all families. Our lockdown in Term 3 showed significantly better engagement with home learning than previously.

Outdoor Learning opportunities have been engagement children in a variety of curricular areas.

We continue to use the Inclusive Classroom resource to ensure both universal and targeted supports are in place to ensure all our learners can engage and feel included.

Our partnerships with Quarriers and Barnardos have helped to support identified children.

Our PATHS library developed in partnership with Parent Council was successfully launched with storytelling sessions.

We are continuing to use PATHs to support Health and Wellbeing and promote children's rights.

Our Values:

- ✓ Positivity
- ✓ Cooperation
- ✓ Friendship
- ✓ Respect



Our Vision:

To create a safe, happy, caring and inclusive school where children, staff and parents feel valued, show respect, understand each other's uniqueness, have fun and work hard together to be the best they can be.

Areas for Development

Developing writing through staff training, modelling of lessons and introduction of new writing assessments to track progress.

Continuing targeted support groups with further training in both numeracy and literacy for support for learning worker.

Revisit the resources from previous training from Glasgow Dyslexia Support Service and work with SFLWs and new staff to ensure everyone has a joint understanding of dyslexic learners.

Use of reading recovery scheme to support targeted pupils and introduction of standardised reading assessments to support teacher judgement in tracking learners progress.

Training for Primary 1 teachers in Glasgow's Playful Pedagogy to develop the Primary 1 classroom to incorporate more play-based learning, with increased pupil choice and learning journals,

Developing Pupil Voice by including more children in pupil groups as well as continuing and extending pupil leadership with literacy leaders, mathlete and digital leaders.

Develop an Equalities policy to ensure learning, teaching and the curriculum support equality and social justice.

Increasing parental engagement through continued use of TEAMS.

Parent Volunteers will be trained in the paired reading scheme to work with children.

Increasing parental engagement through continued use of TEAMS.

Re-introducing in school parental engagement opportunities' including P1 phonological awareness sessions, Bookbug and Read, Write, Count sessions. Literacy workshops and class open afternoons.