

# King's Park Primary School



## Handbook

## 2019-20

'I see and aim for great things'

**King's Park Primary  
School Handbook 2019-20**

Welcome to King's Park Primary School



I would like to welcome you and your child to King's Park Primary School. This handbook contains a range of information that you might find helpful. Please do not hesitate to contact the school or check the school website if you need more information. Our Twitter feed (@kingsparkp) is a valuable means of communication which helps inform our parent community of news and events pertaining to the school.

I hope that this handbook gives you a glimpse of life at King's Park Primary School. We look forward to having you and your child work with us and hope that this will be the start of a strong productive partnership.

**T. McCann  
Headteacher**

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## School Vision & Values

In King's Park Primary School we provide a welcoming and friendly environment, which celebrates the diversity of our community.

We are a nurturing school where everyone feels safe, happy and valued and all children are supported to reach their full potential. This is achieved through working together with children, their families and the community, based on a shared sense of direction.



## School Information

### **Contact Details:**

King's Park Primary School  
44, Kingsbridge Drive  
Glasgow  
G44 4JS  
Phone: 0141 632 2193  
Email: [headteacher@kingspark-pri.glasgow.sch.uk](mailto:headteacher@kingspark-pri.glasgow.sch.uk)  
Website:  
[www.blogs.glowscotland.org.uk/gc/kingsparkprimary](http://www.blogs.glowscotland.org.uk/gc/kingsparkprimary) (Google Glow Scotland King's Park Primary and add to favourites)  
Twitter: @kingsparkp

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### **Background information:**

- Co-educational school
- Non-denominational
- Stages taught: P1-P7
- Current Roll: 369
- Capacity: 462

### **School staff**

A full list is available on the school website and parents will be updated on any changes as required. The leadership team is as follows:



**Mrs Adrienne Currie**  
Depute Head Teacher

**Mr Terry McCann**  
Head Teacher

**Mr Richard McKean**  
Depute Head Teacher

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## **Enrolment**

Registration of Primary 1 children takes place in November and is advertised widely in local press etc. Prospective parents are welcome to visit the school and should contact the school office.

Families living out with the catchment area are welcome to make a placing request to attend Glasgow Primary School but must enrol their child at their local school as a first step. Further information is available using the following:

<https://www.glasgow.gov.uk/index.aspx?articleid=18426>

## **Organisation of Classes**

The following guidelines set by Scottish Government apply.

<b>P1</b>	maximum 25
<b>P2&amp;3</b>	maximum 30
<b>P4-7</b>	maximum 33
<b>Composite classes</b>	maximum 25

Composite classes have pupils from more than one stage.

## **The School Day**

Morning	09.00 -10.30
Interval	10.30 - 10.45
	10.45 - 12.15
Lunch	12.15 - 13.00
Afternoon	13.00 - 15.00

P1 children are dismissed at lunchtime until the first Monday in September after which they will remain in school until 15.00.

## **School Holidays 2019-2020**

Details of holiday dates are available on the Glasgow City Council website:  
<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

## **Pupil Absence**

Within King's Park Primary School, good attendance and timekeeping are encouraged at all times. Parents are asked to inform the school if their child is going to be absent via the Council Absence Line – 0141 287 0039. This should be done before 9.30am on the first day of absence. If the child is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents of their child's absence if no contact is made. All unexplained absences are investigated by the school. When any child's attendance falls below 85% , the school will communicate with parents and work in partnership with the Education Liaison Officer to help support our parents and children. Latecoming is also monitored and the school will communicate with parents should this be a cause for concern.

## **Medical & Healthcare**

Health professionals visit at various times during the year for routine health checks, vaccinations and medical examinations. Parents are kept informed by letter.

If a child becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of **all** contact details.

Parents should inform the school of any medical requirements relating to their child. If a child requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

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## Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using social media, letters, texts and the local media etc

## School Uniform

The school uniform is:

- Green shirt
- School tie
- Grey trousers
- Grey skirt/pinafore

Sweatshirts, cardigans, polo shirts and ties with the school logo are available for purchase at the school office.

Our uniform was agreed in consultation with pupils and parents. It is expected that all children attending King's Park Primary School will adhere to this dress code. We are very proud of the high uptake of school uniform in the school and appreciate the parental support we receive. This demonstrates a pride in our school.



## PE Kit

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Following ear-piercing, there is a six week period where the earrings cannot be removed. Please ensure any ear-piercing takes place at the beginning of the summer holidays to allow healing time and full participation in PE following the break. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the curricular work.

There are forms of dress that are unacceptable in school, such as items of clothing which:

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils



### **Clothing & Footwear Grants**

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than **£15,050\***), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

<https://www.glasgow.gov.uk/index.aspx?articleid=17519>

### **School Meals**

Our school provides a lunch service which offers a variety of meals and snacks. Special diets for children with medical requirements can be provided. Please inform the Headteacher.

Children who prefer to bring packed lunches are accommodated in the dining hall and the lower gymhall.

Children from Primary 1 to Primary 3 are entitled to a free school lunch. Children and young people of parents/carers(Primary 4 to Primary 7) receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than **£15,910\***) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

### **Transport**

The education authority has a policy of providing free transport to all pupils who live out with a certain radius from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school or at

<https://www.glasgow.gov.uk/index.aspx?articleid=17882>

### **Transfer from Primary to Secondary School**

Children and young people normally transfer between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents and carers will be informed of the school arrangements no later than December of P7.

Children from our school normally transfer to:

King's Park Secondary School

**Address:** 14 Fetlar Drive, Glasgow, G44 5BL

**Head Teacher:** Kirsty Ayed

**Phone:** 0141 582 0150

**Fax:** 0141 582 0151

**E-mail:** [headteacher@kingspark-sec.glasgow.sch.uk](mailto:headteacher@kingspark-sec.glasgow.sch.uk)

**Website:** <http://www.kingspark-sec.glasgow.sch.uk/>

King's Park Secondary School staff work with our pupils from Primary 6 onward to prepare them for the transition to secondary school. A range of transition events are arranged with the secondary school to help familiarise pupils with the layout of their new school and to provide opportunities to meet and work with the staff of the secondary school. An enhanced transition programme is arranged for some of our more vulnerable pupils.

## **Communication with Parents**

At King's Park Primary School we use a variety of ways to keep in touch.

**Open Door Policy** – the senior leadership team are available for all parents and carers at any time providing they are not teaching or in another meeting. Please either pop in to the school office or phone for an appointment.

**Homework Diaries** – will let parents know what homework has been set and is also used to communicate between the class teacher and parents.

**Newsletters** – there are whole school newsletters every few weeks and also a class newsletter each term, keeping parents and carers informed about the work of the school and celebrating pupil achievements. We aim to provide notice of key events within the school year.

**Letters** – further information which requires a response may be sent out in letter form.

**School Website/Twitter Feed** – these will contain a great deal of information about the school. It is a good idea to check these regularly. Copies of letters and newsletters can be found here. Our Twitter feed is very active and we celebrate the good work taking place at the school and in every classroom on a very regular basis..

**Text Messaging** – Regular text reminders are sent about events/school closures etc.

**Meetings** - Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment.

**Celebrations of Learning**-There are various opportunities throughout the year when parents can discuss their child's progress with the class teacher and view their child's work. Parents and carers are welcome at many other events throughout the school year e.g. workshops, information evenings, class performances, religious and other assemblies. Our Achievement Assemblies provide opportunities to celebrate children's wider achievements in and out of school.

**Pupil Profiles** – Each term, samples of pupils' work, their personal learning targets and learning logs are sent home for discussion.

## **Emergency Contact Information**

At the start of each school session, parents will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

## **Privacy Statement and Data Protection – Use of Information about Children and Parents/Carers**

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.

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However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people, or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at <https://www.glasgow.gov.uk/CHttpHandler.ashx?id=32485&p=0> .

### **Appointments During School Hours**

If your child has an unavoidable appointment, please give them a letter for their class teacher and then collect them from the school office at the specified time.

### **Comments & Complaints**

In Glasgow Primary Schools we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available :  
<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Liaison Unit  
Education Services  
Glasgow City Council  
City Chambers East  
40 John Street  
Glasgow G1 1JL

Tel: 0141 287 5384  
e-mail: [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.

### **Child Protection Co-ordinator**

Mr McCann is the school's Child Protection Co-ordinator. If you have any concerns about the immediate wellbeing of an individual child or young person, do not hesitate to contact him or the Deputy Child Protection Co-ordinator, Mrs Currie.

## Curriculum for Excellence 3-18

Curriculum for Excellence provides a framework to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education(BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide at King's Park Primary School we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curricular areas.

<b>Expressive Arts</b>	<b>Health &amp; Wellbeing</b>	<b>Literacy &amp; English</b>	<b>Numeracy &amp; Mathematics</b>
<b>RME</b>	<b>Sciences</b>	<b>Social Studies</b>	<b>Technologies</b>

Progress in learning is indicated through curriculum levels as detailed below.

<b>Level</b>	<b>Stage</b>
<b>Early</b>	The pre-school years and P1 or later
<b>First</b>	To the end of P4, but earlier or later for some
<b>Second</b>	To the end of P7, but earlier or later for some
<b>Third &amp; Fourth</b>	S1-S3, but earlier for some

**Expressive Arts:** The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

**Health and Wellbeing:** Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing.

**Science:** Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

**Social Studies:** Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values.

**Religious and Moral Education:** Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

**Literacy & English:** Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society.

**Numeracy & Mathematics:** Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

**Technologies:** The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.

There will be opportunities throughout the year for parents and carers to learn more about aspects of the curriculum and to be consulted about significant changes if appropriate.

**Useful websites** [www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)  
[www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)

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## **Religious Observance**

Our school is fortunate to have close links with King's Park Parish Church. The minister, Reverend Boyd, assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Each session we celebrate Easter, Harvest, Christmas and Summer Services in the church and parents and carers are invited. Parents have the right to withdraw their child from religious observance and should inform the school in writing.



## **Assessment & Reporting**

All children are assessed both formally and informally throughout the year. This allows children and their teachers to identify their strengths and areas for improvement. A variety of assessment methods, both summative and formative are used to enable staff to pass on information to parents about the progress of their child. Assessment records are kept by the class teacher and form the basis of discussion at Parents' Evenings in November and March. An annual report is sent to parents towards the end of each school year.

If you have any concerns about your child's progress do not hesitate to contact the school.

## **Pupil Profiles**

Every child leaving primary school in Scotland has their key achievements in school, at home and in the community documented within a P7 profile. The content of the profile is decided by the young person. The profile is a positive record of their achievements and emphasis their strengths. The profile provides a valuable way for learners to share valuable information about their achievements with their parents and teachers in secondary school.

## **Support for Pupils**

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website – <http://www.glasgow.gov.uk/CHttpHandler.ashx?id=14627&p=0>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at [https://www.google.co.uk/search?q=glasgow+city+council+parental+involvement+strategy&sourceid=ie7&rls=com.microsoft:en-GB:IE-Address&ie=&oe=&safe=active&gfe\\_rd=cr&ei=BUwTWLXjCqnS8Aej\\_IDQCA&gws\\_rd=ssl](https://www.google.co.uk/search?q=glasgow+city+council+parental+involvement+strategy&sourceid=ie7&rls=com.microsoft:en-GB:IE-Address&ie=&oe=&safe=active&gfe_rd=cr&ei=BUwTWLXjCqnS8Aej_IDQCA&gws_rd=ssl)

## **Getting it Right for Every Child (GIRFEC)**

The GIRFEC approach is about how staff in all children's services meet their needs by working together where necessary to ensure that children reach their full potential.

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

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## **School Improvement**

On an annual basis, you will receive a copy of our Standards and Quality report. The Standards and Quality report highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office or look on our website. The Standards and Quality report for last session is included at the back of our school handbook.

## **Promoting Positive Behaviour**

We have recently reviewed and updated our Positive Behaviour Policy and copies will be made available to parents and will be accessible through our school website.

We are working towards being a restorative school, where children reflect on the impact of their actions on others and we promote the school values of **respect, honesty, wellbeing, achieving potential and caring** are at the core of all our interactions in the school. We use effective positive behaviours such as Golden Time and the school House Points system to encourage and reward good behaviour. The staff across the school act as positive role models to our children and we strive to ensure that our young people feel safe, healthy, active, nurtured, respected and included.

## **Homework & Home Learning**

Continuing to learn at home helps children to achieve more and is a vital part of our partnership with parents. Please check your child's schoolbag for communication about home learning and specific tasks. A copy of our homework policy is available on the website and on request from the school office.

## **Skills Development**

Skills are developed through an 'I can' Growth Mindset approach, across all years with the delivery of Experiences and Outcomes. The development of skills is essential to learning and supports our pupils to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which our pupils develop will provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential. Our curriculum aims to foster the development of key skills in communication, problem-solving, critical thinking, inquiry, investigation and analysis, and social and personal awareness and interaction. In particular, it places key emphasis on the acquisition of literacy and numeracy skills. Physical and mental wellbeing are central to our thinking within a health promoting environment.

## **Learning & Teaching and Assessment**

The success of our curriculum is through the delivery of high-quality learning and teaching. This is at the heart of our work and the use of a variety of teaching methodologies is an essential feature of our curriculum. A wide range of teaching strategies is implemented by all staff, where approaches to learning and assessment are varied and pupil-centred. Assessment for Learning techniques, direct teaching, self and peer assessment, individual and group work, text-based work and practical work, the use of IT to support learning, outdoor learning, citizenship, educational visits and visiting speakers are examples of approaches and methodologies designed to actively engage our pupils in their learning.

There is a focus to continually support the professional development of our staff in the field of learning and teaching which involves colleagues sharing practice, within both the school and the Learning Community which has led to further reflection of practice, incorporating new ways of engaging and supporting our learners. We are continually self reflective and look inward at our practice, outwards at good practice building strong partnership and forwards to consider the next steps in improvement. The school's quality assurance programme of peer and management class visits, seeks to promote professional standards and dialogue. Formal and informal observations, the collation of key data, effective tracking and monitoring systems and attainment analysis all drive improvement. We seek to develop purposeful moderation which ensures a shared understanding of standards and a consistent approach to making professional judgements on achievement of a level. Purposeful feedback based on clear, relevant and measurable success criteria helps learners identify strengths and next steps in learning. . Our holistic approach to assessment allows us to gather a body of evidence which informs our judgements. These include written responses in jotters or workbooks, photographs and video clips, observations, presentations, projects and reports as well as oral responses.

We used standardised GL assessments and a range of unseen texts which allow pupils to demonstrate skills in wider contexts to track reading progress. Big Writing and Routes Through Writing criteria is used alongside CfE benchmarks to assess children's writing progress. We make use of a range of assessments in numeracy including SHM end of unit assessments and TeeJay materials to determine what skills children are secure in within Numeracy and Mathematics. We have adopted the Glasgow Counts approach to Numeracy which develops children's concrete, abstract and pictorial understanding of mathematics and numeracy. Planned contextualised presentations and debates along with daily discussions which arise from all aspects of the curriculum help us make judgements linked to the CfE benchmarks within Talking and Listening. Within our early stages, we adopt a play-based approach to learning and we are increasing staff knowledge of these approaches and research linked to play pedagogy. This will support our young children to become self-motivated, confident individuals who display positive attitudes towards their learning and relationships.

### **The Ethos and life of the school as a community**

Children's wellbeing is at the heart of the school. We seek to develop very positive interactions and mutual respect between children and staff. We are a restorative school and we seek to develop children's emotional literacy through our core Health and Wellbeing programme and our Positive Behaviour Policy. Empathetic and nurturing relationships support our learners to develop confidence in managing their emotions and behaviours. The school works exceptionally well with a wide range of other agencies who help to support children's needs academically and emotionally. Visitors to the school comment on our warm welcoming ethos.

Our curriculum offers a broad range of learning experiences for our pupils. The children work with a wide range of relevant partners including NHS partners(smoking/toothbrushing), Jeely Piece Club, YMI, Scottish Opera, SACHI, Santander, Sowing Seeds, Castlemilk Youth Complex, GCC Active Schools Co-ordinators and the Confucius Institute of Scottish Schools, contribute to planning themes and topics in order to make learning meaningful. We aim to further develop a wider range of partners which will help support and enhance our curriculum.

Our children are encouraged to contribute to the school community at every stage where they have opportunities to lead their own learning and to be instrumental in bringing about change and improvement. Our shared core values **RESPECT, HONESTY, CARING, WELLBEING** and **ACHIEVING POTENTIAL** are indeed at the heart of everything we do. These values are embraced and celebrated by everyone within our school community. They are further endorsed through assemblies and the tone of our communication at every level.

Our charitable endeavours are a further illustration of our core values within a strong Nurturing community. We are confident independently and we understand the value of inter-dependence. Good health and good humour are further constituents of this hugely positive school environment. The value of this culture is felt across the school and shapes the conditions of learning.

### **Curriculum Areas and Subjects**

The period of education from pre-school to the end of secondary school has the particular purpose of providing each young person in Scotland with a broad general education. At King's Park all our learners will experience a **Broad General Education** which will include all of the experiences and outcomes across all 8 Curriculum areas, progressing through the Levels, as far as this is consistent with their learning needs and prior achievements.

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Through Pupil Equity Funding, we prioritise Literacy and Numeracy as core subjects where we focus on raising attainment and closing the poverty related attainment gap. We ensure that Health and Wellbeing remains a high priority as we want to support our learners to be resilient, sociable learners who develop healthy positive attitudes to work and relationships.

Significant work has taken place to develop consistent planning approaches which will allow staff to plan experiences which will meet the needs of all learners, show features of cross cutting themes and incorporate the principles of curricular design whilst allowing for teacher creativity. We will continue to monitor the effectiveness of our planning mechanisms.

Our tracking systems allow us to effectively record pupil progress with Literacy and Numeracy and we will look to extend these systems to record children's wider achievements.

Our P1 curriculum is based on playful pedagogy. We will develop a curriculum and approaches to learning and teaching to support this with a view to extending these approaches into P2 and P3 and beyond.

There is a strong emphasis on music within our curriculum. Visiting specialists support, develop and showcase individual talent. Our Church services, assemblies, choir performances, Scottish themed performances, P1 induction days and P7 show provide us with opportunities to demonstrate our musical abilities and talents.

Our clearly differentiated curriculum supports children's particular aptitudes, interests, talents and learning styles. Children are given opportunities to express opinions and influence decision making across the school. Pupil council and pupil voice are mechanisms for this. In addition we will aim to get children to work in collaboration with their teachers to set targets and identify the means of achieving them. The children should get to know themselves as learners.

### **Inter-disciplinary Learning (IDL)/ Discrete**

This key feature of CFE is reflected in our contextualised planning. This approach leads to challenging opportunities for our pupils. They make connections across learning within the context of Broad General Education. IDL opportunities exist across two or more subject areas ie ( Expressive Arts and Scots Poetry. Within historical or geographical contexts we use a range of aptitudes to initialise and develop learning opportunities). Subject links are increasingly incorporated into planned approaches. Developments have led to more involved experiences such as Health Promotion, Eco-schools work, Financial Education, JRSO and various other committees provide rich opportunities for children to develop transferrable, contextualised skills and knowledge for children's wider involvement in the world..

We also believe it is very important to teach subject areas discretely in their own right to ensure that building blocks of progression in skills, understanding and knowledge are systematically put in place to enable children to experience success.

### **Global Citizenship/1+2 Modern Languages**

We recognise that we are growing up in a multilingual world and the ability to communicate in social, academic and commercial settings is crucial if we are to play our full part as global citizens. Our commitment to developing Modern Languages in French and Mandarin provide us the opportunity to develop our understanding of different languages and culture. The commitment to Mandarin Chinese in King's Park Primary has also focused our attention on our L2 language. As part of our School Improvement Plan, all teaching staff have undertaken training in French and all children from P1-P7 will have exposure to this language alongside Mandarin Chinese. We will look to celebrate the wide range of cultures and languages which represent our varied EAL demographic.

We aim for all pupils to demonstrate themselves as global citizens, able to take up their place in the world, contribute to it confidently, successfully and effectively, understanding the rights and responsibilities of living and working in a globalised world. We all have a role to play and together we can make a difference. This is exemplified by our 'Green Flag' Eco-schools award. Our partnership with Re:volve and Parent Council family initiatives further enhance our commitment to this area.

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## **Digital Literacy**

We aim to empower our young people and equip them with the digital skills required in an everchanging, fast paced world of technology. Staff are committed to developing their own digital literacy skills in order to use technology effectively to enhance learning across our curriculum. We engage children in activities using a wide range of technologies and encourage children to adopt a responsible attitude to accessing resources which support their learning. We will look to achieve accreditation for our innovative approaches to Digital Literacy and prepare ourselves to effectively implement the key elements of Glasgow City Council's wider initiatives which will provide us with the infrastructure and resources to prepare our young people for the digital world.

## **Personal Achievement**

Our achievement certificates, Golden Time sheets, personalised awards (eg attendance, You Are A Star and Headteacher Awards demonstrate to our school community the value and importance of our pupils' personal achievements. Pupils, parents and staff recognise and support wider achievement, personal target setting and the importance of reflection and evaluating across learning.

The school arranges a wide variety of opportunities which showcase the children's accomplishments during the session. These opportunities may be experienced across our many and varied after school clubs or as part of the school day.

Our residential experience challenges individual and collective capabilities on a number of fronts. We are generous in our charitable work and take our civic responsibilities very seriously.

The connection between personal achievement and self esteem is exploited through opportunities at class, group, whole school and school community level. Mental health and wellbeing is a key focus for us all and the importance of achievement within this context is understood and embedded in everyday practice.

Celebration of our own achievements and those of others, link daily to our core values and the culture of the school. These sentiments guide and influence our planning.

## **Parent Council**



We have a very active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM in September. As a parent or guardian of a child in our school, you are a member of the 'Parent Forum'. Each year the Parent Forum nominates representatives to work in partnership with the school on their behalf –The Parent Council. The Parent Council Fundraising arm organises many of the fun family events that run each session. The monies raised from these events help to enhance the high quality curriculum we deliver at King's Park Primary. Parents and carers are encouraged to attend events and to volunteer to help at events as well as use the Parent Council's email and Twitter feed.

Parent Council minutes are available on the Parent Council page of the school website and on request from the school office. A list of current members is also available on the website.

## **Focus Groups**

(Pupil Council, Health Committee, JRSO, Eco-Committee, Technology Club, Gardening Club, Art Club, Outdoor Learning Group, Rights Respecting School Committee, Science Club, Charity Committee, Fair-trade Group, School Website Committee and Around the World Group)

Our focus groups are made up of representatives from each class. These are important groups which ensure that the views of pupils are heard and introduce pupils to a wide variety of experiences.

There are also many other roles that your child can become involved in through our active citizenship programme such as House Captains, Finer Diner Monitors, Corridor Monitors, The Packed Lunch Cleaning Crew, Litter Pickers and Big Pals.

## **Extra Curricular Activities**

We have a wide range of activities that run all week to extend the learning experience. These currently include choir, guitar club, netball and football. Please check your child's schoolbag for information as places are popular and may be limited.

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Our Active Schools Team work closely with the school to provide a range of activities such as mini-kickers, dance, athletics, judo and multi-sports across all stages which promote teamwork and healthy approaches. This relationship is vital for the success of these programmes. The school staff work hard to develop links and partnerships in the local and wider community.

**Useful addresses:**

**Education Services**

City Chambers East  
40 John Street  
Glasgow G1 1JL  
Tel: 0141 287 2000

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)

**Maureen McKenna**

Service Director of Education  
Glasgow City Council, Education Services  
Wheatley House  
25 Cochrane Street  
Merchant City  
Glasgow G1 1HL

**Councillor Archie Graham**

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Glasgow G2 1DU  
Tel: 0141 287 7048 Fax: 0141 287 5485  
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**Councillor Susan Aitken**

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**Councillor Liam Hainey**

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**Cultural & Sport Glasgow**

Letting Section  
Glasgow City Council  
20 Trongate  
Glasgow G1 5ES  
Tel: 0141 302 2814/2815

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Glasgow City Council  
Education Services  
City Chambers East  
40 John Street  
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0141 287 2000

# Supporting Improvement: Standards and Quality Report



The summary report is provided for parents/carers 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.

## **Our achievements and improvements this year.**

We would like to highlight the following improvements/achievements:

The implementation of active reading approaches across all stages to help raise attainment in literacy.

- We have introduced Glasgow Counts approaches to raise attainment in Numeracy and Mathematics through increased engagement and effective learning and teaching.
- We have developed planners across all curricular areas to improve planning, assessment and moderation and to ensure progression and cohesion across all stages. We have created our Curriculum Rationale which is shaped by our understanding of the local context of our school community.
- Pupil Equity Fund has allowed three staff members(Acting PT 1) to drive forward improvements in reading and nurture. We are improving staff confidence in using Emotion Works to develop children's emotional literacy. Our Green House nurture space is driven by our PT and SfL workers and provides emotional support to our most vulnerable pupils. Staff training on All Behaviour Is Communication helps us understand emotional triggers and how to de-escalate difficult situations ensuring the dignity of the child is at the core of our interactions. We have collated data which indicates that direct interventions with pupils have seen significantly raised attainment in reading.
- Feedback from parental and pupil questionnaires demonstrate very high confidence levels from our stakeholders in how the school is managed and how we support the academic, social and emotional needs of our pupils.
- We are actively increasing the number of opportunities for children to engage in wider school clubs after school and at lunchtimes eg guitar, choir, mini-kickers, multi-sports, coding. Our percentage of children engaging with Active Schools Activities is at its highest

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for three years.

- We have high expectations of all learners and our work on Growth Mindset, the implementation of new spelling materials and increased emphasis on Golden Time have helped increase expectations of work and behaviour. We are committed to the school's Restorative ethos
- We implement Mandarin Chinese and French language opportunities across school. All children have developed their knowledge and understanding of these languages and cultures.

#### **Here is what we plan to improve next year.**

- Promote the highest quality of teaching and learning through the delivery of National and Local Priorities
- Continue to build on our work to promote the care and welfare of all of our pupils through Restorative and Nurturing Approaches ensuring they are safe, nurtured and included, in particular, those with additional support needs.
- Raise attainment in Numeracy and Mathematics by developing the sharing of good practice of teaching and learning and assessment processes.
- Increase practitioner knowledge of play based approaches and research to support our children to become self-motivated confident individuals, displaying positive attitudes towards their learning and relationships.
- Raise attainment in literacy by implementing Writing strategies and robust approaches to assessment and moderation.
- Further promote our work in Modern Languages. We aim to raise the profile of French by engaging our young people in conversational French across all stages. We will continue our excellent work in Mandarin Chinese across the school and Learning Community.
- Continue to develop our approaches to Digital Literacy accessing a range of innovative media and applications to enhance our children's learning. This will develop our children's skills for life, work and learning.

#### **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@kingspark-pri.glasgow.sch.uk](mailto:Headteacher@kingspark-pri.glasgow.sch.uk)

Our telephone number is: 0141 632 2193

Our school address is: 44 Kingsbridge Drive, Glasgow , G44 4JS

Further information is available in: newsletters, the school website, and the school handbook

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