

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.

School improvement priorities have impacted positively upon learners' attainment and achievement this session.

Improvements/achievements for session 2018- 2019 include:

- School values are known by all and are actively demonstrated by pupils and staff
- Our vision and aims underpin our practice and there is a positive ethos around the school
- Parent/carers are actively involved in the life of the school through
 - Language Diversity events
 - Parent Teacher Association (PTA) Events
 - After school clubs
 - Parent Council
 - Learning showcases, shows and assemblies
- Curriculum Rationale for Kelvindale is now being finalised
- We have a shared vision on school strengths and next steps
- Pupil Equity Fund funding helps shape School Improvement Priorities, building upon existing practice
- Other professionals from Glasgow and other local authorities have visited our school to share and moderate good practice
- Depute Head Teachers (DHTs) are leading teachers with developing programmes for Expressive Arts, Interdisciplinary Learning, Modern Languages, Religious and Moral Education and Spelling
- On-going staff training impacts positively on classroom practice evidenced through quality assurance processes
- P1 and P2 have adopted the play approach and shared good practice within and beyond the authority
- The majority of P1, 4 and 7 pupils on track in all areas
- Assessments are integral in our learning and teaching – it is matched, planned and used to inform next steps in learning
- Learners have regular opportunities to self and peer assess across the curriculum
- Teachers are developing their skills in questioning and feedback through their professional development

- Teachers meet formally with DHTs every term to evaluate practice, plan and moderate across a stage
- Bi-annual and tri-annual attainment meetings with Class Teachers, English as an Additional Language (EAL) /Additional Support for Learning(ASL) teachers and the Senior Leadership Team.
- Staff nurture and secure positive attachments with all our children
- Teaching staff establish positive relationships with parents to further support their children
- United Nations Convention on the Rights of the Child articles are linked to learning and evident within the learning environment
- Support for Learning Workers are supporting small groups and individuals with Literacy, Numeracy and Health and Wellbeing interventions
- Soft Start for P1 pupils (P1 pupils can come into school from 8.50am)
- Pupil Equity Funding used to train teacher to practise Mindfulness and sustain previous developments
- More varied pupil groups/clubs now on offer (some run by parents)
- Attainment Data is used to inform needs and interventions and how we use our Pupil Equity Fund allocation
- EAL teacher and translators ensure workshops and Parents Evenings' are inclusive for all
- Discrete support provided for families (financial and resources)
- Pupil Council and Fair Trade take account of cost when driving forward school initiatives
- EAL support is provided for pupils where appropriate, with specific focus on early intervention and children new to English
- Curriculum promotes equality and diversity -Language Diversity Week, Language of the Month, Culture Café, 1 plus 2 languages
- School activities /trips/non-uniform days are planned with 'Cost of the School Day' in mind
- School discreetly aids families with cost of trips etc
- Learning environments, wall displays and pupil work reflect work of the school
- Children are more engaged and are increasingly taking the lead in their learning
- Teacher funded for 3 days from Pupil Equity Fund to support learners and raise attainment in Literacy and Numeracy
- Senior Leadership Team have an overview of attainment to intervene appropriately
- Pupils are clear about the progress their children are making and know how they can extend and support their learning

Wider Sporting and Cultural Events

- Awarded our fifth Eco School flag in May 2019
- Burns Competition at the Trades House of Glasgow-1st in P7 category and 2nd and 3rd in P4 category (poetry)
- Won Glasgow heat at the Euro Quiz for second year running and consequently represented Glasgow at the National Euro Quiz Final at the Scottish Parliament
- A P6 team won the Circular Economy Challenge (Zero Waste Scotland)
- Another P6 Team won Circular Glasgow Commercial Award

Football

- A P7 pupil represented Glasgow at the National Inter District National 7s

Basketball

- Won Glasgow West Primary Competition and qualified for City Finals

Athletics

- Won PEPASS Super 7s Glasgow West
- PEPASS Super 7s-Runners up
- 2nd in GSAA Cup

Gymnastics

- Glasgow Floor and Vault Championship Level 3-Runners up
- Scottish Level 3 Floor and Vault-4th
- Pupil's choice Award at Gymfest-Won

Dance

- 1st in Glasgow West City of Dance Competition
- 2nd in Glasgow City of Dance Competition

Swimming

- PEPASS Legacy Swimming Gala-Runners Up

Here is what we plan to improve next year.

Improvements/achievements for session 2019 – 2020 according to School Improvement Plan Priorities.

We have identified next steps for our School Improvement Plan. These are directly linked to our Pupil Equity Funding and the National Improvement Framework.

1: Increased attainment in Literacy and Numeracy

- Whole school emphasis on raising attainment in Writing-staff training
- New Spelling Methodology for P1-P4
- Increased practitioner knowledge and confidence in the teaching of addition and subtraction with alternative strategies leading to improved learner experiences

2: Decrease the attainment gap between the most and least advantaged children

- More families to engage in Early Literacy and Numeracy Interventions
- Increase support to pupils experiencing barriers to learning

3: Glasgow's Digital Literacy Strategy

- Share the Digital Literacy Strategy Vision with whole school community
- Deployment of I-pads(for teachers and pupils)
- Digital Training for teaching staff
- Engagement with pupils, parents and carers

4. Health and Wellbeing

- Develop a vision and strategy for Health and Wellbeing (Mental, Social and Emotional)
- Communicate Restorative Practice vision to capture hearts and minds of all staff and pupils

Pupil Equity Fund

This session, our Pupil Equity Funding is £75,600. This is based on Free School entitlement and is used to raise attainment, in particular to close the poverty related attainment gap.

This session we intend to spend this on:

Staffing

- continuing to pay for Additional Support for Learning teacher for an extra 3 days a week over and above her contracted 2 to continue Reading Recovery/Additional Support for Learning
- extra clerical hours
- P1 Soft Start staffing costs

Resources to support our improvement plan including:

- Maths equipment
- Health and Well-being Resources

The wider body of parents were invited to give suggestions for how this money should be spent through and the Parent Questionnaire which was issued last session.

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@kelvindale-pri.glasgow.sch.uk

Our telephone number is: 0141 334 5005

Our school address is: 11 Dorchester Place
Glasgow
G12 0BP

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

