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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.

Standards and Quality Report 2025–2026

Kelvindale Primary School is a non-denominational, co-educational school for children from Primary 1 to Primary 7, located in the Kelvindale area of North-West Glasgow. We are part of the Clevedon Learning Community and currently have a roll of 386 children. Our school community is diverse, with 49 languages spoken. Fifteen percent of our pupils live in SIMD Quintile 1, and the school receives £71,050 through the Pupil Equity Fund (PEF).

Key Developments (Quality Indicator 1.3)

We have strong systems in place to monitor children's progress, attainment and wellbeing. These help staff build a clear picture of each learner's strengths and next steps, ensuring that support and challenge are matched to individual needs.

Staff regularly meet to review information about learning and wellbeing, identify trends and plan appropriate support. There is a strong shared responsibility across the school for ensuring every child is supported to achieve their best.

Resources and support are carefully targeted and reviewed to ensure they have a positive impact. This helps us respond quickly to needs, celebrate success and continue to improve outcomes for all learners.





Staffing and support are carefully planned and reviewed to ensure that resources are targeted where they will have the greatest impact. This helps us provide the appropriate support, at the right time, enabling all learners to make progress and achieve success.

PEF continues to enhance staffing, enabling an experienced teacher to lead targeted interventions across the school and provide additional support for children.

Developments in Learning, Teaching and Assessment (Quality Indicator 2.1)

We are committed to creating learning environments where every child feels supported, included and ready to learn. Across the school, a range of spaces, including our Sensory Space, Calm Zone, STEM Room, Nature Neuk, Imagination Station and Sensory Garden, provide opportunities for children to learn in ways that best meet their needs. These spaces have helped to improve engagement, wellbeing and readiness for learning.

In Primary 6 and 7, enhanced digital technology has provided children with greater opportunities to record, share and reflect on their learning. Digital tools are helping children work more independently, collaborate with others and demonstrate their understanding in different ways.

Teachers have continued to work closely with colleagues across our learning community to share good practice and develop consistent approaches to learning and teaching. This collaborative work has enhanced learning experiences for children across all stages.

At the early stages of learning, all families have been supported with practical ideas and resources to help develop literacy and numeracy skills at home. This has strengthened home-school partnerships and increased confidence in

supporting children's learning.

We remain committed to providing high-quality learning experiences in Spanish. Staff confidence in teaching the language has continued to grow through access to improved resources, professional learning and support from colleagues, ensuring children benefit from regular language learning opportunities.

Staff have undertaken professional learning to further strengthen the teaching of decoding and encoding. This has supported a more consistent approach across the school and is helping children develop strong early literacy skills.



Progress in promoting well-being equality and inclusion (Quality Indicator 3.1)

Attendance across the school remains very strong at 94.4%, with no exclusions recorded during the session. Regular monitoring and close partnership working with families help to reduce barriers to attendance and support children to engage fully in learning.

We continue to provide targeted support for children who may need extra help with their wellbeing. Through close collaboration between staff and families, children receive personalised support that helps them build confidence, resilience and positive relationships.



Children also have a range of ways to seek support when they need it. Initiatives such as small-group wellbeing sessions and our Health and Wellbeing pupil referral system help ensure that children feel listened to, valued and supported. Our updated Positive Relationships Policy further reflects our commitment to creating a nurturing, respectful and inclusive environment for all.

Families remain at the heart of planning for their children's learning and wellbeing. Regular meetings and wellbeing check-ins provide opportunities for parents and carers to discuss progress, contribute to next steps and work in partnership with the school. This collaborative approach helps ensure that children receive the support they need to thrive.



Relationships across our school community continue to be very positive and are underpinned by our shared value of Respect. Through initiatives including our Culture Café and weekly ESOL classes for families, we are strengthening connections with parents and carers and creating further opportunities for families to learn, contribute and feel part of our school community.

Progress in children's learning /raising attainment and recognising achievement (QI 3.2)

Pupil Equity Funding has been used to provide additional support in Literacy, with a particular focus on decoding and encoding. Through a range of targeted programmes and resources, children have received extra support to help them develop their reading and writing skills. As a result, almost all children are making good progress in their learning, with many showing improvements in decoding, fluency and understanding of texts.



Literacy			
	2024	2025	2026
PI	88.1%	86.7%	90.5%
P4	67.2%	84.5%	78.2%
P7	88.0%	95.7%	91.8%

Almost all children in the 2019 cohort achieved Second Level in reading. We have also seen an increase in the number of children achieving expected literacy milestones as they move through the school, reflecting the positive impact of targeted support and careful tracking of progress.

Writing attainment has also continued to improve. Almost all children in the 2019 cohort track to achieved the expected level in writing, with attainment increasing from 86% to 91.8% over the past year. This reflects the positive impact of high-quality learning and teaching, targeted support where needed, and the commitment of staff to helping every child succeed.



Attainment in numeracy continues to be strong, with almost all children making expected progress and almost all children on track to achieve national expectations.

Consistent approaches to teaching and assessment, alongside targeted support where required, have helped children develop confidence and understanding across key areas of numeracy and mathematics.

Numeracy			
	2024	2025	2026
PI	92.9%	88.9%	90.5%
P4	85.1%	93.1%	87.3%
P7	92.0%	93.5%	86.9%

Children continue to achieve success across many areas of school life, with 86% of our school community attending breakfast, lunch or afterschool clubs. Through participation in clubs, leadership groups, sports, music, and community events, children are developing confidence, responsibility and teamwork skills. These opportunities support children to develop as successful learners, confident individuals, responsible citizens and effective contributors.

Our approaches to pupil leadership, wider achievement and participation continue to strengthen children's skills for learning, life and work, helping them develop confidence, resilience, communication and leadership skills that will support them in their future education and beyond.



Here is what we plan to improve next year.

Our priorities for development Session 2026-2027

Develop a nurturing school, underpinned by our shared school values. (Wellbeing)

🕒 By May 2027, embed a consistent, whole-school approach to pupil voice, ensuring all learners have meaningful opportunities to influence school improvement and can demonstrate their impact on decision-making.

🕒 By October 2026, ensure consistent positive relationships are experienced across the school by implementing a shared, values-based approach to relational practice.

Create a shared vision of high-quality learning, teaching and assessment to improve progress and attainment for all learners. (Progress)

🕒 By June 2027, develop and implement a consistent, whole school approach to the planning, teaching and assessment of Numeracy and Mathematics through a spiral approach, leading to increased learner retrieval and clearer progression across levels.

🕒 Mission 2B: By June 2027, develop and implement a consistent, whole school approach to synthetic phonics, leading to improved decoding and encoding skills.

Develop an inclusive and equitable school environment where all learners are supported and challenged. (Inclusion)

🕒 By June 2027, develop a shared understanding of race and racism across our school community, ensuring consistent inclusive language and practice are embedded across teaching 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.

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[School Improvement Plan 2026-2027](#)

[School Handbook](#)

