



Glasgow City Council  
**Education Services**  
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# Supporting Improvement: Standards and Quality Report



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.

## Our achievements and improvements this year.

### Key Developments: Leadership of Change

Last session, our school's vision, values and curriculum rationale were co-created with all stakeholders. The refreshed vision promotes a strong sense of community and informs strategic planning. Our values are visible in our daily interactions and are regularly revisited and celebrated during weekly assemblies. As a result, we provide a welcoming, nurturing and supportive learning environment for our school community.

Building on the commitment to create a rationale for our school, all teaching staff collaborated with colleagues in the Clevedon Learning Community to moderate the Broad General Education (BGE). Staff from all associated primaries and the local secondary school considered the approaches to the eight curricular areas and how best to ensure consistency across all schools. Staff identified 'what matters to us' and the best approaches to teaching the curriculum for our learners. A positive outcome was the professional collaboration in the learning community by all teaching staff in the learning community, promoting a networked learning organisation to create a bespoke curriculum rationale for the Clevedon Learning Community. Looking forwards, this will further enhance transitions.

During our weekly assemblies and on our 'Personal Achievement Wall: Kelvindale Stars!', we recognise and support the contributions that learning outwith our school can make towards a child's development and achievement. This is having a positive effect on their confidence,

communication skills and motivation, and is helping children to connect experiences across all aspects of learning.

### Learning, Teaching and Assessment

In Primary 1 and 2, we continue to implement a bespoke pedagogical approach to play to foster imagination, curiosity, and independence through exploration and discovery.

The Early Level team were invited to share their good practice to senior leaders, early years practitioners, and Early Level teachers at the annual Early Years Conference. Through hosting an open doors event, they shared our developments in planning, implementing and assessing play.

Following a whole school introduction to the Meta-skills, an enquiry-based learning approach was further developed through the creation of the STEM Lab, where children are provided with the opportunity to explore provocations and resources that promote the meta-skills.

Kelvindale Primary was identified as one of Glasgow's four pilot schools to co-create and implement a consistent and progressive approach to crafting wonderful sentences. The Sprint Model (Breakspear) has supported staff to improve the standard and consistency of our learning provision. The impact of this teaching sprint is evident in extended writing and across other curricular areas.

We introduced a Tracking and Monitoring Toolkit for the Broad General Education which has allowed senior leaders and all practitioners to track a child's journey, including wider opportunities, through the Curriculum for Excellence Levels. This has ensured we are meeting the needs of all learners by challenging and supporting through effective and meaningful target setting at regular intervals throughout the session.

### Progress in promoting wellbeing, equity and inclusion

Through the use of Glasgow's Motivation and Well-being Profile (GMWP) and questionnaires, children surveyed are making good progress that they are proud of, and can talk effectively about their learning. Our children have a strong sense of belonging and they demonstrate this through consistently following our school rules.

Our English as an Additional Language provision (EAL) continues to support children who are new to, or developing confidence, in English. We are proud of the progress our EAL learners continue to make in all areas of the life and ethos of our school. We have refreshed our English as an Additional Language procedures, ensuring our children are tracked through regular assessments and language levels are recorded.

We have continued to consult and implement the principles of Nurture throughout the school, focusing on All Behaviour is Communication. We ensure all of our environments are inclusive, where all children are supported appropriately, feel welcomed and included, and access learning that is appropriate to their point of need.

Our children continue to benefit from a range of wider achievements. Kelvindale staff and coaches offer a range of clubs including athletics, choir, dance, football, gardening, gymnastics,

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netball and tennis. As a result, last session, 82.4% of children (314 of 381) across the school have engaged in a Physical Activity or Sports Club, and 144 extracurricular sessions of Physical Activity or Sports Clubs were delivered across 15 different clubs. Children at Primary 4-7 were invited to perform at the Children vs Young Lives Christmas Concert at Glasgow's Royal Concert Hall with a live orchestra. One hundred and four children (48%) demonstrated their commitment, creativity and confidence to entertain a live audience and raise money for a worthwhile cause.

We continue to implement digital enhancements to best support a wide range of children's needs, promoting inclusion.

### Progress in children's learning /raising attainment and recognising achievement

Most children have made good progress in Literacy and English and Numeracy and Mathematics within academic session 2023/2024. This session; almost all children achieved Early and Second Level in line with national expectations. Attainment at Early and Second Level has continued to improve from the previous three years of tracking, demonstrating our improvements in learning and teaching are making a positive difference.

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

#### Our priorities for development Session 2024-2025

**Challenge 1:** Develop a bespoke curriculum to meet the needs of our school community (Networked Learning Organisations)

**Mission 1:** Develop a shared understanding and application of the Broad General Education across our learning community.

**Challenge 2:** Raise attainment and achievement in Literacy and Numeracy through targeted and Universal Support (Achievement & Progress)

**Mission 2A:** Improve CPA and differentiation pedagogy across all classes leading to improved attainment in Numeracy.

**Mission 2B:** Embed our research informed writing pedagogy to raise attainment in writing for targeted children in Primary 5.

**Challenge 3:** Increased knowledge, confidence and skills through engagement with the health and wellbeing indicators, leading to improved learner outcomes.

**Mission 3A:** Develop a nurturing school where the approaches and principles of nurture are embedded in our environment.

**Mission 3B:** Further develop enquiry-based 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@kelvindale-pri.glasgow.sch.uk](mailto:headteacher@kelvindale-pri.glasgow.sch.uk)

Our telephone number is: 0141 334 5005

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