



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

www.glasgow.gov.uk
 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.

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 Cleveden Learning Community and currently have a roll of 391 children. Our school community is diverse, with 42 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: Leadership of Change

Last session, we introduced a revised curriculum overview, informed by national guidance, to ensure children experience a clear and progressive learning journey. This has strengthened curriculum coverage, improved planning, and created more consistent learning experiences across the school.

With support from PEF, we have also developed a clear and manageable assessment calendar. This enables teachers to use a wide range of assessments to make reliable judgements about children's progress. As a result, planning is more focused, support is provided earlier when needed, and tracking of progress is more consistent across the school.



PEF has also supported high-quality staff training, including Concrete-Pictorial-Abstract (CPA), play/enquiry-based learning, and strategies for supporting neurodiverse learners. This has enhanced teaching practice and contributed to more inclusive and effective learning for all children.



Developments in Learning, Teaching and Assessment

Through professional learning and the sharing of quality resources, staff across Kelvindale and the Clevedon Learning Community have developed a more consistent and coherent approach to the delivery of Modern Languages. This collaborative work has enhanced teacher confidence and improved the quality and progression of learners' experiences. As a result, children are benefiting from a more structured and engaging language learning journey, with increasing levels of participation evident across stages.



All staff have benefitted from Numeracy training, with a focus on Glasgow City Council's Framework for Teaching Numeracy and Mathematics and the CPA approach. This professional learning has further built staff confidence and improved consistency in the teaching of Numeracy across our school.

The further development of enquiry-based learning in the Upper School has effectively enhanced learner agency and engagement. This has led to a responsive redesign of our child-centred learning zones and the introduction of open-ended, high-quality resources in the STEM Lab (Science, Technology, Engineering and Mathematics). Learners now have regular opportunities to apply and deepen their meta-skills through self-directed challenges. As a result, they are more motivated, confident, and able to work collaboratively.



Progress in promoting well-being equality and inclusion

Almost all children benefit from consistently high attendance, with an average rate of 94.4%. Daily monitoring supports the few children with lower attendance, enabling staff to identify barriers and provide targeted support. Strategic use of PEF, including assistance with transport, has helped reduce barriers for a few learners, leading to improved attendance, engagement, and wellbeing.



Across the school, staff create calm, purposeful learning environments that promote inclusion. Teaching and Support Staff make effective use of spaces to support learning and deliver targeted interventions. PEF has enabled the development of two dedicated wellbeing spaces, used in partnership with Impact Arts, School Health, and the Health and Wellbeing Lead. These spaces

provide support and sensory breaks, helping learners improve emotional regulation, readiness to learn, and classroom engagement. Targeted Health and Wellbeing groups further ensure that children feel supported, listened to, and valued. Children involved in these groups demonstrate greater resilience, improved self-regulation, and increased confidence in seeking support when needed.



Individualised Health and Wellbeing Profiles have been introduced to identify and plan for specific nurturing needs. These profiles are used to implement tailored strategies, supporting improved emotional wellbeing, stronger relationships with adults, and greater readiness to learn.



Almost all of our children took part in wider opportunities this year, with 95.4% attending a PEPASS club and 95.7% joining a wider achievement club or representing the school at an event

Progress in children's learning

Pupil Equity Funding (PEF) has supported targeted literacy interventions, including Guided Reading, Reading Boost, Active Literacy Kits, and Units of Sound. These approaches have been implemented consistently to narrow gaps in attainment. Assessment data shows improved fluency, comprehension, and confidence, particularly among targeted learners.



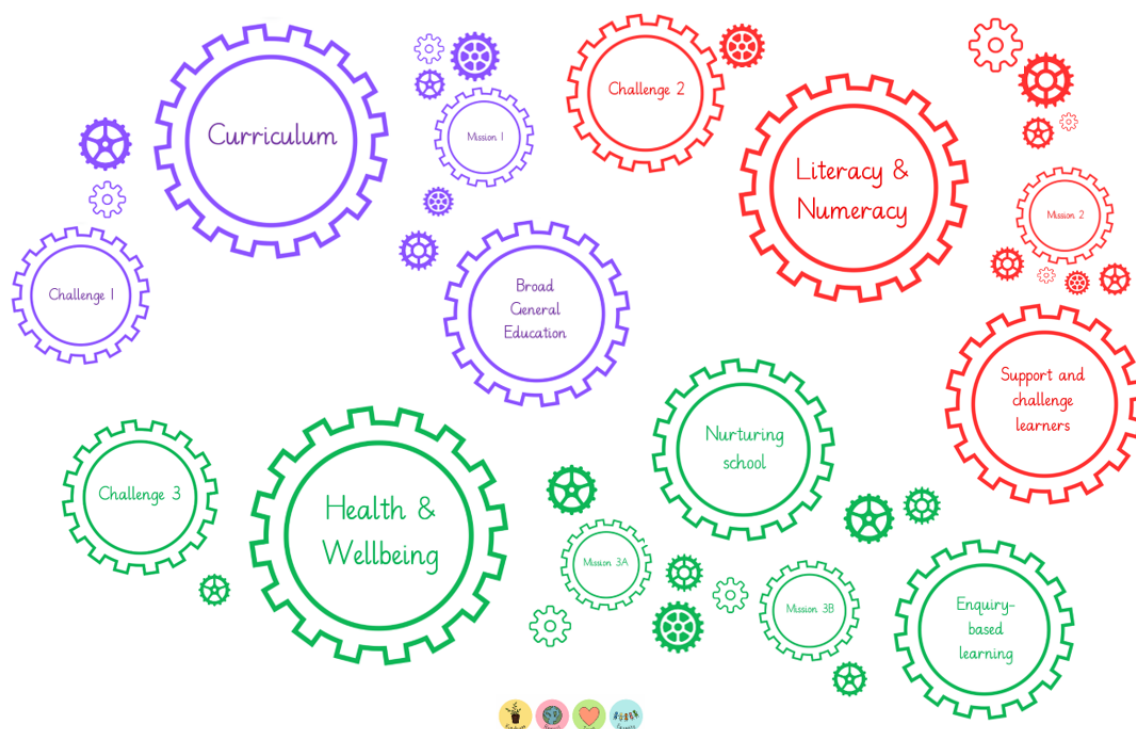
Writing has also been strengthened through approaches including a consistent approach to teaching sentence structure and text types, targeted teaching, and regular assessment. These have contributed to improved practice and raised attainment across the school.

Overall, attainment data shows sustained improvement. In Reading, almost all children in Cohort 2018 are on track, with more children achieving expected levels as they moved from First to Second Level. In Writing, attainment for the same cohort has also risen, with almost all children now achieving expected standards. Cohort 2021 show a similar pattern, with progress sustained over time and almost all children now achieving expected levels by Primary 4. These gains reflect the impact of early interventions, consistent tracking, and high-quality teaching.



Here is what we plan to improve next year.

Our priorities for development Session 2025-2026



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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: social media, the school website, and the school handbook



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