



Glasgow City Council  
**Education Services**  
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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.

### Leadership of Change

- ① All teaching staff are committed to ensuring that we continue to deliver the highest standard for all learners through their continuous engagement in professional learning.
- ① Staff quickly and skilfully further enhanced their Digital Learning skills to deliver daily remote learning via Teams. Almost all (94%) of our children engaged throughout the period of Remote Learning.
- ① During Remote Learning, we further strengthened relationships with our parents/carers by working in partnership with them to ensure we provided quality learning experiences through Teams, Seesaw, Home Learning Packs, Attending School and phone calls.
- ① Staff and children have developed increased capacity to respond and adapt to change.
- ① Almost all children reconnected to school life with ease. During Remote Learning 10% of all our children attended school; this helped to ensure risk assessments were updated and successfully operating prior to all children returning. Our risk assessment remains active and all stakeholders are working together to mitigate risks. We continue to work in partnership with our parents and have sought their views via Parent Council and online surveys.

### Learning, Teaching and Assessment

- ① Successful roll out of iPads. Every child in P7 received their own iPad to support their learning. These were effectively utilised throughout lockdown to enable all P7 children to access Remote Learning opportunities. In class, they created further opportunities for collaboration, personalisation and choice, engagement and enquiry. Shared and inclusion iPads ably supported learning for those children attending school.
- ① We continue to develop our outdoor learning environment. Staff received bespoke training from 'Learning through Landscapes'. Our PTA continue to successfully fundraise to further develop our grounds. They have designed and built a bespoke Mud kitchen and installed an outdoor tap.
- ① The former janitor's garden has been transformed to house 12 planters. Every class was gifted seeds and successfully nurtured the seeds, planting and growing a tremendous crop of pumpkins, cabbages, chard,

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runner beans, potatoes, garlic, sweetcorn and more. Some children had the opportunity to prepare the foods to enjoy in class. Alliums flourished and successfully attracted bees and butterflies.

- Extending the Book Banded Library to Second Level (P5-P7) has increased reading mileage.
- All teaching staff effectively used a variety of assessment approaches to strengths and next steps in learning.
- Active spelling strategies are being consistently taught across all stages, this is leading to improved learner experiences.
- 'Talk for Writing' is embedded from Primary 1 to Primary 7 to support narrative writing.

### Ensuring wellbeing, equity and inclusion

- The ethos of our school reflects a commitment to positive relationships and our school values (Respect, Diversity, Self-belief, Resilience).
- All teaching staff embraced the Promoting Alternative Thinking Strategies (PATHs) programme to support mental, emotional & social wellbeing. This is equipping children with the skills to identify and regulate their emotions.
- Outdoor spaces are used effectively to promote positive relationships and wellbeing.
- We have worked in partnership with other agencies (educational psychologist, school nurse, speech and language, occupational therapist and CAMHs) to ensure we get it right for every child. Individual plans have been created for children who require additional support.
- Despite the challenges, our transitions programme from P7 to Secondary and from Nursery to Primary 1 was very successful. All children benefitted from a visits to Cleveden Secondary in addition to online sessions. A small group approach ensured all nursery children benefitted from two visits. We worked in partnership with Wyndford Nursey to create a transition video which has been recognised as a model of good practice.
- We ensured our Primary 7 children benefitted from wider achievements including outdoor learning at Pinkston, a school show that was shared remotely with parents/carers and an outdoor party.

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

#### Our priorities for development Session 2021-22

- 1: Raise attainment and achievement for all children in Literacy and Numeracy through targeted support, interventions and collaborative enquiry.
- 2: Develop a whole school strategy for Health and Wellbeing, with a particular focus on mental, emotional and social wellbeing.

### **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: newsletters, the school website, and the school handbook

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