



Supporting Improvement: Standards and Quality Report

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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.

We would like to highlight the following improvements/achievements:

Key developments (Leadership of Change)

School improvement is driven by rigorous self-evaluation by consulting all stakeholder. Through a culture of collaboration, all staff are commitment to continuous improvement that reflects our school vision, values, and mission statement. All staff are actively engaged in leadership opportunities to improve outcomes for learners; for example, Improving Our Classroom, Practitioner Enquiry, Thinking About Middle Leadership, Digital Leadership, Eco and Rights based change, and University of Glasgow's Into Headship Postgraduate Certificate. Challenge Leaders of Learning continue to enact positive change in relation to curriculum design and pedagogical change, improving outcomes for all.

We continue to improve our environment, ensuring each individual child's perspective of school is understood and supported. The CIRCLE Framework, alongside Glasgow's Motivational and Well-Being Profile, has enabled us to create a culture of inclusion and ambition for achievement.

Developments in learning and teaching and assessment

Throughout the school, practitioners are commitment to develop and enhance pedagogical approaches to improve outcomes for all. A continued focus on Literacy and Numeracy is driven by the support from Challenge Leaders of Learning. We have demonstrated an increase in pedagogical approaches in *reading into writing* in Literacy practice and *concrete, pictorial, and abstract* understanding in Numeracy practice. All staff engage in effective professional learning opportunities to ensure outcomes for all are considered and improved; notably, staff have engaged with Glasgow's Routes through Writing approaches, Chat that Counts/ Number Talks, GDSS Dyslexia Support Interventions, Jolly Phonics and Grammar, and Word Aware Strategies. All staff work collaboratively to improve practices that enhance children's outcomes. All practitioners engage in effective assessment procedures, providing a strong understanding of where pupils are within their learning, and importantly what next steps are required to support progress. This is further strengthened by Glasgow's Moderation Processes, ensuring staff's professional judgements on achievement of level and progress are robust and evidenced.

In Primary 1 and 2, we have successfully implemented Play Pedagogy through a collaborative partnership with Glasgow's Improvement Challenge. Throughout this change imitative, staff have increased their knowledge, skills, and understanding that has led to improved outcomes in Listening and Talking, creativity and curiosity, and reading and writing. Our improvements in Play Pedagogy has been recognised as area of good practice by Glasgow's Improvement Challenge. Staff and Senior Leaders have welcomed practitioners from across the city to observe and learn about our framework for Play. We are delighted that our continued efforts in Play have been nominated for Play Scotland Bronze Award and each practitioner also gaining recognition from Play Scotland.

Progress in promoting well-being, equality and inclusion

All teachers and support staff are confident in employing the Nurture Principles and Restorative Practices, ensuring each and every child is understood and included as individuals, recognising their unique identities. This has ensured our children are welcomed into a welcoming and inclusive establishment, where the vision and values are lived through meaningful in and positive relationships. As a school, we have started our journey on the CIRCLE Framework, developing our social and physical environments to be more inclusive for a wide range of pupil profiles. Some children have benefited from the CIRCLE participation scale, providing unique interventions to support with engagement.

Attendance has made improvements, with an annual average of 88.3%; next year, we are aiming to achieve an overall attendance of 92%, making continued improvements through positive home-school partnerships. We welcome a rich and diverse school community, with 38% of families who have English as an Additional, and approx. 46% BAME. Our pupils are supported by targeted

intervention from our EAL Teacher and families are supported through ESOL and Informal Coffee Mornings.

Most of our children feel safe, healthy, achieving, nurtured, active, respected, responsible, and included. We gather views of our pupils through Glasgow's Motivational and Well-being Profile, ensuring pupil voice is at the heart of our decision-making. Through the continuous development of our Relationships Policy, pupils are Ready, Respectful, and Safe, ensuring positive engagement and participation with the life and ethos of the school. We recognise the developmental age of pupils, ensuring their needs, both socially and academically, are understood from a child-centred approach where wider achievement is celebrated. All children, at every stage, have the opportunity to be active participants in decision-making regarding their learning, and social and emotional well-being. Through Counselling for Schools Funding, a group Primary 6 and 7 pupils undertook therapeutic interventions from With Kids, supporting social and emotional well-being, supporting a child-centred approach. All children involved gave positive feedback and felt the intervention was successful in supporting their individual needs. Our Nurture Room, The Hive, continues to offer a bespoke well-being support for children across the school. This has led to increased motivation and self-esteem, enabling children to be ready to learn within their classroom environment. We have accessed a range of community partner activities, supporting wider achievement and skills for learning, life, and work. Notably, children have enjoyed experiences with RDA, Free Wheel North, Pinkston Basin, Blairvadach, Into University, Scholars and Brilliant Club, YoMo, G20 Youth Association, Sense Over Sectarianism, Sewing2Gether, and SSERC. As a school, we recognise the importance of pupil mental health. We have started to develop our approach to Anti-Bullying through Respect Me. Throughout this, pupils at Parkview feel nurtured and are safe and supported to undertake experiences and opportunities to play and learn.

Through whole school assemblies, we celebrate children's progress and achievements, further promoting our vision and values, creating a warm, welcoming, and celebratory culture and ethos.

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

In all stages, most children learn and achieve well through positive engagement and participation. It is evident, most children are enthusiastic and keen to learn through a variety of rich experiences. Through our Interdisciplinary framework, children are exposed to context rich experiences that explore their place in the wider, changing world. Throughout this framework, children are provided opportunities to learning about their and others Rights, STEM, Transitions, and a vast array of social subjects. Most children, through Learning Conversations and observations, are able to effectively discuss their learning and the how their skills, knowledge, and understanding can be applied in new and unfamiliar contexts, particularly that of real-life situations. Most aspects of learning are celebrated and shared through effective communication with parents and carers; Twitter, Seesaw, Class and Assembly visits, and annual reporting. Wider achievements, both within and out with school, are shared daily within class and weekly at assembly. Further to this, children's achievements are recognised through the values 'Over and Above' certification that celebrate Curriculum for Excellence's Four Capacities – Success Learners, Confident Individuals, Effective Contributors, and Responsible Citizens.

Across the school, most children are making good progress in Literacy and English and Numeracy and Mathematics. In Primary 1 and Primary, 7 most children are on track across the core curricular areas. In particular, an increase of attainment from previous years is noted in Numeracy and Mathematics and Reading. A strong culture of reading has been developed across the school, demonstrated by improved attainment and achievement in reading. Most access are rich selection of books and can talk confidently about the content. Across the school, almost all children successfully engage in Chat that Counts and Number Talks, improving their mental maths skills and apply different strategies to further understanding. We continue to employ the skills and knowledge of our Challenge Leaders of Learning to improve consistency and outcomes in Writing. Most children can talk confidently about their learning and know their next steps for challenge and support. Pupils are developing their functional ability to plan, monitor, and evaluate their writing, leading to an improved focus on structural and grammatical understanding of writing across genres. Most children are making positive progress in relation to targets identified in their Well-Being Plans and can readily access and implement a number of strategies to support social and emotional well-being.

Children have the opportunity to develop leadership roles through Family Grouping, STEM Ambassadors, Digital Leaders, Pupil Council, and various school improvement decision-making groups and enterprise opportunities.

Here is what we plan to improve next year.

Through self-evaluation with all stakeholders, the following challenges have been identified:

Grand Challenge 1: Improve the consistency of high-quality learning and teaching, leading to improved outcomes for all

Grand Challenge 2: Raise attainment in Reading into Writing and Numeracy and Mathematics across all stages

Grand Challenge 3: Improve pupil voice through increased participation and engagement in decision-making opportunities

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@parkview-pri.glasgow.sch.uk

Our telephone number is: **0141 946 4622**

Our school address is: **Parkview Primary, 19 Rothes Drive, Glasgow, G23 5PZ**

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