



Supporting Improvement: Standards and Quality Report

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Head Teacher
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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.

We would like to highlight the following improvements/achievements:

Key developments (Leadership of Change)

Last session, we successfully consulted all stakeholders and agreed on our refreshed school values of Creativity, Ambition, Responsibility, and Equality. We achieve our aim of the Parkview Way is to C.A.R.E, through being Ready, Respectful, and Safe, promoting a positive school environment. The introduction of Values Champions and Values in Practice at weekly assemblies has enabled our community to celebrate values being embedded within the life and ethos of the school.

In addition, we introduced a House System to further embed our values to promote positive relationships across the school community. Primary 7 and Primary 6 pupils lead fortnightly whole school House and Family meetings where pupil voice and decision-making groups are promoted.

We celebrated being awarded Bronze Rights School through UNICEF's Rights Respecting School's programme. We are currently underway in preparing for our Silver Award, which we aim to achieve this year.

All teaching staff engaged effectively in Cleveden's learning community approach to moderation of 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. As this is a long-term outcome, the initial year was positive for staff to identify 'what matters to us' and the best approaches to teaching the curriculum for our learners. A positive outcome was the professional collaboration by all teaching staff in the learning community, promoting a networked learning organisation creating a bespoke curriculum rationale for the Cleveden Learning Community. This will ensure transitions are effective and meaningful.

We introduced Showcases of Learning each term, which have been well attended by over 100 parents and carers. The Showcases have enabled our pupils to further develop their voice through celebrating personal and collective success.

Developments in learning and teaching and assessment

In Primary 1 and 2, we continued to implement bespoke pedagogical approaches through Play to enable imagination, curiosity, and independence through Literacy rich environments. The school team presented to senior leaders, early years practitioners, and Early Level teachers at the annual Early Years Conference, sharing our developments in planning and implementing effective Play.

A Play Approach was further developed through the Senior Learning Lab, where children are given the opportunity to explore a STEM-themed room to promote meta-skills, imagination, curiosity, and independence.

All teaching staff engaged effectively in Glasgow's Pedagogy training in *Effective Questioning* and *Effective Feedback* to ensure our approaches are of a high standard which are consistent across all classes. We introduced a consistent marking procedure through Think Pink and Go Green which is utilised in all learning episodes and experiences. Teaching staff plan for effective questioning through Blooms Taxonomy and Higher-order Thinking Skills which deepen and extend learning. The Sprint Model (Breakspear) has enabled the senior leadership team to quality assurance implementation and ensure changes are sustained throughout all classrooms, improving the standard and consistency of our learning provision, further improving achievement and progress.

All staff continue to develop their understanding of assessment to ensure targets and next steps are both challenging and supportive, ensuring children are making good progress across all areas of the curriculum. A refreshed Assessment Calendar and Tracking System has enabled greater scrutiny on pupil progress and pedagogical practices, further supporting targeted and universal interventions for all children, where challenge is a key principal of design.

We introduced a Glasgow's Tracking and Monitoring Toolkit which has enable senior leaders and all practitioners to best understand a child's journey 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 and next steps at regular intervals throughout the session.

Progress in promoting well-being, equality and inclusion

Through the use of Glasgow's Motivation and Well-being Profile, 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 feel safe in school.

We have refreshed our Additional Support Needs procedures, ensuring our children are tracked through regular Staged Intervention and Review Meetings. Targets are now more robust and enable children to be appropriately supported and challenged that are age and stage appropriate. Children are making good progress and are being supported by identified members of staff.

We have continued to consult and implement the principles of Nurture throughout the school, focusing on All Behaviour is Communication. We have employed the CIRCLE Framework 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 age and stage.

We successfully supported a large number of dyslexic learners, and their families, through Mission Dyslexia. Children and families responded positively, stating they have a better understanding of the wide range of supports we have in place for additional support needs. We continue to implement digital enhancements to best support a wide range of children's needs, promoting inclusion.

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 are continue to make in all areas of the life and ethos of the school.

All children and staff are aware and can discuss, in depth, the Rights of the Child; this continues to be reflected in our journey to Silver Rights Award after being successfully recognised as Bronze Award School.

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

Almost all children have made good progress in Literacy and English and Numeracy and Mathematics within academic session 2023-2024.

In session 2023 – 2024, we made positive gains in Writing and Reading attainment and achievement, particularly in Primary 1, 4, and 7. Attainment has continued to improve from the previous three years of tracking, demonstrating our improvements in learning and teaching are making a positive difference. Our Challenge Leader of Learning continues to support targeted intervention groups to support achievement, whilst also developing the staff's understanding of effective learning and teaching.

Digital enhancements to learning continues to support inclusion and support our children achieve in all curricular areas. Kaligo has been a particular strength in developing handwriting which has led to improvements in Spelling.

Here is what we plan to improve next year.

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

Challenge 1

- Improve the consistency and shared understanding of a high-quality Learning Provision through Effective Questioning and Feedback and Thinking Routines
- Improve the consistency and shared understanding of a high-quality Learning Provision through Direct Instruction and Connecting the Learning

Challenge 2

- Further develop and improve learner participation and engagement (Well-Being, Equality, and Inclusion) through Differentiation
- Develop an emotionally inclusive school by understanding and supporting the needs of all learners through Emotion Works
- Foster and develop nurturing relationships with families and children to improve participation and engagement

Challenge 3

- Learning Community Develop a shared understanding and application of the Broad General Education through Active and Collaborative Learning, developing a bespoke curriculum rationale.

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**