



Parkview Primary School Standards & Quality Report Session 2024 – 2025

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The Context of the School
<p>Parkview Primary is a non-denominational school located in the Summerston catchment, we are proud of our wide-range diversity, supporting children from the wider Maryhill area.</p> <p>The life and ethos of the school is lived through our shared values of Creativity, Ambition, Responsibility, and Equality, with our school vision being The Parkview Way is to C.A.R.E.</p> <p>Within our school, we celebrate a diverse range of children from all over the world, creating a culturally rich environment. 58% of our children are English as an Additional Language learners with approximately 20 different languages.</p> <p>Last session, we welcomed 38 new children and their families to our school community.</p> <p>The Pupil Equity Fund (PEF) enables the school to provide a range of experiences and staffing to support the children's progress in the learning and engagement in school life.</p>
Our Achievements and Improvements 2024 – 2025
<p>Key Developments (Leadership of Change)</p> <p>Digital Technologies</p> <p>I am delighted to share that last session we achieved our Digital School's Award. This national award has recognised the school's leadership of learning in promoting and encouraging a whole approach to digital technologies to support the children's engagement, learning, and achievement. We are currently on track for our submission for the European Digital Award towards the end of the academic session.</p> <p>Teacher Collaboration</p> <p>Throughout the year, teachers have been learning in each other's classes about what makes effective teaching and learning. This is a fantastic opportunity for the school to learn from another and use strategies and approaches to ensure children are challenged and supported. We extended our learning out with Parkview and explored 'What Matters to Us' with the Learning Community. This has ensured our curriculum approaches are shared in Clevedon. Look forwards, this will continue to enhance our transition and ensure consistency of learning experiences for our children and young people.</p> <p>Developments in Learning, Teaching, and Assessment</p> <p>Learning and Teaching Strategies</p> <p>Staff have been exploring their approaches to Effective Questioning and Thinking Routines to improve the depth and consistency of high-quality learning with our pupils. All staff have increased their knowledge, understanding, and skills in promoting higher-order thinking skills that have increased the engagement and participation of the children in the class. Almost all our children are confident in asking and answering a range of questions and are beginning to answer with deeper criticality and reflection. Our children are using a variety of Thinking Routines to support their understanding of new concepts, connecting their learning, and creating new knowledge.</p> <p>Approaches to Improving Literacy</p> <p>All staff have been up skilled in their approaches to Phonological Awareness, Phonics, and Spelling through the Read, Write, Inc. programme. This is having a positive impact on our children's achievements in Literacy and English, supporting their understanding of word aware and reading strategies. Read, Write, Inc. is developing a consistent approach to progression of learning and teaching from Primary 1 to Primary 7. We have also used PEF to ensure our library is culturally responsive, reflecting every child within our school.</p> <p>Progress in Promoting Well-Being, Equality, and Inclusion</p> <p>We have strengthened our approaches to Nurture across the whole school, understanding and supporting children's social and emotional well-being. Our PEF funding has allowed us to introduce Emotion Works, helping our school have a shared language of emotions, dysregulation, and importantly, the positive steps we can take to help regulate and repair.</p> <p>Through our PEF funding, our Nurture/ Well-Being Hub has been redesigned to create a calming, nurturing, and inclusive space for our children. We have further invested PEF in creating Nurture Boxes for every class and learning space, ensuring our children are appropriately supported to engage and participate in class. We have observed a positive increase in our children being present and successfully participation in all aspects of their learning</p> <p>PEF has further allowed our Depute Head/ Additional Support Needs Coordinator to be out of class, ensuring all children who require support are observed and planned for to ensure their needs are appropriately and successfully met, with positive Review Meetings with parents/ carers. Strong, robust targets have allowed almost all children make good progress.</p> <p>Progress in Children's Learning/ Raising Attainment and Recognising Achievement</p> <p>Targeted Intervention</p> <p>Our Challenge Leader of Learning for Reading, which is funded by the Scottish Attainment Challenge (SAC), has allowed a full-time teacher to support targeted children in P4, 5, 6 and 7 to improve their reading fluency and strategy. All children within this target group made good progress with most now on track with the national expectation. The CLOL has been team-teaching, up-skilling teachers in refreshed approaches in Reading. This has had positive impact on the teaching that our children receive across the school.</p>



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Raising Attainment and Recognising Achievement

In Numeracy and Mathematics, we continue to show very good progress in children's skills and abilities. In the last two years, we have made significant gains in Primary 4 and 7. We are continuing with our early intervention approaches in Primary 1 to Primary 3, which is having a positive impact on achievement and raising attainment.

Primary 1, 4, and 7 are above the Glasgow average in Numeracy and Mathematics, with almost all children making good progress.

In Literacy, our Challenge Leader of Learning, funded by Scottish Attainment Challenge, has successfully raised attainment and closed the attainment gap in Reading and Writing with targeted individuals and groups of children. Team teaching and focused intervention has ensured almost all targeted children are now on track with the national expectations.

Primary 1 combined Literacy and English (Listening and Talking, Reading, and Writing) are above the Glasgow average. Primary 4 and 7 are at the Glasgow average, with the Challenge Leader supporting classes and teachers to overtake the Glasgow average.

Updated and refreshed tracking and monitoring processes has enabled HT to explore data trends and gap with greater clarity. This is having a positive impact on intervention planning, ensuring all children are supported and challenged within their learning and making good progress.

We continue to see almost all of our families engage in Showcase of Learning, Parent-Carer Teacher Meetings, and school events. This continues to have a positive impact on the wider achievements of our children, ensuring parents and carers are up-to-date with our achievements and improvements.

Attendance and Exclusion Data

Attendance

In session 2024-2025, we were delighted to [achieve our overall school attendance target of 92%](#). We increased our attendance by 3 percentage points from the previous school session.

I thank all parents and carers, and the children, for supporting our Maximising School Attendance drive in supporting engagement and participation in the life and ethos of the school.

Exclusion Data

Last session, we continued to ensure all our children were supported appropriately through our nurturing and trauma informed practices, supporting their social and emotional well-being. It is positive to report, in [session 2024-2025 we had 0 school exclusions](#).

Our improvement plan priorities 2025 – 2026

Each year, we ensure our school improvement priorities support the children's achievement in learning, social and emotional well-being, and engagement, participation and inclusion. Through discussion with staff, children, and partners, the following has been identified as our key areas of development for 2025-2026:

Grand Challenge 1: [Develop and continue to implement a shared vision of a high-quality learning provision.](#)

This year will continue to develop class teacher skills and knowledge in asking highly effective questions whilst also providing feedback that supports next steps. Our learning is adaptive teaching strategies, ensuring every child is both challenged and supported to achieve.

Grand Challenge 2: [Develop an inclusive and achieving school environment by understanding and supporting the needs of all learners.](#)

We are going to develop our understanding of Racial Literacy, developing a shared language with all pupils, staff, and stakeholders. We are going to continue to increase our Pupil Voice through committees and action groups. Maintain a positive attendance rate of 92%, or greater.

Grand Challenge 3: [Develop consistent approaches to Broad General Education \(3-18\) in the Clevedon Learning Community.](#)

Continue our learning of Spanish as the school's second taught language. Learn from our partner primary schools and Clevedon Secondary on adaptive teaching strategies, ensuring all children in the Clevedon Learning community are receiving consistent and high-quality experiences.

How Good Is Our School 4 Quality Indicator (QI)

Leadership of Change (QI 1.3)	Good
Learning Teaching and Assessment (QI 2.3)	Satisfactory to Good
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Good
Raising Attainment and Achievement (QI 3.2)	Satisfactory to Good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: headteacher@parkview-pri.glasgow.sch.uk

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

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

Website: <http://www.parkview-pri.glasgow.sch.uk/>

Available on our website are:

- Monthly Newsletters
- School Handbook