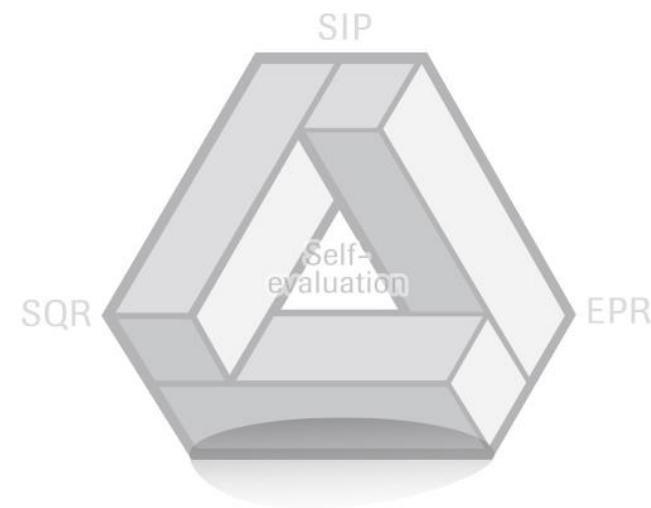
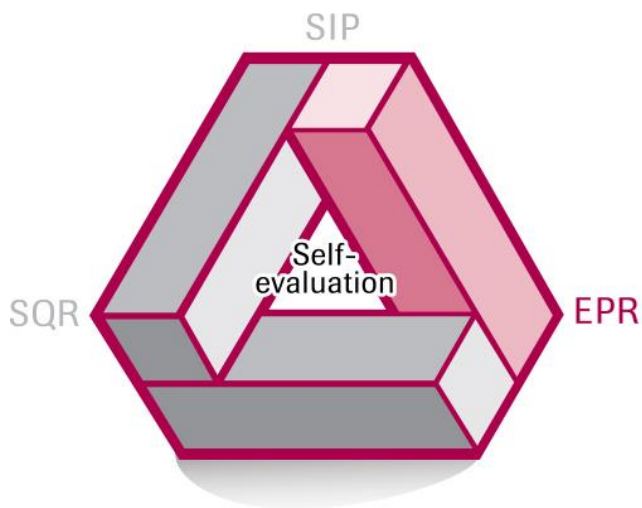




Supporting Improvement: Education Perspective Report

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Education Services
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School: St Conval's Primary School

Session: 2023/24

EVALUATIVE STATEMENTS		
Quality Indicator	What are the current strengths in this area? (Evaluative Statements)	What key evidence do you have of improvement in this area? (People's views/observations/data)
1.3 Leadership of Change Developing a shared vision, values and aims	<ul style="list-style-type: none"> We have a strong Catholic ethos and staff show a commitment to promoting our schools Vision, Values and Aims. Our pupils talk confidently about the schools Vision, Values and Aims and can link these to the life and work of our school. Staff at all levels are fully aware of the social, economic and cultural context of our local community which helps to guide the vision, values and aims of our school. Staff have high expectations and aspirations for learners. They show a strong commitment to meeting the needs of all learners. Staff are skilled in Applying Nurture as a Whole School Approach. They demonstrate a commitment to a nurturing ethos to support the growth and development of all children. 	<ul style="list-style-type: none"> Vision, Values and Aims stickers - all school staff award these to pupils for displaying school values. The use of stickers is directly linked to house points. Robust calendar of Quality Assurance. Pupil dialogues Professional dialogues TLC meeting minute PC Meeting minute GMWP completed Oct 2023 & Feb 2024 by all classes Robust tracking data Parental Survey March 2024 Pupil Voice group evaluations
Strategic planning for continuous improvement	<ul style="list-style-type: none"> All staff are involved in formulating and evaluating the school improvement plan The SLT support staff to lead change with confidence SLT work closely with staff to ensure change happens at a realistic pace and reduces rather than increases bureaucracy. There are robust quality assurance procedures in place to track and monitor, this is then used to inform and plan for improvement. Our quality assurance calendar is maintained and clear next steps identified and communicated. A strong ethos of collegiate working has been maintained; staff participated in individual and collective professional learning, improving outcomes for learners. Staff and pupils confidently take on leadership roles to improve the quality of learning and teaching throughout the school. 	<ul style="list-style-type: none"> SIP Quality Assurance Calendar and feedback SLT meeting minute HT Record of meetings Weekly diary Staff meeting minute Pupil Voice Group records PRD Records Tracking Meeting records

<p>Implementing improvement and change</p>	<ul style="list-style-type: none"> • The capacity for leadership at all levels has been greatly enhanced through opportunities for teaching staff to lead the development of aspects of our approach to the four contexts for learning. • Through engagement with our school profile staff have developed an informed approach to the social, economic and cultural context of our school and how this impact on our leadership of change. • Staff use SIP and PRD priorities to confidently audit practice and plan next steps and CLPL during Learning & Teaching/ Tracking Meetings. • School improvement is a feature of Parent Council meetings. • All Parents/Carers were consulted via questionnaires as part of self-evaluation of SIP. • House Captains and representatives from the Pupil Council engage in self-evaluation using the 5 themes and discussion questions from How Good is OUR School. • Pupil voice groups established across the school; enhancing pupil voice opportunities on school improvement. • All teaching staff are involved in the <i>Teacher Learning Community</i>; all staff feel this forum gives them autonomy, facilitates professional collaboration and has led to improvements in classroom practice, particularly around meta skills and pupils leading their own learning. 	<ul style="list-style-type: none"> • Staff Leadership Remits • CLPL calendar • PRD records • Tracking meeting records • Staff self-reflection records using SIP • School Prolife • Tracking Data • PC Minute • Pupil feedback on How Good is OUR School discussion questions • Records from staff self-evaluation activities • Pupil Voice Group Display • TLC Records • Parental Survey feedback March 2024 						
<p>What would be your next steps in this area for improvement?</p> <ul style="list-style-type: none"> • Continue to develop our approach to evaluation of impact of interventions supported by evidence. • Continue to develop TLC approach and also engage in a collaborative enquiry to support empowerment of staff and raise confidence in their role as leaders of learning. • Further develop our whole school approach to learner participation across the 'Four Arenas of Participation' • Continue to support pupils to use GCC version of Harts 'Ladder of Participation' to evaluate and plan agency. • Develop our approach to embedding the principles of the UNCRC in our ethos and practice working towards RRS accreditation. 	<p><u>Overall Evaluation</u></p> <table border="0"> <tr> <td>Excellent</td> <td>Satisfactory</td> </tr> <tr> <td>Very Good</td> <td>Weak</td> </tr> <tr> <td>Good</td> <td>Unsatisfactory</td> </tr> </table>		Excellent	Satisfactory	Very Good	Weak	Good	Unsatisfactory
Excellent	Satisfactory							
Very Good	Weak							
Good	Unsatisfactory							

EVALUATIVE STATEMENTS		
Quality Indicator 2.3 Learning, teaching and assessment	What are the current strengths in this area? (Evaluative Statements)	What key evidence do you have of improvement in this area? (People's views/observations/data)
Learning and engagement	<ul style="list-style-type: none"> Across the school learners are actively engaged in learning experiences and are showing a growing independence in their approach to their learning journey. Exploring metacognitive strategies and setting learning goals is impacting positively on learner ownership. Staff and partners work effectively together to meet the needs of learners through effective use of professional learning, support and specialist resources. 	<ul style="list-style-type: none"> Professional dialogue/Tracking meetings Classroom observations Pupil dialogue Minutes of Pupil Voice Group meetings Evidence of learner engagement on Seesaw and Twitter Questionnaire feedback from Parents/ Carers March 2024
Quality of teaching	<ul style="list-style-type: none"> Staff across all stages use a range of teaching approaches, with almost daily opportunities for individual, partner, group and whole-class learning. Through classroom observations it is evident that teaching staff are skilled in direct instruction and effectively use learning intentions and success criteria to communicate learning. Staff use questioning with consideration of the development of higher-order thinking skills in learners. Technology is used effectively to ensure accessibility for learners and to improve creativity in learning. Opportunities to take learning outdoors and beyond the classroom are fully embraced. Play pedagogy is well imbedded in our P1-3 classes 	<ul style="list-style-type: none"> Classroom observations- Nov 2023 & Feb 2024 Pupil dialogues - Nov 2023 & Feb 2024 Classroom environments Tracking meeting records Record of Trips and Visiting Agencies Questionnaire feedback from Parents/ Carers- March 2024
Effective use of assessment	<ul style="list-style-type: none"> The school's Assessment Policy and Framework were updated and have been effectively implemented. Staff use a variety of assessment approaches, allowing pupils to demonstrate their knowledge, understanding, skills and attributes in a range of ways and in different contexts across the curriculum. This evidence is then used to inform and plan next steps in learning and teaching. Our approach to moderation has been further developed; staff have been introduced to the moderation portal and engaged in moderation at school and cluster level. 	<ul style="list-style-type: none"> Updated Assessment Policy & Framework Aug 2023 Forward plans Evidence in Assessment Boxes Classroom observations- Nov 2023 & Feb 2024 Jotter Monitoring Feedback Pupil Dialogues- Nov 2023 & Feb 2024 Assessment Grids/data Tracking meetings Feedback on cluster moderation exercise
Planning, tracking and monitoring	<ul style="list-style-type: none"> Progressive planning in Literacy and English and Numeracy and Mathematics has been successfully implemented and is positively 	<ul style="list-style-type: none"> Forward plans Forward plan feedback

	<p>impacting on attainment.</p> <ul style="list-style-type: none"> • A robust tracking system is maintained in collaboration with all teachers and ensures the progress off all. • All teachers use data to evaluate the effectiveness of interventions for all children, leading to consistently improving outcomes for all • Parents and carers are supported to engage in the life and work of the school. All parents and carers have many opportunities to engage with their child's learning. • Pupils confidence in planning individual learning goals each term has increased in all classes • In all classes, learners can provide feedback to their peers on their learning. 	<ul style="list-style-type: none"> • ASN overview • Wellbeing plans • Classroom observations- Nov 2023 & Feb 2024 • Jotter Monitoring Feedback • Pupil Dialogues- Nov 2023 & Feb 2024 • Tracking Data
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<p>What would be your next steps in this area for improvement?</p> <ul style="list-style-type: none"> • Develop greater consistency across the school in terms of pace and challenge. • Continue to develop, in partnership with pupils, opportunities for pupils to become involved in planning learning. • Continue to develop the ability of learners to give effective feedback to peers on their learning and suggest ways in which they can improve. • Continue to promote learning beyond the classroom and outdoor learning to enhance learner experience and levels of engagement. • Continue to explore opportunities to use digital technology to support children with ASL. 	<p><u>Overall Evaluation</u></p> <p>Excellent</p> <p>Very Good</p> <p>Good</p>	<p>Satisfactory</p> <p>Weak</p> <p>Unsatisfactory</p>
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EVALUATIVE STATEMENTS

<p>Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>What are the current strengths in this area? (Evaluative Statements)</p>	<p>What key evidence do you have of improvement in this area? (People's views/observations/data)</p>
<p>Wellbeing</p>	<ul style="list-style-type: none"> • Our school community has strong shared values which help support the wellbeing of both pupils and adults; these are promoted and reinforced across the school on a daily basis. • All staff show a strong commitment to our whole school nurturing approach. Parental/ carer feedback indicates positive impact of our commitment to Nurture. • Pupils at all stages complete Health & Wellbeing Survey's and the results, along with professional judgements, parental views and local knowledge are used to monitor the wellbeing of all. • Wellbeing is a key feature of our tracking meetings and is part of our 	<ul style="list-style-type: none"> • Parent/ Career Questionnaire March 2024 • GMWP completed Oct 2023 & Feb 2024 by all classes • Wellbeing Tracking Records • Pupil dialogue • Forward plans

<p>What is the impact of additional evidence-based interventions in supporting the well-being of targeted learners?</p>	<p>tracking overview. Analysis of this data leads to timely interventions.</p> <ul style="list-style-type: none"> • Our social emotional wellbeing groups progress has been tracked and very positive gains have been identified. • All classes have had talking therapy sessions to develop positive mindset and coping strategies. • Our Promoting Positive Relationships Policy is underpinned by the ethos of our Catholic school and demonstrates our commitment to our shared values and promotion of mutual respect. • Strong partnerships with external agencies and within our community impact positively on the holistic need of the children and families in the school 		
<p>Fulfilment of statutory duties</p>	<ul style="list-style-type: none"> • A Child Protection policy and visitor leaflet, based on the most up-to-date GCC guidelines, ensures all visitors to the school are clear about the school's CP procedures. • All staff completed CP training and Nurture training in August 2023. • Robust systems are in place to identify and plan for children requiring additional support. Staff involve pupils and parents in developing personalised, measurable targets. This has ensured children are getting appropriate supports to experience success. • EAL pupils are very well supported within the school and their progress is tracked and monitored. 	<ul style="list-style-type: none"> • ASN procedures • Wellbeing Plans • ASN overview • Child Protection policy/files • Child protection training evaluation Aug 2023 • Collegiate agreement • Tracking meetings • Equality Policy • Data from Bullying and Equality – SEEMIS • Anti-Bullying Charter 	
<p>Inclusion and equality</p>	<ul style="list-style-type: none"> • We celebrate the diversity of our school community and actively support all pupils to develop their understanding of other faiths and cultures. • The learning environment is highly inclusive and reflects the diversity of the community. • Staff are committed to communicating Catholic social teaching and thereby promote social justice and opportunity for all. • We have an Equality Policy which guides the life and work of our school. • SCES Equality & Inclusion learning plans are used in all classes. • We have refreshed and reviewed our Curriculum Rationale to ensure a responsive curriculum to meet the needs of all learners. 	<ul style="list-style-type: none"> • Vision, Values and Aims • Pupil Voice • Feedback from pupils and parents/carers on Cultural Diversity Day • Curriculum Rationale Video • Pupil Council Agendas and Minutes 	
<p>What would be your next steps in this area for improvement?</p> <ul style="list-style-type: none"> • Continue to collect and analyse data on participation and engagement to identify and address gaps. • Continue to develop culturally responsive practices. • Develop our approach to embedding the principles of the UNCRC in our ethos and practice working towards RRS accreditation 		<p><u>Overall Evaluation</u></p> <p>Excellent</p> <p>Very Good</p> <p>Good</p>	<p>Satisfactory</p> <p>Weak</p> <p>Unsatisfactory</p>

EVALUATIVE STATEMENTS

<p>Quality Indicator 3.2 Raising attainment and achievement</p>	<p>What are the current strengths in this area? (Evaluative Statements)</p>	<p>What key evidence do you have of improvement in this area? (People's views/observations/data)</p>
<p>Attainment in literacy and numeracy</p> <p><i>How well are our approaches to raising attainment improving outcomes in literacy and numeracy for learners, and closing the gaps the school has identified?</i></p>	<ul style="list-style-type: none"> • Attainment in literacy and numeracy in P1 & P4 is good. Most children are attaining appropriate National levels in literacy and numeracy. • Almost all P7 learners have made good progress in literacy and numeracy considering the diverse needs of the year group. • Attainment in literacy and numeracy has been positively impacted upon as a result of targeted interventions. <ul style="list-style-type: none"> ➢ Particular gains have been made in P1 with 60% of the TIG now on track to achieve Early Level Reading. ➢ 100% of P4 Writing TIG are now on track to achieve First Level Writing. ➢ P7 Literacy & Numeracy TIGs have made significant progress considering almost all are EAL and they are now working towards the end of Second Level. • Most legacy children are on track across all stages. • EAL intervention has had a significant impact on attainment in literacy. • Across the school there are high levels of learner engagement. 	<ul style="list-style-type: none"> • Forward plans • Records of targeted interventions • Pupil dialogue • Professional dialogue/ Tracking meetings • Quality Assurance Procedures • Classroom observations- Nov 2023 & Feb 2024 • Pupil Dialogues- Nov 2023 & Feb 2024 • Tracking Grids/ Attainment over time date • EAL Tracking Grid • ASN Overview
<p>Attainment over time</p>	<ul style="list-style-type: none"> • SLT have developed a robust tracking system of attainment over time at all stages. • All staff are aspirational in supporting improvements in children's attainment. • All staff are confident in using their professional judgements, benchmarking and a range of assessments to inform decisions. • When tracking progress and attainment, all staff show confidence in using data to plan interventions to support children's learning and overall achievement. • A record of interventions has been established to support the chronology of interventions and the monitoring of impact. 	<ul style="list-style-type: none"> • FOCUS • Whole school tracking system • Record of interventions • Pupil Progress Reports • Records of tracking meetings

<p>Overall quality of learners' achievements</p>	<ul style="list-style-type: none"> • All staff are committed to promoting pupil voice and participation in the life and work of our school and beyond. <ul style="list-style-type: none"> ○ All pupils are a member of a pupil voice group. They have had opportunities to lead whole school events such as Lenten Service, Cultural Diversity Day, World Book Day and a school talent show. ○ Our pupil reps share their views at Glasgow Schools Young People Forum and presented at two sessions on our approach to Celebrating Diversity ○ Pupils from P1-3 performed the Nativity at Christmas. ○ House Captains and Pupil Council Members have used the How good is OUR school? toolkit to lead learner participation in self-evaluation and school improvement. ○ P7 pupils successfully achieved the Pope Francis Faith Award. ○ P6/7 pupils provide library time and are inspiring a love of reading amongst younger children. ○ P6 children were 3rd in the Euro Quiz March 2024 ○ P5-7 School Show ○ LEAF Award Year 2 • Achievements have been recognised in school through Pupil of the Week and wider achievements have been recognised through display and assemblies. • Almost all children embrace opportunities to be part of the local community. <ul style="list-style-type: none"> ○ Pupils from P4 care for the Wee Forest at Shawhill Park ○ Library Visits ○ Carol singing at the Burrell ○ Design of our Family Eco Garden ○ Choir at St Mary's Parish Church • All staff embrace opportunities to work with external partners to enhance the learning experiences on offer and to take learning beyond the school: <ul style="list-style-type: none"> ○ P6 pupils benefited from, Clyde in the Classroom ○ Pupils from P3, 4 & 7 worked with our school Chaplin Fr Carroll to prepare for Sacraments. ○ P4-6 Park Rangers at Pollok Park ○ P7 learned BSL with SCILT as a L3 ○ St John's Ambulance- Basic First Aid Training 	<ul style="list-style-type: none"> • Twitter (X) • School website • Pope Francis Faith Award records • LEAF Action Plan • Seesaw • Displays
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<p>Equity for all learners</p>	<ul style="list-style-type: none"> • The school quantifies poverty-related attainment gaps for reading, writing, talking & listening and numeracy across all stages at three points during the course of each session. This data is used to direct targeted support and interventions to the school's most disadvantaged children. • The school quantifies gaps for attendance and participation for each stage and the school as a whole. This data is used to inform appropriate support and interventions. • SLT provide pastoral support for a number of families and as a school staff we have a good knowledge of the challenges faced by our families socially and economically. • With the support of SSVP and our local Parish we have establish a foodbank. • SSVP also provided support for families in funding our P7 Residential. • 'The Cost of the School Day' is given careful consideration and measures are in place to ensure that there are no financial barriers to pupils. 	<ul style="list-style-type: none"> • SIMD data • Parental voice feedback • Tracking Data 	
<p>What would be your next steps in this area for improvement?</p> <ul style="list-style-type: none"> • Continue to embed and widen targeted interventions to help close attainment gap in particular further develop our approach to Writing through Write on Track. • Fully engage with opportunities for moderation of standards at school, Learning Community and regional collaborative level. • Utilise PEF funding to raise attainment of learners experiencing a potential poverty related attainment gap and our EAL pupils. • Continue to develop our approach to tracking opportunities for wider achievement for pupils. 		<p><u>Overall Evaluation</u></p> <p>Excellent</p> <p>Very Good</p> <p>Good</p>	<p>Satisfactory</p> <p>Weak</p> <p>Unsatisfactory</p>

EVALUATIVE STATEMENTS			
Quality Indicator 2.5 Family Learning	What are the current strengths in this area? (Evaluative Statements)	What key evidence do you have of improvement in this area? (People's views/observations/data)	
Engaging families in learning	<ul style="list-style-type: none"> All families regularly engage with 'Seesaw' The Leadership Team works closely with targeted parents and carers to help reduce barriers to their child's engagement and learning and to respond promptly and practically to family circumstances. This intensive input has a positive impact in almost all cases. DLoL provides support to all families when accessing new platforms through drop in session. Open afternoon in Sept and also parents' evenings are well attended. 	<ul style="list-style-type: none"> Seesaw App Pastoral Notes Family Learning Record Records of parents' evening 	
Early intervention and prevention	<ul style="list-style-type: none"> The school is proactive in reducing the cost of the school day. We have a twice weekly foodbank which is well used by families from across the school. We have worked closely with other services such as SW and Health to support families through challenging times such as homelessness, destitution and ill health. Our Family Room has been well established as a hub for families where they can access support, learning opportunities and meet as a school community. 	<ul style="list-style-type: none"> Pastoral Notes Family room visitors log 	
Quality of family learning programmes	<ul style="list-style-type: none"> This session we have further imbedded our rationale for Family Learning and families have been provided with targeted individual and group learning experiences. We have had particular success with supporting EAL families through a programme of Bilingual Learning sessions and also through a homework club. Families Connect was successfully delivered to a group of P1&2 families over 9 weeks. Play Along Maths has been introduced to support the development maths through fun family time. Enterprise Energy adult learning program over 6 weeks Ongoing partnership with Clyde College 	<ul style="list-style-type: none"> Twitter (X) Seesaw Records of Family learning Events 	
What would be your next steps in this area for improvement?	<ul style="list-style-type: none"> Continue to develop a programme of family learning that will lead to stronger home-school links and improved outcomes for learners. This will included a commitment to providing targeted interventions. Continue to develop links with external agencies and wider community to enhance our programme of family learning. 	<u>Overall Evaluation</u>	
		Excellent	Satisfactory

		Very Good Good	Weak Unsatisfactory
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Establishment Profile	
Headteacher/Head of Establishment (Acting)	Miss Marian Kelly
Senior Leadership Team	Miss Christine Healey
Area/Local Improvement Group	South LIG 2
Learning Community	Holyrood
Roll	210
FME/SIMD Profile	FME- 45% / 49.6% SIMD Attendance- 91%
Linked School Trios/Quads	St Brigid's, St Bride's, St Fillan's, St Mirin's and OLA primaries.