

**Challenges** can be considered as the long-term priorities and these are achieved as part of our 3 year plan.

**Missions** are the steps we will be taking towards achieving our challenges within the academic year ahead.

### ***Our improvement journey continued ...***

**Challenge: Raising attainment & Achievement: Improve attainment from majority to most children achieving expected levels in Literacy & Numeracy**

**Mission :** Raise attainment in Reading & Writing

**To achieve this mission we plan to:**

- Continue to raise capacity of teachers in approaches to teaching writing through Write on Track.
- Develop a Family Learning experience on Write on Track.
- Create information/guidance for parents/carers on the Write on Track approach.

**Challenge: Leadership of learning: Inspiring leadership of learning at all levels**

**Mission :** Developing learner agency & Empowering staff to lead change

**To achieve this mission we plan to:**

- Fulfil the actions towards the UNICEF UK's Rights Respecting Schools Silver Award.
- Embed the use of the Inspired Learning Space as a means of promoting enquiry-based learning in P4 to P7.
- Further embed the use of Big Questions with a focus on exploring creative ways to record learning. Extend the use as a way of exploring learning in Social Studies across all stages.

**Challenge: Wellbeing Equality & Inclusion: Further enhance our inclusive and equality focussed approach**

**Mission :** Ensure equal opportunities & the inclusion for all learners

**To achieve this mission we plan to:**

- As a staff, explore anti-racist curriculum principles and critically evaluate our approach to the curriculum through an anti-racism lens. Use reflective questions on each curricular area to support self-evaluation and the co-design of an anti-racist curriculum with learners.
- Engage in the Keeping the Promise Award Programme leading to improved educational experiences and outcomes for care experienced learners and young people.

### **Self Evaluation**

We use HGIOS 4 (How Good Is Our School? 4th Edition) as a key tool for self-evaluation and continuous improvement. This national framework helps us reflect on the quality of our teaching, learning, and leadership, and identify areas where we can grow and improve. As a school staff we have agreed on the following ratings :

**Further information about the life and work of our school is**

1.3 Leadership of Change	Very Good
2.3 Learning, Teaching and Assessment	Very Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Very Good
3.2 Raising Attainment and Achievement	Very Good

**available on our school website, X , and school handbook.**

**Website:**

<https://blogs.glowscotland.org.uk/gcstconvalsprimaryschool>

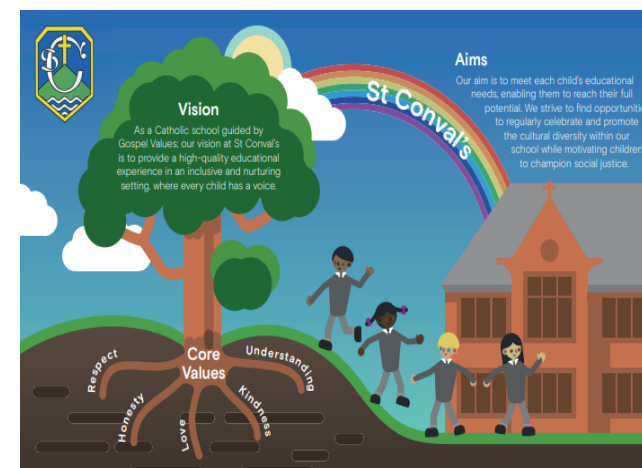
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*Please contact us directly if you require further information or if you wish to comment on the report*

## **Standards and Quality Report**



### **Our School Context**

Our school is proudly situated in the heart of Pollokshaws, at the centre of a diverse and vibrant community. We are committed to providing an inclusive and supportive learning environment for all our pupils. 50% of our children live in Quintile 1\* and 38% are entitled to free school meals. We are also proud to be a multilingual school, with over 30 different languages spoken by our learners. For 43% of our pupils, English is not their first language — something we celebrate as a strength that enriches our school culture every day. This year £85,750 Pupil Equity Funding (PEF) was granted, in addition to our core budget, directly to the school from the Scottish Government's Attainment Challenge fund to enhance interventions to close the poverty related attainment gap. Our PEF funds an additional teacher to support learning and also some additional teaching support for our EAL learners. Attendance at St Conval's is very good; at the end of June 2025 it was 92.5% which was above the Glasgow City Council schools average. We have had no exclusions in session 2024-2025.

*\*In the Scottish Index of Multiple Deprivation (SIMD), Quintile 1 represents the 20% most deprived areas in Scotland.*



### Our achievements and improvements this year...

Throughout last session, we focused on refreshing our school's **Vision, Values, and Aims (VVA)**. This important development involved input from our entire school community, and we are delighted with the final outcome. Led by the children, we've created a clear and inspiring statement that reflects our shared aspirations. At the heart of this are five new **Core Values** that guide all aspects of the life and work of our school. To help bring our VVA to life, our Pupil Council collaborated with a graphic designer to produce the infographic on the front of this leaflet ; it captures the spirit and message of our Vision Values and Aims.

Outdoor Learning is a continued focus and every class receives at least 2 hours of Outdoor Learning per week. We are very pleased to have received the (Learning About Forests) LEAF Award for the past three school sessions which is recognition of our children's achievements in Outdoor Learning and connecting with nature. We were also delighted to have our work in this area recognised when we were nominated as grand finalists at the Glasgow Times Community Champions Awards 2024. Furthermore; our children presented with confidence on our Outdoor Learning Journey at the Glasgow City Council Learning Exchange.



One of the highlights of last session was the creation of our Inspired Learning Space which was designed to support learning through play and enquiry. This space was developed in collaboration with the children from Primary 4 to Primary 7, ensuring their voices were heard in shaping a learning environment that truly reflects their needs and interests. The Inspired Learning Space encourages curiosity, creativity, and collaboration, offering pupils more opportunities to explore, ask questions, and learn in a way that feels engaging and meaningful.

Through the consistent setting of termly personal learning goals and their understanding of meta -skills; children are becoming more aware of how they learn and the different skills they use every day, whether in class, in the playground, or during wider school activities. It's helping them grow in confidence, take more responsibility for their learning, and recognise their own strengths.



As a school we successfully fulfilled the actions towards the first stage of the UNICEF UK's Rights Respecting Schools Award and are now Bronze: Rights Committed. This is the first step on our Rights Respecting School Journey; we will now be working towards a Silver Award.

As a school community, we are deeply committed to promoting anti-racism in all aspects of our work. All staff have fully embraced the importance of becoming racially literate through their participation in professional learning. This ongoing work has been informed and strengthened by the Head Teacher's completion of the Building Racial Literacy programme, which has provided valuable insight and direction for our collective efforts.

A new Glasgow programme, Write on Track continues to be successfully piloted across all stages as an approach to building Tools for writing skills. This is resulting in improved consistency in teaching of writing across the school. As a result, we are delighted to report an increase in attainment in writing at almost all stages.

### Achievement of Curriculum for Excellence Levels

Achievement data for June 2025 shows that most children in P1, P4, and P7 have achieved the expected level across literacy and numeracy.

	Listening & Talking	Reading	Writing	Literacy	Numeracy
P1	80%	71%	71%	71%	79%
P4	88%	88%	88%	88%	83%
P7	84%	84%	78%	78%	78%
P1, P4, P7 Combined	84%	81%	79%	79%	80%

### Parental Engagement

Parents' evening is always a great opportunity for us to share children's progress with parents/carers. Last session we were delighted to have a 96% attendance rate (both face to face and over the phone).

Our Family Room is a central hub for families and is fully utilised in supporting family engagement in the life and work of the school. Over the course of the session we had some very successful Parental Engagement and Family Learning experiences. These include:

- Bilingual Learning Club
- Christmas Family Learning Event
- Targeted family learning sessions to support individual learners
- Snack & Play for new P1 of 2025-2026
- International Women's Day and Cultural Diversity Day
- Afternoon tea for Grandparents
- PC Coffee Morning & Afternoon
- Families Connect

We value the views of our families as key stakeholders and consult regularly on all aspects of the life and work of the school.