

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

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 Literacy

To achieve this mission we plan to:

- ⇒ **Develop reading comprehension** through explicit teaching and consistent use of reading strategies across the curriculum.
- ⇒ **Re-establish HOTs questioning**, with a focus on reading comprehension and deeper thinking.
- ⇒ **Embed 'A Very Good Lesson at St Conval's'** to ensure effective pace, differentiation, and responsive teaching, learning and assessment.
- ⇒ **Develop Write on Track practice**, using assessment data to track progress and identify targeted next steps.

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:

- ⇒ **Progress the UNICEF UK Rights Respecting Schools Gold Award** actions.
- ⇒ **Refresh home learning** to make it purposeful, inclusive and supportive of progress.
- ⇒ **Engage in CLPL** during Phase 3 of the CIC to share, learn and embed effective practice.
- ⇒ **Develop consistent documentation** of learning in the Inspired Learning Space, strengthen family/community involvement and plan for sustainability.
- ⇒ **Introduce My Profile** from Skills Development Scotland in P6–P7 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:

- ⇒ **Establish an anti-racism pupil voice group** to promote inclusion, identify barriers and inform whole-school practice.
- ⇒ **Review digital wellbeing** and work towards the Digital Wellbeing Award, building on Cyber Resilience and Internet Safety.
- ⇒ **Develop emotional resilience** to support wellbeing, confidence and positive learning behaviours, with targeted therapeutic support where needed.
- ⇒ **Introduce Functional Behaviour Analysis** to better understand behaviour and strengthen targeted support, supported by Ed Psych training.

HMIE Report September 2025

In September 2025, HMIE visited our school, and we are extremely proud of the positive findings. Inspectors recognised our high expectations and ambition for every child, alongside the high-quality learning opportunities provided through our outdoor environment. They also praised the strong, respectful relationships across our school community, rooted in our Gospel values, and highlighted children's growing confidence, leadership skills and ability to influence positive change through learner voice opportunities.

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

Further information about the life and work of our school is available on our school website and school handbook.

Website:

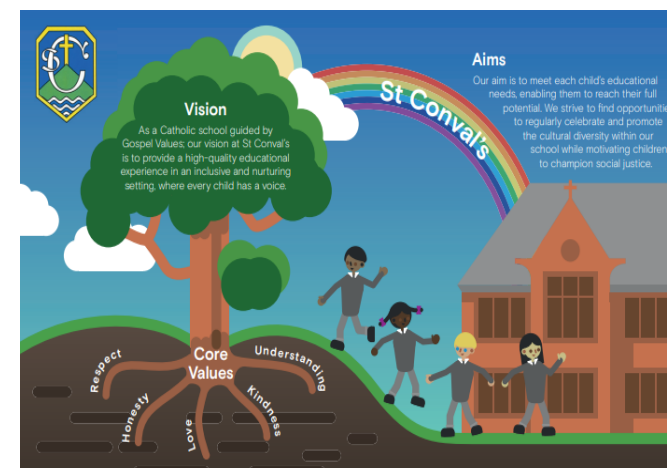
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Standards and Quality Report



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. 48% of our children live in Quintile 1* and 35% 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 2026 it was 93% which was above the Glasgow City Council schools average. We had 1 exclusion in session 2025-2026.

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



The Standards and Quality

Our achievements and improvements this year...

Promoting Children's Rights: As a school, we successfully completed the actions required towards achieving the Silver Award of UNICEF UK's Rights Respecting Schools Award. This reflects our ongoing commitment to embedding children's rights across our school community and ensuring that learners understand, value and advocate for their rights and the rights of others.



Strengthening Partnerships: New partnerships with The Royal Highland Education Trust, Friends of Pollok Park and the University of Glasgow have been established, further enhancing opportunities for high-quality outdoor learning experiences.

Developing Employability Skills: Our My Dream Job Day provided children with the opportunity to explore a range of careers, develop their understanding of employability skills and engage with people from the world of work. Children across the school benefited from valuable real-life experiences, advice and insights into different career pathways.

Embedding Our Big Question Approach: The Big Question approach is now well embedded across the school, with monthly whole-school questions providing opportunities for learners to develop curiosity, critical thinking and enquiry skills. The approach has also been successfully trialled within Social Studies across all stages.

Developing Inspired Learning: Our Inspired Learning Space has continued to develop, with a stronger and more sustainable approach to planning learning through enquiry. Class teachers in P4–P7 have taken a leading role in developing this approach and are working collaboratively to plan engaging learning experiences for learners.

Expanding Language Learning: Almost all staff have completed Spanish training, building staff confidence and capacity in the delivery of Spanish. We are now at the early stages of introducing Spanish as a taught language, providing learners with increased opportunities to develop their language skills and broaden their cultural awareness.

Promoting Health and Wellbeing: Our strong focus on pastoral care ensures that every child is valued as an individual and receives tailored support when required. In March 2026, our P7 learners shared our approaches to promoting health and wellbeing at the GCC Health & Wellbeing Festival, demonstrating their confidence and understanding of the importance of positive wellbeing.

Celebrating Diversity and Inclusion: We continue to celebrate the diversity of our school community and develop learners' understanding and appreciation of different faiths, cultures and backgrounds. All staff have committed to developing their racial literacy, increasing their confidence and effectiveness in recognising and responding to racism and in leading anti-racist practice across the school. An anti-racism pupil voice group has also been established, providing learners with a meaningful opportunity to contribute to our work in this area, with further development planned for the next session. In May 2026, our learners showcased our approach to celebrating cultural diversity at the GCC Learning for Sustainability Conference.

Supporting Our Care-Experienced Learners: We continue to strengthen our commitment to Keeping the Promise, with almost all staff completing Promise training. This has increased staff awareness and understanding of the needs and experiences of our care-experienced learners and strengthened our approach to ensuring they receive the support, care and opportunities they need to thrive. Our commitment was recognised through the achievement of the Keeping the Promise Award in December 2025.



Achievement of Curriculum for Excellence Levels

Combined achievement data for June 2026 shows that the majority of children in P1, P4, and P7 have achieved the expected level across literacy and numeracy.

	Listening & Talking	Reading	Writing	Literacy	Numeracy
P1	80%	80%	80%	80%	85%
P4	75%	57%	54%	54%	61%
P7	88%	77%	77%	77%	73%
P1, P4, P7 Combined	81%	71%	70%	70%	73%

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 95% 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 2026-27
- 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.