

# Summarised inspection findings

**St Conval's Primary School**

Glasgow City Council

4 November 2025

# Key contextual information

St Conval's Primary is a denominational school situated in the Pollokshaws area of Glasgow. At the time of the inspection there were 176 children on the school roll, across seven classes. The headteacher has been in post for five years and is supported by a depute headteacher. Principal teacher responsibilities are shared between two teachers. There has been a significant change to teaching staff within the school from August 2025. Approximately 50% of children receive additional support for their learning. More than half of all children reside in Scottish Index of Multiple Deprivation data zones 1 and 2. Forty-three percent of children were identified as having English as an additional language (EAL). There are more than 30 different languages spoken across the school by children. A significant number of children join and leave the school population each year. The school's context is significant to children's experiences of learning.

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| 1.3 Leadership of change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | very good |
| <p>This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:</p> <ul style="list-style-type: none"><li>■ developing a shared vision, values and aims relevant to the school and its community</li><li>■ strategic planning for continuous improvement</li><li>■ implementing improvement and change</li></ul> |           |

- The headteacher, supported very well by the depute headteacher, has a clear strategic vision for improvement across the school. Together, they work skilfully to create and sustain a strong sense of community, belonging and collaboration across the school. Staff, children and parents recently reviewed and refreshed the school's vision, values and aims. Staff work effectively to strengthen the school's recently refreshed Gospel values of respect, honesty, love, kindness and understanding. The pupil council worked collaboratively with a graphic designer to create an infographic. This clearly displays the vision, values and aims in a colourful and child friendly way. Staff display the infographic throughout the school and refer to the Gospel values where appropriate in discussions and during lessons. The headteacher highlights the school's vision at assemblies and staff present value stickers each day to children who demonstrate school values in their words and actions. As a result, the values are fully embedded within the school community and children understand what the values mean in practice. The staff team's approach to promoting the use and understanding of school values has established a relevant, common, and ambitious purpose. Senior leaders and staff have a relentless focus on improving outcomes for all children. The headteacher provides clear direction that children and staff understand and collaboratively work towards.
- The school's agreed vision, values and aims are underpinned by a positive understanding and belief in children's rights. All children and staff are proud of their national award that recognises their highly effective work on children's rights. Children describe with increasing confidence, how their rights impact their life and learning. Staff and children refer to children's rights during assemblies and identify an 'Article of the Week' from the United Nations Convention on the Rights of the Child (UNCRC). This is reinforced by class teachers during lessons and shared with parents at home through an online platform. Children value having their rights highlighted and discussed. As a result, almost all children enjoy learning and feel they are encouraged to do the best they can, including children with additional support needs. As planned, the headteacher, staff and children should develop their plans to further embed, strengthen and

promote children's rights across all areas of school life. This should include ensuring all members of the school's wider community, including parents and partners, understand their responsibilities in contributing to a rights-based environment.

- Senior leaders agree school improvement plan priorities through consultation with children, parents and staff. They use a wide range of robust self-evaluation data to inform decision-making. The current plan sets out appropriate priorities which reflect local and national initiatives and is displayed prominently within the school. A minority of parents would like more information about how the school takes their views into account when making changes. As planned, senior leaders should develop approaches further to encourage parents and stakeholders to be more active participants in agreeing and evaluating school improvement priorities. This should provide staff with further helpful feedback on parents' understanding of priorities and how they can support at home.
- The headteacher and staff have developed a detailed quality assurance calendar. This outlines the activities the headteacher and staff undertake to evaluate the quality of the work of the school. This includes sampling children's work, visiting classes and providing feedback to teachers on the quality of teaching and learning. The headteacher successfully links quality assurance activities to How good is our school? 4<sup>th</sup> edition (HGIOS4) and to the General Teaching Council for Scotland (GTCS) standards. In addition, clear next steps are highlighted from quality assurance activities in the weekly diary, at staff meetings and during inset days. This supports very effective self-evaluation leading to successful school improvement.
- The headteacher and teachers engage effectively with the professional review and development process. Teachers critically reflect on the GTCS standards. This provides teachers with ongoing opportunities to evaluate their practice and identify and engage in personal and professional learning. Through this process teachers have a strong awareness of their development needs. They are proactive in seeking out professional learning to improve further. For example, all staff have engaged in a range of professional learning to enhance their understanding of racial literacy. They have considered well how this professional learning impacts on their daily practice and promotes greater inclusion for all children within the classroom and across the school. Senior leaders successfully support teachers to visit each other's classrooms and evaluate teaching and learning. Teachers use this useful feedback from peer observation well, along with the latest research to support improvement in children's learning. Support for Learning Workers contribute successfully to leadership within the school. For example, they lead, in partnership with teaching staff, family learning sessions and a range of pupil voice groups. This fosters a culture of professional reflection and successfully builds staff capacity to lead change and improvement across the school.
- Senior leaders and staff have established very effective structures to support and develop pupil leadership across the school. All children collaborate in pupil voice groups and meaningfully engage in roles which successfully influence the direction of school improvement. For example, children from across the school, worked in partnership with representatives from Glasgow University to review and enhance approaches to pupil participation in the life and work of the school. They used a range of evaluation tools to identify areas of school life where authentic pupil participation and leadership could be developed further. This has helped enhance children's leadership skills, build their confidence and develop them as effective contributors. Children are proud of the contribution they make to the life of the school. Consequently, almost all children feel comfortable to ask questions and offer suggestions and most feel that the school listens to their views and takes them into account when making changes.
- Children across the school benefit from a supportive Parent Council that takes an active interest in the school's work. Most parents feel encouraged to be involved in the work of the Parent Council. Parents influence the work of the school successfully by contributing and

sharing their opinions in small focus groups, responding to surveys and through the work of the Parent Council. For example, parents' views are used well to help plan the content and organisation of parental engagement activities. This includes open days, meet the teacher sessions and parents' evenings. As a result, most parents feel they receive helpful feedback on how their child is learning and developing. In addition, the Parent Council lead a presentation at P1 induction meetings. This provides helpful information to new and existing parents.

- The staff team demonstrate a positive understanding of the social, economic and cultural context of the school. Senior leaders consult on Pupil Equity Funding (PEF) investment with staff and the Parent Council. There is scope to strengthen pupil and parental voice in this consultation process. This approach influences positively decision making and helps ensure that appropriate interventions are in place to support children's learning and wellbeing.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff work together to create an inclusive, nurturing environment where children and families feel supported and safe. Children benefit from well-established, consistent routines. They have access to calm spaces in classrooms and around the school. This helps to support their emotional regulation, and as a result, instances of disruption are rare. Staff know their children and families very well and positive relationships are evident throughout the school. Almost all children understand and demonstrate the school values which are firmly rooted in the positive, caring ethos. Children and families feel a strong sense of belonging to the school and are proud to be part of the St Conval's community.
- Most children listen and engage well in their learning when the pace and challenge of learning is appropriate. They behave positively and there is an ethos of mutual respect. In most lessons, children learn effectively through a range of learning activities such as whole class discussion, group work and independent tasks. Teachers should continue to develop opportunities for children to lead their own learning and ensure tasks are set at the right level of difficulty for all learners. This should help meet the learning needs of all children better.
- All children at early level develop independence and social skills through well-planned, purposeful play. High quality activities consolidate and extend children's learning. The pace of learning is brisk and active engagement of children is high. This highly effective practice should be shared across the school to ensure consistency of approach in providing high-quality learning experiences for all children.
- Staff develop children's understanding of meta-skills very well. Children talk positively about the skills they develop across the curriculum. Staff should continue to support children to make connections between the skills they are developing and their involvement in the life and work of the school. This should help enhance further children's understanding of the skills needed to be successful in learning, life and work.
- Staff have developed stimulating, attractive learning spaces within and outwith the school. This includes the 'Inspired Learning Space', and various garden areas. Children develop skills in a range of problem-solving contexts and through enquiry-based learning. For example, in outdoor learning activities, children apply numeracy and maths skills in den building. All children engage in the monthly 'Big Question'. They talk very enthusiastically about their role in suggesting questions and thrive on the opportunity to explore these. Staff should now develop these rich learning approaches further. This should help ensure children are appropriately challenged through applying skills from across the curriculum in real-life contexts. This should further increase motivation and deepen learning.

- In almost all lessons, staff share the purpose of learning well. In a few lessons children co-create their steps to success. In the majority of classes children have opportunities to improve their learning through self-assessment and receive helpful feedback. Most teaching staff use questions well to check for understanding and build on prior learning. All staff should now develop further their use of higher order questioning. This should help to challenge children's thinking and extend their learning.
- All children use digital devices well to access learning activities, research topics and take photos to evidence their learning and share with parents. Children at early level develop digital technology skills successfully using programmable toys. At the upper stages, children develop coding skills and share this learning with younger classes. Senior leaders and staff should now take forward their plans to develop digital skills across the curriculum in a progressive way. This should include the use of digital applications to support all learners, particularly children with EAL.
- Senior leaders and teachers have recently developed helpful guidance that outlines high-quality approaches to teaching and learning. Staff would benefit from exploring highly effective practice which has been identified within and outwith their school. This should help ensure that all children benefit from consistent, high-quality learning and teaching across the school. In addition, senior leaders and teachers have recently refreshed the assessment framework to ensure a consistency of approach in assessing children's learning. They use a range of literacy, numeracy and wellbeing assessments effectively to support professional judgement of achievement of a Curriculum for Excellence (CfE) level. Teachers use assessments well to identify any barriers or gaps in children's learning. They identify those children who would benefit from additional support and provide appropriate interventions. This approach is helping teachers to better meet the needs of all children.
- Teachers engage with colleagues across the school cluster in a range of moderation activities. They have moderated children's writing and application of maths. The headteacher and staff should use the moderation cycle to consider wider aspects of learning and teaching, including moderating across a greater range of curriculum areas. This should strengthen teachers understanding of national standards and further support them in making decisions on learners' progress.
- All teachers use the school's planners well to ensure a consistent approach to progressive planning for all curriculum areas. Teachers work collegiately with their Teacher Learning Community to share ideas and successful practice around planning for children's learning. This is building teacher confidence, and they now feel empowered when introducing new approaches. This includes planning for greater inclusion and identifying the use of meta skills across the curriculum. Senior leaders should now support teachers to identify robust assessment approaches when planning for children's learning. This should help ensure that all teachers plan to meet better the needs of all children and increase achievement.
- Senior leaders and teachers meet termly to discuss progress and attainment of children in wellbeing, literacy and numeracy. They use the fact, story, action approach to identify those children who require specific, additional intervention. This leads to timely and effective supports being put into place to raise attainment and improve outcomes. As planned, senior leaders and teachers should develop approaches to track children's progress in all curricular areas. This should help children build more effectively on their prior learning across the curriculum.

## 2.2 Curriculum: Learning pathways

- Staff have developed progressive learning pathways across all areas of the curriculum. These are based on the experiences, outcomes and design principles of CfE.
- Outdoor learning is embedded, important and a valued part of the curriculum at all stages. All children engage in two hours of outdoor activities each week. These include den-building, map reading, minibeast identification and caring for the school vegetable plot and herb garden. The outdoor learning curriculum is based around outcomes from a broad range of curricular areas. For example, science, numeracy, technologies and health and wellbeing. Teachers work collegiately on planning. This helps ensure that outdoor learning experiences complement in-class learning. There is a focus on developing and promoting meta-skills as well as skills for life, learning and work within the outdoor learning context. Strong links with community settings, such as local allotments and the Pollokshaws area park rangers, take learning successfully beyond the school grounds. Children and families comment positively about the benefits that the outdoor learning curriculum provides.
- A few children access the learning about forests group. This targeted support intervention helps children build skills and attributes that support them to engage in their learning in the classroom. For example, children build resilience and problem-solving skills that support them in class when they face challenges in their learning.
- School staff have built positive partnerships with a broad range of local organisations. Music, sport, art and sustainability groups provide opportunities to link curricular learning to the wider world. For example, the Clyde in the Classroom project organised by the Clyde River Foundation, encourages children to be stewards of the river. This builds children's sense of belonging and achievement.
- All children currently learn French as a modern language. Younger children use simple greetings daily. As they progress through the school, they learn key phrases and participate in conversations about their hobbies and their likes and dislikes. The headteacher should now continue with plans to introduce Spanish as a second modern language to bring the school's curriculum in line with the national languages 1+2 policy.
- All children receive their entitlement to two hours of high-quality physical education each week. They develop skills in team games and learn about the positive impact of sport on their physical and mental wellbeing. Children in the upper school receive swimming lessons at a local pool.
- Children develop a strong understanding of their faith through a well-planned religious education programme. Across the school, a range of world religions, cultures and faiths are also explored proactively by children and staff. This reflects the rich diversity of the school population, where all children are welcome.
- Staff have developed an enquiry-based learning approach through a school-wide focus on "The Big Question". Children suggest a single school wide topic or theme for each class to study. For example, "what makes this place special?" Children then work in small groups to answer the question independently, for example through research, model-making, presentations or posters. This approach is helping to develop children's curiosity and creativity.

## 2.7 Partnerships: Impact on learners – parental engagement

- Most parents feel comfortable about approaching the school with questions and suggestions. They appreciate the updates shared on a digital platform that provide useful information about their child's learning and achievements.
- Parents attend a range of helpful events that promote parental engagement. These include English as additional language family learning clubs and open evenings that provide opportunities for school staff to share new initiatives. For example, staff recently shared the school's new 'Inspired Learning Space'. This helped parents understand better the approaches used to support children's learning through play and enquiry. Consequently, most parents feel well-informed about their child's learning.
- The Parent Council is very supportive and are actively involved in the life and work of the school. They are aware of the importance of widening and enhancing parental engagement. They use an online tool to successfully communicate with the wider parent forum. The Parent Council work well with school staff to reduce the cost of the school day and ensure that educational and social events are accessible to everyone. These events include a P1 transition coffee morning, school fayre, discos, movie afternoon and a summer fun day. As a result, most parents feel they are kept well informed and encouraged to be involved in the work of the Parent Council.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff across the school demonstrate a strong commitment to promoting and nurturing the wellbeing of all children. They know the children and their families very well and have created a positive and inclusive ethos. Relationships between staff and children are respectful and supportive. As a result, children talk openly about their wellbeing. Staff monitor children's wellbeing and respond quickly and sensitively to any concerns. Almost all children feel safe at school and can identify an adult they can talk to if they are worried or upset.
- Children benefit from a culture in the school where their opinions and views are sought and acted upon. They are encouraged to contribute meaningfully to decisions that affect them, both in classrooms and the wider school. This is helping to build confidence and fosters a deep sense of belonging. Staff use a range of approaches to ensure all children have the opportunity to be heard. For example, suggestion boxes around the school, "What Is My Opinion?" boards in classes and "You Said, We Did" displays. In addition, children engage honestly through regular wellbeing check-ins and questionnaires.
- Children benefit from a cohesive and progressive health and wellbeing curriculum. Senior leaders and teachers track health and wellbeing alongside literacy and numeracy. The wellbeing of each child is the first item for discussion during termly tracking and monitoring conversations. Class teachers and senior leaders are involved in these conversations alongside other teachers who may be supporting the children elsewhere in the school. Any child or adult can raise wellbeing concerns at any point and the school has developed a wide range of interventions to support children. These include targeted intervention groups to enhance progression in literacy and numeracy. Partners and staff provide holistic support through social skills groups, art, music, talking therapies and engagement with a physical trainer. Teachers, partners and children highlight improvements in achievement, confidence and feelings of inclusion as a result of these interventions.
- Staff work closely with families to support children's wellbeing. Families appreciate the school's welcoming ethos and recognise the genuine care staff show for their children. Families are encouraged to become involved with activities and events in the school. These include well-received celebrations of cultural diversity, family learning groups and coffee mornings for families with EAL. As a result, the school is seen as a valued and safe part of the community where all family members can meet, ensuring there are inclusive spaces where everyone is welcome.
- Children in the school benefit from well-established, consistent routines. They have access to calm spaces in classrooms and around the school. This helps to support their emotional regulation and as a result instances of dysregulation and disruption are rare. Staff recorded no

recent incidents of bullying, racist behaviours, misogyny or violence. Almost all children feel that the school deals well with bullying or have never experienced it.

- Teachers have developed a comprehensive outdoor learning curriculum. Children and parents highlight the positive benefits these sessions have on the wellbeing of the children. Children are involved in a broad range of active tasks and can talk about the importance of activity leading to improved health. They are encouraged by teachers to analyse potential risks and often work collaboratively in groups to develop further their feelings of inclusion. The outdoor learning program also utilises the local area and context of the school. For example, local parks and community areas are visited during trips. Children develop successfully their skills of teamwork, collaboration and enhance their understanding of what it means to be a responsible citizen during these visits.
- Staff comply fully with statutory duties relating to safeguarding, attendance, bullying and supporting children with additional needs. They assess care experienced children for additional support and determine whether a coordinated support plan is required. All staff participate in relevant professional learning. Staff identify the needs of any children requiring additional support or targeted interventions, at an early stage. This includes children new to the school. As a result, all staff have a clear focus on supporting every child as an individual. As a next step staff should develop a further awareness and understanding of The Promise. This should lead to improved educational experiences and outcomes for care experienced learners.
- Children in all classes have contributed to developing their own class charters. These build upon school-wide promotion around the UNCRC. Children make connections between their rights, their own wellbeing and equalities through regular assemblies and discussions in class. As a result, there is a strengthening ethos of social justice throughout the school. Children are developing the skills and confidence to challenge discrimination and intolerance. Staff in the school should continue, as planned, their work toward embedding children's rights throughout the curriculum.
- Staff thoughtfully, celebrate and promote the cultural diversity of the whole school community. Staff plan effectively, a varied program of celebratory events. These help children explore and understand different cultures and faiths represented in the school. Children demonstrate high levels of respect, inclusion and tolerance for others. Staff have undertaken professional learning around racial literacy and the headteacher has developed a racial literacy action plan. As a next step, the headteacher and staff should evaluate the curriculum from an anti-racism point of view. This could include establishing an anti-racism pupil voice group to take account of children's views. Children's work on global cultures and festivals is celebrated through high-quality displays around the school. The well-stocked school library has texts in a variety of languages as well as others relating to world faiths. Children can influence which texts they would like to see in the library through their pupil council representatives.
- Children benefit from well-planned universal and enhanced transitions at different stages of their journey through the school. These help to support children by reducing anxiety and increasing their confidence. School staff have strong links with and visit local nurseries to support children coming into P1. Before the end of each school year, children visit their next class and meet their new teacher. Teachers share comprehensive information about children's learning, wellbeing and relevant support strategies before transition stages. An extended transition program beginning in P6 supports all children effectively to alleviate possible concerns and prepare them well for secondary school.
- Children also enjoy opportunities to celebrate their differences. For example, pupil voice groups at all stages present regularly to other classes and their peers at assemblies. These

can be on topics and areas of interest such as faith, kindness, anti-racism and autism awareness. Children take ownership of topics they feel are important to them. For example, children set up a helpful peer mediation group to reduce instances of conflict or disagreement in the playground and in classes. Children demonstrate responsibility and value the positive effect they can have on promoting inclusion.

### 3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- The school's CfE achievement of a level attainment data does not sufficiently tell the full story of each individual child's progress. Whole school attainment data is impacted by the constantly changing school roll, levels of deprivation and the number of children requiring additional support, including those new to English. As children move through the school, the high levels of support and well-timed interventions ensure most children achieve expected CfE levels in literacy and numeracy. A minority of children in numeracy and a few children in literacy exceed expected CfE levels. Taking full account of these factors and the school's robust data on individual children's progress, it is evident that most children are making very good progress in their learning.
- Overall attainment levels in reading, writing, listening and talking and numeracy and mathematics are above the local authority average.
- Most children who receive additional support for their learning, including those with English as an additional language, make very good progress against their individual targets for learning. A majority are on track to achieve expected national CfE levels.

#### Attainment in literacy and English

- Overall, most children make very good progress in literacy and English.

#### Listening and talking

- Across the school most children voice ideas and opinions clearly and with confidence. They explain and justify their views with increasing articulation. They listen and follow instructions appropriately. Most work well in pairs and groups, developing skills of communication and collaboration. At early level, most children listen and follow instructions well, enabling them to establish routines quickly. At first and second levels, children talk enthusiastically about the skills they need to deliver group presentations to share with other classes. Across the school children should continue to develop their use of interesting vocabulary in discussion.

#### Reading

- At early level, most children know and understand the terms author, illustrator and blurb. They are beginning to identify punctuation such as exclamation marks and take account of this when reading with expression. They identify sounds at the beginning, middle and end of a word. Most children at first and second levels, identify a range of styles of texts and a wide range of authors. They discuss ways in which the author engages the reader. Across the school all children would benefit from developing a greater understanding of reading strategies to help them strengthen their comprehension skills.

## Writing

- Across the school most children are improving their technical skills in writing. This is impacting positively on children's progress in learning. Most children at early level write a sentence using capital letters, a full stop and fingers spaces appropriately. They are building their confidence in writing for a variety of purposes. At first and second levels, most children use a range of conjunctions with increasing complexity to vary sentence structure and enhance their writing. They write for a range of purposes and produce extended pieces of writing. They spell increasingly complex words with accuracy using a range of strategies. Children at first and second levels should continue to apply their writing skills in extended texts across a variety of genres.

## Numeracy and mathematics

- Overall, most children make very good progress in numeracy and mathematics.

## Number, money and measure

- At early level, most children work successfully with numbers to 30, counting forwards and backwards. They carry out simple addition and subtraction calculations effectively, including doubling numbers to a total of 10. They are less confident when identifying coins to £2. At first level, most children apply strategies to determine multiplication facts, for example, repeated addition, grouping, arrays and multiplication facts. At second level, most children calculate accurately addition, subtraction, multiplication and division problems. Children at first and second levels should strengthen their skills in rounding numbers, appropriate to their level, to support them when estimating.

## Shape, position and movement

- At early level, most children recognise, describe and sort common two-dimensional shapes and three-dimensional objects. At first level, most children use mathematical language to describe the properties of a range of common two-dimensional shapes and three-dimensional objects including side, face, edge, vertex, base and angle. Children should continue to develop their skills to estimate, compare and describe the size of angles in relation to a right angle. At second level, most children plot and record the location of a point using the correct coordinate notation. Children should develop further their use of mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles.

## Information handling

- At early level, most children use their knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways. At first level, most children select and use the most appropriate way to gather and sort data for a given purpose, for example, a survey, questionnaire or group tallies. At second level, most children interpret and draw conclusions from a variety of data. Children at first and second levels should develop the language of probability more accurately to describe the likelihood of simple events occurring.

## Attainment over time

- Children's attendance is 92.57% for session 2024/25 and above the local authority average. The headteacher monitors children's attendance carefully. Staff support families sensitively where there are barriers to children attending. They follow local authority processes and take effective action where needed to improve attendance. This includes, where appropriate, working with partners, making home visits, meeting with parents to discuss patterns of absence and ensuring suitable transport is organised. As a result, overall children's attendance has risen consistently over the past three sessions. There are no part-time timetables in place.
- Senior leaders and teachers track children's progress over time. This robust data demonstrates clearly that the number of children achieving appropriate CfE attainment levels increases as

they progress through the school. By the time they come to the end of P7, most children have gained appropriate CfE levels in literacy and numeracy. Senior leaders have a strong understanding of the reasons behind fluctuations in children's attainment, particularly at first level. This includes levels of children's acquisition of English and a high number of changes in the school's roll. Teachers' planned targeted interventions have impacted positively in overall attainment across the school. For example, consistent use of the local authority, 'Write on Track' programme has increased the attainment of writing at almost all stages across the school. The Language Acquisition Tracker has helped senior leaders and staff to effectively identify, support and significantly raise attainment of EAL learners in literacy and numeracy. Children with EAL have been supported effectively to develop their use of spoken English through asking questions, developing their use of tense and addressing missing words in sentences. These approaches are supporting children to make very good progress in their learning.

### **Overall quality of learners' achievements**

- All children have regular opportunities to share their achievements from in and outwith school. Staff celebrate and recognise these achievements in assemblies, in classes, on a digital platform and through the 'St Conval's Superstar' display. Staff provide a wide and extensive range of opportunities which support children to achieve success. This is helping children to develop as confident individuals and enhance their sense of self-worth.
- All children benefit from having a leadership role through class-based pupil groups. For example, children collaborate and contribute to the kindness and faith group and the financial awareness group. This develops children's confidence, teamwork skills and enhances their sense of belonging within the school community. Children influence and improve successfully aspects of learning, life and work at the school. This includes contributing to the rights respecting school group, Junior Road Safety Officers, pupil council and as young interpreters. Senior leaders display changes that have been made within the school as a result of pupil voice on the 'You Said, We Did' display. This helps children to understand how their contribution makes a positive difference to the school community and develops them as responsible citizens.
- Staff build and promote effective working relationships with a range of partners that enhance children's learning and achievements. These have included working with The Burrell Collection Museum, sports coaches and Active Schools Coordinators. Children contribute to their local community through carol singing and taking leading roles in Masses at the local church. Children in P6 and P7 helped show 'signs of love' in their daily lives and wider community through actively engaging in the Pope Francis Faith Award. Participation in these events and activities enables children to develop important skills and attributes while contributing positively to their school, parish and wider community.
- Staff track children's participation in achievement activities both within and outwith the school. They use this information effectively to ensure that no children miss out. As planned, staff should build on the positive start they have made to track the skills children are developing as a result of these achievements.

### **Equity for all learners**

- All staff have a deep understanding of the socio-economic context of the school and of the challenges faced by children and families. Staff have taken action to reduce the cost of the school day effectively. They have established a preloved uniform and school-based food bank. Staff work closely with the Society of St Vincent de Paul, the local parish, along with the Parent Council to offset the cost of school trips. This helps ensure family circumstances are not a barrier to children's full participation in the life and work of the school.

- The headteacher has effective plans in place for PEF. She has identified clearly the attainment gaps that exist. Additional staff, funded through PEF, deliver high levels of support and effective interventions for targeted groups of children. Senior leaders and staff review a range of data effectively to measure the impact of PEF on children's learning and attainment. There is clear evidence that PEF is accelerating progress in closing the poverty and EAL related attainment gap.

## Practice worth sharing more widely

### **Outdoor learning complimenting and enhancing teaching and learning across the curriculum.**

Outdoor learning is embedded, important and a valued part of the curriculum at all stages. Teachers plan outdoor learning collaboratively to ensure it compliments, enhances and extends in-class learning. All children engage in two hours of high-quality outdoor activities each week. These include den-building, map reading, minibeast identification and caring for the school vegetable plot and herb garden. The interdisciplinary outdoor learning curriculum is based around outcomes from a broad range of curricular areas. For example, science, numeracy, technologies and health and wellbeing. Children and parents highlight the positive benefits outdoor learning has on the wellbeing of the children.

Children are involved in a broad range of active tasks and can talk about the importance of activity leading to improved health. They are encouraged by teachers to analyse potential risks and often work collaboratively in groups to develop further their feelings of inclusion.

There is a strong focus on developing and promoting meta-skills as well as skills for life, learning and work within the outdoor learning context. Consequently, children develop successfully their skills of teamwork, collaboration and enhance their understanding of what it means to be a responsible citizen during these visits. Strong links with community settings such as local allotments and the Pollokshaws area park rangers, take learning successfully beyond the school grounds. Children and families comment positively about the benefits that the outdoor learning curriculum provides.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

|                         |               |
|-------------------------|---------------|
| All                     | 100%          |
| Almost all              | 91%-99%       |
| Most                    | 75%-90%       |
| Majority                | 50%-74%       |
| Minority/less than half | 15%-49%       |
| A few                   | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.