

Anderston Primary

Standards & Quality Report

Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. 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	
Our achievements and improvements 2025 – 2026	Leadership of Change: 1.3 At Anderston Primary, strong leadership and shared values help create a welcoming, inclusive and respectful environment where children feel supported to learn and succeed. Feedback from pupils and stakeholders shows confidence in the leadership and positive ethos. Children demonstrate our school values in their daily interactions, and strong relationships across the school help to create a positive learning environment. Staff at all levels contribute to school improvement through leadership opportunities, professional learning and collaborative working. This has strengthened staff confidence and helped ensure a consistent approach to learning, teaching and wellbeing across the school. We use feedback, attainment information and self-evaluation to identify priorities and drive improvement. This has led to targeted developments in areas such as inclusion and learning and teaching, which are having a positive impact in classrooms.

Strong partnerships with families and wider agencies continue to support children's wellbeing and learning. Good engagement in family learning events, workshops and school communications demonstrates the positive relationships we have with our community.

Overall, our leadership approaches are helping to build a strong school culture where children feel valued, staff take ownership of improvement, and families are active partners in school life.

Learning Teaching & Assessment: 2.3

We continue to see positive improvements in learning, teaching and assessment across the school. Through classroom observations, learner feedback, attainment data and professional dialogue, we can evidence the impact that our improvement work is having on outcomes for children.

Classroom observations and learner engagement tools show that almost all children are actively involved in learning. Engagement levels have increased across the school, particularly within targeted programmes such as *Write on Track*, where children are demonstrating greater confidence and participation.

Our School Improvement Plan priorities in writing and pedagogy have had a positive impact on teaching practice. Staff report increased confidence in teaching writing, and classroom observations show improvements in lesson structure, pace and challenge. This is helping to improve the quality of learning experiences and learner outcomes.

Robust tracking and monitoring systems, including termly tracking meetings and professional discussions, enable staff to monitor progress effectively and identify appropriate next steps for learners. Staff are increasingly confident in using assessment information to target support and accelerate progress.

Moderation activities within the school and across the city have strengthened consistency in teacher judgement. This helps ensure that assessment information is reliable and supports meaningful discussions about children's progress and achievement.

Evidence from learner voice activities, jotter reviews, Showbie and classroom displays shows that most children understand what they are learning and what they need to do next. Increasingly, learners are taking greater ownership of their learning and progress.

Targeted literacy and numeracy interventions are having a positive impact. Children identified as being off-track in reading made strong progress, with an increase of 9.1% now reading at the appropriate book band level. Outcomes from our IDL literacy intervention were particularly encouraging, with 81% of the 44 children supported now achieving within the average or above-average range for reading. In spelling, 52% of children are now achieving within the average or above-average range, highlighting an area that will remain a focus for further improvement.

Children accessing support through dyslexia, nurture and neurodiversity pathways also made exceptional progress, with some learners achieving gains equivalent to 1 year and 3 months to 4 years in reading-related measures.

Overall, the introduction of Teacher Learning Communities and collaborative working groups, including Support for Learning Workers, has strengthened teaching practice across the school. This has resulted in higher levels of learner engagement, greater consistency in teaching approaches and improved use of assessment to support children's learning and progress.

Wellbeing, Inclusion & Equity: 3.1

At Anderston Primary, creating a positive, inclusive and nurturing environment remains central to everything we do. We are committed to ensuring that every child feels safe, valued and supported to achieve their full potential.

Evidence from wellbeing assessments, tracking information and staff observations shows that our approaches to wellbeing and inclusion are having a positive impact on children's readiness to learn, confidence and overall wellbeing. Targeted support programmes help children to develop resilience, build positive relationships and engage more successfully in school life.

Relationships across the school are a key strength. Observations, feedback from visitors and comments from new staff consistently highlight the warm, welcoming and respectful atmosphere that exists throughout our school community. Children know they are cared for and supported by staff who understand their needs.

Targeted interventions, including nurture support, English as an Additional Language (EAL) provision and family support, continue to make a significant difference for identified learners. Children receiving support demonstrate improved engagement, participation and confidence in learning.

Staff have continued to develop their knowledge and skills through professional learning in nurture, equality, inclusion and safeguarding. This has increased confidence in meeting the diverse needs of

learners and has helped ensure that inclusive approaches are embedded across classrooms and support programmes.

Our strong partnership with families is another important factor in improving outcomes for children. Through workshops, regular communication and individualised support, we have strengthened relationships with parents and carers and helped reduce barriers to learning for many families.

We have also seen positive outcomes from our implementation of LCFE (Language and Communication Friendly Establishments) approaches. Children are benefiting from consistent use of visual supports, structured opportunities for talk and explicit modelling of language. Observations and learner feedback show increased confidence in communication and participation, while targeted learners have made measurable progress. Staff training has helped ensure these approaches are consistently used across the school.

Overall, this work has contributed to a school environment where almost all children feel included, respected and ready to learn.

Raising Attainment & Achievement: 3.2

We continue to see a positive impact from our work to raise attainment and improve outcomes for all learners. Through careful tracking, regular assessment and ongoing discussions about progress, we know that most children are making appropriate progress in literacy and numeracy, taking account of their individual starting points and language acquisition needs.

Staff use attainment and achievement data effectively to identify children who may need additional support or greater challenge. Termly tracking meetings help ensure that support and interventions are targeted where they are needed most, leading to changes in teaching approaches and learning experiences.

Targeted programmes, including *Write on Track* and a range of numeracy interventions, have helped to improve learners' confidence, engagement and understanding. Children are increasingly able to explain their thinking, discuss their learning and apply their skills across different areas of the curriculum.

Evidence from classroom learning, assessments and pupil work demonstrates improving attainment for most learners, particularly in reading, writing and numeracy. We have also seen improvements in literacy attainment, with P4 attainment increasing by 2.2% and P7 attainment increasing by 1.3% over the session. While overall attainment in P1 was affected by significant disruption during the year, children continued to make progress from their individual starting points.

Our attainment data for pupils who have attended Anderston Primary over a longer period (P2-P7 legacy cohort) remains encouraging, with:

- Reading: 79%
- Writing: 76%
- Talking and Listening: 86%
- Numeracy: 74%

Where children are not yet achieving expected curriculum levels, staff have a detailed understanding of their individual circumstances and continue to provide targeted support to help them succeed.

We are particularly proud of the wide range of opportunities available to children beyond the classroom. Participation in trips, partnerships, clubs and wider achievement activities continues to strengthen confidence, develop skills and enhance engagement in learning.

Our focus on evidence-informed practice has increased staff confidence in using data to plan learning, provide effective support and ensure children are appropriately challenged. While attainment outcomes continue to improve, increasing the level of challenge for higher-attaining learners remains an important next step within our improvement journey.

Overall, the impact of our School Improvement Plan is evident through stronger attainment outcomes, more effective tracking systems and increasingly targeted support that helps children achieve their full potential.

Attendance and Exclusion data

Attendance: Our current school attendance rate is 92.1%, which is slightly above the Glasgow average of 90.7%. This figure reflects more accurate recording of term-time holidays and families travelling abroad for extended periods. We continue to work closely with families to support regular attendance and ensure children are accessing learning consistently.

Exclusions: We are proud to report that our exclusion rate is 0. This reflects our strong commitment to inclusion, positive relationships, and restorative approaches to behaviour.

Our improvement plan priorities 2026 – 2027

Our improvement priorities for session 2026/27 are closely aligned to Glasgow's Grand Challenges of Achievement and Progress, Wellbeing and Learning, and Engagement, Participation and Inclusion.

These priorities have been identified through analysis of attainment data, stakeholder feedback and self-evaluation activities and are designed to build on the school's strengths while improving outcomes for all learners.

Achievement and Progress: We will strengthen learning and teaching through a focus on high-quality questioning, increased pace and challenge in mathematics, and consistent approaches to numeracy across the school. This will help learners become more confident, independent and successful in literacy and numeracy.

Wellbeing and Learning: We will continue to develop high-quality play pedagogy across the school, ensuring that learning environments, interactions and experiences are engaging, nurturing and appropriately challenging for all children.

Engagement, Participation and Inclusion: We will further enhance inclusive practice by developing learning environments and approaches that meet the needs of all learners, particularly those with additional support needs. We will also strengthen partnerships with families to support wellbeing, engagement and achievement.

Through these priorities, we aim to ensure that every child at Anderston Primary is supported to be successful, included, engaged and ready to achieve their full potential.

How Good Is Our School 4 Quality Indicator (QI)

Evaluation

Leadership of Change (QI 1.3)

Good

Learning Teaching and Assessment (QI 2.3)

Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Good

Raising Attainment and Achievement (QI 3.2)

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@anderston-pri.glasgow.sch.uk

Our telephone number is: 0141 221 1263

Our school address is: 3 Port Street, Glasgow G3 8HY

Further information is also available on our Website :

<https://blogs.glowscotland.org.uk/gc/anderstonprimaryschool/> or on our Twitter / X feed : @anderstonps