



# Barmulloch Primary School & ALN Provision

## Standards & Quality Report

### Session 2024 – 2025

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Barmulloch Primary School &amp; ALN Provision is a non-denominational, co-educational school and is part of the Springburn Learning Community. Our school is situated in the Germiston area in the north-east of Glasgow. The school's catchment takes in pupils from Germiston, Barmulloch, Blackhill and Provanmill. The school supports children placed through Glasgow's Area Inclusion Group (AIG) in our Additional Learning Needs (ALN) Provision. There is a new housing development being built within the catchment area and this should lead to an increase in the school roll. The school is at the heart of a very close community with many parents being former pupils of the school. 29.2% of our pupils and families have English as an additional language and 51.9% of our pupils are in receipt of free school meals. 83% of our pupils live within SIMD 1 and 2. The current school roll is 106 pupils (91 mainstream, 15 ALN provision). We receive £61,250 in Pupil Equity Funding (PEF).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Our achievements and improvements 2024 – 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b><u>Key developments (leadership of change) (Q1 1.3)</u></b></p> <p>During session 24-25, Teaching staff worked together to identify feedback as an area within Teaching and Learning to improve across the school. This led to professional learning and the creation of a consistent feedback approach. As a result of peer observations between Teaching staff, collaborative approaches to improving Teaching and Learning were established.</p> <p>With support from Pupil Equity Funding, targeted support groups in Literacy and Numeracy were created to reduce the poverty-related attainment gap. Children were identified through tracking conversations with Senior Leaders using the 'fact, story, action' approaches. As a result, almost all Teaching staff are more confident in identifying learners requiring targeted support.</p> <p>Also supported by Pupil Equity Funding, training was undertaken by staff to improve approaches in the explicit teaching of writing using a genre approach and resources were purchased to ensure up-to-date materials to support the teaching of writing. Professional learning on developing sentence sense through the Write on Track programme led to a trial roll out with wider roll out planned for session 25-26. Both approaches have resulted in a more consistent approach to the teaching of writing, improved engagement in writing and further support for learners to overcome barriers to learning.</p> <p><b><u>Developments in learning, teaching and assessment (Q1 2.3)</u></b></p> <p>Through engagement in the Children and Young People Improvement Collaborative's (CYPIC) 12-week National Improving Writing Programme, staff participating in this programme developed enhanced knowledge and understanding of quality improvement processes and tools and strategies to improve writing attainment. As a result, almost all learners in P4 who took part in this programme increased their attainment in writing. Additional work on moderation also contributed to these improvements.</p> <p>As a result of professional learning supported by XMA, staff improved approaches to supporting learners in writing using the Clicker application. The introduction of the app has supported independence in writing and in turn increased learner engagement during writing lessons. Pupil Equity Funding supported the purchase of styluses and licences for the Kaligo handwriting application for P1-3 children. This resulted in a marked improvement in learner handwriting with skills transferring to writing lessons more widely.</p> <p>We continued to improve our approaches to play pedagogy with ongoing support from the Play Pedagogy Team at Glasgow's Improvement Challenge. As a result, the majority of learner are able to apply their learning in a play context within literacy and numeracy.</p> <p><b><u>Progress in promoting well-being equality and inclusion (Q1 3.1)</u></b></p> <p>Using the CIRCLE Inclusive Classroom Scale, areas of strength and next steps were identified in all classes leading to adaptations in classroom environments to better meet learners needs. As a result, learner engagement increased leading to improved wellbeing.</p> <p>Professional learning focussing on the nurture principles and attunement profiles led to improved knowledge and understanding and updated strategies to support learner wellbeing. Building on this work, a</p> |

shared understanding of how to develop positive relationships with learners was established by ensuring all behaviour is seen as a form of communication. As a result, improvements in adult-learner interactions were observed.

The majority of learners across the school took part in wider achievement opportunities this year. 57% attended an Active Schools after school club with a minority of learners representing the school at wider Glasgow events as part of pupil leadership groups.

### **Progress in children's learning /raising attainment and recognising achievement (QI 3.2)**

Our Raising Attainment Teacher supported targeted groups of learners in Literacy and Numeracy throughout session 24-25, particularly in writing. Learners were identified through robust tracking conversations with Senior Leaders using the 'fact, story, action' approach.

Introduction of PIRA standardised assessments in reading and closer analysis of Routes through Writing data led to more robust information to inform Teacher judgements in Literacy. Further analysis of MALT numeracy standardised assessments combined with National Standardised Assessment (NSA) data also supported more robust Teacher judgements. Attainment data in P1, P4 and P7 combined continues to increase in Literacy and Numeracy.

### **Attendance and Exclusion data**

During session 24-25, the overall percentage of attendance was 91.3%. Improving attendance and late coming remains a focus at Barmulloch supported by the wider Glasgow 'Attendance Matters Every Day' campaign. Senior Leaders continue to support learners and families when attendance requires improvement. There have been no exclusions in recent years with no exclusions during session 24-25.

### **Our improvement plan priorities 2025 – 2026**

Based on robust self-evaluation we have prioritised the following areas for improvement during session 2025-2026:

#### **Challenge 1: Improve teaching and assessment to increase attainment levels in Literacy.**

Mission 1 - Improve reading pedagogy and assessment ensuring tasks and activities are appropriately challenging.

#### **Challenge 2: Work to better meet the needs of all children at Barmulloch Primary School and ALN.**

Mission 1 - Increase empowerment and leadership at all levels leading to increased pace of change.

Mission 2 - Improve wellbeing, engagement and inclusion through inclusive practices.

| How Good Is Our School 4 Quality Indicator (QI)    | Evaluation   |
|----------------------------------------------------|--------------|
| Leadership of Change (QI 1.3)                      | Satisfactory |
| Learning Teaching and Assessment (QI 2.3)          | Satisfactory |
| Ensuring Wellbeing Equality and Inclusion (QI 3.1) | Good         |
| Raising Attainment and Achievement (QI 3.2)        | Satisfactory |

### **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@barmulloch-pri.glasgow.sch.uk](mailto:headteacher@barmulloch-pri.glasgow.sch.uk)

Our telephone number is: 0141 770 7889

Our school address is: 305 Forge St, Glasgow, G21 2AH

Further information is also available in our newsletters, on our school website and in our school handbook.