

Barmulloch Primary School and ALN Provision

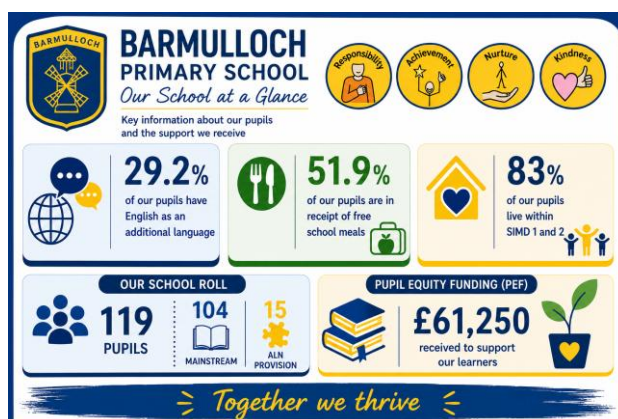
Standards & Quality Report

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

Barmulloch Primary School & ALN Provision is a non-denominational, co-educational primary school situated in the Germiston area in the north-east of Glasgow. The school is part of the Springburn Learning Community. The school's catchment takes 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. The roll of the school continues to steadily increase as in previous years. The school is at the heart of a very close community with many parents being former pupils of the school.



Our achievements and improvements 2025 – 2026

Key developments

Our updated values:



- Refreshed school vision, values and aims, with staff, learners, parents/carers and partners contributing to this process. Learners had opportunities to share their ideas about their 'dream school' and voted for the values they felt were most important.
- Our new 'Barmulloch Wheel' helps children understand and demonstrate these values every day. Increasing numbers of learners can now talk about our school values and recognise them in action.
- Learner voice and leadership have also been strengthened through the reintroduction of committees. This has provided more opportunities for children to contribute to school improvement and take responsibility for areas that matter to them.
- Staff and learners were also involved in reviewing our playground equipment. Changes made as a result of this consultation have contributed to greater engagement in the playground and a reduction in incidents.

Developments in learning, teaching and assessment

Improving the quality of learning and teaching has remained an important priority this year. In P1–3 our work in phonics and reading has had a particularly positive impact. Almost all staff have developed their knowledge and confidence in teaching synthetic phonics through Read, Write, Inc and Glasgow Reads training. Children in P1–3 have made positive progress with the number of sounds they can recognise and use, with assessment information showing improvement between planned assessments. We have also refreshed our reading texts and resources, including introducing updated decodable phonics books in P4–7. Children report that they are enjoying reading more and are increasingly engaged in their learning.

Staff have continued to develop approaches to differentiation, ensuring that learning is appropriately matched to children's needs. Most children report that reading activities provide an appropriate level of challenge and observations show that learning is increasingly well matched to individual learners.

Progress in promoting well-being, equality and inclusion

Targeted support has been provided for children who require additional help with literacy and numeracy. Support staff developed their skills in one-to-one phonics tutoring and the Getting Started programme. Tracking and assessment information shows that children receiving this targeted support have made accelerated progress in their identified areas of need. Targeted literacy and numeracy groups have also helped children develop strategies that they can use in their everyday classroom learning. This has resulted in improved engagement and progress, with children increasingly able to transfer these strategies into their classwork.

We have continued to develop our understanding that all behaviour is communication. Almost all teaching staff took part in professional learning in this area, resulting in greater consistency in how staff support children who need help to regulate their emotions and behaviour.

We have strengthened our use of visual supports to improve communication and accessibility for learners who require additional support. Classroom observations, learner conversations and wellbeing information show an increasing and effective use of visuals across the school. This has helped more children to engage successfully with learning, routines and wider school life.

Progress in children's learning /raising attainment and recognising achievement

Overall, attainment information from June 2026 shows an improvement compared with June 2025. This reflects the impact of professional learning, stronger approaches to tracking children's progress and more robust professional discussion about the support individual learners require. Almost all teaching staff took part in moderation with colleagues from Royston Primary School. This provided opportunities for staff to share approaches and strengthened their confidence in making consistent judgements about children's learning and progress, particularly in reading.

Pupil Equity Funding (PEF) was used to purchase new reading books and resources to support the Read, Write, Inc. phonics programme and purchase updated texts for P4-7 learners. This has ensured that children have access to high-quality, appropriately levelled and decodable texts that match their stage of learning. Learners have reported increased enjoyment and engagement in reading.

We have also strengthened the use of targeted interventions, particularly in Literacy. Assessment and tracking information shows that an increasing number of children receiving additional support are making progress in their learning, with identified learners making accelerated progress in targeted areas.

Attendance and Exclusion data

ATTENDANCE MATTERS

Barmulloch Primary School • Session 2025-2026

Every day counts!

WHOLE-SCHOOL ATTENDANCE
89.9%
across 2025-26

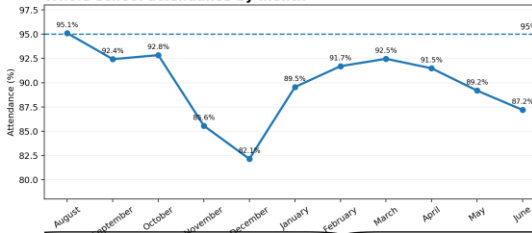
HIGHEST MONTH
95.1%
August

LOWEST MONTH
82.1%
December

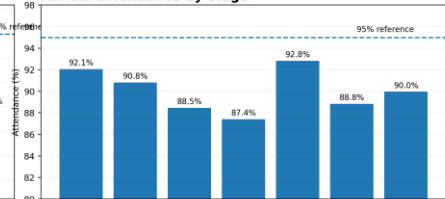
WHAT THE DATA TELLS US

- 89.9% attendance overall
- P5 had the highest annual attendance (92.8%)
- P4 had the lowest annual attendance (87.4%)

Whole-school attendance by month



Annual attendance by stage



A STRONG START

August was our strongest month at 95.1%.

KEEPING GOING

Attendance dipped to 82.1% in December, then improved.

EVERY DAY COUNTS

Regular attendance helps children access learning, relationships and routines.

EXCLUSIONS 2025-26

Supporting positive behaviour and inclusion for all



Our approach is to support all children to make positive choices and to understand that all behaviour is communication. We work in partnership with children, families and external agencies to provide support and help prevent incidents.



EXCLUSIONS AT A GLANCE



2

CHILDREN

involved in exclusions



3

INCIDENTS

of exclusion



3

EXCLUSIONS

recorded

 Every exclusion is reviewed, and follow-up support is provided to help children return successfully and re-engage in school life.

OUR FOCUS

 Understanding and responding to behaviour as communication.

 Building positive relationships and promoting a calm, nurturing environment.

 Working in partnership with families and external agencies.

 Providing the right support at the right time to help every child thrive.


= Together we thrive =


Our improvement plan priorities 2026 – 2027

Based on self-evaluation we have prioritised the following areas for improvement during session 2026-2027:

Challenge 1: Progress: To raise attainment in numeracy and mathematics.
Mission: To improve approaches to teaching in numeracy and mathematics.

Challenge 2: Progress and inclusion: To develop consistent approaches in teaching, learning and assessment.
Mission: To develop valid, reliable and robust assessment approaches.

Challenge 3: Wellbeing and Inclusion: To develop effective approaches that improve wellbeing and support inclusion.
Mission: To embed the nurture principles and develop learner's emotional literacy.

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)	Satisfactory
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

Our telephone number is: 0141 770 7889

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

Further information is available on our school website:

<https://blogs.glowscotland.org.uk/gc/barmullochprimaryschoolwebsite/>