



# Battlefield Primary School 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

We are a non-denominational school in the South of Glasgow, with a school roll of 397 children. The school is made up of 15 classes and a nurture base. 10% of children live in SIMD 1 and 2. 20% of children have English as an Additional Language. 28% of our pupils are registered for Free School Meals.

This session, we have continued to focus on improvement in Teaching & Learning Pedagogy, raising attainment in Literacy and Numeracy, and improvement in Wellbeing & Learning

At Battlefield Primary, we use the nurturing principles to underpin our school vision, values and aims.

Our school values are:

**Honesty   Responsibility   Eco Friendly   Kindness   Respect**

## Our achievements and improvements 2024 – 2025

We would like to highlight the following improvements/achievements made during session 2024/2025:

### Our achievements and improvements

- **All** staff completed 2nd LGBT Inclusive Education module & the 2nd Respect Me module to ensure we are promoting Inclusivity, Equality & Diversity
- **All** staff completed The Promise training module to further develop our ability to support care experienced learners.

### Progress against improvement plan priorities

1. **Development of high-quality Teaching and Learning experiences across the school**
  - **All** teaching staff undertook the Collaborative Evaluation Process from Glasgow's Improvement Challenge to ensure that **all** classes were receiving high quality teaching and learning. This session we focussed on the development of 'Effective Questioning' and on 'Differentiation' to improve the content and process of lessons throughout the school. This will add to our existing infogram/policy for effective teaching & learning at Battlefield. Staff were able to implement these key features of highly effective practice, which was evident through classroom observations and POLLI visits, thus impacting on learners' experiences.
- 2a. **Improve attainment and achievement of P1,4,7 learners in Talking & Listening and Writing**
  - **All** teachers improved the pedagogy of Listening & Talking with a specific focus on Group Talk & the development of whole school plan on Listening & Talking. Feedback from staff evidenced that their confidence in assessing Listening & Talking had improved. In the **majority (5/7 71%)** of year groups ACEL data for Listening & Talking either improved or stayed the same in Term 4. When combining P1,4 and 7 we have achieved a **3.3% increase** during this period. **85.4%** learners on track in Term 1 compared to **88.7%** learners on track in Term 4.
  - Handwriting (Tools for Writing) - Jotter sampling and writing assessments revealed that handwriting and presentation continued to be an area to develop in literacy across the school. **All** class teachers implemented a handwriting sprint in Term 2 to address these issues. Targeted intervention groups (TIGs) were formed although inputs were universal. **All** children who formed the TIGs improved their handwriting.
  - **All** Writing Assessments were moderated termly by the Literacy DHT to ensure all staff were assessing effectively and were identifying the next steps for individual learners and groups, thus building staff capacity. Term 1 and 4 were assessed using the genre recount to allow a direct comparison. The whole school picture of Writing assessments from Sept 24 – May 25 shows an increase in attainment with **most** classes making gains. The use of this very detailed assessment and moderation between the DHT & class teachers has led to gains in attainment and in staff confidence in assessing writing.
  - After tracking in Term 3 two TIG groups across P3 were formed to target Reading into Writing. **All** children made gains across **almost all** areas targeted.

## 2b. Improve attainment and achievement in P1, 4 & 7 learners in Numeracy (mental maths) & in 4 operations

- The **majority (5/7 71%)** of year groups have had an increase in attainment this year. The increase has ranged from 1% at P2 and P4 to a 5% increase at P1 and P5. When combining P1,4 and 7 we have achieved a **3.6%** increase during this period. 139/170 learners on track in Term 1 (**81.7%**) compared to 146/171 learners on track in Term 4 (**85.3%**).
- All** P2-7 classes identified gaps in numeracy through baseline assessments. Teachers then used the data to inform their planning and teaching of numeracy in Term 1. Following a 6–8-week class level intervention block class teachers then repeated the same assessment to measure impact for pupils who had gaps identified in the initial assessment. A sample of 2 classes (P2b and P6b) were used to analyse the impact of this intervention with extremely positive results. Across **most** (6/7 **86%**) strands of maths assessed at P2 an increase in attainment was noted after the 8-week intervention period with only fractions staying the same. The range increased from an **8%** increase to a staggering **60%** increase. The most notable improvements were made in addition (**60%** increase) and subtraction (**48%** increase). **All** (8/8 **100%**) strands assessed at P6 had a sizeable increase in attainment. The improvements ranged from **12%** in place value to **59%** in multiplying 2-digit and 1-digit numbers. The 4 operations also greatly improved following the 8-week intervention with a **36%** increase in addition and subtraction and a **35%** increase in multiplication and division.

## 3. Improvement in wellbeing of pupils

- All** staff felt the majority or more pupils had an increased knowledge of the Emotion Works Cogs after planned learning and teaching this session. Sampling pupils across P1,4 and 7 from May 2024-Dec 2025 there has been a significant increase in pupils understanding of Emotion works in this time. Across P1-7 sampled pupils, learning conversation results suggest via average results that:
  - **Almost all** pupils know what Emotion Works is.
  - **All** classes have cogs displayed in their classrooms.
  - **Most** pupils can describe the Emotion Works cogs.
  - **Almost all** pupils find Emotion works helpful.
  - **Most** talk about Emotion Works strategies in class.
  - **Almost all** think speaking about their emotions is important.
- Glasgow Motivation & Wellbeing Profile (GMWP) - Approaches to tracking the wellbeing of **all** learners has been further developed through continued use of the GMWP. **All** staff were given identified strengths and areas for development in Term 1 to work on over the year following analysis of GMWP results. This session a revised policy has ensured that the results of GMWP targeted interventions have provided gains across the school but have also supported targeted groups.

## The impact of Scottish Attainment Challenge / Pupil Equity Funding (PEF)

- PEF funding has been used to provide an additional SfLW who helps provide targeted Literacy & Numeracy support for individuals and small groups of children which impacted positively on literacy and numeracy attainment for individuals. We also fund additional hours for another SfLW to support with soft starts and soft finishes for several pupils which impacted positively on their health and wellbeing.
- PEF funding has been used to support the implementation of high-quality experiences in Listening & Talking this session across the school. These included P1-3 Oral Language Stories (Parent-led), P4 Spoken Word Poetry, P5 Burns' Experience, P6 Debating, P7 Mock Court.
- PEF funded Seesaw online programme to enhance individual home and school learning.
- PEF funded outdoor equipment to support health & wellbeing across the school and to develop outdoor learning approaches. We have installed a new 'Buddy Bench' area to support our Playground Buddies undertaking leadership opportunities in the playground. We have also funded

a new Loose Parts Play area and staff training to further develop outdoor learning approaches for P1-7 classes.

- PEF funding has been used to buy the resources for 'Baby Strings' music tuition for P2-4 next session and to buy ukuleles for music tuition for P5-7 to close the 'poverty of opportunity' gap for pupils.
- PEF funded Sumdog online numeracy programme to enhance individual home and school learning.

#### Wider achievement

- We work very closely with our Active Schools Coordinator to ensure we have a variety of clubs on offer at the school for all pupils. As a result of parent & pupil surveys we have timetabled some clubs in the morning before school or during lunchtimes to ensure that all children have the opportunity to attend these sessions, thus removing any potential barriers to engagement.
- This session a tracker for wider achievement was developed which allowed staff to target extra-curricular and lunchtime clubs more effectively to ensure **all** learners had access to activities. This helped to ensure more rigorous equality of access in relation to extra-curricular opportunities alongside our termly tracking discussions and increased partnership working.
- Wider achievement is celebrated at weekly assemblies with staff gathering evidence of personal achievements in a whole school wider achievement floor book. Children are invited to present their achievements at assembly either in person or through announcements given by staff holding these.

#### Parents

- Our supportive Parent Council regularly meet to enhance the life and work of the school through fundraising and school events. This session they worked alongside our Pupil Council to successfully fundraise to buy the school a Trim Trail to increase opportunities for physical development during breaks and lunches, as highlighted by the pupils. Our annual Parent/Carer survey highlighted the continued desire for music tuition across the school which we are able to facilitate next session as a result of Pupil Equity Funding.

#### Health and Well-being

- P5-7 benefitted from input from our local partnership with Clyde College which involves college students teaching the children a variety of games skills over the school year. This has increased their skills in sports and has also impacted on teaching staff developing their ability to teach these sports too. P1-7 worked with sports coaches throughout the year to increase participation through Soccer 4, Determined to Dance alongside the regular morning, lunch and after school time sports clubs.
- We started the 3-year Edinburgh Resilience Programme in Term 3 of 2024-25. Staff, pupils and parents have been involved in Unit 1 'Be Resilient' and Unit 2 'Keep Connected.' We have established routines for this learning to be carried out via assembly, within class lessons and home tasks. All learning is celebrated at assembly and shared with parents via Seesaw and can be accessed on the school website at any time.
- A variety of supports for both pupils and parents have been implemented this session by the DHT responsible for nurture and the nurture staff, these include Nurturing Families, Cool Connections & Homunculi approach. **All** inputs have been positively received and will be developed next session due to their impact on all stakeholders.

#### Attendance and Exclusion data

This session our attendance rate is above the national average at 95.1% and we have had 0 exclusions this session.

## Our improvement plan priorities 2025 – 2026

### Achievement and Progress

- To use Glasgow's Pedagogy Framework to improve Learning & Teaching approaches through Effective Feedback and Reviewing & Connecting the Learning

### Achievement and Progress

- To improve Literacy attainment outcomes by developing writing approaches to target Tools for Writing; to improve Numeracy attainment outcomes by developing learners' fluency in Numeracy & Maths

### Wellbeing & Learning

- To develop children's understanding of UNCRC and their rights; to raise children's awareness of meta skills and to develop these skills across the school

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

The contact e-mail address is: [Headteacher@battlefield-pri.glasgow.sch.uk](mailto:Headteacher@battlefield-pri.glasgow.sch.uk)

Our telephone number is: **0141 632 2162**

Our school address is: **Battlefield Primary School, 44 Carmichael Place, Glasgow, G42 9SY**

Further information is also available from:

The school website <https://blogs.glowscotland.org.uk/gc/battlefieldprimary>

School Handbook <https://blogs.glowscotland.org.uk/gc/battlefieldprimary/information/school-handbook/>

Newsletters and communications <https://blogs.glowscotland.org.uk/gc/battlefieldprimary/news-events/>

School improvement Plan <https://blogs.glowscotland.org.uk/gc/battlefieldprimary/information/school-improvement/>

