



Battlefield Primary School 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	
We are a non-denominational school in the South of Glasgow, with a school roll of 395 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. 18% 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 2025 – 2026	
1. Key developments (leadership of change) (Q1 1.3) • We used our Pupil Equity Funding (PEF) to launch the Baby Strings Initiative and school-wide ukulele tutoring during the 2025–26 session. This ensured access to high-quality music tuition for all learners. Evaluation data indicates that all teaching staff valued the initiative as an effective learning experience for both pupils and staff, which we will continue to develop next session. • Further embedding of Emotionworks & the introduction of The Edinburgh Resilience Pack across classes in the school and through assemblies, continues to support children's emotional wellbeing, relationships and self-regulation which is evidenced through our wellbeing data. • Achieving the Bronze Rights Respecting School accreditation is a milestone made possible by our entire school community. Through the collaborative efforts of staff, pupils, and partners, the UNCRC framework is now embedded in our daily routines and core school ethos. • All teaching staff used numeracy baseline assessments from Glasgow's Improvement Challenge in August 2025 to inform targeted intervention in their class. All staff identified gaps in children's learning and planned work to address/target these gaps which impacted positively on attainment. • New Excel trackers were introduced this session to ensure increased accuracy and support all teaching staff in analysing their class data. 2. Developments in learning, teaching and assessment (Q1 2.3) • All teaching staff continued to work collaboratively to ensure that all classes received consistent high-quality teaching and learning experiences. This session we focussed on developing staff use of effective feedback in writing, establishing a shared understanding of effective practice across the school. This builds on our ongoing work in recent years to create our Teaching & Learning Policy with staff developing their skills in differentiation, active and collaborative learning, effective questioning, use of assessment and learning intentions & success criteria. • All staff were trained in and implemented Effective Phonics routines to identify and target individual gaps in phonics knowledge to raise attainment. • All staff were trained in and implemented our new resource (Learn Its) to improve children's fluency skills in numeracy. • All staff received professional learning on Loose Parts play to enable effective use of new PEF funded outdoor learning area. • All staff continue to use a variety of assessment information, professional dialogue and tracking approaches to identify children's strengths and next steps which ensures support and challenge are provided where required. • We also continued to strengthen approaches to literacy and numeracy, including consistent approaches to listening & talking, reading, writing, phonics, spelling and mathematics, alongside targeted interventions for children requiring additional support.	

3. Progress in promoting well-being equality and inclusion (QI 3.1)

- To support pupil mental health, wellbeing, and inclusion, we have expanded our targeted support bases across the school. These include **The Honey-pot** (our nurture base), **The Nurture Nook** (infant ASN break and lunch provision), and **The Games Club** (upper school ASN lunch provision). These bases provide welcoming, safe and quiet areas for targeted children to thrive in. A range of approaches, the Homunculi approach, Seasons for Growth, restorative approaches and targeted social and emotional support, helped children to develop emotional regulation, relationships, confidence and engagement in learning.
- Our DHT and selected Support for Learning staff undertook **Developmental PE (DPE) training** to strengthen our targeted intervention to enable pupils to develop gross and fine motor skills.
- Our DHT-led **Sensory Circuits** program was recognised as a model of highly effective practice for supporting **ASN learners**. This success led to us hosting educators from across the city to share our strategic approaches and best practices.
- Care Experienced Learner Tuition funding supported 2 children in the school to continue to narrow gaps in learning in both Literacy & Numeracy. **All** children made gains which further narrow their gaps in learning.

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

- All** teaching staff (Class Teachers and Support for Learning Workers) completed targeted phonics training to establish consistent, high-quality, and inclusive approaches. Staff then launched an eight-week practitioner enquiry, identifying and targeting specific learning gaps for **47 pupils**. **All** pupils achieved measurable gains from their initial baselines. There was an **average score increase of 25%** (ranging from 6.5% to 58%), demonstrating significant growth in both phonics knowledge and its practical application to reading and spelling. Whole-school data reflected this, with reading attainment increasing from **2% to 9%** and writing attainment rising from **5% to 8%** across **the majority** of stages.
- The majority** of year groups (**4/6 67%**) have had an increase in attainment in writing over time this year. This has ranged from **7%-8%**
- The implementation of new **Talking & Listening Planners** and **POLLI observations** ensured staff successfully strengthened the reliability of our teaching, learning, and assessment data. Consequently, school-wide attainment in Talking & Listening **increased from 2% to 6% across almost all stages**. Through the POLLI peer-observation process, **all** teaching staff identified clear strengths and actionable next steps to further refine their practice.
- Seven classes implemented a new resource targeting children's **numeracy fluency**, with **all** classes showing significant improvements in number fact recall. By the end of the 10-week programme the **majority** of pupils (**52%**) scored 70% or higher in their 'Learn Its'. When analysed at an individual level, **almost all** pupils (**96%**) across the seven classes made measurable progress from their initial scores.
- The majority** of year groups (**4/6 67%**) have had an increase in attainment in numeracy over time this year. This has ranged from **1%-12%**

Attainment at Battlefield PS

Whole school ACEL data – Term 4 2025-26

Year Group	Listening & Talking %	Reading %	Writing %	Literacy %	Numeracy %
Primary 1	88	85	83	85	88
Primary 2	89	84	91	83	86
Primary 3	92	84	80	80	82
Primary 4	92	83	81	81	83
Primary 5	98	82	78	78	90
Primary 6	92	84	89	84	90
Primary 7	89	87	87	87	87
Whole school	91.4	84.1	84.1	82.5	86.5

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

- PEF funding continued to finance an additional SfLW who provided targeted Literacy & Numeracy support for individuals and small groups of children which impacted positively on literacy and numeracy attainment for individuals. We also funded 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 financed our Global Storylines Initiative provided by WOSDEC. This delivered a Global Storylines programme to **all** teaching staff across 4 twilight sessions which staff used in Term 4 to incorporate learning about UNCRC & Children's Rights. This will be used across the school in years to come.
- PEF funding was used to access staff training & to provide resources to support the development of Playful Pedagogy in P2 & P3.
- PEF funding continued to allow us to access our Seesaw online programme which enhances individual home and school learning.
- PEF funding has been used to provide specialist music tuition in GCC 'Baby Strings Initiative' for P2-4 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. Clubs timetabled in the morning before school or during lunchtimes ensure that all children have the opportunity to attend these sessions, thus removing any potential barriers to engagement.
- Our wider achievement tracker was developed and 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.

Family Learning & Engagement

Class teachers, our nurture teacher and our Senior Leadership Team provided a variety of opportunities for parents & families to engage and be supported in the life & work of our school. This included:

- Meet the Teacher for P1-P7 – whole staff
- Play Along Maths for P1-P3
- Class Sharing of Learning events P1-P7
- Neurodiversity Parent Workshop
- Trauma Informed Parenting
- Screen Smart Workshop to develop healthier habits with phones and reduce screen time
- Nurturing Families Programme
- Parent Reading Sessions – P1-P4

Attendance and Exclusion data

This session our attendance rate is above the national average at 96.1%, and we have had 5 exclusions.

Our improvement plan priorities 2026 – 2027

Grand Challenge 1: Progress: Learning and Teaching

Mission: Accelerate children's progress in numeracy and writing through the consistent application of high-quality pedagogical approaches across the school.

Grand Challenge 2: Wellbeing

Mission: Ensure opportunities for pupil voice and leadership through Children's Rights

Grand Challenge 3: Inclusion

Mission: Improve anti-racism & safe use of digital technology to ensure inclusion for all

How Good Is Our School 4 Quality Indicator (QI)

Evaluation

Leadership of Change (QI 1.3)

Very Good

Learning Teaching and Assessment (QI 2.3)

Very Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Excellent

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

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/>

