

Clyde Primary School Standards & Quality Report Session 2024 – 2025

This report outlines our key achievements and improvements during session **2024–2025** and shares our priorities for continued improvement in **2025–2026**. Throughout the year, we worked towards the goals set out in our **School Improvement Plan**, using self-evaluation to measure impact and identify next steps. Clyde Primary serves **395 pupils**, supported by **21 teaching staff**. Our community includes:

- **65%** of pupils living in **SIMD 1 or 2**
- **41%** entitled to **Free School Meals/Clothing Grant**
- **30%** speaking **English as an additional language**

We remain committed to improving outcomes for all learners through inclusive, equitable, and high-quality learning experiences.

Our achievements and improvements 2024 – 2025

Leadership of Change (QI 1.3)

- Our whole school community has actively contributed to our journey as a **Rights Respecting School**, culminating in the achievement of **Silver accreditation**. Staff, pupils, and partners have worked collaboratively to embed our commitment to the **UNCRC**, ensuring it is reflected in our ethos and daily practice.
- We have broadened our partnership base to support sustainable change and improvement. A key partnership this session was with **TESCO**, who awarded a **£9,000 grant**. This funding enabled us to provide daily access to fresh fruit and vegetables for children, families, and staff, supporting both **healthy eating** and **learning through cooking**. We also receive a grant of around £3500 from **Greggs**.
- Leadership has been distributed across our school community. Staff, pupils, and parents have led a wide range of initiatives, including the successful attainment of our **LCFE accreditation** and the development of **metacognitive approaches** to learning.
- Leadership capacity continues to grow, with **six members of staff** undertaking or completing **formal leadership training**. This investment is strengthening our collective ability to lead change and drive improvement across the school.

Learning, Teaching and Assessment (QI 2.3)

- We have made **significant improvements in metacognitive strategies** across all classes. Approaches such as *'Think, Pair, Share'*, *'Flashback Friday'*, and consistent use of *retrieval grids* have been embedded to support deeper learning and retention. Teachers engaged in **peer learning visits** to observe these strategies in action, fostering a culture of shared professional learning.
- A new approach to **numeracy and mathematics** was introduced through the **White Rose Maths programme**, enhancing lesson quality and pupil engagement. The use of a **virtual classroom** has supported both teacher delivery and pupil independence. Additionally, the **RUCSAC strategy** was adopted to improve understanding of word problems. This initiative, funded by **Pupil Equity Funding**, has led to **notable improvements in attainment**, with some stages showing increases of up to **19% in one year**.
- All classes participated in **high-quality Food Technology lessons** using our dedicated cooking room. Building on last year's staff training, pupils developed practical skills and applied learning from across the curriculum. All **Support for Learning Workers** gained a **Food Hygiene qualification**, enhancing the quality and safety of these lessons.
- Targeted use of **digital technology** supported improvements in **reading and writing** for identified learners. As a result, **six pupils who were previously off-track are now on-track**, demonstrating the effectiveness of personalised interventions.

Ensuring Wellbeing, Equality and Inclusion (QI 3.1)

- We continued to make **very good progress in improving attendance**, achieving one of the highest rates in the west of Glasgow at **92.2%**, this rate was **1% above the Glasgow average**. While this is a strong position, we recognise that on average, each child misses a day every two weeks, highlighting a clear area for further improvement.
- We achieved **Silver accreditation as a Rights Respecting School**, reflecting a significant shift in our school culture. Learners and staff have developed a **shared understanding of wellbeing and children's rights**, and all children can confidently articulate their rights and relate them to the **SHANARRI wellbeing indicators**.
- We successfully embedded **The Hive**, a targeted support provision for learners with additional support needs in P1–P3. This initiative, funded through **Pupil Equity Funding**, has provided a nurturing and inclusive environment tailored to individual needs.
- We achieved **Language and Communication Friendly Establishment (LCFE) accreditation**, with assessors highlighting our **inclusive ethos**, **highly structured routines**, and **supportive learning environment**. All staff have adopted a consistent approach that benefits all learners, particularly those with communication needs.

- All **Care Experienced learners** were considered for a **Wellbeing and Assessment Plan**, ensuring their individual needs were identified and addressed. Additional opportunities were provided, some of which were supported through **Pupil Equity Funding**, reinforcing our commitment to equity and inclusion.

Raising Attainment and Achievement (QI 3.2)

- The majority learners are making **good progress in Literacy and Numeracy** within national expectations, with others progressing well within their developmental stage.
- Targeted and universal approaches have led to **improved attainment in Reading, Writing, and Numeracy at P1, P4, and P7** this session.
- Our **robust tracking and assessment systems** have been praised during QIO visits, ensuring every child's progress is closely monitored and understood.
- **Pupil Equity Funding** supported a wide range of enrichment activities—including **Pinkston Basin, Blairvadach, Clyde Skills Academy**, and a **Scottish Opera performance**—which contributed to improved attainment and wider achievement.

We have had 0 exclusions in the last six years.

Attainment at Clyde

Attainment at Clyde continues to improve and increase. Most children are on track for literacy and numeracy. We have excellent systems to monitor progress and attainment of all children.

Curricular Area	P1, P4, P7 - % on track 2023-24	P1, P4, P7 - % on track 2024-25
Listening and Talking Attainment	80%	79%
Reading Attainment	64%	73%
Writing Attainment	66%	71%
Numeracy and Mathematics	67%	77%

Our main barriers to attainment are: Additional Support Needs, Attendance, Children's English Language Levels

Our improvement plan priorities 2024 – 2025

1. **Wellbeing & Learning:** *Improve Outcomes for Children and Families through Inclusive Practice (continued from 2023)*
2. **Engagement, Participation and Inclusion:** *Delivering a play and enquiry Curriculum to Engage, Support and Challenge all Learners (new)*
3. **Achievement and Progress:** *Improve Attainment in Literacy and Numeracy (updated)*

How Good Is Our School 4 Quality Indicator (QI)

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)	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. Our contact e-mail address is: headteacher@clyde-pri.glasgow.sch.uk
Our telephone number is: 0141 952 2158
Our school address is: 200 Hawick St, Glasgow, G131FH
Further information is also available in our newsletters, on our school website, and in our school handbook