

Clyde Primary

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
Clyde Primary School serves approximately 395 children from Primary 1 to 7. Our school community continues to be richly diverse, with around 30% of pupils speaking English as an Additional Language. Around 65% of learners live within SIMD 1 and 2 and approximately 41% are entitled to Free School Meals or Clothing Grant. Around 59% of our learners having additional support with learning. We remain firmly committed to ensuring equity, inclusion and high-quality learning experiences for every child. We work closely with families and a wide range of partners to remove barriers to learning and provide opportunities which help all children achieve success.
Our achievements and improvements 2025 – 2026
Leadership of Change (QI 1.3) Leadership at all levels continues to be a significant strength of the school. Children play a meaningful role in shaping school improvement through our Big Share consultations, pupil leadership groups and Rights Respecting School work. We are working towards being a GOLD rights respecting school. Learners can clearly articulate how their views influence decision-making and report feeling valued and listened to. Staff continue to demonstrate strong leadership through professional learning, practitioner enquiry and collaborative working, strengthening our capacity for continuous improvement. Effective partnerships with families, Tesco and Greggs have enhanced learning experiences and wellbeing outcomes for children and families. Learning, Teaching and Assessment (QI 2.3) Learning experiences continue to be engaging, inclusive and responsive to learners' needs. Consistent approaches to literacy, numeracy and metacognition have contributed to improved attainment and increased learner confidence. White Rose Maths is now embedded across the school and, alongside targeted literacy improvements, is supporting better outcomes in reading, writing and numeracy. Play Pedagogy, Inquiry Based Learning, outdoor learning and Food Technology provide motivating opportunities for learners to apply skills across a range of meaningful contexts. Staff make effective use of assessment evidence and professional dialogue to plan support and challenge which meets the needs of learners. Ensuring Wellbeing, Equality and Inclusion (QI 3.1) Our nurturing and inclusive ethos remains a significant strength. Attendance has improved for specific groups of learners, demonstrating the positive impact of targeted interventions and effective partnership working with families. Learners report feeling safe, respected and included, and demonstrate a strong understanding of wellbeing and children's rights. Our specialist provisions, The Hive and The Treehouse, provide highly effective support which improves engagement, wellbeing and inclusion for targeted learners. The successful embedding of Language and Communication Friendly Establishment approaches continues to reduce barriers to learning and ensure equitable experiences for all children. Raising Attainment and Achievement (QI 3.2) Most learners are making good progress in literacy and numeracy, with many making very good progress from their individual starting points. Improved consistency in learning, teaching and assessment has contributed to improved attainment across a number of stages, including significant improvements in reading. Robust tracking and monitoring systems ensure interventions are targeted effectively and have a positive impact on outcomes for learners. Pupil Equity Funding has been used effectively to reduce barriers to learning through targeted literacy and numeracy interventions, attendance programmes, inclusion supports, sports coaching and wider achievement opportunities. Children continue to achieve success through Skills Academy programmes, leadership opportunities, outdoor learning, sport and community partnerships which develop confidence, resilience and important life skills.

Attendance and Exclusion data

Attendance was 91.3%, placing Clyde amongst the highest-attending schools within the area. During the session, we experienced a significant period of pupil absence in October due to school-wide ill health, which contributed to a 0.9 percentage point decrease in overall attendance.

We have had no exclusions during 2025-26.

Attainment at Clyde

Attainment at Clyde continues to be steady. Most children are on track for literacy and numeracy. We have excellent systems to monitor progress and attainment of all children. We outperform the city average in Numeracy and Mathematics.

Curricular Area	P1, P4, P7 - % on track 2023-24	P1, P4, P7 - % on track 2024-25	P1, P4, P7 - % on track 2025-26
Listening and Talking Attainment	80%	79%	82%
Reading Attainment	64%	73%	71%
Writing Attainment	66%	71%	69%
Numeracy and Mathematics	67%	77%	79%

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

Our improvement plan priorities 2026 – 2027

Wellbeing: Embedding a consistent, rights-based approach to wellbeing that improves engagement, attendance, and outcomes for all learners.

Inclusion: Using robust understanding of learner needs and data to ensure equitable outcomes, support, and progress for all learners.

Progress: Further improve consistency in Learning, Teaching and Assessment.

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)	Excellent
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.

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