**Hillington Primary**

**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.

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|  | **The context of the school** |
|  | ***Hillington Primary is a non-denominational school with a roll of 240 pupils and is situated in the Hillington/Cardonald area in South West of Glasgow.*** |
|  | **Our achievements and improvements 2024 – 2025** |
| Our achievements and Improvements   * We have been improving our Literacy through Glasgow’s Differentiation Pedagogy collegiate activities, we have engaged with Glasgow’s Anti-Racism Charter and achieved The Promise Award (care-experienced children)   Progress against improvement plan priorities  All teaching staff:   * Engaged with Pedagogy Differentiation collegiate sessions and identified areas to develop in their own classrooms and demonstrated this during POLLI and classroom observation. All teachers worked collaboratively to develop Literacy Differentiation Pedagogy using new activities and adapted strategies.   All staff:   * Had EAL team training for Glasgow’s Anti-Racism Charter Headteacher attended Glasgow University Leadership in Anti-Racism GTC course and every class signed up to the Anti-Racism Charter. Anti-Racism resources were purchased and utilised throughout the year in classes. * Participated in The Promise Award training and completed the e-learning award leading to a whole school The Promise Award recognising our role in supporting care experienced children.   Improvement in attainment, particularly in literacy and numeracy   * Literacy attainment improvements are evident for most pupils at Early and Second Level. Numeracy attainment improvements show almost all pupils attaining Early Level and most pupils in Numeracy at Second Level.   The impact of Scottish Attainment Challenge / Pupil Equity Funding (PEF)   * PEF funding has been used mainly for staffing targeted intervention for individuals and groups in Literacy and Numeracy at P1, P4 and P7 end of Levels which impacted positively on literacy and numeracy attainment for individuals at key stages. * PEF has been used to support the Daily Reading Programme supporting struggling readers and also Dyslexia and group support. All children targeted in the daily reading programme have improved benchmarked reading levels following a block of intervention. * PEF Effective Phonics decodable resources (Dandelion book sets) have been purchased and linked to planning and resources prepared for Early Level learners. PM Benchmark book sets have also been supplemented * PEF funded Sumdog online numeracy programme to enhance individual home and school learning.   Wider achievement   * Wider achievement and success are regularly celebrated during assemblies and on X. We have music tuition from drum and violin Create music tutors for second level pupils resulting in very good progress towards secondary music programme. All our classes participated in the Glasgow 850th anniversary song, ‘My Home, Glasgow’ and were part of the Create Citywide video.   Parents   * Our supportive Parent Council regularly meet to enhance the life and work of the school through fundraising and school events while representing the wider Parent Forum.   Health and Well-being   * P4-7 benefitted from PEPASS PE Development Officer input which increased their skills in building resilience. P1-7 worked with sports coaches throughout the year to increase participation through Soccer 4, Determined to Dance and Rangers Academy and regular lunch time sports clubs. |
|  | **Attendance and Exclusion data** |
|  | * Overall attendance remains steady at 91% and we work very closely with families to improve attendance by accessing support from the learning community Joint Support Team and other agencies. * Hillington Primary have no recorded exclusions during 2024-2025. |

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|  | **Our improvement plan priorities 2025 – 2026** |
| Hillington Primary’s improvement plan priorities 2025-2026 are-  Achievement and Progress   * To use Glasgow’s Pedagogy Framework to improve Literacy attainment outcomes   Engagement, Participation and Inclusion   * To raise awareness of Inclusion (including digital support strategies)   Improve attainment in Literacy   * To improve Literacy attainment outcomes by developing writing (and reading) approaches   to improve Phonics Pedagogy |

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

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|  | **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@hillington-pri.glasgow.sch.uk    Our telephone number is: 0141 882 2144  Our school address is: 227 Hartlaw Crescent GLASGOW G52 2JL  Further information is also available from:  The school website  School Handbook  Newsletters and communications  School improvement Plan |