

# Ibrox 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>In session 25-26 our school roll was around 211. 42.7% of our families live in SIMD 1+2 with 43.7% of our children being awarded free school meals (FSM). Last session our average attendance was 90.9%. We value our diverse community with 38 languages being spoken across our school where 63.5% of our children have English as an Additional Language. Within our school 75.7% of our children have one or more identified additional support needs. 4.3% of our children are care experienced.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Our achievements and improvements 2025 – 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b><u>25/26 awards achieved for Ibrox Primary School &amp; Nursery Class</u></b></p> <p>6<sup>th</sup> Eco Flag awarded – June 2026<br/> TIE Achievement Award – June 2026<br/> Trades House Participation Award – June 2026<br/> UNICEF UK Rights Respecting Schools GOLD Award – June 2025<br/> “We Promise” Nursery/School Award – May 2024</p> <p><b>QI 1.3 - Key developments in Leadership of Change</b></p> <p>All children benefited from participating in a range of leadership roles. Through these roles the children had the opportunity to lead change and make a positive difference to the school and wider community. In session 25/26 the school made significant improvements in our Time for Inclusive Education (TIE) journey. This work was recognised when the school was awarded the TIE Achievement certification. Miss Gordon and the TIE Committee have confidently and effectively led this work. Mrs Armstrong and the STEAM committee secured funding to plan and organise a STEAM day for the school. STEM ambassadors from Bellahouston Academy supported this event. All children were engaged in the learning and reported they enjoyed it.</p> <p><b>QI 2.1 - Developments in Learning, Teaching and Assessment</b></p> <p>All classes participated in the National Improving Writing Programme. This allowed children the opportunity to write daily with a focus on the tools for writing. Both pupils and staff reported an increase in enjoyment, confidence and attainment levels with the focus tools.</p> <p>This session our Learning Community focussed on the improvement of learning and teaching Physical Education. Second Level class teachers worked with a specialised P.E teacher who supported them to plan, deliver and evaluate high-quality P.E lessons after which all staff said they felt upskilled as well as inspired to improve their practice.</p> <p><b>QI 3.1 - Progress in promoting Wellbeing, Equality and Inclusion</b></p> <p>This session we worked hard to raise additional funding through school events and links with local businesses. All families were supported by reduced/no costs to school activities and events. This ensured equity for all. Our residential trip to Lochgoilhead Outdoor Centre for our P6 and P7 children was significantly subsidised by the Rangers Charity Foundation continue to support our school and families through Extra Time after school care, spaces at football camps, family holiday clubs and the Ibrox Primary parent/carer connect group. All of these are offered at no cost.</p> <p>All children in the school were involved in one of our 15 committees in session 25/26. Committees all set targets for the year linked to Articles from the Convention on the Rights of the Child and The Global Goals for Sustainable Development. Every committee felt they made a positive difference to our school and local community. Look at this video to hear all about the excellent work of the committees <a href="#">Click here to view</a></p> <p><b>QI 3.2 - Progress in Children's Learning - Raising Attainment and Recognising Achievement</b></p> <p>Overall, children's attainment in literacy and numeracy is good. The school is making effective progress towards improving children's attainment and achievement across the curriculum. In classes throughout the school the majority of children are on track to achieve Curriculum for Excellence levels in literacy and numeracy. Children with additional support needs are benefiting from a range of support which is helping almost all to make progress at their own level.</p> <p>Here is a link to a video, from our YouTube channel, that was shared at the end of term to celebrate another successful year at Ibrox Primary School <a href="https://youtu.be/KPkPFXSMSMk?si=4pVF-kWoUPgRE73x">https://youtu.be/KPkPFXSMSMk?si=4pVF-kWoUPgRE73x</a></p> |

### **Pupil Equity Funding (PEF)**

Our PEF allocation is used effectively to enhance and extend interventions to close the income-related attainment gap. Our PEF funding in session 25/26 allowed us to have 2 small classes at P7 and an additional support for learning worker to support our infant classes. We also purchased resources to support Read Write Inc (RWI). All of these had a positive impact on the attainment, achievement and wellbeing of all the targeted children.

### **Attendance and Exclusion data**

Ensuring good attendance at school is an on-going priority for all Glasgow schools. We know that even occasional absences add up, impacting a child's development, wellbeing, and future opportunities. At Ibrox the senior leadership team, teaching staff and clerical staff have well established systems to monitor and track whole school and individual attendance. There are also supports and interventions in place to improve attendance, if required. We are committed to regularly reviewing and improving our systems, with the aim of increasing attendance year on year. Late coming is also monitored and tracked.

| <b>Attendance overall has increased over the past 4 years</b> |       |       |       |
|---------------------------------------------------------------|-------|-------|-------|
| 22/23                                                         | 23/24 | 24/25 | 25/26 |
| 87.7%                                                         | 92.3% | 92.8% | 90.1% |

We had no exclusions in session 25/26.

### **Our improvement plan priorities 2026 – 2027**

1. To raise attainment in Numeracy
2. To enhance staff knowledge and improve processes to ensure we are meeting the needs of all our learners
3. To design and implement a progressive, structured HWB curriculum
4. To raise attendance of targeted groups of children

### **How Good Is Our School 4 Quality Indicator (QI)**

### **Evaluation**

Leadership of Change (QI 1.3)

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

### **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@ibrox-pri.glasgow.sch.uk](mailto:headteacher@ibrox-pri.glasgow.sch.uk)

Our telephone number is: 0141 427 0922

Our school address is: Ibrox Primary School, 46 Hinshelwood Drive, Glasgow, G51 2XP

[Click here](#) to view a video summary of this report.

[Click here](#) to view our school and nursery blog for further information.