

Scotstoun Primary School 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.

The context of the school

Our school community continues to grow and become more diverse. Our school role for this session was 449 children across 16 classes. In addition to our traditional main building, a new building was opened in 2021 with five new classrooms and a multi-use hall. We have a MUGA (multi use games area) which both the school and the community can access. 21% of our children are registered for free meals (Glasgow average is 35.8%). Just over a third of our children have English as an additional language or are bilingual. In this session, three new classroom teachers joined the school and one of the deputies was acting headteacher.

Our achievements and improvements 2024 – 2025

Our school was inspected by a team from Education Scotland in February 2025. We received a very positive inspection which highlighted several areas of strength across the school.

- The highly effective leadership of change at all levels. Senior leaders, teachers and support staff use their professional knowledge and skills very well to ensure positive outcomes for all children and drive forward improvements. Children articulate well the positive difference they are making in their school and beyond.
- Very well-established and high-quality community and partnership working. Everyone recognises and honours the cultural diversity within the school and local community which ensures a strong sense of belonging.
- Teachers' highly-effective use of digital technologies which are fully integrated within teaching, learning and assessment. Staff also plan and provide high-quality play, STEM and inquiry-based experiences. This is enhancing children's learning and skills.
- The significant wellbeing support for children through times of transition. Well-designed, nurturing approaches and events help children to feel safe, secure and confident.
- The very successful approaches to raise children's attainment and accelerate their progress, including closing any gaps in learning. Senior leaders are highly skilled and innovative in their use of evidence to support this work.

Here are Education Scotland's evaluations for Scotstoun Primary School

Quality indicators	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	very good

Descriptions of the evaluations are available from:
[How good is our school \(4th edition\) Appendix 3: The six-point scale](#)

Key developments (leadership of change) (Q1 1.3)



Children, parents, partners and staff co-created the updated school, vision and purpose of the school. Our house system supports our values through a focus on kindness, belonging, creativity, learning and respect as a part of our everyday school life. This is further embedded through regular discussion at assemblies each week. School priorities have been developed with consideration of the changing school demographic and focussing on improving outcomes for all children. We use the information we gather very well, making clear connections between self-evaluation, improvement planning and professional learning. There is a strong culture of leadership at all levels throughout the school. Staff work very well collaboratively. Teachers lead on key aspects of learning and teaching linked to current areas of school improvement. Support staff are involved in leading aspects of school life.

These include facilitating children's groups, such as the junior road safety officers, and planning and providing regular after-school clubs. Children are undertaking roles which influence the direction of school improvement such as Eco Kids, Junior Road Safety Officers (JRSO), Pupil Council, Digital Leaders, STEM ambassadors, Tech Team, House Captains and Vice Captains. All P4-P7 children take part regularly in planned pupil voice activities to build leadership skills and contribute to the school improvement journey through Learning Circles.

Developments in learning, teaching and assessment (Q1 2.1)

Children are friendly, polite and very proud of their school. Overall, children are very well-behaved in class and around the school. Learning and teaching across the school is underpinned by our shared vision and values of belonging, creativity, kindness, respect and learn. Our "Good Lesson at Scotstoun" menu

supports high quality learning and teaching in our classes. We have focussed on different aspects of learning and teaching such as differentiation, collaborative learning and assessment led by our principal teacher funded by Pupil Equity Fund (PEF).

We are embedding play-based approaches leading to inquiry-based learning with all children across the school. We use spaces effectively to motivate children and to encourage positive interactions. We have developed a range of innovative learning environments such as the 'idea station', literacy lounge, 'big play' area and STEM room. Last school session updating our assessment processes was a focus for us. As a result, we have clear information on the progress of all of our learners. All children have their progress and barriers to learning discussed termly through focused and robust tracking conversations. Teachers plan relevant connections across and include community links, outdoor learning, the school's 'meta-skills' programme and, increasingly, children's rights. They evaluate learning and teaching well. Through this process, teachers also identify children requiring further challenge or support, ensuring there are clear actions planned that link to classroom learning. All teachers use data to evaluate the effectiveness of interventions for all children, leading to consistently improving outcomes for all children

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

Children and staff feel valued and respected through the nurturing ethos promoted. They display the school's core values creating an environment where positive relationships thrive. Relationships across the whole school community are highly positive. We have created and deliver a progressive programme which covers the eight key themes of wellbeing. As a result, all children have high-quality experiences delivered by staff and partners which support their physical and emotional wellbeing effectively. Children can talk about aspects of their wellbeing confidently and are very knowledgeable when describing how to keep themselves and others safe in school and online. Children also have significant opportunities throughout the day, including at lunchtimes and afterschool, to develop their physical health through games, sports and other physical activity. A range of bespoke supports such as With Kids play therapy, lunchtime club, health and wellbeing groups funded through PEF, soft starts in class and designated calm corners in each room



help our children access their learning. All staff are fully aware of their duties and responsibilities in promoting the wellbeing of all our learners. They understand the principles of GIRFEC and use the wellbeing indicators to plan for children's wellbeing and are beginning to use the UNRC rights of the child effectively. All stakeholders worked together to develop a comprehensive anti-bullying policy. Wellbeing, nurture and inclusion are key drivers in our school improvement plan which is supported by a professional learning calendar. We use the CIRCLE approach to making

our classrooms more inclusive which has been seen during learning visits by senior leaders. Initiatives such as our award-winning Café Culture, cooking sessions, family learning sessions, international day and religious celebrations at school, have encouraged an increased number of families from whom English is an additional language to feel more included and subsequently attend more events at school. This allows us to feel increasingly confident we are appropriately reflecting the diversity of our school community.

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

Overall, children's progress and attainment in literacy and numeracy is very good. Most children in P1 and P4 achieve nationally expected Curriculum for Excellence (CfE) levels. Over time, children make strong progress as they move through the school and by the end of P7 almost all children attain nationally expected levels. A few children at each stage are exceeding expected CfE levels.

Most children who require additional support with learning, including those with English as an additional language, make very good progress from prior levels of attainment or towards their individual targets. By the end of P7, most children with English as an additional language are achieving or exceeding nationally expected CfE levels in literacy and numeracy.

Progress in children's learning over time (Combined P1, P4 and P7)

	20-21	21-22	22-23	23-24	24-25
Literacy	82%	82%	83%	85%	83%
Numeracy	85%	85%	89%	87%	85%

Our vision promotes a community where creativity thrives and a passion for lifelong learning is developed. Our curriculum promotes children developing their personal and social skills through class, whole school and partnership working. Staff and partners consult with children to plan and provide additional clubs, such as futsal, Irish dancing and rugby. Children's wider achievements are tracked through the monitoring and tracking toolkit and celebrated in classes, assemblies and digital platforms and we are beginning to use this data in a more targeted manner. Children discuss experiencing success through a wide range of motivating experiences in school and in joint activities with coaches, community organisations and Active Schools staff. These experiences support children to be confident, work as a team and communicate well. Children talk positively about school-wide competitions and challenges. These allow them to transfer learning into competitive contexts and provide memorable experiences. Promoting equity of experience for all learners' is a focus of our improvement planning and the rationale for our pupil equity funding and additional staffing allocation. The PEF plan outlines the priorities and desired impact across leadership, learning and teaching and families and communities. This has led to increased participation, increased attainment in literacy and numeracy, attendance and promotion of health and wellbeing.

Feedback from our recent HMIE inspection (February 25) noted

Senior leaders and staff are collectively committed to equity in education. They are highly effective in their work to address the attainment gap between the most and least disadvantaged children. They use data and contextual knowledge very well to inform PEF spending, investing in additional staffing, interventions and resources. Staff provide targeted support and well-considered initiatives to those children facing barriers in their learning. These accelerate their progress and support them to attain and achieve well.

Attendance and Exclusion data

In June 2023, our overall attendance average was 94%. As a result of targeted work to support attendance, in June 2024 our average increased to 94.5% which is above the local authority and national average. We have implemented highly effective and thorough procedures for monitoring attendance using their 'Promoting positive attendance strategy'. We communicate the importance of attendance through infographics shared with parents. With partners, we analyse data to identify patterns and trends. Our attendance in June 25 was 94.1%. There have been no exclusions for the last five years.

Our improvement plan priorities 2025 – 2026

Next session we are working on:

- Streamlining our numeracy and maths curriculum
- Improving children's use of maths problem solving strategies
- Improving our approaches to writing
- Achieving UNICEF Rights Respecting School Award Bronze level accreditation
- Continue to make our curriculum more creative through approaches to inquiry-based learning and taking our learning outdoor more.
- Build on existing good practice and support to maximising attendance for children in P2-P5 who have barriers to literacy progress.

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@scotstoun-pri.glasgow.sch.uk

Our telephone number is: 0141 949 3247

Our school address is: 21 Duncan Avenue, Glasgow. G14 9HN

Further information is also available in our newsletters, on our school website

<https://blogs.glowscotland.org.uk/gc/scotstounprimaryschool/> , and in our school handbook.