

# St Albert's Primary School



## Standards & Quality Report Session 2023 – 2024

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2023 - 2024 and to share our improvement priorities for 2024 - 2025. 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.

### Our achievements and improvements 2023 – 2024

St Albert's Primary School is situated in Pollokshields in Glasgow. An area that has diversity of culture, economics, faith, employment and participation. This is reflected in the population of the school and in the rationale for the curriculum offered. The school has 306 pupils, 21 of whom are on an alternative pathway housed in a colocated provision which is fully included in the life of the school. St Albert's is a Catholic School where almost all of the children are from other faiths. Faith is important to us. We recognise that while few of our children are Catholic, almost all of our children have faith. We respect those children with no faith. We walk together in love and believe that faith is best demonstrated by action. We are proud of our interfaith dialogue.

Our attainment is strong. We can confidently say that all of our children are making progress within national or personalised targets. Our statistics sit beside or above the national and local average and we compare well with other schools.

Our attainment statistics for 2023/2024 are as follows: *(the table shows percentage of all pupils on track within national guidelines and expectations. The figures are rounded up or down)*

Stage	Reading	Writing	Talking and Listening	Numeracy
P1	82%	80%	90%	85%
P4	91%	80%	89%	87%
P7	88%	88%	88%	91%
Combined	88%	83%	89%	88%

This reflects continues improvement over time and a solid recovery from a predicted post covid dip and a return to pre covid high attainment figures.

The grounds of the school are outstanding, given we are a city school. We use these as a context for learning in all curricular areas and to connect children with their responsibilities towards the environment.

Pupil attendance sits at 89% which is below the Glasgow average. This is far below where it should be. It is hoped that we can improve on this next session.

### Introduction

The year 2023 2024 has been full of energy, progress, achievement and success. There have been many days filled with absolute joy, focussed learning and discovery.

We are extremely proud of our many achievements; innovative book making, creative dance performances, self-directed outdoor play, raised attainment across the school, international

visitors, enquiry-based learning, our work with parents to produce nationally recognised resources and of course our outstanding creative performances. This is a year to look back on and celebrate.

### **School Improvement Planning**

This session our priorities included:

- Raising attainment in reading through critical literacy approaches
- Developing inquiry skills towards and more meaningful 21<sup>st</sup> Century Curriculum
- To ensure that all of our practice, processes, learning and understanding are underpinned by inclusive practice in line with all of the protected characteristics as equitable

These were our areas for development alongside our continued mission to ensure all children are learning, making progress and working towards being the best of themselves.

All of these priorities were evaluated throughout the year.

Improvements in reading, the presence and importance of reading and the interpretative and critical skills were visible through a variety of assessment processes. Children learned faster and deeper which was reflected in all of their learning and in analysis of their assessments.

The school maintained our Silver Reading Award and submitted an application for the Gold Reading Award from Scottish Book Trust. This involved the whole school community working together, driven by the Reading Leadership Group, to nurture a love of reading. This included ensuring access to high quality, diverse literature, family reading events such as books and blankets and reading picnics, partnership with Glendale Primary to create a book buddy project and the establishment of a parent/carer book group. We also secured funding for an author in residence, who is currently working with our P7s to create graphic novels.

This session we took further steps towards developing a 21<sup>st</sup> Century curriculum that is meaningful and relevant. Designing learning experiences to promote creative thinking, problem solving and independence. Almost all children enjoyed and engaged with the process and we looked at their feedback. The result being that class environments and open spaces are curated to be more hands on. Also, staff are more able to create experiential learning.

Inclusion is at the heart of all of our practice and is embedded across all of our conversations, processes and planning. We go beyond the traditional view of inclusion being about children who have additional needs. As a school our view is that inclusion is for all; pupils, staff and parents. Therefore, we continue to work on inclusion as a mindset. This year three of Glasgow's Educational Psychology team conducted research in our school with the results expected later in 2024. Edinburgh University published research they completed on our inclusive approach to culture and language. We look forward to continuing to build on our philosophy that we should meet the needs of all learners.

### **Improvement challenge**

This session our Challenge leader of learning worked, in partnership with others, on raising attainment in reading decoding and fluency across P2-5. They also worked on developing critical literacy and sustaining this across the school.

All learners in the reading intervention made significant progress in decoding and fluency in reading, with reading ages increasing between 12-24 months over a 6 month period.

All teachers involved also highlighted that they felt more confident in teaching reading skills and strategies from the beginning to the end of the intervention and felt very supported by the mentoring and modelling.

### **Pupil Equity Fund**

We use our equity fund to provide experiences, extend our programmes, invest in leadership and give pupils pastoral and health and well being support. All of these decisions are based on evidence gathered from the school and the local community. The impact of the equity fund extends beyond targeted attainment improvement. We are looking for improvements in confidence, resilience, experiences. For example, we use our fund to subsidise the P7 residential. All our evidence gathered would suggest that all children have an out of city, adventurous week experiencing independence and challenge. This is reflected in increased participation and confidence on return to school.

Health and Well being are also part of this investment and are applied holistically. We support children with their physical and emotional health and can see a difference through levels of maturity, engagement with sport and in increased opportunities outside school.

Of course, the subsidised family fun day is one of the unforgettable days of the year when we all recognise that, sometimes, we simply need to be together, having fun and relaxing in the company of each other.

### **Inclusion**

An inclusive approach is embedded in all of our practice and planning. This can be heard and seen through processes, planning and delivery. More importantly it can be felt in school as commented on by almost all of our stakeholders. We firmly believe that inclusion is for all.

That said it is important to recognise the outstanding work of our staff dedicated to work with children who are on an alternative pathway and to develop inclusive practice across the school and the wider community. We can see the personal and academic development of all children therein and their voice in St Albert's is heard.

This year family networks grew stronger. St Albert's family support group launched their infographic on how to talk to parents who have children with additional needs. This was well received by many local and national organisations and is displayed and used by people working in this field. The next steps is for our parent group to develop and deliver cross sector training in partnership with our inclusion staff.

We have been Collaborating with other schools and deliver training to support inclusive practice (TEACCH).

This cross school collaboration is strong and we are benefitting from telling the story of our experience and hearing the experience of others. This work is helping foster a network of training across the wider south side community.

Another example is in the success of all of our children learning Makaton to ensure we communicate effectively with those who use Makaton.

### **Cultural Capital**

St Albert's, community continues to have a strong track record of recognising the cultures and faiths of all our pupils and this remains in progress. Our children see themselves in their school, the books, the libraries, the planning. This helps develop their strong sense of identify and that all cultures are values.

We continue to support language development of children who are bi or multi lingual and we recognise the richness of using first language at home and in school.

### **Partnerships**

Partnership with Wild Green Spaces, 21 Common and Barrowland Ballet have been invaluable in exploring themes of identity, creativity and the environment.

All our partnerships enrich the pupils experience including those with statutory and educational services; Educational Psychology, Health, Social work and the wider Education Leadership team. We also work closely with our partner, and other, nurseries.

We have strong community partnerships which support the development of children's esteem, literacy and confidence. Some example of these are:

Amina workshops for P7 girls developing understanding of women's rights and what it means to be a Muslim woman in 2024.

Glendale Women's Cafe partnership P7 girls teaching English to local women through a variety of arts contexts.

### **Wider Achievement**

Our children come to school with a range of interesting experiences, knowledge and stories from all of their achievements outside school. These are valuable, important and shape who they are and how they view the world. Inside school we create further opportunities for wider achievement beyond the more formal curriculum. These include leadership roles: Captains, Librarians, Play Leaders, Eco Leaders, Digital Leaders, School Ambassadors. They include clubs: football, basketball, outdoor learning, cooking, badminton. They include participation in awards, competitions, buddying, assemblies, leading prayer and hosting international visitors. These achievements help promote confidence, resilience and a strong sense of identity. Our next steps are to ensure that all children have an opportunity to participate in the wider life of the school.

At St Albert's we are committed to improvement in all areas. We continue to strive to provide the very best of experiences for all of our community and encourage all of our parents, staff, partners and friends to come with us on the journey to provide an excellent experience and environment for our children.

### **Our improvement plan priorities 2024 – 2025**

Our improvement planning is ambitious and based on our self-evaluation which means how we identify what we could do better and how we will do better.

Our areas for improvement are: better teaching and learning, strong health, wellbeing and identity and improved processes for challenging all children.

- Raised Attainment and Achievement Across the Curriculum through Analysis of Pedagogy, Assessment and Feedback.
- Increased Health and Wellbeing of staff and pupils, through whole school nurturing, trauma informed, relational approaches to supporting positive pupil behaviour
- To continue to operate with inclusion as our core pillar. Working with families to understand how to meet the needs of the community and be culturally responsive.

- To strengthen our school's Additional Support Needs processes by implementing a systematic approach aligned with Glasgow's Staged Intervention model to ensure that all pupils receive appropriate support tailored to their individual needs.

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)	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@st-alberts-pri.glasgow.sch.uk](mailto:headteacher@st-alberts-pri.glasgow.sch.uk)

Our telephone number is: 0141 429 1983

Our school address is: St Albert's Primary School. 36 Maxwell Drive, Glasgow G41 3PP

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