**St Albert’s 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.

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|  | **Our achievements and improvements 2024 – 2025** |
| We are delighted to present to you our Standards and Quality report for last session. Please take time to read this document which is a reflection on all of us and how we work together to surround your children with everything they need to thrive. **Context and Introduction**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 271 pupils, 21 of whom are on an alternative pathway in a co-located 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. Almost all of our children identify as being from a minority ethnic community and are extremely proud of their heritage. This underpins much of our work in this school, the local community and the national education community. 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 varies year by year according to the profile of our children. Our attainment statistics for 2024/2025 are as follows: *(the table shows percentage of all pupils on track within national guidelines and expectations. The figures are rounded up or down. The figures below include the children in our co-located provision and in our mainstream.)*

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| Stage | Reading  | Writing | Talking and Listening | Numeracy |
| P1 | 91% | 91% | 94% | 94% |
| P4 | 63% | 55% | 71% | 63% |
| P7 | 75% | 70% | 77% | 77% |
| Combined |  |  |  |  |

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 90.5%. While this is improved on the previous year, this is still below where it should be. It is hoped that we can improve on this next session. We will also continue to work on supporting children who are regularly late. **School Improvement Planning**This session our priorities included:* Collaborating with our school community to revamp St. Albert’s Values.
* Raising attainment in Writing through Talk for Writing.
* Developing our understanding of Restorative Practice.
* Strengthening our school's Additional Support Needs processes by implementing a systematic approach aligned with Glasgow’s Staged Intervention

**Revisiting our school values** We worked with the children, staff and school community to survey which values they thought best fit St. Albert’s. After careful consultation our community decided on five core values – which are all underpinned by Faith and Love. Our Values are: A screenshot of a cell phone  Description automatically generatedOur pupil council worked to describe our values in child friendly language and included visuals to ensure our values are accessible to all. We regularly speak about our school values and our weekly achievement certificates are now centred around showing our core values. Leading to further understanding of these. Our values will now replace our ‘Earth, Fire, Water, Air’ house system and children will be sorted into houses named after someone who embodies that value. The representatives the pupil council have chosen are: Patricia Moore (Compassion) Jasleen Kaur (Creativity) Muhammad Ali (Ambition) Malala Al Yousafzai (Responsibility)Jessica-Jane Applegate (Equality)We look forward to continuing to embed our values this academic session.**Inclusion***- Here are some examples of our successes.* This session staff attended ‘Glasgow’s Improvement Challenge: Included Nurtured Supported’ training and analyses local, national and international policies and how this knowledge can improve St. Albert’s processes for inclusion. We were also asked to present at this citywide training opportunity. Mrs. Creevy presented alongside Jackie Chalmers (Health Improvement) and Nadeem Ishaque (Urban Community Project) bespoke training on ‘The Impact of Caring – Supporting Children with Additional Support Needs’. This work was born of St. Albert’s parent support group, and we are exceptionally proud of the training they have created which has now been rolled out across education and health establishments. Mrs. Chapman and Mr. Stewart (DHT seconded) also presented their work on ‘Between School Collaboration’. This is a project that Mrs. Chapman has led with other co-located provisions in our local area. We are proud that the work that goes on in St. Albert’s is encouraging other establishments across the city to work together to support one another.Mrs Fella was successful this academic session in securing a grant to continue to run our free breakfast club. Her successful application means the school has been given £8,000 to fund staffing and resources to keep our breakfast club free. **Our amazing provision**Our three Provision classes continue to be fully involved in the life of the school whilst maintaining a focus on individualised learning. The Provision embraced a change in class names from numbers to Scottish mythical creatures (Gillie, Kelpie and Nessie) to reflect our needs-based grouping of children. This provided an excellent provocation for learning in Term 1 which the children proudly shared in Assembly. Outdoor learning and play continue to be a highlight with fortnightly Forest School sessions in Pollok Park for Gillie and park visits to Reidvale/Linn Adventure Play for Kelpie and Nessie. These provided an opportunity for children to develop balance and gross motor skills and learn about challenging themselves and taking risks in a safe way. Talk for Writing supported children in the Provision to make progress in their talking and listening skills as well as literacy. Use of visuals and Makaton signs ensured all children were active collaborators in story imitation and innovation. The Provision used the whole school Wee Turner Prize exhibition as inspiration to learn about artists with disabilities, reinforcing that being differently abled is no barrier to success.**Quality Assurance of Learning and Teaching**- *How we know how we doing.* During the session we continued to use a variety of quality assurance strategies and self-evaluation tools. We always include pupil, parent and partner voice. Information is gathered through peer observation, collaborative practice, leadership observations and conversations with the children. Staff participate in regular moderation activities in and out of school. We have developed training here and staff all attend regular professional learning aim is for all staff to be the best of themselves, and they are. We are particularly proud that when we are visited, and we are often, visitors comment that they can feel the positive school ethos and how engaged children are in the life of the school. **Raising Attainment –** *Using writing as an example of how we work to raise attainment* In 2024/2025, our curricular improvement focus was Writing. All staff received training on Talk for Writing, a multisensory approach which encourages children to orally tell stories and become familiar with story patterns to imitate and innovate them. We adapted our initial training to include Makaton signs and promote inclusion and representation across our school. Focussing on Writing this year improved our Writing attainment across all classes – with one class’s Writing attainment improving by 26%. Mrs. Wynd and Mrs. Hastings presented our improvement area at Glasgow’s English as an Additional Language Conference to share how our innovative Writing interventions this year improved outcomes for all learners but particularly children who speak English as a second or third language. **Culturally Responsive Practice** – *This underpins all of our work.* 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 multilingual and we recognise the richness of using first language at home and in school.**Partnerships** – *One example of a successful partnership*This year we have worked in partnership with Glasgow Educational Psychology Service to conduct a single site study focussing on what makes our school an inclusive school. Their full published article can be read here: Lobo, L., Fisher, K., & Dudgeon, P. (2025). Learning for all: Exploring the relationship between inclusion and achievement in a primary setting. Journal of Leadership, Scholarship and Praxis in Education, 1(1),79–92. <https://journals.gla.ac.uk/LSPE/article/view/524/248> This research, which centres around Professor Lani Florian’s Framework for Participation, will inform our school improvement plan in the coming year and will allow us to self-evaluate inclusive practice and processes in our school. Mrs. Harker and Mrs. Wynd presented aspects of this research and our plan to embed the framework at this year’s Head Teacher’s Conference.Mr. Stewart similarly had work published in the same journal. His research focussed on the importance of collaboration in schools to improve outcomes for all learners. Mr. Stewart’s published article can be read here: Stewart, C. (2025). Collaboration to support the development of inclusion: Reflections on a strategic change initiative. Journal of Leadership, Scholarship and Praxis in Educa7on, 1(1),165–180. <https://journals.gla.ac.uk/LSPE/article/view/530/254> Working in partnership with our colleagues in GEPS and on secondments has undoubtedly shaped our practise this year and moving forwards. **Other Successes**Thanks to Mrs Fitzpatrick, Mr Adams and the outstanding girls football team who continue to impress with their skills and wins. Our participation in sports and the wider sports community is improving, and we will build on our approaches to fitness next session. We secured the Bronze Rights Respecting School Award and will now go for SilverCreative Arts partnerships, with singing, performance and dance at the core.  |

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|  | **Our improvement plan priorities 2024 – 2025** |
| Our improvement planning is ambitious and based on our self-evaluation, us looking our evidence and ways to become better at what we do. Following our incredibly positive research by Glasgow’s Educational Psychology Service, we are working next session on embedding the Framework for Participation in our planning, implementation and conversations in St. Albert’s. Our areas for improvement are:* Reworking all policies and processes, including quality assurance and assessment, to sit within the Framework for Participation.
* Using the Framework for Participation to increase engagement, diversity and collaboration in all curricular areas with an evaluated focus on writing.
* Using the Framework for Participation to provide relevant and meaningful interdisciplinary experiences in Expressive Arts.
* Using the Framework for Participation to ensure all parents/carers and learners are included within systems and processes to support their children. Ensuring pedagogy and environment are conducive to inclusion and collaboration.
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|  | **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 ( in context) |

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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@st-alberts-pri.glasgow.sch.uk Our telephone number is: 0141 429 1983Our school address is: St Albert’s Primary School. 36 Maxwell Drive, Glasgow G41 3PPFurther information is also available in our newsletters, on our school website, and in our school handbook  |