**St Brendan’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.

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|  | **Our achievements and improvements 2023 – 2024** |
| St Brendan’s is a denominational (Roman Catholic), co-educational (both girls and boys attend) primary school serving the Yoker area of Glasgow.  There were 202 pupils attending St Brendan’s, learning across 8 classes and a nurture provision.  70.8% of our pupils were living in SIMD (Scottish Index of Multiple Deprivation) Deciles 1 and 2 (the highest 20% of Scottish postcodes).  40.2% of our pupils were registered to receive Free School Meals.  24.8% of our pupils used English as an Additional Language.  0.5% of our pupils have been Looked After (either currently or previously Care Experienced).  Our whole school attendance was 89.5%. This is below the Glasgow average, which was 90.4%.  There were no exclusions.  **Key developments (leadership of change) [QI 1.3]**   * There has been a continuous focus in supporting Inclusive Approaches to allow all of our children to reach their full potential. * Our partnership with St Brendan’s Parish continues to grow and develop – 6 pupils have been trained as altar servers and we have benefitted from visits and financial support from the St Vincent de Paul group. * Modelled lessons in reading, writing, listening & talking were delivered by Challenge Leader Of Learning in P4 and listening & talking in P3. Our CLOL modelled lessons for any new/ returning teachers who had been previously away from school e.g. on maternity leave. * Literacy, Numeracy and Religious Education was the focus in class observations as part of our Quality Assurance process.   **Developments in learning and teaching and assessment [QI 2.1]**   * All staff are participating in Becoming Racially Literate. * Almost all teaching staff have attended writing training and are using Stephen Graham Approach methods. This will continue in 2024-2025 session. * Embedding “Read, Write, Inc” Literacy scheme has supported regular, well-informed assessments of where all P1-P3 pupils are making progress in their Reading. Clear assessments also show which pupils are ahead of track and which pupils require additional support to remain on/ reach ‘on track’. * The purchase of the “Big Cat” reading scheme in P4-P7 has provided new inspirational texts to encourage our pupils to develop a love of reading. * All teaching staff have responsibility for preparing “Fact, Story, Action” and undertaking Professional Collaborative Judgement meetings in preparation for Tracking Meeting with Senior Leadership Team which has led to an increase in teaching staff’s knowledge and understanding of their tracking information and data. * Almost all teaching staff have taken part in school and the St Thomas Aquinas Learning Community Moderation events which is embedding a shared understanding of standards.   **Progress in promoting well-being, equality and inclusion [QI 3.1]**   * We have continued to develop our nurturing approaches. All staff (teachers and support staff) have received training in the 6 nurture principles. The Seasons for Growth programme is available for any pupil who requires loss or bereavement support. * 3 teachers are members of the Glasgow Virtual School’s Keeping the Promise Group – which is working to deliver the Scottish Government’s Promise to Care Experienced Learners. * Almost all teaching staff have a better understanding of their own Catholic faith and values as a result of attending “Understanding Our Faith” CLPL sessions.   **Progress in children’s learning /raising attainment and recognising achievement [QI 3.2]**  Pupils who achieved or are on track to achieve the Curriculum for Excellence level for their stage:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **June 2024** | Literacy  (Reading,  Writing & Listening & Talking) | % | Numeracy | % | Health and Well-Being | % | | P1 (24 pupils) | 17 | 71% | 18 | 75% | 20 | 83% | | P2 (31 pupils) | 17 | 55% | 22 | 71% | 19 | 61% | | P3 (32 pupils) | 11 | 34% | 17 | 53% | 20 | 63% | | P4 (31 pupils) | 18 | 58% | 21 | 68% | 25 | 81% | | P5 (32 pupils) | 16 | 50% | 21 | 66% | 28 | 88% | | P6 (33 pupils) | 26 | 79% | 25 | 76% | 29 | 88% | | P7 (25 pupils) | 18 | 72% | 20 | 80% | 20 | 80% | |

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|  | **Our improvement plan priorities 2024 – 2025** |
| 1. Attainment and Progress: Improve attainment in Literacy and Numeracy through a focus on Differentiation across the school. 2. Wellbeing, Equality and Inclusion: Supporting pupil attendance at school, reducing absenteeism, supporting inclusion and equality across our school community. 3. Engagement, Participation and Inclusion: Engaging with our local community including providing quality opportunities for Parent/Carer engagement. |

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|  | **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) | Satisfactory |

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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-brendans-pri.glasgow.sch.uk](mailto:headteacher@st-brendans-pri.glasgow.sch.uk)    Our telephone number is: 0141 952 1222  Our school address is: Clyde Campus, 200 Hawick Street, Glasgow, G13 4HG.  Further information is also available in our newsletters, on our school website, and in our school handbook |