

St Francis' 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

St Francis' Primary and Nursery Class is a Roman Catholic school in the heart of the Gorbals. As a Catholic school, we are guided by our Core Values, which reflect our shared beliefs and commitment to helping every child grow in confidence, faith, and learning. We aim to support every child to reach their full potential by developing their unique, God-given talents.

Our School Profile

We have 452 pupils on our school roll from Primary 1 to Primary 7.

- 65.7% of our pupils live in Deciles 1 and 2 SIMD (Scottish Index of Multiple Deprivation).
- 35.9% of our pupils are registered to receive a Free School Meal.
- Our whole school attendance rate for 2024-2025 school session was 89.6%.
- 0.7% of our pupils are Care Experienced Learners.
- 62.6% of our pupils have English as an Additional Language.
- We had no exclusions from school.

Our Pupil Equity Fund

The Pupil Equity Funding comes directly to schools from the Scottish Government. St Francis' Primary's annual allocation is £229,075. We used this money to fund:

- 1 full-time Family Support Worker to support our pupils and their families.
- 2 principal teachers to support raising attainment and achievement.
- 1 teacher to support raising attainment and achievement.
- 1 Support for Learning Worker (each day before school) to support attendance.

Our achievements and improvements 2024 – 2025

Key developments (leadership of change) (Q1 1.3)

- Staff confidence in teaching writing has grown significantly. Most teachers now place a clear emphasis on developing specific writing skills, which is leading to more focused and effective learning experiences for pupils.
- The blended play-based approach in Primary 1 is proving highly effective, with almost all children showing strong engagement and positive developmental progress as a result.
- There are early but encouraging signs of improvement in language learning across all stages, as students engage more deeply with language in varied and meaningful contexts.
- The use of Concrete and Pictorial (CP) strategies is now well established across the school. This consistent approach supports a clear and progressive pathway in numeracy learning for all pupils.
- Ongoing professional learning for all staff is helping to ensure a consistent and well-informed approach to meeting the needs of neurodiverse learners across the school.

Developments in learning, teaching and assessment (Q1 2.1)

- The "Talk for Writing" approach is having a positive impact on student engagement, with almost all classes showing increased enthusiasm and participation during writing lessons.
- Since introducing Talk for Writing, there have been clear improvements in talking and listening skills, particularly for our younger learners in P1–P3 who are learning English as an additional language.
- Many students who were previously finding writing challenging are now producing more work and showing greater confidence in expressing their ideas.
- Learners are beginning to apply their writing skills in structured tasks, showing they are transferring their learning effectively across different contexts.
- Talk for Writing is proving especially effective in supporting learners with Dyslexia and those with EAL needs, helping them make steady progress in an inclusive and supportive environment.
- Active learning is now a regular feature in most classrooms, creating engaging and hands-on experiences that support deeper learning.
- In Primary 1D, play-based learning is helping targeted learners engage more meaningfully, supporting inclusion and smoother transitions into mainstream classroom activities.
- Almost all pupils now show a good understanding and using the correction code used in writing.