

St Martin's Primary

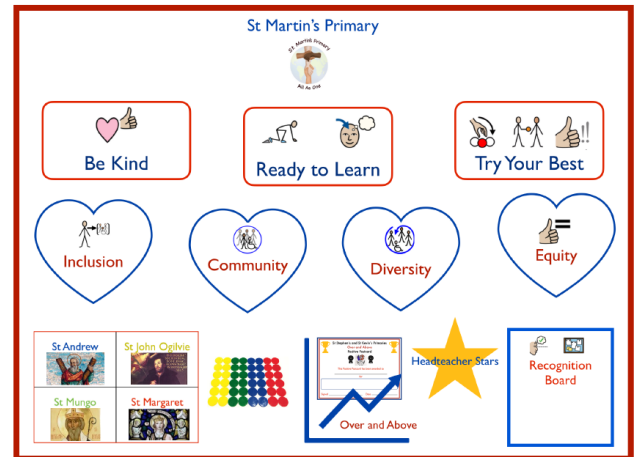


Standards and Quality Report
2024/2025

Our School Context

Our school role for this session was 280 children. We had 10 classes in the Enhanced Provision and 9 classes in our mainstream. We have a sensory room and a sensory circuit area to support learners with self regulation. We also have a large multi-purpose hall which we use for PE, assemblies and lunch. We ran core nurture and enriched nurture sessions to support identified learners with personal targets. We have a MUGA (multi use games area) which both the school, nursery and the community can access. 62% of our children are registered for free school meals and 37% of our children have English as an additional language. In this session, seven new classroom teachers and seven new support for learning workers joined our school staff team. .

The summary report is provided for parents, carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

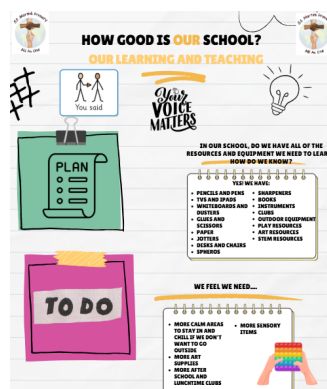
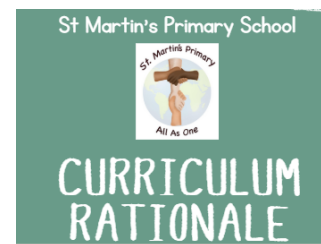


Our Achievements and Improvements 2024-2025

Key developments (Leadership of Change Q1 1.3)

Pupils, parents and staff were all involved in the creation of the updated school rules and values. All leaders (at all levels) practise our school values: Inclusion, Community, Equity and Diversity in their daily interactions with others, leading by example. The school values are displayed in and around the school and are linked to the house point system. All children create their own class charters which they reflect on throughout the year. Our 'All As One' motto permeates how we celebrate the success of our learners. Parents and carers, pupils and staff were consulted on the school curriculum. We created our curriculum rationale to reflect our school context. The Curriculum Rationale has been further amended to reflect the new structure of the school day to meet sensory communication and play needs within the supported learning part of the school. In addition,

The Den in the mainstream provides this for neurodivergent learners. We have been developing our curriculum funded by Pupil Equity Funding (PEF). We have purchased additional staffing, playground and STEAM equipment, sensory resources and CPD for staff.



Most staff are involved in leading and implementing change for example. Support staff are part of our OPAL Play Leaders and the extended teacher leadership team lead digital, health and well being and literacy across the campus. Our Pupil Voice assembly sessions follow areas identified in HGIOURS and this reflects the 'Plan, Do, Share' model which is shared with all staff, parents and pupils. Pupil Voice is captured in a variety of ways to meet learners needs. We have shared our Leadership of Change journey at Glasgow's recent 'All Learners, All Achieving' conference. .

Staff have regular opportunities to lead staff meetings and share practice with colleagues. Almost all staff attend drop-in sessions led by colleagues. All staff have access to shared resources to support inclusive curriculum. Staff focused on the Differentiation module of Glasgow's Pedagogy. All staff completed self-evaluation toolkit and identified areas of strength and area for development to inform next steps. All staff have access to St Martin's Differentiation Sway to support development of differentiation. Staff are now using the Monitoring and Tracking Tool to track learners progress and their wider achievements.

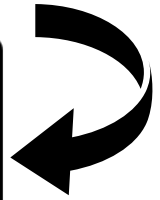


Breakdown of PEF (Pupil Equity Fund)

What is Pupil Equity Funding?
Scan me to find out!



What did
St Martin's use
2024/2025 PEF
for?



Investment in
playground as part of
commitment to Play



Additional staffing
to reduce class
sizes



Staff training
around inclusive
practice

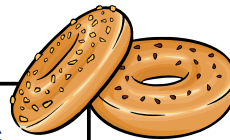


Beatroute Music
sessions

STEAM
resources
across both
sectors



Magic
Breakfast



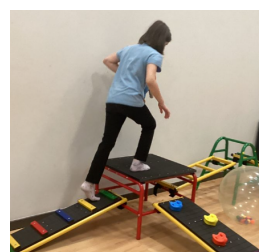
**magic
breakfast**
fuel for learning



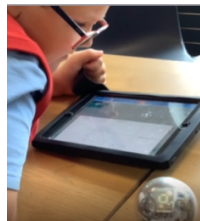
Staff training and
investment in writing
resources (Dyslexia
friendly resources)



Sensory
Circuits



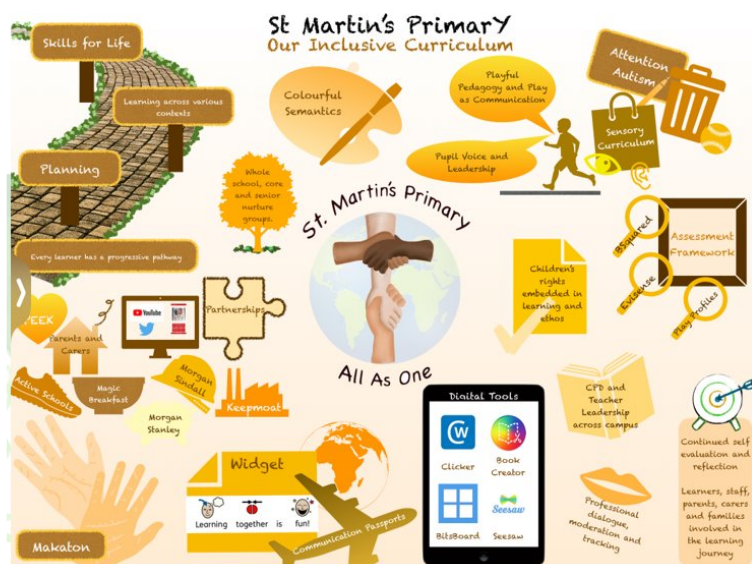
ASL
Playground



Developments in Learning, Teaching and Assessment (Q1 2.1)



There is a shared vision for high quality learning and teaching through our Inclusive Curriculum. We have continued to focus on supporting staff with professional development around inclusive practice and this year we had a particular focus on Differentiation. All staff engaged in the Differentiation module and self evaluation framework with Glasgow's Pedagogy. The impact is seen through observations, learning conversations with children and digital portfolios and celebrations of success. All children have their progress and barriers to learning discussed monthly and during three recorded tracking periods using the Glasgow's Monitoring and Tracking Tool. We have clear information on the progress of all of our learners. Teachers use data to inform their practice. All staff use the CIRCLE self evaluation to adapt their classroom environments to meet the needs of their learners. All staff have engaged with and recorded evidence to moderate writing this year. They engaged with colleagues across our learning community to agree on a shared standard of writing.



SCAN ME



Relationships across the school community are positive and embed our school rules, values and 'All As One' motto. Staff understand the principles of GIRFEC and use the Wellbeing indicators to plan for children's well-being. We continue to celebrate our Rights Respecting Silver Award status and are working our way towards gold status. Almost all staff are trained in PATHS and have worked with Barnardo's to engage with a coaching model to improve practice. We continue to maintain high levels of attendance and this is tracked monthly. The school is above the Glasgow and national level of attendance with 93.9% attendance. Each year, staff engage with the CIRCLE resource to continue to create inclusive environments for learning. Our continued work with OPAL and Play Scotland has supported our developments in Play. All pupils access personalised play and enquiry based learning experiences. There has been significant investment in indoor and outdoor play resources, which has led to less distressed and dysregulated behaviours and more creative and engaging learning experiences. Pupil Voice is captured weekly and used to inform school improvement planning.

Progress in promoting well-being, equality and inclusion (Q1 3.1)



We continue to have robust anti-bullying procedures in place and our policy and procedures ensure these are recorded centrally. Across the school, children are well behaved and respectful of each other and staff. Our work with PEEK ensures families can access holiday programmes during Easter, October and Summer holidays and this has gained positive feedback from children and families. We continue to maintain our partnership with Morgan Stanley and Keep Moat. We have maintained partnerships with schools in Jamaica and Malawi and this has been acknowledged through our International School Award.

We continued running our family learning sessions this year. There was a particular focus on Sensory Stories, Story Massage and Adapted Reading. All families found these sessions beneficial. We are an accredited Story Massage Centre of Excellence. We continue to fund a sensory integration specialist who works with pupils across campus, leading to a decrease in dysregulated behaviours.



ANTI BULLYING CHARTER





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



Attainment in Literacy has been a focus for the school improvement plan. Phonics for SEN continues to be a part of our personalised planning and targeted supported for literacy for all learners in the supported learning part of the school and for few learners who benefit from this in the mainstream. Learners are making significant progress through engagement in PPSEN. All children in the supported learning part of the school have access to outdoor clothing and footwear. The children participate in an active learning programme using bikes to increase engagement in literacy and numeracy. This is particularly beneficial for children who require movement breaks. The school has focused on reading for enjoyment and we are working towards Silver Award accreditation. Learners have had the opportunity to attend reading clubs. The SLT have led staff training on adapted reading and this is being used in classrooms to support learners. PEF funding has been used to improve the playground environment (consultation with children). This has met a wide range of social and physical needs, which in turn has enabled smoother transitions back to class. Children are calmer and more ready for learning. All staff use Monitoring and Tracking Tool and digital portfolios to track learner progress and wider achievements. All As One Award ceremonies promote our school rules and values and celebrate wider achievements. In the mainstream, the majority of learners are achieving their expected level against national expectations. However, across the campus all children are making progress in all areas of the curriculum.



The Sensory Room has been adapted to include Sensology planning and resources to support learners when accessing this. All teaching staff in the supported learning part of the school received Sensology training.

Our continued partnership with Active Schools had led to a wide range of after school clubs and lunchtime clubs. Sports coaches/accessibility sports coaches are used to support high quality delivery of PE. We are a GOLD Sports Award school. Our school dance group were finalists in the Determined to Dance showcase and our children regularly represent our school at sporting events across Glasgow. We access our local community and Thriving Families Partners to enhance learning experiences for all children. Links with Pinkston, Reidvale and Sighthill help provide richer experiences for our children. Increased staffing levels through PEF have also had a positive impact on outcomes for all children through Support for Learning Workers, an Acting Principal Teacher and Child Development Officer.



ST MARTIN'S PRIMARY
ALL AS ONE CHAMPION
2024/2025

The certificate is presented to



For constantly following our school rules (Be Kind, Ready to Learn and Try Your Best) and embedding our school values in their lives (Diversity, Inclusion, Community and Equity)

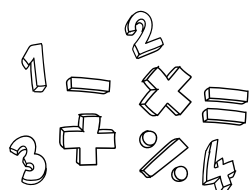
Mrs McKay
Headteacher



Our Improvement Plan Priorities for 2025/2026

Engagement, Participation and Inclusion

- Continue to implement Word Aware to support development of vocabulary
- Continued use of CIRCLE resource to adapt learning environments
- Use of PODD and AAC for communication
- Differentiation
- Play Pedagogy and Enquiry Based Learning
- Sensoloy, Sensory Circuits and Sensory Profiles

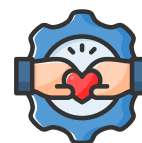


Achievement and Progress

- Continued use of Glasgow's Tracking Tool
- Raising Attainment in Numeracy and Maths
- Development of Science, Technology, Engineering, Art and Maths
- Continued focus on Writing
- Approaches to the teaching of Reading
- Reading Schools GOLD Award
- International Education – partnership with school in Jamaica

Well-being and Learning

- Continue to embed Low Arousal approach across campus
- Curriculum development of Religious and Moral Education
- Continued engagement with accessible sports opportunities and wider sporting achievements
- Use of Well-being application to record WAPs for pupils
- Engagement with OPAL and continued development of Play and Enquiry Based Learning



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-martins-pri.glasgow.sch.uk



Our telephone number is: 0141 557 3722



Our school address is: Sighthill Community Campus, Sighthill Avenue, Glasgow, G21 1AJ



Further information is also available in our newsletters, on our school app, Seesaw and Showbie and in our school handbook.



@StMartinsPSGCC



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