

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 Patrick's primary school is based within the community of Anderston in Glasgow. We currently have 219 pupils on our roll: 139 girls and 80 boys. We have 9 classes, 4 are currently at full capacity and waiting lists are in place. Our Vision and Mission is to:

- Support and embrace our God given talents
- Provide rich learning experience to meet the needs of the holistic child
- Celebrate our diversity and ensure inclusion for all

This is underpinned by our three core values:

- Respect
- Responsibility
- Resilience

Our senior staff this year are:

- Mrs Moore – Headteacher
- Ms Shearer – Depute Headteacher
- Mrs Halcrow – Acting Principal Teacher

Our class teachers are as follows:

- P1a – Miss Balloch
- P1b – Miss Egan
- P2 – Miss Stewart
- P3 – Miss McGettrick
- P4 – Miss McFadyen & Mrs Lally
- P4/5 – Miss Leyden
- P5/6 – Mrs Halcrow & Mrs MacQueen
- P6/7 – Miss Aitken
- P7 – Mr Prentice & Mrs Woods

Additionally, we have other teachers with various remits including:

- Mrs Tait supports us with the Scottish Attainment Challenge in raising attainment in literacy and health and wellbeing in her role as a Challenge Leader of learning. As well as this, she is our Family Connect co-ordinator.
- Mrs Lally delivers Spanish, weekly, in every class to ensure the school is in line with the 1 plus 2 languages agenda. She is also the Religious Education coordinator.
- Mrs Woods delivers STEM, weekly, in every class. She is also the family liaison for the whole school.
- Mrs Higgins is our nurture teacher and is responsible to maintain our progress with the Rights Respecting School, school choir and health and wellbeing targeted intervention groups.
- Miss Loyal is our English as an additional language teacher (EAL) who supports our children, where required, to access the curriculum and ensure needs are met. There have 42 different languages spoken in the school and 71% of our children have English as an additional language.

In addition to our teaching practitioners, we are fully supported by our support for learning workers who are instrumental in supporting the holistic needs of our children.

Our support for learning workers are as follows:

- Mrs Stables – First Aid & Nurture Class (Nurture Trained)
- Mrs Howie – First Aid, ASN support and supports the class teacher with targeted Intervention groups for literacy, numeracy and health and wellbeing (Nurture Trained)
- Mrs Ahmed – First Aid and supports the class teacher with targeted Intervention groups for literacy, numeracy and health and wellbeing.
- Ms McManus – Play pedagogy, class-based support and supports the class teacher with targeted Intervention groups for literacy, numeracy and health and wellbeing (Nurture Trained)
- Ms Batool - Class-based support and supports the class teacher with targeted Intervention groups for literacy, numeracy and health and wellbeing

### Our achievements and improvements 2024 – 2025

To date:

- His Majesty's Inspectors (HMI) visited the school in November 2024. Please see the positive results below in How Good is Our School 4 Quality Indicator – Evaluation
- The school has made significant improvement in Play Pedagogy. This is now underpinned by The Froebelian Model. We have worked closely with Cranstonhill nursery who have supported our early years staff in developing this area.
- The school have made good progress with the three-year plan of improvement in both reading and writing.
- Following our School Improvement priority of Physical Education last year, almost all pupils are now demonstrating their readiness for PE and the quality of PE has consistently increased.
- Parent Council actively made decisions on Pupil Equity Funding (PEF) – Musical Theatre is evolving, and pupils are given opportunities to embrace new experiences and opportunities.
- Within three years our school has been recognised as gold standard for our work with the Rights Respecting School – Children's Rights.
- Our school has been recognised by Respect Me Scotland and were provided with an accredited Respect me award.
- Almost all our teachers have now accessed and been successful in the accredited Theory and Practice of nurture.
- Most support for learner workers have now accessed and been successful in the accredited Theory and Practice of nurture.
- Almost all staff have accessed and have been successful in completing the Respect Me Anti-bullying e-modules (New staff for 2025-26 are currently working on this)

### Attendance and Exclusion data

- Attendance is 93.45 above the Glasgow average
- No exclusions to report

### Our improvement plan priorities 2025 – 2026

- To continue to improve the quality of learning and teaching to raise attainment with a particular focus on reading pedagogy.

We continue to use our 0.4 staff allocation of Glasgow's Improvement Challenge to enhance literacy. This teacher is working closely with staff to enhance skills and knowledge on the teaching and learning of reading and writing. Over the last two years we have invested in a diverse library, new modern reading resources, including digital tools, that support phonics, reading strategies as well as reading comprehension. Following on from upskilling our Support for Learning workers we have targeted intervention groups for reading across this school that is closely tracked and monitored.

- To continue to improve the quality of learning and teaching to raise attainment with a particular focus on writing pedagogy.

We continue our partnership with the Talk for Writing team to develop a new methodology for the teaching of writing. We have used this as a platform to build capacity of leadership and created an in-house project led team to support this work and ensure continuity. This team have worked in collaboration to create and develop a robust framework for writing that meets the needs of the children in St Patrick's. Most recently we have invested in a whole school programme that supports spelling and grammar.

- Ensuring staff are differentiating to meet the needs of our families.

Our aim this year is to draw upon our parents as the first educators of their children. Consequently, staff will be trained on 'Family Connections' which will encompass parental involvement, parental engagement and family learning. Staff will be offering opportunities for parents to become more involved with the school, engagement in their children's learning as well as opportunities to extend this to intergenerational family learning.

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

Our telephone number is: 0141-221-2921

Our school address is: 10 Perth Street, Anderston, Glasgow

Further information is also in our school handbook which is available on our school blog. You will also find us through the app of 'X' @stpatrickspri