

St. Vincent'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.

The context of the school
St Vincent's Primary School is a Roman Catholic school. The school campus is shared with Thornlaw Nursery School. We belong to the St Paul's Learning Community, and the school serves the Carnwadric, Kennishead, Arden & Eastwood areas in the city. We moved into our new school building in June 2009, and it was officially opened in April 2010. We celebrated our 15th Anniversary in April 2025. Our school roll is around 350 pupils, and we had 14 classes this session. Our staffing entitlement for the school is 19.1 FTE. This is made up of 12.6 class teachers, 1 Nurture Teacher, 1 EAL teacher, 1.5 Principal Teachers (one acting), 2 Depute Head Teachers (one acting) and a Headteacher. The non-teaching staff consists of 2 clerical assistants (one part-time) and 10 Support for Learning Workers (some part-time). The campus is also supported by a janitor, catering and cleaning staff. 87.4% of our learners live in SIMD 1 and 2 areas of the city and 38.9% of our children are registered for Free School Meals. 48% of our children have English as an Additional Language (EAL). Our school is very multi-cultural with 40 different languages spoken. As a result, we have a full-time EAL teacher to support our children's learning.
Our achievements and improvements 2024 – 2025
As a whole-staff team, we have worked collaboratively towards achieving our School Improvement Plan targets this session. Our main achievements include: Leadership of Change – Quality Indicator 1.3 Language and Communication Friendly Establishment (LCFE) Accreditation: Indicator one is now embedded throughout the school with significant advancements made in relation to the school and classroom environments. All classes now mirror the 'model classroom' and children know that this is the case. Signs around the school now contain widge symbols to enhance understanding and all staff wear the same visuals on their lanyards. 'Talk strategies' have been introduced in Primary 1 and 2 but this is not yet consistently used across all stages. Introduction of New House System (Promoting Positive Behaviour): We launched a new House System for promoting positive behaviour in April 2025. Our children voted for the names of our houses and chose for these to be linked to Scottish islands (Skye, Arran, Mull and Jura). All children and staff are included, working collaboratively to collect house points with winners being announced and rewarded each term. Learning, Teaching and Assessment – Quality Indicator 2.3 Family Learning Opportunities: A number of family learning opportunities have been offered throughout this session with the aim of engaging our parents/carers and extended families in their children's learning. These include: • Play Along Maths (Primary 3) • Culture Café for EAL parents • ESOL classes facilitated by WIN Project (Local Charity) • Cooking classes facilitated by Strathclyde University • Bookbug/reading sessions as part of Book Week/World Book Day Attendance at each of these events and uptake of these opportunities has been very positive with many being oversubscribed.

Development of Play Pedagogy:

All Primary 1 and 2 classes are now fully embedded in the Play Pedagogy approach. Relevant staff (x3) completed training through Glasgow's Improvement Challenge (GIC) across the year. There were two Quality Assurance (QA) visits from the GIC in relation to our progress in this area and an action plan created after each visit. Our school play policy has been created so all staff are fully aware of expected processes and procedures within our school. Due to successes in this area, we were asked to present a stall at the last training event of the year at the GIC base.

Talk for Writing:

All training for this programme has now been completed alongside visits from our trainer. Most teachers have completed this training with some new members of staff missing initial elements of the training. The project team within the school have facilitated catchup training as/when required to ensure this approach is sustainable. Feedback was provided by our trainer following visits and action plans created as a result of this feedback. Evidence across classes of systematic teaching of writing, driven by formative assessment.

Wellbeing, Equality and Inclusion – Quality Indicator 3.1

Nurture Provision (Garden Room):

We have a core nurture group established in infants (Primary 1-3) which is facilitated each morning. In addition to this, inclusion groups are facilitated in the afternoon, including children with other additional support needs, as well as attachment conditions.

Meeting Learners' Needs:

This session, we introduced our new Sensory Room in the Infant Department. This was funded through the Pupil Equity Fund (PEF) at a cost of £12500. This will continue to be added to over the next few sessions to ensure that our children who are demonstrating distress have a safe and purposeful environment to co-regulate in.

Poverty-Related Attainment Gap:

We enrolled in Tesco's Healthy Start programme this session to provide every child with a piece of fruit or vegetable each school day. Our Health and Wellbeing (HWB) Ambassadors in the upper stages lead on this initiative. In addition, we continue to provide an additional breakfast club, funded by Greggs, which allows us to invite identified pupils to receive a free breakfast each morning – developing social skills, whilst ensuring that they have access to two meals each day at school. Our Greggs funding also facilitates toast in each class, twice per week at 9am – again reducing the risk of children coming to school hungry.

Wellbeing:

After school clubs have been available throughout the year, funded through our PEPASS budget and/or some volunteers (staff). Every stage is offered the opportunity to attend at least one club each academic session. Clubs are consistently well-attended, and demand is high for these to continue. Our commitment to promoting sport and HWB in our school resulted in us being awarded a Sport Scotland Gold Award, received in December 2024.

Raising Attainment and Achievement – Quality Indicator 3.2

Planning and Assessment:

A new forward planning format was introduced this session, in consultation with staff, looking at key elements required and requested. Tracking conversations use the Fact, Story, Action approach and focus on benchmarks and triangulation of evidence.

Development of School Library/Enthusiasm of Reading:

We were successful in gaining funding through the Scottish Library Improvement Fund (SLIF) to allow development of a new school library. Previously, there was no central library in the school. This funding was used to invest in resources for this space, including furniture, a book vending machine and carefully selected books, ensuring our children see representation of themselves in the books available, e.g. books including a variety of cultures and backgrounds, disability and topical issues. This funding will be carried over into next session to allow further developments as the project

progresses. Weekly class trips to Thornliebank Library have fostered a culture of reading in our school and assisted the development of our school library, sharing library etiquette and procedures with the children. Our library committee have also received training from Thornliebank Library to help them run an effective and organised space. We also used some of our SLIF funding to arrange for two author visits for the whole school. Most children engaged in the readathon charity event during Lent, helping to raise funds for the Children's Hospital charity "Read for Good". This encourages our Catholic ethos within the school around charitable deeds, and this event was a joint venture organised by our library committee and our Mini Vinnies group, ensuring pupil voice is at the heart of our organised fundraising events.

Attendance and Exclusion data

Our average attendance percentage for 2024-2025 was 88.3%.
We had five exclusions in session 2024-2025.

Our improvement plan priorities 2025 – 2026

1. Raising attainment in Literacy and Numeracy across the school, to meet learner's needs and reduce the poverty-related attainment gap (**Achievement and Progress and Engagement, Participation and Inclusion**)
2. To improve how we meet the learning and care needs of all children by working towards St. Vincent's becoming a Language and Communication Friendly Establishment (LCFE). (**Wellbeing and Learning, Engagement, Participation and Inclusion**)
3. Learning and Teaching – ensuring that we have a consistent approach to high-quality learning and teaching that is linked to Glasgow's Pedagogy, All Learner's All Achieving (**Wellbeing and Learning, Achievement and Progress**)

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)	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-vincents-pri.glasgow.sch.uk

Our telephone number is: 0141 638 8718

Our school address is: 40 Crebar Street, Carnwadric, Glasgow, G46 8EQ

Further information is also available via our school X page: @vincents_st

