

St. Vincent's Primary School

Standards & Quality Report

Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. 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. Our school roll is around 350 pupils, and we had 13 classes this session. Our staffing entitlement for the school is 19.1 FTE. This is made up of 19.1 class teachers, 1 Nurture Teacher, 1 EAL teacher, 0.5 Principal Teacher, 2 Depute Head Teachers 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% of our learners live in SIMD 1 and 2 areas of the city and 25% of our children are registered for Free School Meals. 56.4% of our children have English as an Additional Language (EAL). Our school is very multi-cultural with 38 different languages spoken. As a result, we have a full-time EAL teacher to support our children's learning.
Our achievements and improvements 2025 – 2026
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 Vision, Values and Aims: Staff, pupils and families have been involved in reviewing our Vision, Values and Aims. Almost all pupils have shared their ideas to help make these more relevant and child friendly. Families and staff have also been invited to share their views. Our Vision, Values and Aims now reflect what is important to our whole school community. Development of Play Pedagogy: Play-based learning is now well established in all Primary 1 and Primary 2 classes. Three members of staff completed additional training to develop our approach. We had two visits to review our progress and have created action plans to help us continue to improve. We have also created a Play Policy so that staff have clear guidance on play-based learning. We were pleased to be invited to share our work with other schools at a Glasgow Improvement Challenge training event. Differentiation: Staff have continued to develop their understanding of how to meet the different needs of our learners. Most classes are now planning activities with different levels of support and challenge. Our next step is to make sure learning is consistently matched to the needs of every child. Language and Communication Friendly Environment: All classrooms now follow our agreed 'model classroom' approach. This helps children to recognise familiar routines, layouts and visual supports. We have added symbols to signs around the school to make information easier for children to understand. 'Talk strategies' have been introduced in Primary 1 and Primary 2. Our next step is to use these strategies more consistently across the whole school.

READING:

Almost all classes are now enjoying a wider range of books, including class novels. Our school library has also been developed, giving children access to more books and reading resources. We want to continue to encourage children to enjoy reading and develop a love of books.

Leadership opportunities:

More staff are taking on leadership roles in areas such as Science, Technology, Engineering and Mathematics (STEM), Maths and Numeracy, Phonics, Art Therapy and Digital Learning. This allows staff to share their skills and knowledge and helps us provide consistent learning experiences across the school.

Learning, Teaching and Assessment – Quality Indicator 2.3

Family Learning Opportunities:

We have offered a range of opportunities for families to get involved in their children's learning this year, including:

- Play Along Maths for Primary 3
- Culture Café for EAL families
- ESOL classes with the WIN Project
- Cooking classes with Strathclyde University
- Bookbug and reading sessions during Book Week and World Book Day

We have had a very positive response, with good attendance at these events.

Play Pedagogy:

Play-based learning is now well established in Primary 1 and Primary 2. Three members of staff have completed additional training to further develop their skills. This training will continue next session with more staff.

Writing:

Most EAL and ASN pupils are making good progress in writing using Talk for Writing strategies. Almost all children who received additional support with their writing have made clear improvements in their writing skills and overall attainment.

Numeracy:

Staff are confident in teaching Maths and Numeracy across the school. Almost all classes are making good progress in Maths and Numeracy. Children are showing improvements in their skills, confidence and ability to use what they have learned.

Play Pedagogy:

All Primary 1 and Primary 2 staff have a clear understanding of how play-based learning should be used in classrooms. Classroom visits and observations show that play-based learning is being used consistently across Primary 1 and Primary 2. Staff are becoming increasingly confident in using play-based learning to support children's progress.

Planning and Differentiation:

Staff have developed a better understanding of how to plan learning to meet the different needs of children. Most planning now includes opportunities to provide additional support or challenge, particularly for children with additional support needs (ASN). This helps us to make sure that all children are included and supported to make progress.

Wellbeing, Equality and Inclusion – Quality Indicator 3.1

Nurture Provision:

We have established nurture groups for children in Primary 1–3. Children can attend a nurture group in the morning, with additional support and inclusion groups available in the afternoon. These groups help children develop their emotional wellbeing, social skills and confidence.

Meeting Learners' Needs:

We have opened a new Sensory Room in the Infant Department. This was funded through PEF (£12,500) and provides children with a calm space to support their sensory and emotional needs. We have also made classrooms and shared areas more consistent across the school. This helps children feel more comfortable and makes moving between different areas less challenging. A 'model classroom' has been created to show what a supportive and communication-friendly classroom should look like.

Poverty-Related Attainment Gap:

We have introduced the Healthy Start programme, supported by Tesco. Every child can receive a piece of fruit or a vegetable each school day. Our Health and Wellbeing Ambassadors help to lead this initiative. We have also introduced an additional breakfast club, funded by Greggs. Identified children can have a free breakfast each morning, helping them start the day ready to learn. Greggs funding also provides toast in every class twice a week, helping to make sure children have access to food during the school day.

Wellbeing:

We have offered a range of after-school clubs throughout the year. These have been supported through funding and staff volunteers. Every stage has had the opportunity to attend at least one club during the school year. Clubs are very popular and well attended. We were also delighted to receive the Sport Scotland Gold Award in December 2024, recognising our commitment to sport, physical activity and wellbeing.

Celebrating Success:

Head Teacher Awards are given each week during our whole-school assemblies. These celebrate children's achievements, effort and positive contributions. We have also introduced our new House System: Skye, Arran, Mull and Jura. Children can earn house points for positive behaviour and working hard. This allows children to celebrate their achievements together as part of their house.

Language and Communication Friendly Establishment (LCFE):

We are continuing to make our school a supportive and communication-friendly environment. Staff are becoming more confident in using consistent signs, visuals and classroom approaches to help children understand and communicate. Staff also receive training and support from Educational Psychology and Speech and Language Therapy services. This helps us to better understand individual children's needs and provide the right support to help them communicate, manage their emotions and learn.

English as an Additional Language Support:

Children who speak more than one language have received additional support to help develop their English and communication skills. Activities such as Colourful Semantics and LEGO Six Bricks are used to support language development, communication, confidence and independence.

Transition:

Children have had opportunities to spend time with their new teacher and classmates before moving to their next class. Children who need additional support have received an enhanced transition, including a transition passport to help their new teacher and family understand what support they need. Staff also share important information before the end of the school year to make sure learning and support can continue smoothly. We have a planned transition programme for children starting Primary 1 and moving to Secondary school from Primary 7. This helps children and families feel prepared and supported during these important changes.

Nurture:

Children who take part in our nurture groups benefit from regular routines and additional support. This has helped children to manage their emotions, develop social skills and become more ready to learn. Children are also showing increased confidence, resilience and positive relationships with others.

Breathing Space Intervention:

Our Breathing Space provision provides a calm and supportive environment for children who need additional help. Staff use a range of approaches to support communication, emotional regulation and independence. Children are making progress in areas such as communication, managing their emotions, listening, independence and moving between activities. This support is helping children to feel more confident, engaged and ready to learn.

Pupil Voice:

Children have many opportunities to share their ideas and help make decisions in school. Pupil-led groups include Health Week, Digital Literacy Week and House Teams. Children receiving additional health and wellbeing support have also developed greater confidence in expressing themselves, working with others and recognising their own achievements.

Raising Attainment and Achievement – Quality Indicator 3.2**Talk for Writing:**

Almost all children are taking part in Talk for Writing activities and lessons. This approach is helping children to develop their writing skills and is also supporting children who are learning English as an additional language (EAL). Talk for Writing strategies are now being used in every class across the school.

Planning and Assessment:

We introduced a new planning format this year. Staff helped to develop the format so that it includes the information needed to plan effective learning. Staff also meet regularly to discuss children's progress and use a range of information to make sure children are making the progress expected.

Play Pedagogy:

Children in Primary 1 and Primary 2 have opportunities to learn through play at a level that is right for them. Children are encouraged to lead their own learning and follow their interests. We have invested in new play resources and improved our learning environments to support play-based learning. An outdoor learning area has also been developed for Primary 2 children.

Development of School Library/Enthusiasm for Reading:

We were successful in receiving funding to create a new school library. This is a significant achievement as we did not previously have a school library. We have invested in a wide range of books so that children can see themselves and their experiences represented. Our books include different cultures, backgrounds, disabilities and a range of topics.

The library project will continue next year so that we can develop the space and resources even further. Children have also visited Thornliebank Library to learn how libraries work and how to make the most of these spaces. Our library committee received training to help them organise and run our school library. We also welcomed two authors to the school, giving children the opportunity to meet authors and hear about their work. Most children took part in the Readathon charity event during Lent, helping to raise money for Children's Hospital charity 'Read for Good'.

Targeted Intervention:

Children in Primary 1, Primary 4 and Primary 7 who needed additional support received extra teaching. These children have made good progress in literacy and have also shown increased confidence and engagement in reading and writing.

Attainment across the year:

Our school information shows steady improvements in literacy and numeracy across almost all stages. This shows that children are continuing to make progress in their learning.

Attainment over time:

Staff are now using improved systems to track children's progress more closely. This is helping us to have a clearer and more accurate picture of how children are progressing over time. Staff also look at factors such as attendance and additional support needs to help identify any barriers to learning and make sure children receive the right support. Teachers use this information, along with their knowledge of each child, to identify children who are on track to achieve their expected outcomes. This helps us to monitor progress carefully and plan support where it is needed.

Attendance and Exclusion data

Our average attendance percentage for 2025-2026 was 88.3%.

We had zero exclusions in session 2025-2026.

Our improvement plan priorities 2025 – 2026

Progress: Improve Attainment in Literacy, Numeracy & PE

- Develop a consistent whole-school approach to writing.
- Introduce decodable reading books to build reading confidence and fluency.
- Strengthen reading comprehension across the school.
- Introduce new Maths planners to support clear progression.
- Improve PE teaching to increase participation, enjoyment, progress and wellbeing.

Wellbeing: Develop a Whole-School Approach to Nurture

- Develop a consistent nurturing approach that supports wellbeing, relationships and learning.
- Share a clear curriculum rationale that promotes an inclusive, supportive and nurturing school environment.

Inclusion: Develop a Consistent Approach to Inclusion

- Continue to build on staff understanding of the needs of pupils with autism.
- By June 2027, ensure staff use agreed strategies consistently to support inclusion, participation and achievement.

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)

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-vincent's-pri.glasgow.sch.uk

Our school website is: <https://blogs.glowscotland.org.uk/gc/stvincentsprimary/>

School newsletters: <https://blogs.glowscotland.org.uk/gc/stvincentsprimary/newsletters/>

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

