**Bun-sgoil Ghàidhlig Ghleann Dail**

**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.

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|  | **The context of the school** |
|  | Bun-sgoil Ghàidhlig Ghleann Dail is an all-Gaelic immersion school in the Pollokshields area of Glasgow, delivering Curriculum for Excellence through the medium of Gaelic (GME).  The leadership team comprises ceannard (a headteacher) and dà phrìomh thidsear (two principal  teachers). In addition, staffing comprises 5.8 full-time teachers and two probationer teachers. Almost all of the staff in school are fluent Gaelic speakers and other staff are committed to learning the language.  The school roll for the 2024-25 academic year was approximately 148. Children reside across all  levels of the Scottish Index of Multiple Deprivation (SIMD).  In 2024-2025, pupil attendance was above the national average at approximately 95%. |
|  | **Our achievements and improvements 2024 – 2025** |
| After a period of change in senior leadership, Bunsgoil Ghàidhlig Ghleann Dail now has increased stability with a new Acting Head Teacher appointed in January 2025. Despite this period of change, the nurturing relationships between staff and pupils has remained a strength of the school and the school remains committed to the teaching and preservation of the Gàidhlig language. As a school, we pride ourselves on creating an inclusive, welcoming environment for all pupils and visitors.  Improving teaching and learning approaches continues to be a priority for our school. Our Quality Assurance programme and tracking of attainment data has resulted in a more robust system of data gathering and continuous professional dialogue. Most of the children continue to be engaged, motivated and interact well during learning experiences. Our curriculum is designed to ensure the development and promotion of equality, equity and diversity.  Relationships across our school community are positive, respectful and reflect our values. Most children are motivated and eager to learn and are proud speakers of the Gaelic language. In the latter half of the year, the school received two awards specifically for children’s use of Gaelic at sporting events. Learning conversations provide opportunities for children to express their views. Staff work hard to develop a motivating and nurturing climate where children’s views are sought and acted upon.  Staff are continuing to use National Benchmarks when planning assessment opportunities and making tracking judgements. Throughout the year, staff engage well with moderation activities both internally and within the GME learning community. Staff plan appropriately over different timescales to meet the needs of learners and increase that they capture pupil voice regularly to plan learning.  Nurture has a high profile within the school. The renewed approach to consistency in this area will ensure that the school is meeting the needs of all learners. This consistency will begin to have tangible positive impacts as the 2025-26 academic session progresses. All staff are aware of their duties and responsibilities in promoting the health and wellbeing of all our learners. All staff participated in constructing our ‘Promoting Positive Behaviour’ approach; this is having a positive impact across our school community.  Overall, most learners are making good progress from their prior levels in literacy and numeracy. Within P1, the majority of children are on-track for Gàidhlig talking & listening and writing. Less than half of primary 1 children are on-track for Gàidhlig reading. The majority of children in P4 are achieving expected levels in numeracy. Most of the children in P4 are achieving expected levels in Gàidhlig literacy. Most of our P7 children are achieving expected attainment levels in Gàidhlig reading and talking & listening, with the majority on-track with Gàidhlig writing.  Our Primary 7 cohort attended Ardentinny Outdoor Learning Centre for a residential in term 3. We hope to be able to continue to offer residential experiences in the coming years to support our Outdoor Learning and Health and Well-being programmes. We continue to work in partnership with our Active Schools coordinator to offer a range of extra-curricular activities. 63% of pupils participated in extra curricular activities facilitated by Active Schools staff, this was an 18% increase in attendance compared to the previous academic year.  We have successful transition programmes in place between nursery and primary as well as primary to secondary. We are continuing to improve the range of information for parents and visitors on our school website in addition to our monthly newsletter. |
|  | **Attendance and Exclusion data** |
|  | Over the 2024-25 academic session, our average attendance was approximately 95%, with approximately 43 pupils having 98% attendance or above.  Exclusion information is available from the Head Teacher. |

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|  | **Our improvement plan priorities 2025 – 2026** |
| 1. To improve attainment in literacy by:  * Developing consistency within approaches for teaching writing * Developing immersive pedagogy * Improving feedback * Increasing parental engagement  1. To improve attainment in numeracy by:  * More consistency in the Glasgow Counts Framework and associated strategies * Improving feedback * Increasing parental engagement * Developing the use of digital technologies to support numeracy  1. Work towards a whole school approach to nurture.  * Staff training focused on ‘Alternative Autism Strategies’ * Implementation of the Circle Framework * Parental information on website and drop in sessions * Continue to embed ‘Promoting Positive Behaviour’ approach |

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|  | **How Good Is Our School 4 Quality Indicator (QI)** | **Evaluation** |
| Leadership of Change (QI 1.3) | Satisfactory |
| Learning Teaching and Assessment (QI 2.3) | Satisfactory |
| Ensuring Wellbeing Equality and Inclusion (QI 3.1) | Good |
| Raising Attainment and Achievement (QI 3.2) | Satisfactory |

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|  | **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@glendalegaelic-pri.glasgow.sch.uk](mailto:headteacher@glendalegaelic-pri.glasgow.sch.uk)    Our telephone number is: 0141 429 3183  Our school address is: 2 Kenmure Street Glasgow. G412 1PH  Further information is also available via:   * The school website * School Handbook * Newsletters and communications * School improvement Plan |