



Glasgow City Council
Education Services
 City Chambers East
 40 John Street
 Glasgow G1 1JL

www.glasgow.gov.uk
 0141 287 2000

Supporting Improvement: **Standards and Quality Report**



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 this year.

We would like to highlight the following improvements/achievements:

Leadership of change (1.3)

Our Catholic ethos permeates all aspects of school, spiritual, academic and social life. All staff show commitment to shared educational values and professional standards and are committed to improving outcomes for learners. Senior leaders provide strong leadership which has enabled our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement.

Through the pandemic, our strong family involvement has allowed for the continuation of curricular, spiritual, social, extra-curricular and pastoral support involving pupils, parents and a range of local community providers.

Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. All staff work collaboratively and are involved in the continuous self evaluation of our school priorities.

Senior leaders follow a calendar of quality assurance activities, incorporating formal learning observations, pupil focus groups, work sampling and learning walks.

Staff have improved awareness of attainment data and poverty related attainment information, with the key aim of raising attainment and minimising the impact of poverty and the current pandemic.

A Pupil Voice committee enables pupil voice and pupil leadership, to the extent allowed under the restrictions imposed.

Learning, teaching and assessment (2.3)

The Catholic ethos and social teaching permeates the whole being and culture of our school, reflecting our values and commitment to children’s rights and positive relationships.

Our pupils demonstrate a high level of motivation and engagement in their learning. Planning is pupil centred and responsive, reflecting the interests and needs of our children.

Our children learn in a calm and well organised setting and are involved in discussing their learning. Our teachers and SFLW support children to understand the purpose of their learning and make links to prior

OFFICIAL

learning, and how this learning is relevant in a real life context.

As COVID guidelines and protocols allow, children increasingly have the opportunity to participate in the wider life of the school. Through the use of digital tools, we overcame COVID barriers.

Our teaching is underpinned by our Visions Values and Aims,

Throughout the school a wide range of learning environments and innovative, responsive teaching approaches are used.

Senior leaders, teachers and SFLW staff have engaged in a range of professional learning in line with the Glasgow Improvement challenge (Literacy for All & Glasgow Counts). This is linked to planning quality teaching and learning experiences.

All Primary 1 and 2 children are experiencing Playful Pedagogy where our Teaching Staff, SFLW and CDO work in collaboration to plan, implement, assess and evaluate learners experiences, resulting in more engaging and challenging activities.

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

Across the levels a collegiate approach to moderation has improved staff confidence in evaluating the progression of pupils within a level and between levels.

Our children are increasingly involved in planning their learning across the curriculum and our staff plan using the experiences and outcomes, skills and benchmarks.

Our SLT and teachers meet regularly to discuss children's progress and use of effective tracking conversations to target interventions which would improve outcomes for learners within Numeracy, Literacy and Health and Wellbeing. All pupils and families are informed of their progress across and within levels at regular intervals throughout the year.

Gaps in attainment have been identified through assessment, collaborative discussion and data analysis. These gaps have been addressed through provision of additional support funded by a limited PEF budget.

Well-being, equality and inclusion (3.1)

Within St Angela's quality pastoral care is provided for pupils, families and staff, underpinned by our Catholic ethos, values and the actions of the school community.

Pupils are increasingly aware of the SHANARRI indicators, leading to an increased reflection on their own wellbeing and the wellbeing of others.

Staff are proactive in meeting the needs of all learners in relation to their individual barriers to learning.

Strong partnerships with our parent council, local parishes and other third sector agencies further support the wellbeing of all.

We are a Catholic school with a multi faith demographic with a key focus on inclusion, equality, tolerance and respect for all.

The school celebrates diversity through opportunities for pupils to share their own cultural experiences and heritage. We value and celebrate diversity and challenge discrimination.

In our school we respect the protected characteristics of all to ensure they are not barriers to participation and achievement.

Our pupil voice committees allows us empower pupils to develop their skills in citizenship, sustainability and responsibility.

We fully address the needs of a wide range of EAL and ASN pupils with targeted support. All new arrivals are warmly welcomed and supported in their transition.

Digital barriers to learning are pro-actively addressed through targeted provision of a range of resources from a variety of sources.

We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are care experienced and those with additional support needs.

Progress in improving outcomes for children in attainment and achievement (3.2)

The effect of two periods of remote learning on attainment is being carefully considered, monitored and actioned upon.

Almost all of our learners made good progress from their prior levels of attainment in literacy and numeracy.

As a school we are committed to a recovery programme which meets the needs of all learners.

Pedagogical play provides increased opportunities for social interaction and the development of our pupils' linguistic skills.

In our classes there is a consistent approach in the use of Glasgow Counts strategies and a growing confidence in the use of Literacy for All strategies.

Through accessing Glasgow Improvement Challenge training and Pupil Equity Funding, we have had the

OFFICIAL

OFFICIAL

opportunity to up skill our staff in Literacy and Numeracy

Senior Leaders and Class Teachers gather tracking and monitoring data of all classes throughout the session.

A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.

Our children across the school are very happy, confident and achieve well. They show pride in their school and their own personal achievements.

Our pupils are encouraged to recognise that achievement is not specifically academic, but also takes into account their achievement across the four contexts of learning.

Our Long established links with associated nurseries and our local secondary St. Paul's enables enhanced transition opportunities for children with identified needs.

Our Staff are aware of the cost of the school day and take cognisance of this throughout their interactions with families and children. Coupled with the implementation of the nurture principles, staff deliver a holistic approach .

Here is what we plan to improve next year.

Our priorities for development for session 2021/2022 are:

- **We aim to raise attainment in Literacy across all levels using the Literacy for All strategies.** This will be achieved by updating current resources and practices in line with Glasgow's Improvement challenge. Build upon current practice to embed Literacy for All Reading Strategies, and implement Routes through Writing Programme across all levels. Literacy for All Listening and Talking strategies will be piloted by our LfA CLoL. .LfA trackers will be used during planning, tracking and monitoring process.
- We aim to support all children and young people to be caring, responsible and active global citizens with a firm appreciation of God's creation and their duty to develop skills, knowledge and attitudes they need as adults to enjoy living in harmony with others, in a just and sustainable world.
- **We aim to** continue to improve how we meet the learning and care needs of all our pupils by developing St Angela's as a Language and Communication friendly Establishment.

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@st-angelas-pri.glasgow.sch.uk

Our telephone number is: 0141 638 9646

Our school address is: 227 Glen Moriston Road, G53 7HT.

Further information is available in: newsletters, the school website, the school handbook, class Seesaw accounts and our school twitter @St_Angelas_Pri

OFFICIAL