



Glasgow City Council
Education Services
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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:

1. Key developments (leadership of change) Q1 1.3

Our Catholic ethos permeates all aspects of school, spiritual, academic and social life.

As a result of the collaborative refresh of our Vision, Values and Aims, almost all of the school community have a sense of ownership of these values and display our FAMILY values on a daily basis. Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality. As a school we have an awareness of the social and economic context for our learners and are moving towards becoming more culturally responsive to our community.

Senior leaders have created a culture in which change is well informed with a clear focus on positive outcomes for learners. Senior leaders consider the pace and direction of change. Time has been allocated to collegiate learning, planning and self-evaluation so that all members of school community can contribute to school improvement.

Staff at all levels are committed to implementing change with a positive outcome for our learners. Staff are well informed of the socio-economic factors affecting our learners and aim to provide equity for all. Effective strategies and processes have been implemented to monitor and evaluate the impact of these changes for our learners. Through ongoing and programmed self-evaluation, all staff are provided with the opportunity to reflect and develop our practice.

2. Developments in learning and teaching and assessment QI 2.3

As a result of ongoing quality assurance most learners are actively engaged and motivated in their learning. The majority of pupils interact well during activities. For most learners, they are reasonably supported and challenged where appropriate. All learners have access to digital technologies and staff have a good awareness of using this to support pupils learning and engagement. All pupils have been given the opportunity to contribute to the wider life of the school, and all classes are represented in pupil committees linked to our improvement priorities. Our teaching is underpinned by our FAMILY values. As a school with varying learning environments, we encourage adaptability and creativity in our teaching approaches. As a school we are working towards a consistent methodology in line with Glasgow's Pedagogy, the majority of staff have developed their practice when providing differentiated learning for our learners, effective use of assessment and the utilisation of Learning Intentions and Success Criteria. We observe children and triangulate with data to provide well timed and appropriate interventions.

Assessment is integral to our planning of learning and teaching. All assessment evidence is primarily used as a diagnostic tool to inform next steps for our learners. Through the effective use of L.I and S.C, we have improved our ability to assess our learners. The majority of staff understand the varying forms of assessment, Holistic, Periodic, ongoing and standardised. Through moderation within our school, with Darnley Primary and in our Learning Community we are developing a shared understanding and expectation for standards to be achieved.

We plan robustly in varying forms through out the session. Collegiate planning is facilitated by SLT to ensure consistency and progression within stages. Almost all teachers have well developed skills of data analysis which are focused on improvement. Alongside curriculum planning, we plan for pupils facing additional challenges, fir example Additional support needs, young carers, looked after children and those facing financial hardship. Through robust tracking and F.S.A meetings, data is interrogated to inform next steps for all.

3. Progress in promoting well-being equality and inclusion QI 3.1

Wellbeing has been at the heart of our school improvement Journey since 2022, as a result all staff place a key emphasis on the wellbeing of our learners. Through increased awareness of SHANNARI, staff are becoming more skilled in supporting pupils wellbeing. The utilisation of the PATHS program across the school has provided a consistent approach to pupil wellbeing. Effective use of the GMWP has allowed for diagnostic data to be gathered and appropriate interventions to be put in place. The collaborative development of the St Angela's Relationship policy has evidenced a consistent approach to supporting relationships with peers and staff

We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

Inclusion is at the heart of our FAMILY values. It is expected that all learners are included, and engaged in the life of the school.

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

The school is striving to celebrate cultural 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.

Pupil committees allows us empower pupils to develop their skills in citizenship and responsibility. We aim to 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.

4. Progress in children's learning /raising attainment and recognising achievement QI 3.2

The majority of children and young people are attaining appropriate levels and a few have exceeded these. Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. As a school we are focused on closing the gaps created by deprivation and pupils with English as an Additional Language.

Increased confidence in teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment. Challenge leaders of learning (CLOL) continue to support all staff in ensuring high standards of teaching and learning in Literacy and Numeracy, with the key aim of raising attainment

Processes are now in place to track all pupils attainment over time. Good progress is demonstrated through robust tracking of attainment over time in literacy, numeracy and most recently HWB. The schools data demonstrates our learners are making good progress. This data has allowed staff to forensically examine the trends on cohorts and individual pupils, intervening where appropriate.

Overall our learners are successful, confident and have the opportunity to contribute to the life of the school. We continue to develop our learners opportunities to engage in wider curricular areas and gain wider achievements outside of school, and to contribute to the wider community.

We are focused on raising attainment for all our learners, in particular those that are facing barriers through socio, economic or cultural barriers. All staff demonstrate a sound understanding of individual children's needs and staged intervention and implement strategies to support equity for all.

Investment has been made in appointing 2 SFLW across the school. One with the aim of closing the poverty related attainment gap, and the other with raising attainment for our EAL learners.

Here is what we plan to improve next year.

We aim Increase practitioner knowledge, confidence and skills in delivering Glasgow's Pedagogy. We will continue the CEP to ensure high quality teaching and learning.

We aim to increase practitioner knowledge, confidence and skills in supporting pupil and staff wellbeing. This will be achieved through the creation of a system to plan, track and evidence Health and Wellbeing across the school, gaining accreditation for our work on Anti Bullying (Respect Me), and continuing our work on inclusive practice across the curriculum.

Finally we aim to Increase engagement and participation of pupils and families. Through becoming more culturally responsive, creating further opportunities to engage our families more and by achieving our rights respecting gold status.

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.

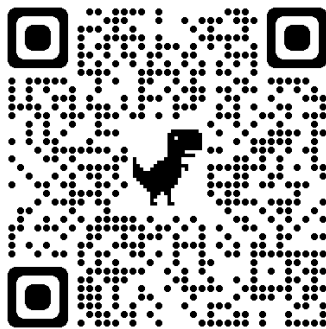
The contact e-mail address is: **headteacher@st-angelas-pri.glasgow.sch.uk**

Our telephone number is: **01416389646**

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

Further information is available on our school website, here you will find our School Improvement Plan, information from our Parent Council and general information.

<https://blogs.glowscotland.org.uk/glowblogs/stangelas/>



St Angela's Primary Improvement Priorities



2023 - 2024



1. *Increase practitioner knowledge, confidence and skill in delivering Glasgows Pedagogy*



Assessment



**Active &
Collaborative
Learning**



**Questioning &
Feedback**

2. *Increase practitioner knowledge, confidence and skills in supporting pupil and staff wellbeing*



Anti-bullying



**Planning,
tracking and
evidencing HWB**



CHILD
INCLUSION
RESEARCH INTO
CURRICULUM
LEARNING
EDUCATION



**Inclusive
practice**

3. *Increase engagement and participation of pupils and families.*



**Developing our
cultural
responsiveness**



**Continue our
Rights Respecting
Journey**



**Engage
families more**