



St Angela's Primary School and Nursery Class Standards & Quality Report Session 2023 – 2024

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2023 - 2024 and to share our improvement priorities for 2024 - 2025. 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.

Our achievements and improvements 2023 – 2024

St Angela's Primary School and Nursery Class is a denominational School in the South of the City. It has approximately 360 pupils in the Primary School. We have 18.2 Full Time Equivalent Teachers (FTE), 1.0 FTE English as an Additional Language Teacher and 8.4 FTE Support for Learning Workers.

1. Key developments (leadership of change) QI 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, economic and cultural 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.

Through strong and emerging links with the parent body, we have seen an increase in family and parental engagement in session 23-24. This has been strongly supported by the work of the Parent Council, specifically the SALTIRE group, who have supported the pupils and families of St Angela's immensely.

As a school we have been accredited as a Rights Respecting Silver School, due to the emphasis we place on the right of the child. We aim to continue this journey, culminating in a Rights Respecting Gold accreditation in the future.

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, for example Additional support needs, EAL learners, 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.

In session 23-24, our average attendance for the session was a healthy 92%. The majority of our non-attendance is through term time holidays. We are pro-actively focusing on the reduction of such attendances, and supporting families to understand the benefit of increased attendance. In session 23-24 we had one exclusion.

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. Our Principal Teachers

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.

Through engagement with the Social Enterprise Academy, all of our pupils were exposed to the opportunity for entrepreneurship and creativity. This culminated in our Dragons Den event, supported by our local partners and parent body.

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. The majority of pupils received wider achievement recognition in session 23-24, and this will continue to be a focus in session 24-25.

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.

Our improvement plan priorities 2024 – 2025

1. We aim to Increase practitioner knowledge, confidence and skills in delivering Glasgow's Pedagogy by **enhancing the quality of learning and teaching across St Angela's utilising Glasgow's Pedagogy**
2. We aim to Increase practitioner knowledge, confidence and skills in supporting pupil and staff wellbeing through inclusive practices through **effective use of pedagogical interventions and the appropriate use of resources to meet learners needs**
3. Increase engagement and participation of pupils and families. **Increase levels of family engagement and family learning in order to improve outcomes for families.**



St Angela's Primary Improvement Priorities 2024- 2025

1 We aim to improve **teaching and learning** by.....

- asking better questions
- improving the quality of our Religious Education
- Using evidence to raise attainment in individual classes

2 We aim to expand our **inclusive practices** by.....

- focusing on how adults interact with children
- supporting our Dyslexic learners
- supporting our EAL learners
- ensuring that all cultures are celebrated

3 We aim to engage more **families** by.....

- giving our pupils the chance to create their own targets
- ensuring a rights based approach across the school community
- offering opportunities to engage our families, particularly those that are new to the school/country

Welcome



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

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/>

