

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.

The context of the school
<p>St Angela's Primary School and Nursery Class is a denominational School in the South of the City. It has approximately 350 pupils in the Primary School. We have 18.2 Full Time Equivalent Teachers (FTE), 1.0 FTE English as an Additional Language Teacher and 6.2 FTE Support for Learning Workers. 17% of our pupils live in SIMD 1 and 2. 19% of our pupils are registered for free school meals. 62% of our pupils have English as an Additional Language</p>
Our achievements and improvements 2024 – 2025
<p>Our Catholic ethos permeates all aspects of school, spiritual, academic and social life.</p> <p>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 daily. 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.</p> <p>1. <u>Key developments (leadership of change) QI 1.3</u></p> <p>In October 2024 we welcomed colleagues from Glasgow City as part of a Collaborative Improvement Visit. This visit was an opportunity to externally validate how effectively we meet learners needs. During this visit, Leadership of Change was highlighted as Very Good. Further information on this visit can be found in section 2.</p> <p>As part of our improvement priorities, Target Setting for pupils and families was a key component. At regular points throughout the year, families were afforded time to set targets for their child. These targets were based on the planned learning for the term, and were reviewed at both Parents' nights. The uptake from parents was good, however we aim to increase engagement from parents this session.</p> <p>Family Learning continued to be an improvement priority for the school. A strategic programme of family learning events, supported by St Angela's Parent Council resulted in well attended events, with positive feedback from participants.</p> <p>2. <u>Developments in learning and teaching and assessment QI 2.3</u></p> <p>The Collaborative Improvement Visit highlighted areas of strength across the school in terms of learning and teaching. Our Learning Environment, Transitions, Quality of Teaching, Personalised support, Equity for learners and our pupil's application were highlighted as key strengths. Further areas for development in terms of differentiation, pupil challenge and pupil engagement will be carried into this year.</p> <p>Within Learning and Teaching, Questioning was a key priority last session. Utilising "Glasgow's Pedagogy" and through collaborative collegiate working, we focused on creating an effective, inclusive and equitable learning environment. This environment is one that activates understanding and thinking, focusing on the development of learning. We feel we have been successful in encouraging children to take control of their learning and become life-long learners. We now focus on why and how questioning is used to support learners' progress.</p> <p>In Line with the Archdioceses of Glasgow's improvement priorities, we focused on the quality of Teaching RERC across the school. This allowed an opportunity to reflect on the delivery of RERC and ensuring that these lessons are of a high quality, similar to other curricular areas.</p>

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

In June 2025, St Angela’s was validated as a Language and Communication Friendly Establishment (LCFE). Areas highlighted within this validation stated that: *there was an abundance of opportunities for children to engage in discussion and feedback. Children clearly expressed that they felt their voices were listened to and valued. Relationships with families and wider community were noted as a clear strength, which was evident in how well the staff in St Angela’s knew their children and their unique needs. While universal adaptations met many of children’s needs, the use of individualised resources e.g. sensory toys was normalised and destigmatised. Consistent, high quality adult talk that was conducive to good communication development. Teachers’ and support staffs’ approaches meant that classrooms were calm and orderly, and children’s engagement with their learning was universally high.*

Areas for development focused on ensuring that we sustain the high-quality practice that was evident. Ensure that the physical environment is consistently monitored and to continue to engage with families to support our children.

Last session we were awarded the Rights Respecting Gold award, this aware focuses on the schools ability to enact the UNCRC and ensure children’s rights are at the heart of all decisions in the school. Strengths of this accreditation stated that our children *were very articulate and they showed good knowledge and understanding of rights. The extent to which right and and rights respecting language are embedded in day to day life. Our commitment to children’s rights from leaders at all levels tied into the vision and values of the school. Excellent use of charters across the school and that pupils were keen to share opinions and were positive about how they can make a difference in school.*

Supporting Dyslexic and EAL learners has been a key priority this session. We now have a robust assessment profile to assess for dyslexia, and all teachers have been trained on supporting dyslexic learners. We have aimed to increase the attainment of our EAL learners this year, and our attainment data for EAL learners shows an increase in attainment levels of EAL learners.

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

As part of our school improvement priorities, we focused on evidence-based interventions at classroom level. This involved analysing the attainment of each individual class and ensuring that actions were taken to address any identified gaps. Through effective tracking meetings, and Fact, Story, Action dialogue, all classes were able to identify areas for development within each class.

Most children are attaining the National Standard across all curricular areas and across all stages within the school. We have seen average increase of 2% of attainment levels across curricular areas compared to Session 23-24.

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 school’s 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

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.

Attendance and Exclusion data

Our average attendance percentage for session 2024- 2025 session was 91%.

We had no exclusions in session 2024-2025.




Our improvement plan priorities 2025 – 2026



St Angela's Primary School Improvement Priorities 2025-2026



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

 using our reading skills to write better	 becoming more skilled at self and peer assessment	 getting better at project based learning
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2. We aim to expand our **inclusive practices** by . .

 supporting our EAL learners	 becoming skilled in restorative approaches	 being proactive against racism	 learning Makaton
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3. We aim to **engage our pupils and families** by . .

 reviewing our curriculum	 increasing challenge and engagement	 learning purposefully whilst using digital devices
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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/>

