

St Angela's Primary School Standards & Quality Report Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. 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
St Angela's Primary School is a denominational school serving the Roman Catholic community of Darnley in the south of Glasgow. The school school roll is 340 children taught across 13 classes. One fifth of children live in Scottish Index of Multiple Deprivation data zones 1 and 2. 70% of children require additional support with their learning. This includes children for whom English is an additional language (EAL). The school leadership team comprises of the headteacher, two depute headteachers and two principal teachers.
Our achievements and improvements 2025 – 2026
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 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. <u>Key developments (leadership of change) QI 1.3</u> Our Catholic ethos permeates all aspects of school life, shaping our spiritual, academic and social experiences. Following the collaborative refresh of our Vision, Values and Aims, almost all stakeholders demonstrate a strong sense of ownership of our FAMILY values, which are evident in daily interactions and relationships across the school community. The January 2026 HMIE inspection recognised the school's strong leadership culture, highlighting the positive relationships between staff and children, the effective use of attainment data to identify strengths and next steps, and the strong partnerships developed with parents, the parish and community partners. Inspectors also recognised the highly collaborative approach taken by senior leaders and staff, supported through relevant professional learning and a shared commitment to continuous improvement. We have continued to strengthen distributed leadership across the school, ensuring staff are actively involved in leading improvements. We recognise the importance of becoming increasingly culturally responsive and inclusive, reflecting the diverse social, cultural and economic context of our community. Moving forward, we will strengthen our approaches to evaluating the impact of targeted interventions, including those funded through Pupil Equity Funding, to demonstrate more clearly how our actions reduce attainment gaps and improve outcomes over time. <u>Developments in learning and teaching and assessment QI 2.3</u> Learning and teaching across the school is characterised by positive relationships, supportive learning environments and high expectations for behaviour and achievement. Almost all children engage well in their learning, remain focused in lessons and collaborate effectively with their peers. Teachers consistently apply the school's Learning and Teaching Policy, providing clear explanations, sharing learning intentions and using questioning effectively to assess understanding and build on prior learning. Learners benefit from a wide range of engaging experiences including outdoor learning, community-based learning and the effective use of digital technology. Digital learning continues to be a strength, with all pupils using technology confidently to support research, creativity, communication and problem solving. There has been a continued focus on collegiate professional learning, with staff working collaboratively to reflect on and improve classroom practice. Play-based learning remains firmly embedded within P1, providing an effective balance between teacher-directed and child-led experiences. Staff are beginning to develop more enquiry-based approaches which will further support learner independence and critical thinking.

A robust assessment calendar provides consistency across the school and supports effective tracking and monitoring of progress. Teachers use a range of assessment approaches, including standardised assessments, to identify strengths and barriers to learning. As a result, interventions are increasingly targeted and timely, supporting the needs of most learners.

In line with HMIE recommendations, we will continue to strengthen approaches to literacy learning and teaching, ensuring greater consistency and impact across all stages.

Progress in promoting well-being equality and inclusion QI 3.1

Inclusion remains central to the work of the school. Staff have a strong understanding of individual learner needs and work effectively to remove barriers to participation and achievement. Almost all children who require additional support, including those with English as an Additional Language, make good progress towards their learning targets.

Professional learning in nurture, trauma-informed practice, bereavement support and inclusive approaches continues to enhance staff capacity and confidence in meeting learners' needs. Universal supports are strong, and teachers work closely with support staff to implement targeted interventions for identified groups.

A significant focus this year has been strengthening support for dyslexic learners and learners with English as an Additional Language. All staff have undertaken professional learning to support dyslexic learners, and a robust assessment profile has been established to support early identification and intervention. Our attainment data indicates improving outcomes for EAL learners, demonstrating the positive impact of targeted support and high-quality classroom provision. Relationships across the school are characterised by respect, care and inclusion, ensuring children feel safe, valued and supported in their learning.

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

Overall attainment in literacy and numeracy remains good, with most children achieving nationally expected Curriculum for Excellence levels. Most children continue to make good progress in literacy, English, numeracy and mathematics.

The school's robust approach to the analysis of quantitative and qualitative data enables senior leaders and staff to identify strengths, trends and areas for improvement. This analysis identified reading and writing as areas requiring further development. In response, a new approach to the teaching of reading has been introduced. Early evidence suggests improvements in reading fluency and vocabulary, and senior leaders are continuing to monitor the impact of this work carefully. Staff have a strong understanding of the social and economic context of the school and use this knowledge effectively to reduce barriers to participation. Initiatives including SALTIRE, the pre-loved uniform bank and subsidised learning experiences support equity and ensure children are able to participate fully in school life. Pupil Equity Funding has been used effectively to support targeted interventions in literacy, numeracy and health and wellbeing. Moving forward, a greater focus will be placed on measuring and evidencing the impact of these interventions on closing identified attainment gaps.

Achievement is celebrated effectively through assemblies, displays and the Celebration Café, helping children develop confidence, self-esteem and a strong sense of belonging. Children further develop leadership, communication and teamwork skills through participation in groups including SALTIRE, Culture, Equalities, Playground and the Junior Leadership Team. The next stage of development will be ensuring leadership opportunities are available to all learners across the school. St Angela's Primary School and Nursery Class continues to demonstrate a strong commitment to inclusion, equity and continuous improvement. The positive findings from the January 2026 HMIE inspection affirm the effectiveness of our collaborative culture, strong partnerships and learner-centred approaches. Priorities for the next phase of improvement include strengthening literacy outcomes, enhancing evidence of the impact of targeted interventions and extending leadership opportunities for all children while continuing to uphold our strong Catholic ethos and FAMILY values.

Attendance and Exclusion data

Our average attendance percentage for session 2025- 2026 session was 90%.
We had no exclusions in session 2025-2026.

Our improvement plan priorities 2026 – 2027



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/>