

curriculum for excellence



# ST. CADOC'S PRIMARY

## STANDARDS AND QUALITY REPORT

### 2024.25



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Faith Aspiration Resilience Respect





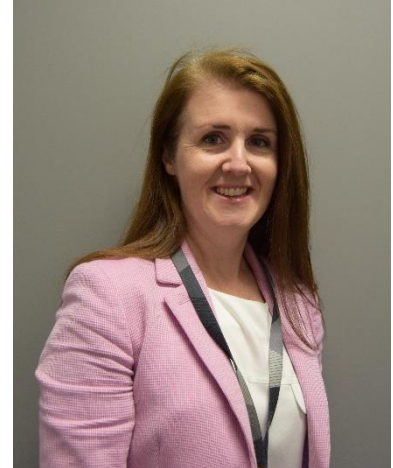
## Message from the Headteacher

I am pleased to present St. Cadoc's Standards and Quality Report for session 2024/25. This report outlines the progress we have made over the past year, highlights key achievements across the school and sets out our priorities for the year ahead.

At St. Cadoc's, our focus remains on delivering high-quality learning and teaching within a strong ethos of faith, inclusion and community. This year has seen important developments in literacy, numeracy and interdisciplinary learning, as well as improvements in outdoor play, health and wellbeing and wider opportunities for our pupils.

I would like to thank our staff for their hard work and commitment and our families and parish community for their continued support. Most importantly, I am proud of our pupils, whose effort, participation and enthusiasm are central to the life of our school.

Looking ahead, we are committed to building on this year's progress and working together to ensure every child at St. Cadoc's continues to achieve and thrive.



A handwritten signature in black ink on a yellow background, which appears to read "K. Fuleo".



## Context of the School

St. Cadoc's is a denominational primary school situated in the heart of the Cairns Estate in Halfway, Cambuslang. In session 2024/25 we had a roll of 140 pupils across six classes, including two straight classes at Primary 1 and Primary 7, as well as four composite classes: P2/3, P3/4, P4/5, and P5/6. The school's senior leadership team comprises of a Head Teacher and one Principal Teacher.

At St. Cadoc's, our strong ethos of faith, inclusion and community lies at the heart of all we do. We foster a welcoming, respectful environment where every child feels valued, heard and supported. Our open-door policy and nurturing approach reflect our commitment to supporting the emotional, social and academic wellbeing of every pupil. We have well-established nurture spaces and trained staff who provide consistent, compassionate support to children who require help with emotional regulation and social development.

Following a recent whole-school consultation, we refreshed our school vision and values to ensure they reflect our collective aspirations and beliefs.

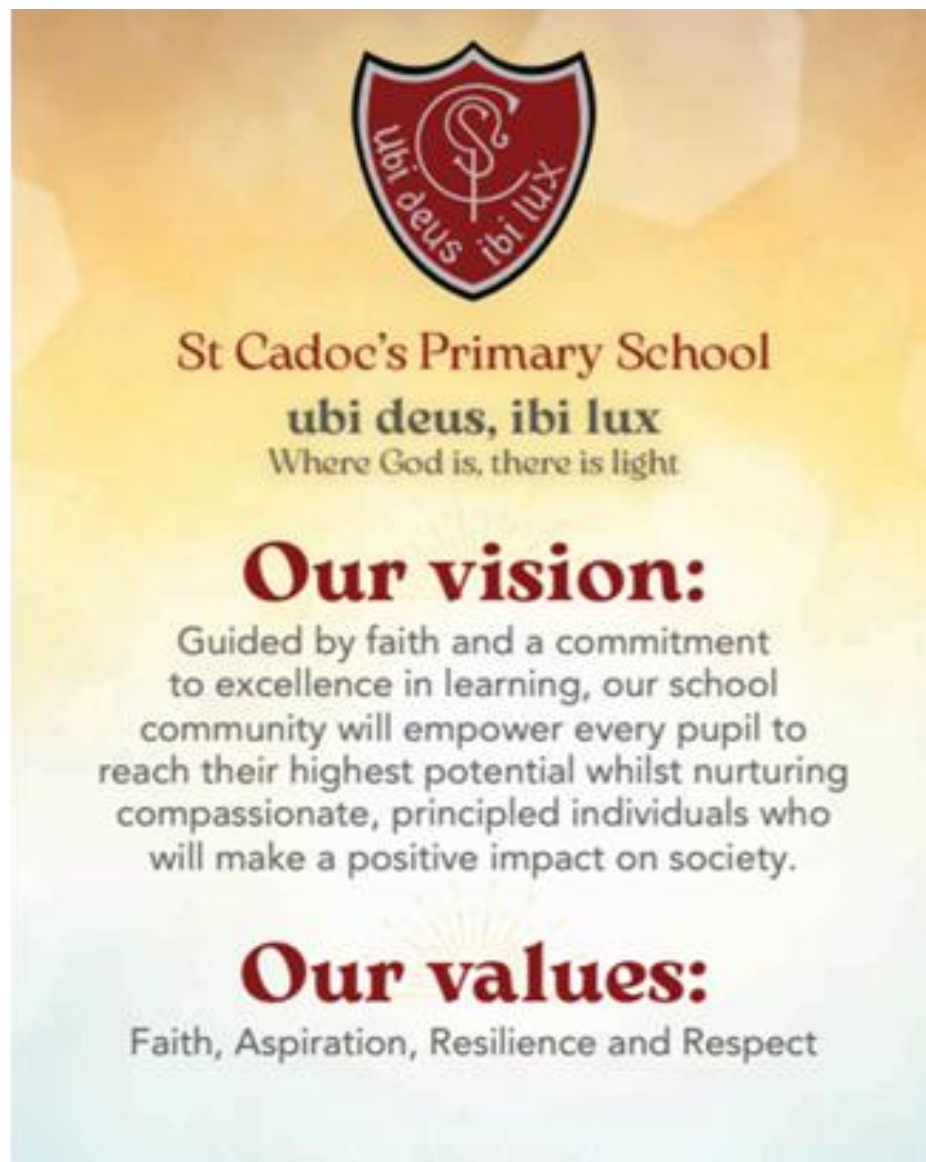
Our recently redeveloped Curriculum Rationale has been designed to provide all learners with breadth, depth and relevance, whilst placing our Catholic faith and school values at the heart of every learning experience. It reflects our commitment to pupil voice, real-life contexts for learning and key global themes such as sustainability, children's rights and equalities. Digital learning is a key feature, with every pupil having access to a personal digital device allowing digital technology to be used both as a tool to enhance learning across the curriculum and to develop core digital skills that prepare our learners for life in an increasingly digital world. As part of this enriched curriculum, pupils from P2 to P7 benefit from weekly Mandarin lessons delivered by native speakers, as we serve as the Primary Confucius Hub for the Trinity Learning Community.

Learners also take part in a wide range of experiences beyond the classroom, including educational visits, a residential trip for P7 and meaningful interdisciplinary projects.

We are confident in our ability to identify and respond to the needs of our learners. Our quality assurance processes ensure that progress and development are closely monitored, allowing us to provide timely support and appropriate challenge throughout the year.

Pupil voice and leadership are central to life at St. Cadoc's. All pupils have the opportunity to contribute to school improvement through Pupil Voice groups and leadership roles appropriate to their stage. We believe that involving children in decision-making helps them develop confidence, responsibility and a sense of belonging.

We maintain close links with local nurseries and Trinity High School to support smooth and successful transitions into and out of primary education.





# Highlights of 2024.25

## Promotion of health and wellbeing and improved outdoor play opportunities

Our partnership with OPAL (Outdoor Play and Learning) supported our development of our playground spaces. Our participatory budget, along with donations from the school community, enabled exciting new resources to be purchased for pupils to enjoy.

Our whole school health and wellbeing day enabled pupils to experience a wide variety of sports and activities delivered by experts followed by a whole school community Zumba session. This year we also welcomed Oban and Harris, our school wellbeing guineapigs!



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## Faith development

From Sacramental Preparation to diocesan Jubilee celebrations, this year provided many opportunities for our pupils to deepen their understanding of their faith and



develop their spiritual awareness. Our monthly School Community Mass in support of the Wellspring Project has regular attendees who support the parish and represent our school beautifully. Our Missio Champions led a Cake

and Candy event to raise funds for those less fortunate than ourselves whilst our Pope Francis Faith Award pupils led our Lenten Stations of the Cross.



## Partnership working with Cairns Primary



Our Primary 7 pupils joined Cairns pupils throughout the year for a P7 funrun, a STEM science day and for their annual joint Nil by Mouth programme.



## Developing reading for pleasure



Events throughout the year such as A Book and A Blether and our World Book Day celebrations allowed us to celebrate and promote the benefits and joy of reading. Paired reading took place throughout the school year between older and younger stages and our P1-3 pupils took delivery of Book Bags. Our incoming P1 pupils all received their own storybook as part of their transition from nursery to St Cadoc's.



## Extra-curricular experiences

Pupils experienced a wide range of extra-curricular activities including swimming lessons, coaching from a range of sports specialists and educational visits. Our P7 residential trip was a huge success on one of the hottest weeks of the year. Our end of year school trip to The Five Sisters Zoo was also a highlight.



This year we even had a visit from Radio Clyde with a Cool Ride to School on the Bonkers Bus for a group of lucky pupils!



We also featured in the Daily Record after our Primary 5.6 class were given the opportunity to appear on stage with



Denis the Menace and the comic authors at a Beano event at the Royal Concert Hall. The children had an unforgettable experience and were each given their own signed copy of the latest Beano book.



As always, our annual visit from Santa a very special event enjoyed by all ages!



# 2024.25 Improvement Priorities

## Priority 1: Improve attainment in writing

<b>NIF Priority (select from drop down menus)</b> Improvement in achievement, particularly in literacy and numeracy. <b>NIF Outcome</b> Closing the attainment and achievement gap Staff and SLT driving excellent LTA skills, esp. for learners with ASN	<b>SLC Priority (select from drop down menus)</b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy  Support children and young people to develop their skills for learning, life and work	<b>SLC Stretch Aims</b> ACEL Primary – literacy – P1, P4 & P7 combined <a href="#">Choose an item.</a>	<b>HGIOS?4 QIs (select from drop down menus)</b> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 2.2 Curriculum <b>HGIOELC QIs (select from drop down menus)</b> Choose an item. Choose an item. Choose an item.
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### Progress and Impact:

Over the past year, we have seen good progress in writing across the school. Pupils are becoming more confident, skilled, and creative writers and this is reflected in the improvements across stages. A key part of this success has been the continued use of the *Talk for Writing* approach.

Our teachers have worked closely together to ensure consistency in how writing is taught and assessed. Staff have met across the Learning Community to moderate and share good practice. They have also had the opportunity to take part in wider writing assessments through a national project with No More Marking. This has confirmed that our children are performing strongly and making great progress.

We are very proud of the gains our pupils have made. Their enthusiasm for writing is growing all the time and we look forward to building on this success in the year ahead.

### Next Steps:

We are focused on building on the good progress already made in writing. We will take part in training in poetry writing to help pupils develop creativity and confidence across a wider range of genres.



## Priority 2: Improve attainment in numeracy

<b>NIF Priority (select from drop down menus)</b> Improvement in attainment, particularly in literacy and numeracy. <b>NIF Driver</b> Curriculum and assessment Teacher and practitioner professionalism	<b>SLC Priority (select from drop down menus)</b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy  Ensure inclusion, equity and equality are at the heart of what we do	<b>SLC Stretch Aims</b> ACEL Primary – Numeracy – P1, P4 & P7 combined <a href="#">Choose an item.</a>	<b>HGIOS?4 QIs (select from drop down menus)</b> 2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Raising attainment and achievement <b>HGIOELC QIs (select from drop down menus)</b> 2.3 Learning teaching and assessment 3.2 Securing children's progress 2.2 Curriculum
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### Progress and Impact:

Over the past year we have continued to focus on strengthening numeracy and maths across the school.

Some families have been involved in supporting this area of learning. Our *Happy N Healthy Maths* programme gave parents and carers practical ways to help their children at home and feedback was very positive. Parents reported feeling more confident in supporting their child's numeracy development, which is already having an impact on learning.

Several staff members have undertaken training in Maths Recovery approaches. This has given them additional tools to support pupils and feedback from staff shows that this is a useful addition to classroom practice.

Alongside this, our school has been part of wider work with Education Scotland, trialling a new *Maths Self-Evaluation Toolkit*. This has allowed us to reflect carefully on our current practice and identify the most effective ways to develop teaching and learning in maths.

### Next Steps:

Next year numeracy will be a key focus in our school improvement plan.

After exploring different approaches, we are delighted to be working with *ARK Mathematics Mastery*. It will be introduced in three stages next session, beginning in Primary 1, Primary 2 and Primary 5.6.

Our Principal Teacher and Head Teacher will also be undertaking specialist training in mathematics leadership.

## Priority 3: Reimagine our curriculum through a project-based IDL approach

<u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <b>NIF Driver</b> Curriculum and assessment School and ELC improvement	<u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work  Empower learners to shape and influence actions on sustainability and climate change	<u>SLC Stretch Aims</u> <a href="#">Choose an item.</a> <a href="#">Choose an item.</a>	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 3.3 Increasing creativity and employability <a href="#">Choose an item.</a> <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 3.3 Developing creativity and skills for life and learning <a href="#">Choose an item.</a>
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### Progress and Impact:

This year we have made good progress in developing Interdisciplinary Learning (IDL) across the school. A new framework has been created which brings together important themes such as Children's Rights, Sustainability and Equalities and encourages pupils to explore their learning through Big Questions. Pupils have told us that this approach has made learning more engaging and enjoyable. It ensures that the principles of curriculum design are evident and that key themes in Scottish Education are embedded in meaningful ways.

Through assemblies and IDL projects, pupils have explored sustainability and the United Nations Convention on the Rights of the Child (UNCRC). Faith leadership has also continued to flourish, with pupils proudly taking on new roles. This year twenty children achieved the Pope Francis Faith Award, ten became Mini Vinnies through the St Vincent de Paul youth initiative and five were commissioned as Missio Champions.

This year we have also implemented the *Outdoor Play and Learning (OPAL)* project. The transformation in the quality of play has been remarkable, with children showing increased creativity, problem solving and teamwork during playtimes. A more positive playground atmosphere has emerged, with pupils taking ownership of play through regular assemblies and discussions on safety, risk and respect. Our zoned playground now offers spaces for travel, den building, digging, creativity and large loose parts, providing children with rich opportunities to learn and play together.

### Next Steps:

We will continue to build on the progress made in developing Interdisciplinary Learning (IDL) through collaboration with two other primary schools. Staff will work together to explore best practice in this area.

# Our 2025.26 Improvement Priorities

**Priority 1:** Continue to improve attainment in writing

**Priority 2:** Continue to improve attainment in numeracy and maths

**Priority 3:** Deepen consistency, collaboration and quality in IDL

**Priority 4:** Improve nurture and attachment-based practices

