**Establishment Name**

**Standards & Quality Report**

**Session 2024 – 2025**

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.

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|  | **The context of the school** |
|  | **Swinton is a non- denominational school situated in Baillieston in the East End of Glasgow. During the session 24/25, the school had 9 classes. There is currently a roll of 226 pupils.**  **We have a SIMD of 22% Quintile 1, 23% Quintile 3 and 53% Quintile 4. 19% registered for Free School Meals. 34% of our children have one or more Additional Support Need. 3% pupils have English as an Additional Language.**  **Children entering primary 1 come from a variety of nurseries in the local area, as well as further a field.**  **We have strong links to Bannerman High School, to which most of our children transfer at the end of Primary 7.**  **Our Parent Group support development work and fundraising events to support pupils’ learning experiences.**  **Staff and pupils enjoy a happy, positive relationship and it takes a very short time for new pupils and families to become known to the others, and each child is known by name to all staff.**  **Our values are Respect, Happiness, Responsibility, Care and Trust. We are very proud to be recognised by UNICEF as a Gold Rights Respecting School.** |
|  | **Our achievements and improvements 2024 – 2025** |
| * Our new Curriculum Rationale was created, which incorporated the views of Parents, Pupils and Staff. It reflects Swinton’s unique strengths and how our curriculum promotes development of the whole child. * We were recognised by UNICEF as a Gold Rights Respecting School. Strengths recognised were: children see themselves as global citizens, there are consistent messages about rights and respect and excellent knowledge of rights across the school community. Nearly all pupils felt they could make positive changes locally and globally. Learning and exploring equalities, inequalities and discussion of themes such discrimination helps positively shape our pupils’ views. * Our Rights group have worked hard to set up the Swinton Food Pantry. The pantry is regularly restocked for our local community to enjoy the right to nutritious food. * Pupil voice is strong across the school, with most pupils knowing their views are sought, valued and acted upon. All children have regular opportunities to make choices in their learning. Learning and teaching visits by Senior Leadership Team showed nearly all children were engaged in their learning. Pupil leaders feel strongly they have ked to positive change in school. * At Swinton, children’s social and emotional wellbeing is a priority. Nearly all pupils surveyed feel included and valued and safe at school. Nearly all families surveyed agreed or strongly agreed the school supported their child’s emotional wellbeing. * All families who responded to our recent How Good Is Our School survey agreed or strongly agreed they feel comfortable approaching the school with questions, suggestions and/or a problem, that the school was well led and managed and their child was treated fairly and with respect. * Pupil Equity Funding targeted nurture support within our Beech Room helped children develop social and emotional skills. * We improved how we involved pupils and families in decision making and planning support – all learners and families agreed the plan of support helped the pupil make progress in relation to their wellbeing. * Following training for all teachers as part of school’s improvement priorities, all classes from P4 onwards are using the Write on Track model to develop their understanding of sentences. Development work has led to a positive effect on children’s writing – children are more engaged and sentence writing is improving. More children are enjoying writing following the development work and can explain how they can improve their writing. * Pupils’ achievements in and out of school are recognised, tracked and recorded. Nearly all children recognise and can describe their wider achievement. Those not attending clubs or opportunities out with school life are provided opportunities through partnership with Active Schools or through the life and ethos of the school and staff/pupil led clubs.   A green board with a stuffed animal and leaves  AI-generated content may be incorrect.   * Pupil Equity Funding supported phonics and early reading developments leading to most children achieving at Early Level at Reading, Writing and Talking and Listening. * For P1, P4 and P7 combined, most children achieved the expected Curriculum for Excellence Level of Literacy and Numeracy * Pupils regularly enjoy learning outside of school, both in our school grounds and in our city. All classes enjoyed a trip to venues across the city, including Riverside Museum and the Glasgow Science Centre. P7s enjoyed their residential trip to Blairvadach. All children who attended could explain the positive impact the week has on them and challenges they have overcome. Rookie Rockstars worked with all children through songs to discuss and explore wellbeing messages including anti-bullying, resilience and resolving conflict. Half of the pupils then chose to perform a concert of these songs to families and friends. |
|  | **Attendance and Exclusion data** |
|  | Swinton continues to maintain a strong, inclusive ethos, as reflected in the zero exclusions and 93.4% attendance recorded during 24/25 school session. Our proactive approaches to promoting positive relationships along with our knowledge of pupils and families and team working provide early interventions and targeted support where needed. |

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|  | **Our improvement plan priorities 2025 – 2026** |
| * Engagement, Participation and Inclusion – Increased opportunities for high quality and inclusive learning embedded in every classroom * Achievement & Progress: Improve reading and writing at First Level and Second Level   Please see our School Improvement Plan on our School Website for more details |

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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) | Very Good |
| Raising Attainment and Achievement (QI 3.2) | Good |

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|  | **How to find out more about our school** |
| Contact us directly if you require further information about our school or if you wish to comment on this report.  Our contact e-mail address is: headteacher@swinton-pri.glasgow.sch.uk    Our telephone number is: 0141 7711776  Our school address is: 2 Rhindmuir Road, Glasgow, G69 6AZ  Further information can also be found on our school website. |