



Cardonald Primary School

2024 – 2025

Standard and Quality Report



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.

In Cardonald Primary School we will provide a welcoming and friendly environment, which celebrates the diversity of our community. We are a nurturing school where everyone feels safe, happy and valued and all children are supported to reach their full potential. This is achieved through working together with children, their families and the community and demonstrating our school values of positivity, friendship, respect and cooperation in all we do.



Find out more about our school on our website:

<http://www.cardonald-pri.glasgow.sch.uk/>

and follow us on bluesky -
@cardonaldps.bsky.social



More details on our Curriculum Rationale can be found [here](#).

[Click here to read our school handbook.](#)

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School Context 2024 - 2025

Cardonald Primary is in the South of Glasgow. The school role is 267 and we have 10 classes. 23.2% of children live in SIMD (Scottish Index of Multiple Deprivation) 1 and 2. 8.2% of children have English as an Additional Language. 27.8% of children are registered for Free School Meals.



Positivity

Friendship

Respect

Cooperation



Progress with our School Improvement Plan

Priority 1 Improve tracking and assessment.	Priority 2 Increasing children's attainment in writing	Priority 3 Health and Wellbeing
<p>All staff participated in training on the use of benchmarks and now benchmarks are frequently and consistently referred to during tracking meetings.</p> <p>Increased staff engagement with assessment data has resulted in clearer identification of gaps in learning. This has ensured clear focus for support using resources such as Steps to Sounds, Fluency Bee and dyslexia support to target individuals. It has also informed planning to address whole class areas of development.</p> <p>Teachers worked collaboratively to create phonics assessments linked to our new Phonics programme.</p> <p>All tracking meetings across the school involve Numeracy and Literacy leads and ASN coordinator.</p>	<p>All teachers participated in Write on Track training and are now delivering Write on Track lessons each week.</p> <p>Teachers observed other classes, and all teachers noted high levels of engagement from children during Write on Track sessions.</p> <p>During learning conversations to monitor the impact of Write on Track, almost all children stated they feel Write on Track has helped to develop their writing skills.</p> <p>Almost all children improved on their Write on Track baseline assessment and the number of pupils on track with writing has increased.</p>	<p>All children completed a questionnaire in September 2024 called the Glasgow Motivation and Wellbeing Profile (GMWP). This told us that almost half our pupils would not 'complain if they felt picked on'. In response to this we worked with Pupil Council who presented at assembly encouraging children to ask for help. Next session we will continue to discuss with children who their key adults are and who they feel comfortable sharing with in school. We will continue to use the GMWP twice a year as a way of gaining pupil voice and working with pupils to make improvements.</p> <p>We also raised the profile of Children's Rights in the school and all children can now confidently talk about their rights. We linked this with increasing the profile of our school values across the school and wider community. Our March parent/carer survey showed of those who responded, 99% agreed with the statement 'my child is aware of the school values and regularly demonstrates them in and out of school'.</p> <p>We have both targeted supports (including reading with dogs, Seasons for Growth, various Quarriers Groups, Art Therapy, sensory room and lego club) as well as universal supports for all (including PATHS, emotional check ins, calm corners, outdoor learning and time for play across the school).</p> <p>June's GMWP showed higher averages for almost all questions.</p>

Other achievements we are proud of

- ✓ We joined the Library Campaign to open Cardonald Library working with the local community and meeting a local MP. We were successful!
- ✓ Silver Rights Respecting School Award – you can find out more about our journey to silver and see all the work we do in school on our school website – [RRS Journey to Silver](#)
- ✓ Further developed links with the local community – visiting nurseries, care homes, donating to local foodbanks, working with Clyde College, sharing ideas with Crookston Castle Primary Pupil Council and playing in boys and girls football leagues with local schools.
- ✓ We were awarded a runners up Trade House Citizenship Award for our community links – you can see our submission on school website, [click here](#).
- ✓ Involved in Magma Maths pilot for P5 – 7 which was evaluated across the city as a resource that increases maths engagement and gives opportunity for meaningful and instant feedback on children's work. We plan to continue to use this at second level next session.
- ✓ **Family engagement**
 - of those who responded to our survey 82% said they had been in the school 3 or more times including for open afternoons, school show, family learning sessions, class assemblies and MacMillian coffee morning.
 - All our PI – 3 families who attended Play Along Maths and Fun with Words sessions stated it helped them with supporting their child at home.
 - We ran 10 weeks of after school family activities – yoga, dancing, karate for P2 – 6. Families rated the session very good or excellent.
- ✓ We took part in City of Dance heats, cross country LC event and Super 7s athletics.
- ✓ We went through to City of Dance finals and placed 3rd.
- ✓ Senior pupils have had opportunities to learn violin and drums.
- ✓ A P5 pupil won the NHS Christmas Card Competition.
- ✓ A P6 pupil was a runner up in the maths tales competition ran by Maths Week Scotland.
- ✓ Winner of Glasgow South Walk to School Challenge which was ran in school by our JRSOs.
- ✓ We sourced new school uniform items from a charity organisation and gained funding for PE kit to support all children to have appropriate clothing for school.



Pupil Equity Funding 2024 - 2025

3 days additional class teacher	Additional staffing allows our Principal Teachers who are our Leads in Literacy and Numeracy to have less class commitment. This has allowed them to work with Pupil Leadership groups who support pupils in the younger classes with learning and developing confidence in Literacy and Numeracy, team teach in classes to improve attainment and run parental engagement programmes – Fun with Words and Play Along Maths.
Assessments	Standardised assessments are used to help identify gaps in learning for groups and individuals and then focus our teaching and learning and support on these areas/individuals. Reading assessments are bought in for the year groups who do not have SNSA testing (P2, P3, P5, P6) and maths assessments for P5 and P6.
White Rose Maths	This is an excellent resource that we use as our main maths resource across the school from P1 – P7. This links well with the Glasgow Improvement Challenge pedagogy encouraging the concrete, pictorial, abstract approach and has demonstration videos and many practical tasks and well as linked activities.

Progress in children's learning, raising attainment and recognising achievement

	2022 - 2023	2023 - 2024	2024 - 2025	
Talking and Listening	81%	87%	92%	Session 2022 whole staff Vocabulary training and move to more explicit teaching and awareness of vocabulary across the school
Reading	80%	80%	83%	Over past few years we have invested in novel studies to increase engagement and enjoyment in reading. Introduction of new phonics scheme for early / first level and roll out of new reading resource at second level this session.
Writing	76%	77%	79%	Routes through Writing started in 2021. Evaluation in 2024 recognised gaps in sentence sense. Write on Track was introduced across school in August 2024 to address this and will continue to be embedded consistently next session. Team teaching will continue to support this.
Maths	77%	80%	80%	Concrete, pictorial, abstract pedagogy embedded for several years. Chat that counts introduced and White Rose Maths resource rolled out across school 2022. Magma Maths resource piloted this session and will be used next session at second level. Next session we will begin to use new Glasgow Counts assessments.

Wider achievements

Many upper school pupils and almost all our P7s are involved in leadership groups.

All our P7s achieved a playmaker award, 75% of achieved Gold and 25% silver.

26 pupils are involved in a pupil voice group.

All pupils received at least one school values award or Rights Respector award.

2 thirds of our P6 pupils passed bikeability levels 1 and 2.

Every year group has been offered at least one club either before school, at lunch time or after school.

We celebrate out of school achievements of our pupils at assembly using our 'Golden Box' organised by our Sports Leaders.



	2022 - 23	2023 - 24	2024 - 25
Attendance	91.1%	91.6%	93%
Exclusions	0	2	2



How Good Is Our School 4 Quality Indicator (QI)	Evaluation
Leadership of Change (QI 1.3)	Satisfactory
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

Our Improvement Priorities for Session 2024 – 2025

Achievement and Progress

Increase pupil involvement in their learning by:

- Pupils setting, sharing and reviewing their own learning targets termly.
- Continuing to develop children's ability to self-assessment against success criteria.
- Continuing to develop how we ensure feedback is meaningful to our pupils.
- Evaluating how we tailor assessments to suit individual needs to ensure our children have the best chance of success.
 - Increasing pupil voice in their learning.
- Involving children with individual support plans in their targets and strategies used to support them.



Teaching and Learning

- Linking assessment to say, write, make, do and ensuring it is differentiated to suit individual needs and learning styles.
- Continuing team teaching and targeted supports for Numeracy and Literacy.



Wellbeing, Participation and Inclusion

- Continue to work with our children and families to improve attendance.
 - Revisit whole school approach to nurture and sharing good practice to ensure consistency across the school.
 - Refresher training for staff in PATHS and PATHS parent workshops
- Whole staff training on Glasgow's Keeping the Promise. <https://www.glasgowspromise.co.uk/>
 - Build on our current links with the local community.
- Increasing number of children across the school involved in a pupil voice group and ensure pupil involvement in school level decision making, including reviewing our Promoting Positive Relationships Policy with all stakeholders.

