



Cardonald Primary School

2025 – 2026

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 inclusive environment, which celebrates the diversity of our community. We are a nurturing school where we strive to ensure 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 2025 - 2026

Cardonald Primary is in the South of Glasgow. The school role is 269 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 Achievement and Assessment	Priority 2 Teaching and Learning	Priority 3 Wellbeing, Participation and Inclusion
Glasgow Counts Assessments have been used in P3 – 7 this year. These are used at the end of each block, 3 times per year. They highlight areas for development for individual children and for groups of children. Teachers' evaluations recognise these as a valuable tool to identify class areas of need and individuals requiring support. We then created P1 and P2 assessments with the same format and piloted these in term 4. We will use our P1 and P2 assessments 3 times a year next session.	Promoting reading for enjoyment by creating new library area, community story station and reading schools pupil group, increasing profile of reading across the school. Glasgow Reads pedagogy training for P1 – 3 staff has impacted on teaching of reading with a greater focus on blending words and moving away from sight vocabulary. Improved reading attainment at P1, P4 and P7: ✓ P1 – increased 10.9% ✓ P4 – increased 11.5% ✓ P7 – increased 13.4%	We had staff training on the use of assessments and SHANARRI indicators in planning for additional support needs. This linked to our Nurture Training linking planning for ASN to the arousal cycle. Whole staff received nurture training on All Behaviour is Communication and used this to create a new Promoting Positive Relationships Policy. We then discussed this with a group of children and asked for parent feedback on this. We will now use this as our policy from August 2026. We continued our work on Children's Rights, focusing on dignity, Global Goals and increased pupil voice. All staff had a PATHS refresher in August, and our PATHS parent workshops were well attended. PATHS pupil group were trained in being PATHS pals to support others in the playground. Collectively this work has led to an inclusive, welcoming learning environment where children share, they feel valued and part of the school. On a scale of 1 – 10 the average rating P4 – 7 children gave in response to 'I feel important in school' was 7.82 and in P1 – 3 78% responded yes to this statement. 100% of parents responded agree or strongly agree to <i>I feel comfortable approaching the school with questions, suggestions and/or problems.</i> A strength identified from our Rights Respecting School visit was <i>'the strong culture of inclusivity and respect.'</i>

Other achievements we are proud of

- ✓ We achieved **Gold** Rights Respecting School Award
- ✓ We achieved **Gold** Reading Schools Award
- ✓ We achieved re-accreditation of our **Gold** Sports Scotland Award
- ✓ We worked with parents and the local church to open a community library.
- ✓ We continued our community links with care home and local nurseries. 2 of our classes made links and donated food and blankets to Cardonald cat and dog home. 2 of our classes made links with members of the local church. We donated to the Trussell trust food bank during harvest.
- ✓ Family engagement
 - Of those who responded to our survey 77% 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 P1 – 3 families who attended Play Along Maths and Fun with Words sessions responded positively about the sessions.
 - Afterschool family activities including yoga, dancing and football.
 - PATHS parent workshops were very well attended during our open afternoon.
 - Trauma Informed Parenting Workshops were open to all parents.
- ✓ We made it through the heats and took part in City of Dance finals at the Royal Concert Hall
- ✓ We took part in Glasgow cross country event, Super 7s athletics and triathlon
- ✓ We joined Learning Community football tournaments and in the Rosshall tournament the boys won and girls came second.
- ✓ Senior pupils have had opportunities to learn violin and drums.
- ✓ We helped design a learning community baton for the commonwealth games and welcomed this from Sandwood PS and cycled it to Craigton PS.
- ✓ Primary 5 and Sport Leaders presented their learning linked to the World Cup at Nethercraigs and Sports Leaders spoke to Glasgow Times reporters.



Pupil Equity Funding 2025 - 2026

Additional Staffing	Additional staffing allows our Principal Teachers who are our Leads in Literacy and Numeracy to have less class commitment. This has means they can 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.
Decodable Readers	We have invested in more Dandelion reading books which are a decodable reading scheme fitting with our training on Glasgow Reads.
Reading for Enjoyment books	We have created book borrowing boxes to be used by every class next session and improved the books in our class libraries to continue our promotion of reading for enjoyment.
PE equipment	Next session our work on health and wellbeing will have links to PE. As such, we have paid for support from United Sports and improved our PE equipment.

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

	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	
Talking and listening	81%	87%	92%	89%	Session 2022 whole staff Vocabulary training and move to more explicit teaching and awareness of vocabulary across the school. To refresh the approach to vocabulary all classes next year will have word a day flip charts.
Reading	80%	80%	83%	84%	Over past few years we have invested in novel studies to increase engagement and enjoyment in reading. This year P1 – 3 greater focus on blending and using decodable readers. Whole school focus on reading for enjoyment.
Writing	76%	77%	79%	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.
Maths	77%	80%	80%	77%	Concrete, pictorial, abstract pedagogy embedded for several years. Chat that counts introduced and White Rose Maths resource rolled out across school 2022. Magma Maths used in upper school. Glasgow Counts assessments used P3 – 7 this session. P1 and P2 assessments planned for next session.

Opportunities for Wider achievements

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

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

All our P2 – 7 pupils are in a pupil group.

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

24 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.



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)	Very Good

	2022 - 23	2023 - 24	2024 - 25	2025 - 26
Attendance	91.1%	91.6%	93%	92.5%
Exclusions	0	2	2	2



Our Improvement Priorities for Session 2026 – 2027

Achievement and Progress

Metacognition

- Metacognition will support staff and pupils to better understand the learning process.
 - Pupils will show an understanding of learning strategies.
 - Staff will better understand the purpose and culture of metacognition.



Inclusion

- Continuing to develop our whole school approach to nurture working with Educational Psychologist
 - Linking Nurture to our work on PATHS
- Improving parental engagement, with a focus on nurture and attendance working with Barnardos
 - Continuing to support families to improve attendance
 - Ensuring pupil voice in planning for additional support needs



Wellbeing

- Developing a holistic approach to Health and Wellbeing through the integration of Significant Aspects of Learning in PE
 - Working with Learning Community to moderate PE lessons
- Partnership with United Sports to enhance our approach to developing skills and personal qualities through PE

