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**East Dunbartonshire Council**

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# St Matthew's Primary School

## Standards and Quality Report

### 2024/25





## Context of the School

St Matthew's Primary School is a single storey denominational school situated in the community of Bishopbriggs. There are currently 253 pupils on the school roll with the majority of pupils attending from the local area. A minority of our pupils are placing requests from within East Dunbartonshire Council and surrounding local authorities. The staffing entitlement is 13.52 full time equivalent teachers. This includes a Head Teacher, an Acting Depute Head Teacher and an Acting Principal Teacher. There are 17 class teachers some of which have a flexible working arrangement. Other members of staff include 1 Admin Assistant, 2 Clerical Assistants, 2 Classroom Assistants and 4 Additional Support Needs Assistants. We also have a Building Manager and 2 Day Cleaners. We have two music instructors providing tuition in brass and woodwind.

At St Matthew's Primary, we promote the health and wellbeing of the whole child. We have very close links with the parish of St Matthew's RC Church, Bishopbriggs where we attend First Friday Mass every month and on feast days. We work closely with parents and the parish to prepare our children for the sacraments.

Our Vision, Values and Aims can be found on our website. [www.st-matthews.e-dunbarton.sch.uk/school-info/vision-values-and-aims/](http://www.st-matthews.e-dunbarton.sch.uk/school-info/vision-values-and-aims/)

Less than half of pupils at St Matthew's Primary reside in an area described by the Scottish Index of Multiple Deprivation (SIMD) as most affluent. A few pupils of pupils live in areas described as least affluent. We use our Pupil Equity Funding (PEF) allocated by the Scottish Government to support our most vulnerable pupils and to help close the poverty related attainment gap. At St Matthew's we understand the rising cost of the school day and engage in opportunities to reduce the cost for all families such as school uniform recycle, reduced cost of trips and outings and festivals and fundraising events.

Our average attendance is 95.79% for session 2024-25.

At St Matthew's we are fully committed to ensuring that all pupils are provided with a nurturing environment, which promotes creativity and curiosity, encouraging children to lead their own learning. Children have opportunities to become co-constructors of the curriculum, enabling practitioners to adopt enquiry based learning approaches, which are responsive to children's needs and interests.

At St Matthew's Primary we value parental involvement, we welcome parents at every opportunity and we have an open-door approach. We communicate pupil progress to parents/carers via Parents' Evenings (October and May) and a written Progress Report in March. In August parents/carers are invited for a visit my Classroom Day. Parents/Carers are invited to attend the school for "Come Learn with Me" sessions and additional curriculum sessions at various points throughout the year. At St Matthew's, we share pupils' work through the online learning platforms. Throughout the year, parents are invited to their child's class to take part in open evening events, celebrations and religious services. We work closely with our Parent Council and Parent Teacher Association.

Our Standards and Quality report has been created in consultation with children and young people, staff, parents/carers and community stakeholders. It tells a story of our school's performance, successes and achievements in Session 2024-25 and summarises our priorities for next year.

## Progress in School Improvement Plan (SIP) priorities

### School priority 1: Curriculum - Raising attainment through development of Play and PEBL – Planning for Learning

#### NIF Priority

Closing the attainment gap between the most and least disadvantaged children  
Improvement in skills and sustained, positive school-leaver destinations for all

#### NIF Driver

curriculum and assessment  
teacher professionalism

#### HGIOS?4 QIs

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

#### **Progress and Impact:**

Very good progress has been made with this priority. Staff have continued to develop confidence in enquiry-based learning through attendance at EDC Play and Pupil Enquiry Based Learning (PEBL) professional learning communities. Participation in CLPL has increased teacher ability to plan and deliver a curriculum which has a strong focus on developing the skills for young people needed in the world of work.

In September, all teaching staff undertook training from Skills Development Scotland on the Meta Skills Framework. Increased understanding of the skills progression framework led staff to update short term planning formats for PEBL. A renewed focus on skills development led to staff creating a skills progression planner for St Matthew's which ensured that pupils were aware of the purpose of their learning and the opportunity to lead learning.

In December, all Primary 4-7 pupils completed a questionnaire on confidence levels on meta skills development. The survey showed that almost all pupils were building confident in recognising using skills across the curriculum. All Primary 4-7 teaching staff undertook analysis of this data, which informed planning of enquiry-based learning for Terms 3 and 4.

Following attendance at Play PLC's staff at early and first level were confident in utilising Early Years Profile assessments to inform planning of play provocations to meet the needs of the early level cohort. Planned weekly ferre laevers observations ensured that we were providing a flexible learning pathway, which leads to raising attainment meeting the needs and aspirations of all learners.

In February, reporting formats were updated to include meta skills. This ensured that updated progress was appropriately shared with parents and carers.

#### **Next Steps:**

- Continued implementation of the St Matthew's skills progression planner from early to second level.
- Maintenance of play and PEBL approaches from early to second level.
- Increase STEM opportunities in Play in particular early level maths and numeracy.
- Refresh of curriculum rationale to fully reflect the context of St Matthew's.

## School priority 2: Leadership – Raising attainment in literacy and numeracy through developing staff confidence in STEM approaches

### NIF Priority

Improvement in attainment, particularly in literacy and numeracy.  
Closing the attainment gap between the most and least disadvantaged children

### NIF Driver

school leadership  
curriculum and assessment  
performance information

### HGIOS?4 QIs

QI 1.2 Leadership of Learning

QI 2.3 Learning, Teaching & Assessment

### Progress and Impact:

Very good progress has been made this session with leadership and partnership working.

Through the continuation of the Group Action Plan (GAP) working groups, all staff have had the opportunity to lead curriculum development. This has had a positive impact on the life and work of the school.

Pupil participation in the STEM curriculum has increased through the delivery of weekly STEM lessons. The opportunity for pupils to become a young STEM leader has provided leadership roles for pupils to share learning across stages and lead extra-curricular clubs.

We have made very good progress towards the STEM Nation Award and submitted an application for the full award in May 2025. Working closely with the EDC STEM Development Officer, pupil leadership groups evaluated required improvements in technology and planned the creation of a “STEM Lab”. All pupils have benefited from increased access to technology such as I-pads, Sphero Indi and Make –Do resources.

Two staff members attended STEM Leaders training in September which facilitated the creation of a Young STEM leaders Club. This has provided the opportunity for pupils to develop leadership skills through delivering STEM activities to other stages on a Friday afternoon. In February, pupils also had the opportunity to lead a STEM “festival” for Primary 4, 5 and 6 involving local partners.

The introduction of “Super STEM Friday” in February and March provided an opportunity for increased parental engagement in the STEM curriculum. Parental questionnaires gathered following attendance at a session indicated that almost all families who attended the STEM session highly rated the session. Almost all families felt more confident to engage their child in a STEM activity. Parents and carers are supported to actively and meaningfully engage in their child’s learning and life at school. Parental engagement is leading to stronger home- school links, which are improving outcomes for learners.

The creation of STEM progression planners from early to second level has ensured a plan for sustainability and progression of the STEM curriculum within St Matthew’s.

### Next Steps:

- Implementation of STEM progression planners for all stages 2025-26
- Creation and implementation of tracking of achievement in STEM from early to second
- Increased parental engagement in maths at early and first level through the use of STEM Home learning bags and opportunities for family learning in maths and numeracy at early level
- Continued opportunities for pupil leadership as Young STEM leaders

### School priority 3: Equality and Inclusion – Support for All (RERC/ The Circle/UNCRC/ The Promise) (Year 1)

#### NIF Priority

Placing the human rights and needs of every child and young person at the centre  
Closing the attainment gap between the most and least disadvantaged children

#### NIF Driver

school leadership  
teacher professionalism

#### HGIOS?4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 2.4 Personalised Support

#### Progress and Impact:

Very good progress has been made with this priority. Staff confidence in the implementation of the Circle Inclusive Classroom Scale has increased following professional learning in the August in service day. All staff evaluated their classroom environment and considered approaches to ensure the classroom environment was inclusive ensuring improved outcomes for learners. Staff implemented a range of strategies as required including; calm corners, sensory break areas and quiet concentration areas. Teacher observations show the positive impact on learner engagement for targeted learners.

Analysis of data from the Glasgow Motivation and Wellbeing Profile in September ensured that staff could identify common trends in wellbeing and plan opportunities to address trends within the curriculum. Quality assurance procedures such as learning walks, looking at pupil work and peer observations supported our self-evaluation promoting our understanding of all pupils being included, engaged and involved within St Matthew's.

De-escalation training from the EDC Wellbeing Outreach Teacher for all teaching and support team ensured that staff felt more confident when in situations when de-escalation was required. Children and young people feel better supported through increased staff understanding of inclusion and additional support needs.

Throughout the session staff worked to enhance the quality of learning and teaching of RERC. During the October in service day all staff participated in an annual presentation on the Charter and purpose of Catholic religious education. All teaching staff engaged in moderation of religious education to ensure a shared understanding of standards and expectations across St Matthews and that our pupils respect others and explore their personal beliefs and values. Almost all staff have consistently high expectations for all learners and most pupils refer to our vision of "learning", "love", "faith" and "justice". As a result, there is a positive and nurturing ethos across the school.

Updated and refreshed planning formats, reflecting the circle inclusive participation scale, for universal and targeted supported planning, have provided a progressive pathway to track and monitor planning and intervention for pupils requiring additional support.

Throughout this session, we have worked as a school towards our UNCRC Bronze award. Increased focus on children's rights through planned assemblies has increased pupils' understanding of their rights and responsibilities.

#### Next Steps:

- Maintenance of the Circle Inclusive Partnership (Year 1 – The Classroom Scale) and implementation of the Circle Inclusive Partnership (Year 2- The Participation Scale).
- Increased opportunities for outdoor learning for all pupils and the implementation of an outdoor learning programme for targeted pupils using the "outdoor" classroom scale.
- Accreditation of the Keeping the Promise Award
- Accreditation of the Bronze Rights Respecting School Award
- Continue to work with schools within EDC through a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes.

## **Progress in National Improvement Framework (NIF) priorities**

### **Improvement in attainment, particularly in literacy and numeracy;**

- Attainment data in literacy and numeracy is gathered through a suite of assessments including; standardised assessments, teacher summative assessments and teacher formative assessments through pupil observations and ongoing class work. Staff engage in planning using Experiences and Outcomes from Curriculum for Excellence and our courses and programmes to create opportunities for learning encompassing the principles of curriculum design.
- Our data shows that most children are achieving appropriate levels in literacy and numeracy at every stage. Attainment data over time shows our children consistently achieve in line with national and EDC averages for literacy and numeracy. Our robust tracking system is discussed termly with staff to ensure continuous improvement. Early identification of barriers ensures progressive planning takes place for all learners.
- For session 2024-25 we have focused on the implementation of the reading recovery programme. Across the session, identified pupils were supported through the reading recovery programme with all pupils making significant progress in reading attainment.
- During the session the allocation of 0.4FTE teacher from March to June to implement maths recovery also supported identified pupils to make very good progress in attainment in maths.

### **Closing the attainment gap between the most and least disadvantaged children and young people;**

- At St Matthew's we know our pupils and families well. We gather data through standardised assessments and teacher summative and formative assessments. We monitor and track the progress of literacy, numeracy and health and wellbeing. We consider attendance, Scottish Index of Multiple Deprivation, Free Meal Entitlement, clothing grant and additional support needs to recognise and reduce barriers to learning. Our robust assessment calendar highlights that most pupils are on track across all stages for literacy, numeracy and health and wellbeing. We use effective interventions such as reading recovery, maths recovery (SEAL), raising attainment for all (RAFA), rainbow reading and toe by toe to ensure continuous improvement for all learners.
- This session we have worked to increase staff confidence with the use of ICT to reduce identified barriers to literacy. Almost all staff attended CLPL from EDC STEM Development Officer on the use of immersive reader. Our STEM champion has worked with pupils both at first and second level to build confidence with using immersive reader and other apps to enable all learners to access the curriculum. Pupil pre and post questionnaires have indicated an increase in confidence from targeted pupils.
- Termly learning, teaching and tracking meetings supports professional dialogue and tracking of interventions.
- At St Matthew's social justice is central to our core values and we view children's wellbeing at the centre of everything that we do. All staff at St Matthew's are trained on Adverse Childhood Experiences (ACES) and is reflected in our nurturing ethos and approach.
- Effective transition is well planned. We have a robust nursery to Primary 1 transition programme, which ensures that staff plan for all learners needs when transitioning from multiple nurseries. SLT ensure that stage-to-stage transitions are well planned. Staff complete Transition Plans using the Circle Inclusive Framework and these are shared

through planned transition meetings. We clearly identify pupils' individual needs and daily transitions are effective in supporting children who require alternative planning arrangements throughout the school day. We have an excellent relationship with our feeder secondary Turnbull High School and transition planning for secondary education starts in Primary 5.

- **Improvement in children and young people's health and wellbeing;**
- At St Matthew's all staff are fully aware of their child protection roles and responsibilities. Staff within St Matthew's are committed to providing a nurturing and safe environment and understand national and local priorities in relation to GIRFEC and wellbeing indicators.
- Staff within St Matthew's work with our key partners to support wellbeing. This session our community police officer has provided support to pupils regarding online safety. We have an excellent relationship with our Lifelink Counsellor who has supported a number of pupils identified through the staged intervention process. We engage regularly with the Supporting Families service, which has supported a number of families this session.
- All pupils completed the Glasgow Motivation and Wellbeing Profile in September and February. Primary 6 and 7 pupils completed the SHINE survey in March. Staff analysis of this data has identified trends in wellbeing and helped identify pupils requiring health and wellbeing intervention.
- Key school staff are trained on effective support programmes such as Relax Kids and Seasons for Growth and have delivered individual and small group sessions for pupil's individual needs. This session the Acting DHT has attended CLPL on adapting Let's Look at Anxiety Management (LIAM) for neurodiverse pupils.
- In session 2024-25 our Group Action Plan group have continued to focus on increasing opportunities for wider achievement in school. Working with a range of partners including active schools and SFA we had 9 wider achievement clubs throughout the year. 56% of pupils within St Matthew's attended an afterschool club. 50% of pupils living in SIMD 1-6 attended a wider achievement club.
- This session we have applied for our Gold Sports Scotland Award.
- In session 2024-25 we worked with our Active School Co-ordinator to train "Playground Leaders" in Primary 6 to take responsibility for our outdoor resources and leading outdoor activities for pupils within the playground. In May and June Playground Leaders facilitated a Playground Activity Club for Primary 4 pupils.
- Universally staff at St Matthew's use Health and Wellbeing packages such as Promoting Alternative Thinking Strategies (PATHS), Bounce Back and Zones of Emotional Regulation which ensure that pupils' wellbeing needs are at the centre of everything that we do.

## Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	almost all	most
First level by end of P4	most	most	almost all	most
Second level by end of P7	almost all	most	almost all	most

## Impact of Interventions for Equity and Pupil Equity Funding (PEF)

PEF Allocation- 2024-25 - £27,000
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Resource	Cost	Key Indicators	Impact
Seesaw Subscription	£1,542.75	Engagement	Almost all pupils/parents access Seesaw at home to support home learning. All pupils access Seesaw at school to record learning experiences as a learning journal.
PEF Funded PT Top Up 1/04/24-25-06-24 (Making Maths Memorable Approach)	£1295.00	Attainment & Achievement Engagement	All teachers raised confidence in planning and delivery of spiral learning for maths. Staff confidence in analysing maths data to inform next steps in planning has increased.
Reading Recovery (Training, accreditation and Resources)	£4415.76	Attainment & Achievement Engagement	Improvement in reading skills/levels for all learners through targeted intervention
Rich Reading/ Reading Recovery Planning Cover	£1,698.75	Attainment & Achievement Engagement	Additional Teacher trained in Reading Recovery Assessment building sustainability of approach moving forward.
T In Park Road – T-Shirts	£1415.00	Inclusion – Cost of the School Day	All pupils have access to kit for PE within school.
Reading/Numeracy Assessments including; PIRA PUMA Reading Diagnostic Assessment	£1907.00	Attainment & Achievement	Reading and numeracy assessments provides data to inform planning of next steps for all learners from P2 to P7. (Pre and Post data) RDA assessments are being used to measure literacy targeted interventions for specific learners.
STEM Resources Including Make Do Sphero Indi Resources for STEM Lab	£3712.78	Attainment & Achievement Engagement	All pupils have the opportunity to access STEM Lab through planned NCCT input. The creation of a STEM pathway has ensured progressive learning experiences for all learners. Cross-curricular links has created opportunity to link literacy with STEM. CLPL has increased staff confidence in using new resources to ensure sustainability of approach. All pupils have experienced quality learning linked to meta skills framework. Engagement in the STEM Nation Award has provided opportunities for pupil leadership and wider achievement.
Reading Support Materials - Toe by Toe Resources	£160.50	Attainment & Achievement	All targeted pupils are engaged in phonics intervention

I-Pads	£4667	Attainment & Achievement Inclusion	All targeted pupils have increased confidence in using technology to access the curriculum
Phonic Books	£112.75	Attainment & Achievement Inclusion	All targeted pupils have access to phonetically decodable books
Numeracy Recovery Implementation (Mar-June)	£9454	Attainment & Achievement Inclusion	Improvement in maths skills/levels for all learners through targeted intervention.

### Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Choose an item.
2.3 Learning, teaching and assessment	Very good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Raising attainment and achievement	Very good	Choose an item.

### Summary of School Improvement priorities for Session 2025/26

- 1. Learning and Teaching – Literacy – Improvement in pedagogy in reading (Early level to First level) and Writing (First level to Second level)
- 2. Curriculum - Numeracy – Improvement in oral and active maths approaches (Early to Second Level)
- 3. Wellbeing and Inclusion – Implementation of the Circle Inclusive Partnership document – Year 2

### What is our capacity for continuous improvement?

At St Matthew's we are well placed in its capacity for improvement. All staff are committed to high standards and improving outcomes for all learners. A focus on leadership at all levels has ensured that all staff are responsible for school improvement. Trusting relationships with the school community has improved parental involvement. Pupil leadership opportunities have increased and there is a positive ethos of improvement within the school.

Through rigorous quality assurance and self-evaluation, we have identified increasing leadership opportunities within the school for all pupils. Using How Good is OUR School should be further embedded next session.

Our whole school community is highly committed to work together in partnership and has a clear plan for the school to continue to strive for excellence and equity for all.