



STANDARDS & QUALITY REPORT

Session 2025-2026



This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. 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.

Context of the School

Mount Vernon Primary is a non-denominational Primary school located in the East End of Glasgow. It is part of the **Bannerman Learning Community**.

Mount Vernon Primary has approximately **300 children**.

11.9% of children are deemed to live in an area of deprivation.

Around **15%** of pupils are registered for free school meals.

3.6% of our school community have English as an Additional Language.



Our Achievements & Improvements

KEY DEVELOPMENTS

During 2025–2026, we continued to develop a strong culture of collaboration and shared responsibility for school improvement.

Staff engaged in curriculum audits, self-evaluation, collaborative planning and professional dialogue, providing increased opportunities to share practice and reflect on the impact of our improvement priorities.

Curriculum mapping has supported staff to identify meaningful connections across curricular areas, as well as gaps in curriculum coverage. This has increased confidence in planning interdisciplinary and thematic learning that is relevant to our learners' interests and experiences.



Staff are increasingly taking ownership of their own professional development and identifying areas for further improvement.

At the early level, P1 and P2 staff have taken a lead in developing play pedagogy. Early evidence indicates that this is having a positive impact on learner engagement and participation. Our next steps will be to continue developing leadership opportunities for staff and learners and to further strengthen play pedagogy and curriculum development across the school.



DEVELOPMENTS IN LEARNING, TEACHING AND ASSESSMENT

There has been continued progress in developing learning, teaching and assessment across the school. Learning is increasingly planned through meaningful contexts which encourage curiosity, creativity and the application of skills across different curricular areas. Most learners are engaged and participate actively in their learning.

Staff have developed greater confidence in adapting learning to meet individual needs and in using assessment information to identify strengths, gaps and next steps. There is increasing consistency in the use of learning intentions, success criteria and differentiation. Feedback has been a particular focus, with learners becoming more confident in discussing their learning and identifying what they have done well and what they need to improve.

Professional dialogue through FSA meetings, stage planning and peer observation has strengthened moderation and supported greater consistency in professional judgement. Digital technologies are also increasingly being used to support engagement, independence, differentiation and assessment, although consistency in their use remains an area for development.



PROGRESS IN PROMOTING WELL-BEING, EQUALITY & INCLUSION

Promoting wellbeing, equality and inclusion has remained a key priority throughout the year. Almost all staff have engaged with CIRCLE professional learning and have developed greater confidence in adapting learning environments and experiences to reduce barriers to participation.

There is increasing use of visual supports, communication-friendly strategies and personalised approaches across the school. Staff are developing their confidence in supporting learners through inclusive and neuro-affirming approaches, helping more children to access learning and participate successfully. Our focus on emotional regulation has also developed significantly. Regulation plans, calm spaces and classroom regulation resources have provided learners with strategies to manage their emotions and return to learning following periods of dysregulation. Emotion Works has established a shared language around emotions, and learners are increasingly able to identify triggers and discuss strategies for self-regulation.



PROGRESS IN CHILDREN'S LEARNING & RAISING ATTAINMENT & ACHIEVEMENT

Raising attainment and supporting children to make progress has remained a central focus of our improvement work. Targeted interventions, team teaching and direct teacher support have helped learners address identify gaps, particularly in Literacy, Numeracy and Spelling. Staff are increasingly confident in using GCC tracking and monitoring systems and assessment information to identify appropriate next steps.

The introduction of Magma Maths has strengthened assessment and the identification of gaps in Numeracy. Staff are using heatmaps and recommended skills pathways to inform targeted teaching and support learners to practise and consolidate key skills.

Attainment Overview

- Primary 1: Most pupils achieved Early Level, with 88.6% of children achieving in Numeracy and 79.5% in Literacy.
- Primary 4: Most pupils achieved First Level, with 79.5% of children achieving in both Numeracy and Literacy.
- Primary 7: Almost all pupils achieved Second Level, with 95.7% of children achieving in Numeracy and 97.8% in Literacy.

From P4 to P7 the 2020 Cohort of children's attainment increased in reading (+2.2%), writing (+6.5%), and Numeracy (+4.3%). Although attainment has decreased at P1 & P4 overall, this is representative of the diversity of needs within these year groups. All pupils have made individual progress at their own level and stage of learning.

Wider Achievement

36% of children took part in physical activity and sport through lunchtime, after school clubs and PEPASS partnerships. We were also the successful winners of the City of Dance Hip Hop category.

21 children took on a physical activity and sport leadership role, including Sports Captains and Playground Pals.

Attendance and Exclusion data

Our attendance remains above the Glasgow and National average at 94.2%.

We have an exclusion rate of 3.3% per 1000.

Next Steps for School Improvement 2026-2027

- Improving progress in Literacy and Numeracy through high quality learning and teaching approaches
- Using effective feedback to raise attainment in writing
- Developing active and collaborative learning approaches
- Developing Play at P1 and P2
- Implementing a systematic, synthetic approach to phonics and spelling
- Supporting staff mental and emotional wellbeing in order to provide a supportive and nurturing learning environment
- Developing nurturing approaches across the school with a focus on transitions and learning environments



How Good Is Our School 4 Quality Indicator (QI)

Leadership of Change (QI 1.3) - Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)- Good

Learning Teaching and Assessment (QI 2.3) - Good

Raising Attainment and Achievement (QI 3.2) - Good

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@mountvernon-pri.glasgow.sch.uk

Our telephone number is: 0141 778 9616

Our school address is: 80 Criffell Road, Glasgow, G32 9JQ

Further information is available in:

- School website
- MVP School App
- The School Handbook
- School Improvement Plan 2025-26



Together Everyone Achieves More