

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.

The context of the school

All Saints' RC Secondary is a Roman Catholic Secondary School in the North East of Glasgow which serves the communities of Barmulloch, Balornock, Robroyston, Springburn, Provanmill, Milton and Possilpark. The school has four feeder Primary schools: St Catherine's, St Martha's, St Monica's Milton, and St Philomena's. The school roll is currently 955.

Based on the 2024-2025 Equity Profile dataset:

 Pupils in SIMD Decile 1 and 2	 Pupils registered for free school meals	 Attendance	 English as an Additional Language
Your school 71.9% Glasgow (Secondary) 57.1% National (Secondary) 21.6%	Your school 43.1% Glasgow (Secondary) 36.7% National (Secondary) 18.2%	Your school 86.0% Glasgow (Secondary) 86.8% National Not Available	Your school 16.2% Glasgow (Secondary) 27.5% National (Secondary) 7.6%

 Pupils Ethnicity			
Black and Minority Ethnic	White - Scottish/ other British	White - other	Not known/ not disclosed
Your school 23.1% Glasgow (Secondary) 27.8% National (Secondary) 11.2%	Your school 70.0% Glasgow (Secondary) 59.6% National (Secondary) 80.6%	Your school 4.0% Glasgow (Secondary) 6.7% National (Secondary) 6.5%	Your school 3.0% Glasgow (Secondary) 6.0% National (Secondary) 1.7%

Our achievements and improvements 2024 – 2025

Key developments (leadership of change) (Q1 1.3):

- Our interval self-evaluation processes are strong, with the continued Pedagogy and Practice Visits and department VSEs providing clear evidence of our whole school focuses having a direct impact on learners' experiences in the classroom.
- We established a Pedagogy Team to support the implementation of whole school L&T policies.
- Our staff undertook a wide range of professional learning opportunities to increase their own skills and knowledge in areas linked to our School Improvement Plan, for example meeting learners' needs.

Developments in learning, teaching, and assessment (Q1 2.3):

- All staff engaged in professional learning to support their understanding of cognitive science and the way in which people learn. This is to support staff to plan purposeful questions that improve student outcomes.
- We used Staff Development allocations to source experts in learning and teaching to support our staff to improve in their understanding and application of key strategies in the classroom.
- Almost all staff have implemented a range of questioning techniques that encourage both desirable thinking and participation.
- In almost all lessons, starters and plenaries will feature a range of questioning techniques with the purpose of retrieving knowledge from term memory, eliciting learner understanding and/or planning for next steps.

- All staff engaged in professional learning to enhance their understanding of utilising digital tools, including AI to plan for active retrieval and feedback. Almost all staff are using our main digital platform, Showbie.
- Most departments completed Teaching Sprints to illicit informed practice on the effectiveness of a variety of questioning techniques.
- We have introduced a planned learning approach to tracking and monitoring in the Broad General Education. This has ensured that young people in S1 – S3 have a better understanding of their progress in their learning at each tracking period.
- Our revised approach to tracking and monitoring in the BGE means that young people are better informed in understanding specifically what they need to do to progress in their learning across the curriculum.
- We have created Tracking & Monitoring Information Guides for parents and carers to accompany learner tracking reports. These booklets contain information on specific subject areas and the key learning that has taken place to inform assessment judgements of learner progress. This is a first step in ensuring parents and carers have a better understanding of their child's progress in their learning across the curriculum.

Progress in promoting well-being equality and inclusion (QI 3.1):

- We have utilised Pupil Equity Funding (PEF) to employ additional support via a targeted year team (year head and pupil support). We have also used PEF to enhance our Support for Learning provision via two additional Support for Learning Workers.
- We have further enhanced the interventions and support via FARE (including Wellbeing Ambassador, Mental Health First Aid and First Aid at Work training).
- We have supported young people via our Breakfast Club provision.
- We have enhanced our alternative curriculum offers including our Car Valeting programme, partnerships with Future First Steps, and via our Horse Care programme partnership.
- We have continued our partnership with Police Scotland through the continued provision of our School Engagement Officer, PC Jacq.
- Almost all staff engaged in professional learning to help improve our provision with a specific focus on neurodiversity.
- All staff have engaged in professional learning and professional dialogue focussed on improving our provision to support care experienced learners.
- All staff engaged in improved monitoring & tracking of the attainment and achievement of care experienced learners.
- We have engaged collectively as a learning community (with Primary and Early Years partners) in work to improve attendance.
- We have formed the All Saints' Attendance Counts strategy which will be fully launched at the start of session 2025/26 with an aim to improve attendance levels.

Progress in children's learning /raising attainment and recognising achievement (QI 3.2):

Literacy and Numeracy:

- In line with national expectations, most young people in S3 achieve Third Level in both Literacy and Numeracy.
- In S4, most young people achieve National 5 Literacy, and the majority achieve National 5 in Numeracy; almost all young people achieve at least National 4 in Literacy and most achieve at least National 4 in Numeracy.
- In S5, almost all young people have achieved National 5 in Literacy, and most have achieved National 5 in Numeracy
- In S6, most young people have achieved National 5 in Literacy and Numeracy.

Wider Achievement:

- We had a record number of young people completing the CARITAS Award last session, increasing again on our previous 'best' in 2023-2024.
- We further increased the number of young people completing Duke of Edinburgh Awards, and Saltire Awards.

National Qualifications:

These figures apply only to those qualifications resulted in the SQA exam diet and do not include National Progression Awards, Group Awards, or other qualifications at Level 5/6.

In S4: 83.3% of young people achieved at least one National 5 pass in the SQA diet, 63.8% achieved at least three National 5 passes, 41.4% achieved at least five National 5 passes.

In S5: 53.4% achieved at least one Higher pass in the SQA diet, 28% achieved at least three Higher passes, 9.9% achieved at least five Higher passes.

In S6: 56% achieved at least one Higher pass, 28,7% achieved at least three Higher passes, 21.3% achieved at least five Higher passes.

- We have used Secondary Improvement Funding (Scottish Attainment Challenge) resources to offer both universal and targeted Supported Study and 'Bridging the Gap' classes. This included eight weeks of Supported Study, Saturday, and Easter Schools.
- We have utilised Reading Recovery programmes to support in Literacy development and additional targeted support in Literacy and Numeracy via additional Support for Learning staff and core staff backfill.

Attendance and Exclusion data

Average pupil attendance: 86.0%

Exclusions: We have reduced the number of exclusion incident per one thousand pupils during session 24-25. In the period between August and December 2024, incidents reduced from 14/per one thousand pupils down to 4/per one thousand pupils, a reduction of 71%.

Our improvement plan priorities 2025 – 2026

Challenge 1: Improve the quality and consistency of teaching and learning for all.

In 2025-2026:

1. We will continue to engage in professional learning and implement changes to practice in identified pedagogy: Questioning.
2. We will engage in professional learning and implement changes to practice around identified area of pedagogy: Retrieval Practice
3. Through the creation of a Home Learning Policy in all departments, we will develop proportionate home learning tasks to add value to the learning experience and combat the forgetting curve.
4. We will enhance our Digital Learning offer through professional learning and changes to practice via Showbie and add additional 'apps' to our teacher toolkit (e.g. Achieve).

Challenge 2: Get it right for everyone in our learning community, including improved wellbeing & improved outcomes in our BGE, Senior Phase and at exit point.

In 2025-2026:

1. Achieving, Respected & Included: We will better support early school leavers and those at risk of non-attaining with proactive, deliberate, and specific early-intervention strategies.
2. Achieving: Subject specialists will review areas of pupil underperformance across planned learning & will improve pedagogy in these areas - including looking outwards to identify best practice:

- SP Component grade analysis
- BGE Planned Learning threshold component analysis.

3. Safe, Nurtured & Included: Through professional learning and intentional changes to practice, we will improve our *universal* provision for young people with barriers to learning. We will also enhance our pupils' understanding around these areas: Mental Health and Neurodiversity - ADHD/Autism
4. Safe, Achieving & Included: We will target our Care Experienced young people to keep 'The Promise' and to ensure we reduce the attainment gap.

Challenge 3: Improve our curriculum across all four contexts for learning, supporting young people to develop their God-Given talents.

In 2025-2026:

1. Curricular Context: Subject Areas / IDL: Starting with S1, we will revisit and refine our Curriculum through a Know – Do – Understand lens. Via this lens, we will (collectively) be better equipped to recognise and deliver opportunities for *Interdisciplinary and/or Project-based learning*.
2. Curricular Context: Subject Areas: We will revisit and refine our BGE Tracking Planned Learning approaches to improve consistency of communication, application and understanding of standards.
3. Curricular Context: Opportunities for Personal Achievement: We will improve our universal wider achievement offer across the school as well as specifically targeting areas of deficit.

How Good Is Our School 4 Quality Indicator (QI)	Evaluation
Leadership of Change (QI 1.3)	Very Good
Learning Teaching and Assessment (QI 2.3)	Good
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Good
Raising Attainment and Achievement (QI 3.2)	Good

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@allsaints-sec.glasgow.sch.uk

Our telephone number is: 0141 582 0010

Our school address is: 299 Ryehill Road, Barmulloch, Glasgow, G21 3EN.

Further information is also available in our newsletters, on our school website, and in our school handbook.