



Glengowan Primary School and Nursery Class **Standards and Quality Report 2024-25**

Glengowan Primary School and Nursery Class is situated in the town of Larkhall. The school roll for session 2024-25 was 330. The school roll increased quite significantly during the session. Almost all placing requests were able to be granted during the period between September 2024 and June 2025. There were eleven classes and a nursery class. The catchment area is a mixture of social and privately-owned housing. A significant number of new homes are being built in the town at present. Glengowan continues to see an increase in placing requests and 'right to remain' applications due to the proximity of new housing developments to the school. The current developments are nearer to Glengowan than the catchment school. A public consultation was carried out in 2023 to gather views about altering the catchment areas of Glengowan, Machanhill and Robert Smille Memorial Primary Schools. Representatives from Education Scotland also visited each school to speak with relevant stakeholders.

The building is situated across from Merryton Train Station which provides a link to other towns and Glasgow. Following the approval of the Education Committee in April, 2025, from next session, the homes within the Persimmon housing estates will be in the catchment area of Glengowan.

The school building was opened in 2012 and provides a modern learning environment. In August 2022 an extension was added to the existing building, adding two more classrooms and a new Nursery Playroom. At present, we are unable to accommodate transfer requests into our Nursery Class.

Rainbow Cottage, a satellite provision of Kear Campus, opened during the 2021/22 session. Small groups of children attend this provision throughout the week. Rainbow Cottage is based in one of Glengowan's classrooms. Due to a review of all provision across SLC, this provision was renamed the Inclusion and Wellbeing Hub. Three classrooms are now used to accommodate the children and staff of the Hub.

Glengowan has a Head Teacher, Depute Head Teacher and a Principal Teacher. However, for the majority of session 24/25, the school did not have a Principal Teacher due to two temporary appointments. The current DHT retires in August 2025, after many years at Glengowan. A new Depute Head Teacher and Principal Teacher will be in post for August 2025.

The Glengowan Parent Group plays a significant role in the life of the school, and we are fortunate to be supported by the wider parent forum. This group supports the school through fundraising events and the purchasing of additional resources.

Strategic Priority 1: Further improve learning & teaching in P1-7 through consistent use of the 'Feedback' section of the SLC Pedagogy Palette.

Progress and Impact

Class teachers were visited once between October and November. We continue to move away from 'Lesson Feedback' and towards 'Lesson Discussions', following the advice from Power Up Your Pedagogy. Teachers still complete a self-evaluation for their lesson as well. Teachers submitted a log of their agreed professional reading. They were advised to note this on the GTC website as well.

Due to the extensive professional reading in recent years, we were able to provide a final update to our Learning and Teaching Policy. This will be posted on our school website during the next academic year.

Next steps

Our Learning and Teaching policy will be fully implemented during 2025/26.



We will continue our approach to shared professional learning by participating in the VCPA training next session.

Strategic Priority 2: *Develop our curriculum with a focus on Sciences, Music and improving the teaching of spelling in the upper school.*

Progress and Impact

Kapow Primary is in use in every class from P1-7.

5 teachers used the Kapow resource during their observed lessons in November. All teachers have commented positively about its usefulness during planning meetings.

Staff feel more confident in delivering content within these curriculum areas due to the high-quality resources available to them.

Our music theory course is still in its trial period. However, the Gold level booklet, tested by one P6 class, worked very well and will be printed in preparation for the 2025/26 academic year.

Apart from P6, all new spelling resources have been updated. This was a huge task, but completed very well by the entire teaching staff team. This extended to P1-3 resources as the work progressed. New resources for spelling are in place for the entire school.

Next steps

The new planning formats will continue to be used and our Parent Group has agreed to fund the Kapow subscription for another year.

Our music theory course, The Treble Clef Project, is still at the trial stage. This award system will be included on the maintenance agenda as one teacher resource and pupil booklet is now complete.

Strategic Priority 3: *Create a new policy for Promoting Positive Relationships.*

Progress and Impact

A working group of three teachers was created.

A wellbeing ambassador from each class was selected to meet with these teachers every 2 weeks. Wellbeing ambassadors provided updates every two weeks at assemblies.

'Wellbeing Warrior' certificates were presented at assemblies, linked to the focus from the A to Z of Attachment.

Our submission for Pledge 1 'Act to Make a Difference' was successful. We received our certificate and first jigsaw piece.

Our new policy for promoting positive relationships is not yet in place. It seemed, as the year progressed, that much more work around attached informed, trauma sensitive practice was required before a new policy could be finalised.

Next steps

We plan to work on achieving our 2nd pledge during 2025/26 as part of our journey. This will be one of our strategic priorities.



Our draft policy will be finalised and implemented during the next academic year.

Strategic Priority 4: Develop a Nursery Class 'Learning at Home' Literacy programme for parents/carers and children.

Progress and Impact

Survey responses: As at 20/6/25, 100% of parental responses indicated 'Strongly Agree' or 'Agree' when asked about the Nursery providing ideas about learning at home. This exceeded our target of 85%. 100% of the children were given a literacy sack to take home. In our general survey, one parent stated, '???? loved the homework sacks.'

New resources were purchased and included in each sack.

The majority of parents provided comments via Learning Journals about using the literacy sacks at home.

Next step

We want to improve the Numeracy sacks that were first introduced in 23-24. As the wider school is undertaking VCPA training, this presents the ideal opportunity to create a Nursery to P7 approach.

Strategic Priority 5: Develop the school community's understanding of the UNCRC.

Progress and Impact

This was our least successful improvement priority. Although we provided awareness raising during assemblies and our parental newsletters, we are not confident that there is a good understanding of the UNCRC. Significant staff absence had an impact on the consistency of implementation. The impact was minimal as much of our planned activities had to be cancelled.

Next step

This will be placed on our maintenance agenda, with a renewed focus at assemblies. Staff have been informed of the new classroom resources available to them.

Strategic Priorities for 2025/26

Strategic Priority 1: Implement the Verbal-Concrete-Pictorial-Abstract (VCPA) approach from Nursery to P7.

Strategic Priority 2: Develop our curriculum with a focus on Dance and Drama.

Strategic Priority 3: Work towards creating an Attachment-Informed, Trauma Sensitive Establishment. Pledge Awards :- See the whole person, Hear their voice

Strategic Priority 4: Create a strategy to ensure that children exceeding age-related expectations are challenged further.