

Summarised inspection findings

South Park Primary School

South Lanarkshire Council

20 January 2026

Key contextual information

South Park Primary School is a non-denominational school serving the Greenhills, Westwood and Murray areas of East Kilbride. The acting headteacher took up post in August 2025. Her substantive role is principal teacher within the school. She is supported by an acting principal teacher. At the time of inspection there were 180 children on the school roll, organised across seven classes. Almost all children reside in Scottish Index of Multiple Deprivation data zones 3 to 6. Approximately 27% of children require additional support for their learning.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Senior leaders work effectively with all staff to create a welcoming and nurturing ethos where children and families feel supported and safe. This is underpinned by the school's values of respect, equity, ambition, confidence and happiness. Staff have undertaken a range of high-quality professional learning. This has helped them develop a strong understanding of nurture principles, attachment awareness and inclusive classrooms. As a result, children learn in calm, safe and inclusive environments. Teachers ensure children's rights are embedded in their practice. Relationships between adults and children are very positive. Almost all children are polite, well-mannered and demonstrate kindness and care towards their peers. Almost all children are very well-behaved and engage positively in their learning.
- In almost all lessons, teachers provide learning experiences based on children's interests. All classrooms and learning spaces are attractive and inviting places to learn. Classroom displays and those throughout the school reflect the children's journey in learning, their views, and achievements. Staff use stimulating resources to support and engage learners. This includes an effective range of concrete maths materials to successfully support learning. As a result, almost all children are engaged and motivated to learn. At times, a few children disengage from learning when tasks are teacher led. A few teachers should continue to review their approaches to ensure planned learning takes account of children who find it challenging to listen for longer periods of time. This should support increased engagement for the few children who, at times, disengage. Children benefit from flexible seating arrangements across classes. This supports them to work effectively as individuals, in pairs and in groups. Teachers use the newly developed 'Skills Street' successfully to help children develop skills for learning, life and work. Children are proud to showcase their work in this area.

- Teachers encourage children and support them effectively to lead their own learning through inquiry-based topics. All teachers involve children very well in planning learning which links across different curricular areas. Children choose the contexts for each topic and co-design the plan for learning. This helps children experience more personalisation and choice, engage in relevant and purposeful learning experiences and take greater responsibility for their learning. All teachers provide children with a choice of 'challenge' tasks in most lessons. Senior leaders should support teachers further to ensure these tasks are suitably challenging and matched appropriately to children's needs. Children lead developments across the school very well through a variety of pupil leadership groups. They are actively involved in participatory budgeting, improvement planning and engaging in pupil led clubs. This improves their life skills and develops them as confident and active learners.
- Senior leaders and teachers have developed and implemented a helpful learning, teaching and assessment policy. This provides clear expectations for high-quality learning and teaching. All teachers provide clear instructions and explanations to children. Most teachers help children to connect their learning by making explicit reference to prior learning. All teachers share the purpose of learning and measures of success in learning routinely. In a majority of lessons children co-create effectively their steps to success. This helps children to understand better the relevance and purpose of their learning. All teachers use well-considered questions to check children's knowledge and understanding. Most teachers ask questions to develop children's higher order thinking skills. This helps children to think deeply about what and how they learn. In most lessons the pace of learning is appropriate.
- Across the school, pupil support assistants work closely with teachers and provide helpful assistance to individual children and groups of learners. This effectively supports children to remain on task and engage positively with learning experiences. Staff work skilfully with children requiring support to manage key points of transition effectively. Across the school a few children use assistive technologies successfully to help them understand and organise further their learning across the curriculum.
- Teachers are making increasingly effective use of digital technologies to enhance and support learning. All teachers use interactive whiteboards very well as a teaching tool. Children, at various stages in the school, make interesting podcasts linked to inquiry projects, create presentations and use programmable toys to support and enhance learning. They regularly use digital devices to play games linked to learning, upload work to an online sharing space and research relevant topics. Across all stages, children are developing their digital skills very well through a progressive digital skills framework.
- Teachers use play effectively to support children's learning and skills development in the early years. Teachers are supported successfully by high quality professional learning. They use learning spaces creatively to provide a range of stimulating learning environments and activities which are linked directly to children's interests. Teachers balance child-initiated, adult-initiated and adult-directed activities very well. They use regular observations of children during play to assess children's progress purposefully. Senior leaders should support teachers to build on this positive practice to observe and record children's progress in learning systematically. This should help teachers further to use this information to identify children's next steps in learning and plan more effectively.

- All staff make effective use of the school's assessment framework to measure and assess the progress children are making in learning. They use data from summative and standardised assessments well to inform planning and to help identify children's next steps in learning. Teachers should develop further their use of formative assessment during lessons. This should help them to provide real-time, specific feedback to support children's learning further. Most children across the school have regular opportunities to self-assess their work. This helps them to better understand how successful they have been in their learning and what they need to do to improve further. Teachers have successfully strengthened their approaches to evaluating the quality of children's learning. They take part in effective moderation activities with colleagues in their own school and across the learning community. This helps them form reliable teacher professional judgments of Curriculum for Excellence (CfE) levels in literacy and numeracy against national standards. Teachers value the opportunities they have to work with colleagues to plan and assess children's work.
- All teachers plan children's learning effectively over different timescales using the experiences and outcomes of CfE. This includes how they will assess children's progress in learning. Teachers plan well across curricular areas, allowing children to make meaningful links in their learning. Senior leaders and teachers have developed and use a helpful digital planning format. This is supporting teachers to share valuable information effectively about children and their learning as they progress through the school. Teachers meet with senior leaders and peers at regular intervals in the year to discuss their plans. This allows senior leaders to have an overview of and track the experiences and outcomes being taught at each stage. Consequently, children experience appropriate breadth in their learning experiences.
- Senior leaders and staff meet regularly to review children's progress in learning. They track and monitor children's progress in literacy, numeracy and aspects of health and wellbeing systematically. They use the 'fact, story, action' approach to identify those children who require specific, additional intervention. They identify accurately individual learners who are not on track in their learning and plan appropriate support and interventions. This is helping teachers to ensure that children make positive progress in their learning.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy and English, and numeracy and mathematics is satisfactory. In June 2025, the majority of children achieved nationally expected CfE levels in reading, writing and numeracy. Most children achieved expected CfE levels in listening and talking. Strategies to accelerate progress in children's learning have had a positive impact. As a result, more children are now achieving better outcomes in both literacy and numeracy. Across the school a few children exceed expectations for their age and stage.
- Most children, who require additional support with their learning, make good progress against their individual targets in literacy and numeracy.

Attainment in literacy and numeracy

Attainment in literacy and English

- Overall, most children make good progress in listening and talking. Across the school, the majority of children make good progress in reading and writing.

Listening and talking

- Most children working towards early level, hear and say patterns in words successfully. A few children are not yet confident in listening and responding to others appropriately. Most children working towards first level, select and share ideas and information using accurate vocabulary. They should develop their skills further in note taking and use this information for different purposes. Most children working towards second level build effectively on the ideas of others in discussions. They need to develop skills in finding information for a specific purpose from spoken texts.

Reading

- Most children working towards early level read single sounds made by letters. They need to develop their knowledge of sight vocabulary to read familiar words in context. Most children working towards first level, select different texts regularly for enjoyment for a specific purpose using the cover, title and author. They should strengthen their skills in reading familiar pieces of texts with expression. The majority of children working towards second level, respond

accurately to a range of questions, including literal and inferential questions to demonstrate understanding. They should develop their skills further in reading with fluency and expression.

Writing

- Most children working towards early level form lowercase letters legibly. They would benefit from further opportunities to invent their own stories through play, imaginative and real-life contexts. Most children working towards first level link sentences successfully using common conjunctions. They should now use this skill to create a variety of texts for different purposes. The majority of children working towards second level, attempt to engage and influence the reader through vocabulary and use of language. They should develop their skills further in creating a range of short and extended texts regularly.

Numeracy and mathematics

- A majority of children make good progress in numeracy and mathematics.

Number, money and measure

- Most children working towards early level carry out simple addition calculations successfully within 10. They are developing their skills in number formation. Most children working towards first level round numbers to the nearest 10 and 100 confidently. Not all children are confident in working with simple equivalent fractions. The majority of children working towards second level, compare costs successfully and demonstrate affordability within a given budget. They need to develop further their understanding of fractions, percentages and decimals. Children across the school would benefit from consolidating their skills in mental calculations.

Shape, position and movement

- The majority of children working towards early level recognise, describe and sort successfully common two-dimensional (2D) shapes. They are developing their understanding of three-dimensional (3D) objects. Most children working towards first level, use correct mathematical language to describe the properties of a range of common 2D shapes and 3D objects. Children should continue to develop their skills in using the compass points to provide directions. Most children working towards second level, identify accurately lines of symmetry on a range of 2D shapes. They should develop further their use of mathematical language to classify angles.

Information handling

- Most children at early level, use knowledge of colour and shape to match and sort items into different sets. They are developing their skills in interpreting simple charts, including their classroom visual timetable. Most children working toward first level extract key information from bar graphs. The majority of children working towards second level analyse and interpret data accurately from line graphs. Children at first and second levels would benefit from using digital technology further to collate, display and interpret a range of information.

Attainment over time

- In June 2025, children's attendance was 93.97% which was above the national average. The acting headteacher monitors children's attendance carefully. Staff support families sensitively where there are barriers to children attending. Staff follow local authority guidance and take effective action where needed to improve attendance and late coming. They work collaboratively with partners and meet with parents to discuss patterns of absence. Senior leaders and teachers have introduced helpful interventions, including the 'walking bus' and 'brekkie blethers'. These initiatives have helped to decrease late coming and increased attendance. Children's attendance has continued to rise over the past three years. There are no part-time timetables in place.
- Senior leaders and teachers use an effective tracking system that enables them to monitor the progress of individual children in literacy and numeracy over time. Levels of children's attainment has been variable over recent years. Senior leaders and teachers have identified raising attainment as a key priority. School staff have taken positive steps to improve attainment. This includes increasing parental engagement, setting stretch aims in children's attainment and providing high quality interventions to support children's learning. Robust tracking data for this session indicates a predicted further increase in children's attainment in both literacy and numeracy. Teachers have recently focussed on improving the quality of children's writing. They have engaged with the local authority's Improving Our Writing resource and a national writing programme. This work is resulting in positive improvements in children's writing skills and progress. Children now write more detailed texts and have improved their punctuation. Consequently, children's attainment in writing at each primary stage is improving. All staff remain focused on sustaining improvements and raising attainment further for all children.

Overall quality of learners' achievements

- All children share their achievements from in and outwith school regularly. Staff celebrate these achievements in 'huddle' assemblies, on digital platforms and through 'The Wonderful Wider Achievements' display. Children participate in an extensive range of opportunities, provided by staff, which supports them to achieve success. As a result, children are confident individuals and have a strong sense of their self-worth.
- Across the school, children contribute positively to the life of the school through important leadership roles. Junior Road Safety Officers help raise awareness of road safety for all children. Young Leaders of Learning collaborate effectively with a partner school to strengthen learner participation. Children have contributed successfully to the local community through their 'Day of Giving'. This included volunteering at the local food bank and visiting a local care home to play games with the residents. Consequently, children are growing in confidence and demonstrate valuable skills in teamwork and citizenship.
- Children are proud of their individual and collective achievements, including national awards for digital technology and reading. They participate actively in sports events, and local authority dance festivals. Through these experiences children demonstrate vital social skills like communication, resilience and sportsmanship. Teachers track carefully children's achievements both in and out of school. They make positive use of this information to ensure

that no children miss out. As a next step, staff should support children to identify and talk in further detail about the skills and attributes they develop through their participation. This will build upon the positive work already undertaken in skills development and support children to evaluate their learning and progress further.

Equity for all learners

- Senior leaders and staff have a deep understanding of the social and economic background of children and families. They have developed a detailed 'Cost of the School Day' policy. This policy outlines clearly how staff achieve equity through removing financial barriers to children's participation in the wider life of the school. For example, children and families benefit from access to a free school uniform recycling bank and breakfast club. Senior leaders have engaged in participatory budgeting with the Parent Council, staff and children. As a result, parents, children and school staff have identified the 'cosy café' and playground as important areas to fund and develop. Senior leaders ensure that parents, staff and children are meaningfully consulted on the school's Pupil Equity Funding (PEF).
- The acting headteacher oversees the use of PEF effectively, using it to provide carefully selected targeted interventions in literacy and numeracy. Additional staff, funded through PEF, deliver high levels of support and valuable interventions for targeted groups of children, such as nurture support and targeted teaching and learning. Senior leaders and staff review a range of data to measure the impact of PEF on children's learning and attainment. This ensures there is clear and robust evidence that PEF is accelerating children's progress and helping to close the poverty related attainment gap in literacy and numeracy.

Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school.
- All children receive their entitlement to two hours high-quality physical education each week.
- Children across the school learn French and Spanish progressively in line with the 1+2 approach to modern languages.
- Children across the school access a well-resourced and welcoming school library. This is helping to promote children's reading for enjoyment.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.