

Summarised inspection findings

Greengairs Primary School

North Lanarkshire Council

3 March 2026

Key contextual information

Greengairs Primary School is a non-denominational primary school situated in the rural area of Greengairs in North Lanarkshire. At the time of inspection, the school had a roll of 76 children organised across four classes, with 17 children enrolled in the nursery class. The acting headteacher has been in post since October 2024 and is supported by two principal teachers, who job-share the role.

The majority of children reside in Scottish Index of Multiple Deprivation deciles 4 and 5. Approximately 25% of children are registered for free school meals. Across the school, a third of children are recorded as having an additional support need and no children have English as an additional language.

2.3 Learning, teaching and assessment	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	

- The highly effective acting headteacher, supported by the wider staff team, has effectively established a warm, welcoming and inclusive ethos throughout the school. Positive relationships underpin learning, with staff consistently promoting the school's values of 'Happy, Safe, Achieving and Included' throughout the day. Senior leaders reinforce children's rights through assemblies, while staff embed these in class charters and daily practice. Almost all children behave well, feel safe, respected, and ready to learn. Children demonstrate kindness and responsibility in their interactions with peers and adults. Children play an active role in school life through pupil voice and 'Making a Difference' groups, influencing decisions and improvements. These experiences build teamwork, respect for diversity and develop shared responsibility. As a result, children contribute positively to the creation of a calm, purposeful learning environment and a strong sense of community.
- Staff create calm, well-organised classrooms that strongly support engagement and wellbeing. Staff have organised spaces well which support a nurturing ethos and promote children's independence to access what they need to learn. Displays are good quality, combining learning aids with children's work to celebrate achievement. These approaches work well, ensuring all learners feel supported, valued and ready to learn.
- Almost all teachers use a range of teaching approaches that keep children engaged and support their different needs. Most learning is well matched to children's abilities, which helps

them stay motivated and confident as learners. In a few classes, learning needs to move at a faster pace so that all children are consistently challenged and able to extend their learning further.

- Most teachers clearly explain the purpose of learning, which supports children's understanding and engagement well. The majority of teachers are beginning to help children understand what success in their learning will look like. Moving forward, staff should focus more on what skills children are developing through their learning. This will deepen children's understanding and strengthen application of skills in new contexts.
- Almost all teachers use questioning effectively to check understanding and deepen learning. Most teachers are beginning to promote higher-order thinking skills, such as analysing, evaluating and problem-solving, to make learning more meaningful. These approaches are making lessons more relevant and engaging.
- Most staff use oral and written feedback well to support children's learning. As planned, senior leaders and teachers should build on this good practice to ensure feedback is clearly linked to next steps and the skills being developed. This will help children understand themselves better as learners, improve independence and help children know what their next steps are in learning.
- Support staff work effectively with teachers to support learning in class. Children who require additional help are well supported to make progress. Teachers and support staff deliver high-quality interventions that improve outcomes for children. A few children follow individual learning plans. Staff review these plans regularly to ensure that children are making the best possible progress from prior levels of learning. They deliver targeted interventions in literacy, numeracy and provide wellbeing support for individual children. These approaches lead to clear progress and are closing identified gaps in children's learning. As a result, children are developing confidence and see themselves as learners.
- All teachers make effective use of interactive boards to enhance learning experiences across the school. Most children regularly use digital technology to support their learning in literacy and numeracy. In all classes, children independently select digital applications to consolidate their learning. Teachers support children well to explore and use a range of digital tools effectively to enhance learning and teaching. These include tablets for interactive tasks, programmable toys for early coding, and using 'green screen' technology in the upper stages to support creativity through digital tools. Children use laptops for research and presentations. These approaches help children engage enthusiastically in their learning across the curriculum.
- Staff at early level are developing their approaches to play through professional learning. Although at the early stages of this development work, activities motivate children and are supporting curiosity and engagement. As planned, staff should continue to engage with national guidance and use children's views to develop play in line with their interests.
- Teachers plan learning effectively for children over various timescales. They use assessment information alongside a range of progressive pathways for all curriculum areas linked to

Curriculum for Excellence (CfE) experiences and outcomes. This ensures most learning experiences for children are planned at the appropriate level of difficulty building on children's prior knowledge and ability.

- The headteacher and staff meet four times each session to track the progress of all children. These impact and progress meetings provide an effective approach to monitoring attainment, identifying trends and planning timely support or intervention. Staff use a wide range of robust evidence from class-based and standardised assessments and apply CfE benchmarks effectively to inform professional judgements about children's progress. Moderation activities take place regularly across stages and with partner schools, strengthening the consistency and reliability of assessment decisions. Staff review the impact of current interventions and adapt approaches where required. Children who require additional support or increased challenge are identified promptly. As a result, almost all children are working at the expected CfE level, with attainment data used well to support continued improvement.
- A well-structured quality assurance calendar supports the ongoing improvement of learning and teaching. The headteacher undertakes regular classroom observations, monitors children's work and engages in professional dialogue with children to evaluate their learning experiences. Staff receive clear and constructive feedback which supports reflection and the continued development of practice. As a result, approaches to learning and teaching are improving and strengths and areas for development are identified accurately.

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

very 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 across the school in literacy and numeracy is very good. Almost all children across the school attain expected levels. A few children across the schools exceed these levels. Children who receive additional support with their learning are making good progress towards their individual targets.

Attainment in literacy and English

- Overall, almost all children are making very good progress in literacy from their prior levels of attainment. Staff use data well to support their professional judgements and identify children who require challenge or interventions.

Listening and talking

- Across the school, almost all children listen well to adults and their peers. Children working at early level hear and say letter blends and sounds made by a combination of letters. They share ideas and are developing their turn-taking skills well. At first and second level, children are articulate and confident when expressing their views. At first level, children listen and respond appropriately to others in a respectful way and apply techniques when engaging with others, for example body language and eye contact. At second level, children show respect for the viewpoints of others and offer their own viewpoint. Across the school children would benefit from increased opportunities to prepare and deliver personal presentations on subjects of their choice.

Reading

- Across the school, children demonstrate an enthusiasm for reading. At early level, children talk about simple stories and answer questions well. At first level, children read aloud a familiar piece of text adding expression and show an understanding of what they have read. They identify the main ideas of texts. Children would benefit for accessing a wider range of non-fiction texts more regularly. At second level, children skim and scan texts to identify key information. They make and organise notes using their own words.

Writing

- Most children at early level are beginning to write letters and simple words and a few write simple sentences with growing confidence. At first level, most children write independently,

punctuating most sentences accurately using a capital letter, full stop or question mark. Children use their knowledge of phonics and spelling strategies to spell familiar and unfamiliar words. Children should be encouraged to make more use of dictionaries or other reference sources to spell tricky or unfamiliar words. At second level, children create a range of short and extended texts regularly for different purposes. They attempt to engage their reader through choice of vocabulary appropriate to the text and use paragraphs well to separate thoughts and ideas. Children would benefit from continued opportunities to write in an increasing range of genre.

Attainment in numeracy and mathematics

- Overall, almost all children are making very good progress in numeracy and mathematics. Staff use data rigorously to increase their understanding of gaps in children's learning in numeracy and mathematics, supporting those who need extra support promptly.

Number, money and measure

- At early level, most children are confident counting accurately forwards and backwards in sequence. They accurately estimate the number of objects in groups and check estimates by counting. Children working at first level use estimation and rounding skills well and explain their processes for solving number operations, such as addition and multiplication. They are confident in using money to £10. Almost all children working towards second level, identify the steps needed when solving word problems and carry out calculations confidently and accurately. They apply their knowledge and skills in number and money well in real-life contexts. They would benefit from further exploration of fractions, decimals and percentages.

Shape, position and movement

- At early level, most children confidently use positional vocabulary to describe and follow directions. At first level, most children accurately identify and name a range of two-dimensional shapes and three-dimensional objects. They now need to deepen their understanding of a wider range of angles. At second level, most children accurately use mathematical terms to classify and explain angles, including acute and obtuse. They demonstrate practical application of this knowledge through their outdoor learning and developing young workforce activities.

Information handling

- Across the school, children show a sound understanding of information handling. At early and first level, children design and carry out real-life surveys, presenting their findings using a range of formats appropriate to their stage. At second level, children gather data using appropriate techniques, construct bar charts and interpret the information with confidence. They are well placed to build on these skills by making more use of digital tools to enhance data collection and analysis.

Attainment over time

- The school achieves consistently high levels of attainment over time, which is above local and national levels. Senior leaders have collated and analysed a wide range of robust and reliable data from both standardised and class-based assessments over a sustained period of time to support raising attainment. Senior leaders share this data consistently with staff.

Staff use a range of data and use of national Benchmarks with increasing confidence supporting their professional judgements over time very well. Attainment data is robust and reliable and is used to identify children who require interventions or additional challenge.

- Overall, the school's average attendance is 92.7%. This is an improving trend and is above local and national averages. There are no children on part-time timetables. The headteacher monitors the attendance of all children monthly. She supports parents and carers to understand the impact of sustained absence on children's school experience.

Overall quality of learners' achievements

- Children are very proud of their achievements which are celebrated through awards and certificates presented at weekly assemblies. All staff record and monitor children's wider achievements. This is helping ensure all children have equitable opportunities for participation and is supporting children to develop confidence and a sense of self-worth.
- All children develop leadership skills through a whole school 'Make A Difference' (MAD) groups approach. This involves multi-stage leadership groups taking responsibility for improving aspects of the school, for example promoting healthy eating and school improvement. All MAD families meet on a weekly basis and are responsible for setting goals for their area of responsibility and evaluating their progress towards achieving them. As a result, children are developing a variety of skills such as communication and teamwork, as well as having meaningful opportunities to contribute to school life.
- Children work very well together, and in collaboration with staff, to achieve nationally accredited awards in rights-based learning, sports and eco-schools. Children participate in a range of school clubs including netball, football, art and rugby. Children organised a school dance club that took part in a recent local authority dance competition. Children enthusiastically learned about the world of work through a popular whole school careers event. A wide range of partners supported children's understanding of the skills and attributes required for different jobs. As a result of these approaches, children are developing as responsible citizens and effective contributors. As a next step, staff should use the wide range of opportunities for wider achievement to better develop children's knowledge and understanding of their own skills.

Equity for all learners

- All staff know their children and families very well. Senior leaders and staff understand the school's socio-economic context very well. A Cost of the School Day Policy has been created with cluster schools and ensures that every child can fully participate in all aspects of school life. The Parent Partnership supports the school in providing funding to support school trips and P7 hoodies for children. This approach removes barriers to learning and participation, promotes equity and enables all children to access the same opportunities to achieve and succeed.

- The headteacher consults with teaching staff and the Parent Partnership on the allocation of Pupil Equity Funding (PEF). The funding is allocated very well to provide additional teaching staff to support interventions and purchase digital devices to provide equitable access to high quality digital learning. Children's progress is closely monitored and regularly evaluated. As a result, they are closing the poverty-related attainment gaps.

Other relevant evidence

- Children experience two hours of quality physical education each week.
- All staff implement a consistent and progressive approach across the school in learning French from P1 -P7 and Spanish as an additional language from Primary 5-7.
- Children benefit from regular, planned, purposeful outdoor learning opportunities that build on prior experiences, linking where appropriate to learning across the curriculum. These experiences take place within the school grounds, nearby wild spaces and forest.
- Across the school, children benefit from well-stocked libraries which provide reading materials covering a wide range of texts. Children also have access to an online digital library, which is supporting all children to develop a love of reading.
- Children learn about Christianity and other world religions through their religious and moral education programme and topic work. This supports them to value and explore diversity, and respect other cultures.

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.