

Summarised inspection findings

Craigton Primary School

Glasgow City Council

8 September 2026

Key contextual information

Craigton Primary School and Nursery Class is a non-denomination school located in Glasgow. The school roll is 249 children arranged across ten classes. There are 27 children in the nursery class. The headteacher took up post in February 2025 and is supported by two depute headteachers and two principal teachers. The headteacher is responsible for the school and the nursery class. Over the last few years there have been significant changes to staffing, including four headteachers and three team leaders.

The majority (69%) of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Children’s attendance is above the national average. The school reported that 59% of children have additional support needs. 21% of 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	
- Children and staff are friendly and welcoming. Almost all children are polite and enjoy learning. Staff work cohesively to foster a positive ethos and provide children with a calm, purposeful and nurturing environment. Almost all children are well behaved, contributing positively to a respectful and supportive ethos for learning. All children are becoming confident in discussing their rights and most are able to seek support from an adult when it is needed. Most children feel safe and able to learn in the supportive and rights-based environment. - Most children across the school regulate their emotions very well and use a range of strategies to stay motivated and focused during their learning. They have high expectations of their own behaviour and the behaviour of their peers. Staff support a few children who demonstrate dysregulated behaviour sensitively. Children are beginning to understand and apply strategies to help themselves manage their emotions independently. Staff should continue to ensure that children improve further their skills in regulating their behaviour. - Most teachers structure lessons well with the purpose of the learning clearly displayed for children at the outset. In most lessons, children are involved in co-constructing steps to success, helping them to understand what they need to do to be successful. Teachers link most learning to expected standards for the class with children experiencing learning across all areas of the curriculum. Most learning contexts are engaging and linked to real-life experiences. - Staff approaches to play at early level are developing well and support the majority of children to make appropriate progress in their learning. Adult-led learning experiences are very well-planned, enabling children to make good progress. Most children play well independently,	

although a few children do not experience play at the right level of challenge. Therefore, the pace of learning for a few children is too slow and does not engage them or sustain their interests. Staff need to continue to refine play pedagogy to ensure it is consistently purposeful, appropriately challenging and supports all children to make very good progress.

- The majority of children feel that their views are listened to and increasingly, their views are being used to inform learning. Children's views about how they learn and what they learn across the curriculum is motivating them to follow their own lines of inquiry. This approach helps them to deepen their understanding and knowledge in social subjects.
- Children work well as individuals and in small groups. Most children enjoy learning and complete tasks and activities with minimum support. In a few reading lessons, children are developing very well their skills of learning independently working in meaningful collaboration with their peers. However, across the school, a minority of children need to develop their skills in working more independently. In addition, a few children need to be clearer about their targets and understand their strengths and next steps in learning.
- Teachers deliver learning primarily through well-structured whole-class lessons with aspects of well-considered differentiation. In numeracy, staff differentiate tasks effectively, enabling most children to make good progress in their learning. Across the school, the majority of children's needs are met through a wide range of differentiated approaches. In most classes, a few children would benefit from more challenge in their learning. Staff need to ensure consistently high expectations of all children when delivering learning. A minority of children do not have high enough expectations of themselves when completing tasks.
- Children who require additional support with their learning are identified early and receive planned interventions. Staff monitor carefully these interventions to ensure that they make a positive difference. Teachers and support staff are clear about the barriers to learning for children who require additional support. They work very well together supporting children to learn alongside their peers in classrooms.
- Teachers use digital technologies well to motivate children and enhance learning. Children, for example, used technology to observe an astronaut's living conditions in a recent space expedition. Children were motivated by this context which linked well to their topic-based learning. Teachers also use an appropriate blend of digital resources and real-life artefacts to share learning. In a recent learning activity about Islam, children listened to the lived experiences of a member of staff and viewed related objects of interest alongside accessing further information of interest online. Importantly, children at P7 incorporated self-assessment techniques through their digital devices while recording their performance skills during a physical education (PE) lesson.
- Teacher's plan children's coverage of the curriculum well. These plans show differentiated tasks and activities that meet the needs of most children in literacy and numeracy. Children are assessed on an ongoing basis and there are examples where teachers provide well-considered oral and written feedback. Senior leaders identified the need to continue to streamline and improve further the approaches to planning and assessment. Presently, the assessment information gathered on an ongoing basis does not show the good progress children make in their learning or identify children's strengths or next steps.

- Staff make accurate professional judgements about children's progress at Curriculum for Excellence levels in numeracy and literacy. These judgements take into account children's prior knowledge and help teacher's plan children's next steps very well. Assessment processes should be refined at Early Level in literacy and numeracy to improve further the school's approach to raising attainment. There is a need to ensure that national Benchmarks continue to inform children's progress across the curriculum.
- Senior leaders and staff use an effective tracking system to monitor the attainment of individual and cohorts of children over time in literacy and numeracy. They use this information well to identify, deliver and monitor the effectiveness of universal and targeted interventions for children who are not on track in their learning. As a result, the majority of children who receive targeted support make good progress.

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, children. 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, children's attainment in literacy and numeracy is good. The majority of children at P1, and most children at P4 and P7 are on track to attain expected levels in numeracy. At early, first and second level, most children are on track to achieve expected levels in listening and talking and reading. The majority of children are on track to achieve writing at expected levels.
- The majority of children who require additional support with their learning make good progress in literacy and numeracy towards their individual targets.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. Across all stages, a minority of children would benefit from increased pace and challenge in their learning.

Listening and talking

- At early level, the majority of children listen well and take turns. They follow instructions and interact well with each other during play. A minority of children are not yet skilled in applying vocabulary learned through texts in their daily play. At first level, most children take turns during class and group discussions. At second level, children show respect for the views of others and encourage each other to express views and build on their ideas. Most share their opinions with sensitivity when their views are different from others. Children share their ideas with their whole class and in smaller groups. Older children have opportunities to present their ideas at assemblies. At second level, most children answer questions with confidence. They work effectively in group discussions and build effectively on the contributions of their peers. Younger children would benefit from having more opportunities to present to wider audiences. This should support them to develop a greater awareness of engaging with an audience.

Reading

- At early level most children explore texts well and enjoy predicting outcomes in unfamiliar stories. A minority of children need consolidation of recognising common words in unfamiliar contexts. At first level, most children read fluently and explain their preferences for the types of books they enjoy reading and their favourite authors. At first and second levels, most children know the difference between fiction and non-fiction. A few children could benefit from reading more challenging texts. This should support them to develop their reading skills and vocabulary development. At second level most children enjoy the opportunity to read regularly in class. They articulate the benefits of reading regularly to support their wellbeing. At first and second level children use a variety of appropriate strategies to decode unfamiliar

words. Children enjoy accessing books in their class libraries. Teachers should consider more regular use of the newly refurbished school library.

Writing

- At early level children record their ideas through symbols and drawings very well. A majority experiment with sound and create simple sentences. There is a need for a minority of children to develop further their early writing skills and communicate meaning through sentences. At first level, children write in a variety of genres. They write across different writing styles such as imaginative writing, reports and recounts. They enjoy writing about topics linked to real-life context, for example, letters of complaint. Their writing demonstrates their ability to write in a logical sequence and to use appropriate writing structures. At second level, most children write more detailed extended pieces of writing. They use punctuation well in their writing and make appropriate choices of punctuation to support meaning and impact of their writing. Teachers should consider opportunities for children to create digital texts. This should support children to use digital tools to edit their work.

Attainment in numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics.

Number, money and measure

- At early level, the majority of children count up to and backwards from 20 and identify missing numbers in a sequence. They add and subtract within 10. They tell the time in whole hours on both digital and analogue display. They classify objects according to weight, for example heaviest and lightest. They recognise a range of coins. Children should continue to develop confidence with larger numbers to 100 and beyond, applying their knowledge within addition and subtraction. At first level, most children read, write and order numbers to 1000. They understand the link between a digit, its place and its value. They can explain what a fraction is and use correct notation for simple fractions for example, $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$. They calculate area and perimeter of a shape confidently. Children should further develop their ability to apply a range of calculation strategies to solve increasingly complex problems in real-life contexts. At second level, most children have sound knowledge of numbers to 1 000 000. They use a range of strategies to add and subtract. They calculate simple forms of equivalent fractions. Children know the relationship between commonly used units of time and calculate simple conversion. They confidently calculate duration. As planned, children should develop further their confidence in solving complex problems and real-life situations involving finance, time and measurement.

Shape, position and movement

- At early level, the majority of children name, identify and sort basic two-dimensional shapes and three-dimensional objects correctly. They should continue to develop the ability to describe position, direction, movement and patterns using appropriate mathematical language. At first level, most children can identify and describe acute, right and obtuse angles. They recognise and identify symmetry in shapes and patterns. They should now develop further their knowledge of coordinates and transformations. At second level, most children use correct mathematical language to describe a range of angles including acute, obtuse, reflex, straight-line, right and revolution angles. They understand the coordinate system and can describe how to plot a point on a grid. They should now extend further their understanding to explain and solve increasingly challenging problems.

Information handling

- At early level, the majority of children sort objects using a range of criteria. They follow and extend patterns. They use block graphs to display data. They should continue to develop the ability to interpret data from a wider range of charts and graphs. Most children at first level, analyse, interpret and draw conclusions from data, such as tables and surveys and can display this in a bar graph and pictogram. They should work to develop further their confidence in collecting, displaying and analysing data using digital methods. At second level, most children display data in a clear way and describe the key features of graphs for example, title, axes, scale and key. They should develop further their ability to interpret findings critically, and use evidence to draw conclusions, make predictions and support decision-making.

Attainment over time

- Overall, most children make good progress in literacy and numeracy over time. Senior leaders rightly identify a range of factors affecting attainment over time including the transient nature of the pupil population. Senior leaders have begun to track the attainment of children who have attended the school since primary 1 to better understand the impact of a fluctuating pupil roll on overall attainment.
- The school's overall attendance rate is 91% which is in line with the local average and below the national average. A few children have attendance of less than 90%. Senior leaders monitor and track attendance regularly. They work with children, families and a range of appropriate partners to address barriers to attendance sensitively. Senior leaders consider the wide-ranging reasons for attendance concerns and provide families with support that meets their individual needs. As a result, children's attendance has improved slightly over the last four sessions. There have been no exclusions in recent sessions and no children are on part-time timetables.

Overall quality of learners' achievements

- Children's wider achievements, both in and out of school, are recognised and celebrated with the school community. This recognition includes celebrations of success during whole school assemblies, social media platforms and wall displays. Older children talk proudly of their roles as house captains/vice captains and the positive contribution they make to the school community. All children benefit from a wide range of opportunities across sports, the arts and other activities. These activities include, for example Fun 31, sporting taster sessions in PE and recent school trips during the school day as well as opportunities at after school clubs. They recognise these opportunities help them develop key skills for learning, life and work and talk confidently about improved collaboration, focus and critical thinking. Senior leaders and staff rightly recognise the need to begin tracking children's wider achievements to ensure equity of success and achievement for all children.

Equity for all learners

- Senior leaders prioritise inclusion for all children and rigorously identify children whose circumstances are a barrier to success. They ensure that support is bespoke to each child and improves their school experience. In addition, they track cohorts of children in numeracy and literacy to identify gaps and implement interventions that help them to make progress. In numeracy, data provided by the school shows that the school is narrowing the attainment gap for children living in SIMD 1 and 2 in the school with national data of children living in SIMD 9 and SIMD 10.

- The school use pupil equity funding to provide a targeted 'nurture through DYW' intervention. Groups of children access regular woodwork sessions to support their attendance and help them to engage more positively with school. This intervention has supported improved health and wellbeing, attendance and progress for most of these children. The school reports noticeable improvements in children's social and emotional learning and their development of skills for learning, life and work.

Other relevant evidence

- Children learn a progressive approach to French within the school's approaches to 1+ 2 modern languages. Children do not receive access to a second language.
- Children experience two hours of high-quality physical education per week.
- The school's library has recently been refurbished to a higher standard than it was before the charges were put into place. The improvements include children being able to access a more diverse range of texts.

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.