

Summarised inspection findings

St Monica's (Milton) Primary School

Glasgow City Council

26 May 2026

Key contextual information

St. Monica's (Milton) Primary School is an urban, denominational school which serves the community of Milton in the north side of Glasgow. At the time of inspection, the school roll was 403 children across 15 classes. The headteacher was appointed in 2017. He is supported by two deputy headteachers and two principal teachers. Across the school, 83% of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Just under half of children are entitled to free school meals (FSM) and 30% of children have English as an Additional Language (EAL) with 26 languages spoken across the school. Over 50% of children have an identified support need.

Over the last two years, there have been significant changes to the leadership and teaching teams. There are a number of temporary appointments including class teachers and one deputy headteacher and one principal teacher who are both working in an acting capacity.

1.3 Leadership of change	very good
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

- The headteacher provides highly effective rights- and values-based leadership to the school. He leads by example and invests fully in building capacity across the team. He is highly collaborative, empowering staff and children to contribute fully to the life of the school. These approaches help staff to develop the skills and attributes required to support children very effectively. Almost all staff feel highly valued and understand clearly their role in supporting children to succeed in the school.
- The headteacher is very ably supported by a highly skilled leadership team. Together, with staff, they have transformed the culture and ethos across the school. They work very effectively, creating and sustaining a highly inclusive and caring culture. Staff, children and families thrive as part of the St Monica's family and are rightly proud of their school.
- The school's ethos is built upon the Gospel values and the rights of the child. Senior leaders worked collaboratively with all stakeholders to develop the school's vision, values and aims. The values of responsible, inclusivity, Gospel values, honesty, trustworthy and safe are well embedded. Staff have a clear understanding of these values and use them as a foundation for the school's work. Children speak confidently and articulately about how these values shape their school. They developed characters that represent very well the school community. These images support everyone in the school community to remember the values and understand their purpose. Staff work tirelessly to centre children in everything they do and developed a highly effective approach to ensure the school vision meets very well the community. This

approach is underpinned by staff's faiths and belief that all children should experience a safe, nurturing school which fosters their skills and talents.

- The leadership team live and model the school values in their practice and provide clear and highly effective direction to the school community. They recognise and value the expertise of staff, who are a reflective and dedicated team. As a result, leadership at all levels is a major strength of the school. Senior leaders use a very effective coaching and mentoring approach to build staff's skills and talents and foster staff development through leadership opportunities within the school. Staff dedicate time enthusiastically to developing areas such as digital approaches, differentiation, play pedagogy, planning and nurture and wellbeing. This shared responsibility ensures that staff improve and embed changes to their practice very well.
- Senior leaders have a highly collaborative approach to school improvement. Despite significant changes to staffing over a number of years, they have managed the pace of change very well. Senior leaders support staff to use robust data, *How good is our school?* 4th edition, quality assurance evidence and their knowledge of the school's context to identify improvement targets. This ensures all staff have an accurate overview of the strengths of the school and where more work is required. Currently, senior leaders and staff gather a wide range of important data and evidence about children's progress. Staff have adopted an outstanding approach to tracking children's improved wellbeing and emotional regulation. They ensure any targeted interventions children receive are thoroughly tracked to show the positive impact additional support has on their progress over a number of years. Staff have rightly identified the need to develop a shared understanding of differentiation. They engage positively with professional learning in this area. Senior leaders recognise that this requires additional focus to embed differentiation at all stages. As a next step, senior leaders should now use quality assurance evidence about classroom practice and attainment data to better analyse how well current learning and teaching approaches are meeting all learners' needs. This should support them to share the impact of strong classroom practice across the team to support improvement. In addition, this analysis could evidence more clearly the interventions which have the greatest impact on children's progress.
- Staff at all levels are committed to social justice and share high aspirations for children. All staff demonstrate a clear understanding of the socio-economic and cultural context of the school. They have a robust knowledge of the strengths and barriers to learning of children and their families. Staff have had a relentless focus on ensuring children's wellbeing thrives as a result of their time at school. Led very ably by the deputy headteacher, staff use high-quality action plans, targeted interventions and robust assessment evidence to track the effectiveness of their approaches. Staff centre strong and positive relationships as a key driver of their work. This whole staff approach to social justice has resulted in an outstanding approach to inclusion, wellbeing and equity across the school. Children receive not only high-quality care and support but develop a high level of emotional literacy as a result of their time at the school.
- Most teachers lead pupil leadership groups to enhance children's experiences beyond the curriculum. Most children improve their communication and teamwork skills through their involvement in committees and pupil leadership groups. Children speak articulately about how these opportunities give them a voice in improving their school. They share confidently how adults in the school use assemblies to inform them of how their feedback and views have improved the school. As a result, most children feel heard and valued in school. They presented their learning and implementation of the United Nations Convention on the Rights of the Child

(UNCRC) and approach to being peer mediators to schools and their representatives from across the city. Older children represent the school regularly at the local authority pupil forum where they share their ideas and contribute to improvement across the city.

- Led very ably by the leadership team, staff provide a wide range of opportunities for parents to engage with the school and learn alongside their children. Staff value the positive partnerships they have with parents and recognise the role they play in supporting their child's education. Senior leaders seek the views of parents regularly to develop whole school and bespoke approaches to meet parents' and children's needs. This ensures there is a clear rationale for decisions and improvement planning. For example, senior leaders have developed a well-established family learning calendar. Their approach supports parents to develop a stronger understanding of key areas of their child's learning as well as skills to support their child's learning beyond the school. This includes strong and well-established partnerships with educational, community and third sector groups. Parents enjoy these sessions and gain practical ideas for how to support their child through engaging and active activities. Furthermore, senior leaders and staff develop resources and information in parent friendly formats to ensure they address barriers to participation. The headteacher and staff representatives meet monthly with the Parent Council. Staff share key areas of school improvement and work with parents to plan events that enhance children's experiences and opportunities. The headteacher consults all stakeholders on the use of Pupil Equity Funding (PEF) in order to inform decision making about its use.

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

- All children benefit from the school's warm, supportive ethos and positive, nurturing and mutually respectful relationships with staff. Children are highly respectful of each other, staff and visitors and are well-mannered and welcoming. Across the school, all children and staff understand and uphold the school values which underpin the daily life and work of the school. Children learn in calm and welcoming classrooms almost all of the time. Staff centre a clear commitment to children's rights, which is a strong feature throughout the school.
- Overall, most children consistently behave very well and demonstrate high levels of engagement in their learning. They work well independently, in pairs and in groups and are respectful and supportive of each other. Older children are highly skilled in working in larger groups to share their ideas and negotiate when there are different views across the team. Most teachers respond sensitively and promptly to the specific learning needs of individual children who require additional support. Staff have developed highly effective targeted approaches to support children who require support to regulate their emotions and manage transitions. For example, a few younger children receive highly effective nurture-based interventions that help them develop social and communication skills. Staff use praise well throughout the school, resulting in children who are eager to respond and contribute to lessons. As a result of consistent and coordinated approaches, children's behaviour and engagement is a strength.
- Staff have adopted well approaches to teaching and learning informed by the local authority pedagogy framework. They use this framework as part of professional learning to improve the consistency of their practice across the school. For example, teachers' consistent approach to literacy is successfully increasing children's progress and closing gaps in attainment. In most literacy and numeracy lessons, teachers plan learning that is very well-matched to children's learning needs. As a result, most children are highly motivated when taking responsibility for aspects of their learning. Teachers are highly skilled at ensuring children have a regular focus on oral recall and prior learning to keep their skills sharp. However, in a minority of lessons there is an over reliance on whole class teaching which impacts on the pace of learning. Teachers have recognised the need to ensure all children receive learning that consistently meets their needs. This includes providing additional challenge for the most able learners. Teachers are engaging in professional learning with the Glasgow Pedagogy Team and should continue to embed high-quality differentiation into lessons. This should support all children to engage with activities that match very well to their abilities and needs.
- In almost all lessons, teachers make the purpose of learning clear. In a majority of highly effective examples, teachers involve children in agreeing how to measure success in their

learning. This helps children to be clear about how to make progress in their learning. Teachers' use of questioning is a major strength across the school. In most lessons, teachers ask children questions which require them to explain their thinking and reasoning. Most children explain their answers and thinking confidently. Staff should continue to develop further opportunities for all children to take a greater lead in their learning and apply their skills to a wider range of contexts.

- In most lessons, staff use a range of formative assessment strategies well to assess children's understanding. In a few highly effective examples, teachers use this feedback in the moment to adjust tasks and activities to provide additional challenge to children. Most children regularly take part in peer- and self-assessment activities to reflect on their learning. This promotes a deeper understanding of their own progress. Staff provide verbal and written feedback to support children to understand how successful they have been. A few teachers are highly skilled in providing feedback that helps children improve their work. Senior leaders should support teachers to share these skills across the team to develop a consistent and high-quality approach to feedback across the school. This should help further children to understand what they are doing well and what they need to do to improve.
- Staff have engaged with national practice guidance and professional learning to support the implementation of play at early level. Children in the early level learn through a well-considered play approach. Staff have created a stimulating and attractive classroom environment and corridor area 'The Platform' to support children well to explore and investigate. Children receive an effective balance of adult-initiated, child-initiated and child-led activities. They apply and consolidate their learning in appropriate 'must do' activities. Teachers observe and record children's engagement in learning well through their play linked to meta-skills. Children, as a result, are accelerating their language, communication and social skills.
- Almost all teachers use digital technology very effectively to support and extend children's learning. They use devices to enhance children's learning and understanding of new concepts. They know when to select digital approaches that add to the learning experience. Teachers plan learning using a clear progression pathway which allows children to develop and build upon their digital skills effectively. Across the school, children are developing their digital skills well using a variety of technologies. Children in P5 to P7 have their own digital device in school which they use confidently for a range of purposes, including coding, filming and to record their learning. The digital explorers in P5 to P7 support younger children very well with digital learning.
- Senior leaders and staff have created a helpful assessment calendar. This ensures all staff have a clear understanding of assessment expectations across the year. Teachers make strong use of a broad range of summative, standardised and ongoing assessment to understand children's strengths and progress in literacy and numeracy. They interrogate this information effectively to identify gaps in children's learning. In addition, teachers use this analysis to inform their pedagogy and approach to curriculum delivery. Teachers should further develop high-quality assessment tasks for other areas of the curriculum. This approach should allow children to apply their skills and knowledge in unfamiliar contexts across the curriculum.
- All teachers collaborate effectively with stage partners to plan and review children's learning. All teachers currently use long-term planning for all curricular areas that highlight the

coverage of Curriculum for Excellence (CfE) experiences and outcomes. Planning takes into account the four contexts of learning. Teachers involve children well in planning learning which makes links across curricular areas by asking about what they already know and what they would like to learn more about. An important next step is for teachers to consider how assessment evidence is used to plan more challenging learning experiences for the most able children.

- Senior leaders meet three times a year with teachers to discuss the progress children are making in literacy, numeracy and wellbeing. Senior leaders use national Benchmarks during professional dialogue with teachers to support and challenge them in moderating their professional judgements. They use a 'fact, story, action' approach to discuss how planned learning is impacting on progress. In addition, teachers take part regularly in moderation activities with learning community colleagues. These approaches have helped strengthen teachers' understanding of national standards and have ensured accurate professional judgements of children's achievement of a level. Senior leaders and teachers work closely together to identify any children who require additional support. Staff use the information gathered to plan and deliver highly effective targeted support for children who are not yet meeting expected levels. Staff use a variety of tracking tools. This helps them to monitor children's progress and achievement within and through CfE levels in literacy and numeracy. Building on this, staff need to now ensure they monitor and track children's progress across all areas of the curriculum and streamline their tracking approaches. This will support them to identify clearly the approaches that are having the greatest impact on children's progress.

2.2 Curriculum: Learning pathways

- Teachers use well a combination of local authority pathways and school-based planning to support coverage of learning across curricular areas. This session, staff have rightly identified the need to review their approaches to planning learning across the curriculum. Currently, teachers are leading a review of forward planning approaches. They are working collaboratively across early, first and second levels to review planning for all curricular areas. This work is helping to ensure learning contexts are relevant for children and planned more effectively to evidence children's progress across the curriculum. Moving forward, teachers should ensure planning provides flexibility to meet the needs of all learners. They should also consider how the curriculum provides opportunities for children to develop skills for learning, life, and work and incorporates children's rights.
- Children across the school learn Spanish progressively from P1 to P7. Children in P5 to P7 benefit from weekly learning from a specialist in the language. They experience high-quality instruction in this language and confidently engage in conversation with a partner. Children in P5 to P7 learn about Italian culture and key phrases in the language. P7 children develop their knowledge of French through regular instruction. Children who are new to English are supported well by 'language ambassadors'. This is strengthening transitions and relationships.
- All children experience two hours of high-quality physical education (PE) weekly. They benefit from a dedicated member of staff who ensures learning is progressive and skills-based. Children enjoy PE and have opportunities to use different sporting equipment and learn about a wide range of sports.
- The majority of staff have participated in training relating to outdoor learning. Across the school, all children have regular opportunities to participate in outdoor learning. Groups of children engage in forest school sessions to develop their creativity and social skills. Senior leaders have rightly recognised the need to develop further their approaches to outdoor learning across all classes to ensure consistency. This future focus should also ensure children build progressively on their skills over time.
- Staff have recently focused on improving their approach to expressive arts. As a result, children are building on a range of creative skills which they apply within the ethos and life of the school. For example, a few children in P5 to P7 are preparing for their first musical performance through a drama club. In drama lessons, children are given opportunities to apply their skills in talking and listening to develop their understanding of characterisation.
- The school has strong links with the local parish. Children participate in religious observance and attend Mass at the local church regularly. This is an inclusive experience for all children, regardless of faith. Across the school, a range of world religions, cultures and faiths are also explored proactively by children and staff. This reflects the rich diversity of the school population, where all children are welcome and highly valued. Teachers use God's Loving Plan effectively to provide a cohesive and progressive learning experience for children. Staff have been supported very well to engage with professional learning to ensure children in P3, P4 and P7 are prepared to make their Sacraments as well as having a full school programme of mediative prayer.

2.7 Partnerships: Impact on learners – parental engagement

- Parents benefit from the highly supportive relationships with the school. They appreciate the nurturing and inclusive ethos across the school and recognise that staff go above and beyond to provide for children and families. Parents have a strong sense that staff know their children as individuals.
- Parents learn more about their child's learning and curricular experiences through 'Meet the Teacher' sessions, class showcases of learning, termly class newsletters, information sessions and monthly headteacher newsletters. In addition, staff welcome parents in during key weeks throughout the year to celebrate and share learning. These focus weeks allow parents to be involved in their child's learning in health and wellbeing, mathematics, literacy and the world of work. These varied approaches help parents receive regular and helpful information.
- Staff feedback to parents about their child's progress through progress reports, interim reports and parents' consultations. Parents have regular opportunities to attend ASN Coffee and Connect sessions where they can ask questions in a safe space and share ideas with other parents. This supportive and caring approach helps parents feel secure and engage positively with the school.
- The Parent Council is very supportive of the school. They plan social events for children to enhance their experiences beyond the classroom. In addition, they raise funds to support the purchase of additional resources and items. The Parent Council uses funds raised to ensure all children have access to activities and resources within the school and financial constraints are not a barrier for families.

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.

3.1 Ensuring wellbeing, equality and inclusion

excellent

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The highly effective leadership team, led very ably by the headteacher, have established a highly inclusive and aspirational climate for children across the school. Staff have worked very effectively together to develop and sustain an outstanding approach to supporting children and families. All staff ensure a very warm, welcoming and nurturing ethos throughout the school, which reflects very well the school's values. All staff have a relentless focus on improving wellbeing outcomes for children, which exemplifies best practice. Staff plan and deliver individualised and very effective targeted support to younger children which helps them develop important social and communication skills. This results in almost all older children demonstrating strong emotional literacy. They develop important life skills that help them manage change and unpredictable circumstances with maturity and confidence.
- All staff support children's emotional health exceptionally well, and almost all children show a strong, age-appropriate understanding of their own wellbeing. Across the school, staff create purposeful opportunities for children to talk about their feelings. This helps children become confident and articulate in expressing their emotions. A minority of children benefit from highly effective specialised support in 'The Den' or wellbeing rooms. Children learn very successfully to recognise and manage their emotions and to communicate with confidence and respect. For example, teachers build children's communication skills through structured, practical tasks such as collaborating when using construction materials. As a result, children cope more confidently in school life and wider social situations. Staff ensure a coordinated, consistent and successful approach to developing children's wellbeing skills. This has resulted in children having a strong sense of belonging and care for each other across the school. Children are strong ambassadors for St Monica's and rightly proud of their school.
- Staff have built an exceptionally strong and consistent approach to rights education. Staff ensure children's rights are a regular focus at school assemblies, during class lessons and in establishing class charters. For example, children apply their sophisticated skills in talking and listening to explore scenarios involving discrimination. As a result of meaningful opportunities to explore this subject, older children think critically and demonstrate a secure understanding of their rights. They are confident to challenge when these are not being met. The school's rights ambassadors support their peers extremely effectively to understand their rights and make sure these are respected each day. Children have actively shared the school's rights journey and practice with other schools across the local authority, contributing to wider system change. The school is seen nationally as a centre of strong practice with other schools benefiting from learning about their approach. Children have delivered presentations to

schools across the local authority at City Chambers to support others on their journey towards creating a rights-based education.

- Children confidently discuss how they keep themselves safe. Almost all children know who to talk to if they have any worries or concerns. Almost all children say that they feel safe in school. Senior leaders diligently analyse any bullying incidents and use the themes they identify to shape the school's work. They are proactive in addressing any issues and solution focused in their approaches. For example, senior leaders worked closely with external partners to design highly effective anti-racism learning that deepens children's understanding of discrimination. Teachers provide class lessons and police visits to support children's understanding of the impact of hate crimes. This is helping children identify discrimination and know how they can respond to it. Older children talk articulately about the impact discrimination can have on a person and how they work together to prevent this happening. Currently, the headteacher is working closely with local authority colleagues to develop an anti-racism programme. This work should support schools across the local authority to help children develop a strong understanding of this issue and the impact it can have.
- Children lead several aspects of wellbeing and inclusion very effectively through their leadership roles. For example, a group of P6 and P7 peer mediators receive specialised training in resolving conflict. They use their knowledge and understanding of emotional and social skills to help peers to resolve difficulties in the playground. Mediators report that their peers now have a stronger ability to work through conflict calmly, which helps children feel safe, happy, and included. Mediators develop strong communication, problem-solving and empathy skills, which they apply confidently to support their peers. Children have shared this strong approach more widely with schools across the city to influence system wide improvement.
- Senior leaders and staff use their extensive knowledge of emotional regulation to help children recognise and manage their own emotions and behaviours. They skilfully manage a wide range of impactful resources and approaches. This ensures children experience consistency and continuity of approach regardless of where they are in the school. A few younger children experience highly supportive learning in 'The Den' through nurture approaches grounded in attachment theory. As a result, these children show increased emotional security and an improved ability to regulate their behaviour. They develop over time stronger, more trusting relationships with adults, which enhances their ability to engage more positively in learning. Staff provide well-used calm spaces in classrooms and corridors, which older children access confidently and appropriately as a result of the strategies they develop to recognise and manage their emotions. Children are developing a strong awareness of the situations and feelings such as worry, anger or anxiety that affect their emotions. All teachers complete annual training in nurture and trauma-informed approaches, which they use very successfully, to help children manage their feelings and behaviours. Senior leaders have developed an induction for any new staff who join the team which ensures all staff develop the skills required to support children successfully. Staff also provide helpful visual supports that prompt children to use a range of regulation strategies. These approaches result in a calm, consistent environment across the school that helps children feel secure and ready to learn. Children talk very confidently about how they are feeling and show respectful, positive behaviour. They progressively develop skills to manage their emotions independently. Staff share their deep understanding of wellbeing initiatives with other school staff in the local authority as well as international delegates.

- Children develop a deep understanding of health and wellbeing through a robust, balanced and progressive curriculum programme. Children and families benefit greatly from working with a range of highly skilled partners to help them understand and improve their wellbeing. Senior leaders and partners work very effectively together, adapting approaches to meet the individual needs of children and families. Staff are skilled in adapting the curriculum to respond to children's contexts, helping children to discuss and learn about sensitive health issues. For example, staff ensure all P6 and P7 children benefit from an alcohol-awareness programme. This programme supports children to develop the knowledge needed to make informed, responsible choices as they grow older, while strengthening their current understanding of risk.
- Staff place high importance on transitions, drawing on their deep understanding of nurture. Senior leaders work well with partners to provide highly effective support at key transition points. Throughout the year, P6 buddies visit nursery children and continue to help them as they start P1. Children in P7 take part in several visits to their cluster secondary school. Enhanced transition programmes, including 'Starting School Club' and 'S1 Rising Stars', are used to reduce anxiety and build confidence very well during school moves. In addition, staff invite children who need additional wellbeing support to attend school in advance of starting the new school year. This helps children settle quickly. As a result, almost all children transition confidently and adjust very well.
- Staff fulfil their statutory duties consistently well. Approaches to inclusion are deeply embedded and understood by all staff. Senior leaders have developed highly effective staged intervention processes to identify and respond to children's wellbeing needs appropriately. They plan timely interventions with children and families based on robust evaluations of children's needs. Children who require bespoke support have carefully considered plans, with appropriate targets which are reviewed regularly. Staff deliver well targeted interventions that have a clear and positive impact on children's wellbeing and progress. Staff share a strong culture of professional reflection to meet children's wellbeing needs. Senior leaders offer highly valued 'drop-in' sessions that allow staff to seek timely advice on meeting a child's needs. This helps staff feel confident in addressing children's needs. Senior leaders extend support to families through the ASN Coffee and Connect sessions. They coordinate timely input from specialised agencies in direct response to family needs, ensuring inputs are well-matched and accessible. Parents that attend report that these responsive sessions enhance their confidence in meeting their child's learning and wellbeing needs.
- 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 education and the catering service.
- Staff demonstrate exceptional care and support to children who have experienced care, routinely going beyond what would normally be expected to meet their needs. They engaged in targeted professional learning to deepen their understanding of The Promise. Staff embrace their role in ensuring children are loved, cared for and respected. Staff encourage children who have experienced care to have high expectations for themselves. Staff provide targeted opportunities very effectively for children to experience wider achievement. For example, staff

build a programme of lunchtime clubs to meet the needs and interests of a few children who otherwise would not have opportunities for personal achievement beyond the school. Teachers offer additional tuition through the 'learning for life' after school club. This approach helps address gaps in children's learning and provides early exposure to new concepts. This results in children having greater confidence and readiness when new areas of learning are introduced in class. This highly effective practice ensures that children who have experienced care receive bespoke and highly tailored support that builds their confidence and strengthens their progress. Over time, staff's relentless approach to getting it right for identified children ensures they accelerate their progress with the majority now meeting national expectations in all organisers in literacy and numeracy.

- Almost all children feel that the school helps them to understand and respect other people. They are active participants in making the school a highly inclusive learning environment through their positive actions and interactions. Children learn about diversity in class, through assemblies, and as part of everyday school life. For example, children's first languages are promoted actively, with families reading in their mother tongue, helping children feel their identity is valued and respected.

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 in literacy and numeracy is good. Factors such as the demographic of the school, the wide range of learning and wellbeing needs and fluctuating school roll significantly influence the school's overarching attainment data. Children as individuals make very good progress. In addition, children who require additional support with their learning make very good progress against their individual targets. Senior leaders are currently refreshing their approaches to tracking to ensure they capture more regularly the accelerated progress children who receive targeted support make.

Attainment in literacy and English

- Overall, most children across the school are making very good progress in literacy and English. There is clear evidence of accelerated progress for children between first and second levels in all aspects of literacy and English. Over the last two years, older children's progress in the quality of their writing has improved significantly as a result of staff's consistent approach to the teaching of writing. The sustained and high-quality targeted interventions have successfully supported a minority of children who were previously off track with their learning to now work within nationally expected levels.

Listening and talking

- Across the school, almost all children listen and engage well during class activities and discussions. The majority of children at early level follow instructions and answer questions related to their learning tasks. They enjoy listening to and discussing stories. They share their likes and dislikes confidently. At first level, most children take turns and listen respectfully to others in groups. At second level, almost all children contribute very effectively to discussions and build on the ideas of others. Almost all children at first and second levels confidently give oral feedback to peers on accuracy, pace and expression. They are articulate and speak clearly using very well-developed vocabulary.

Reading

- Children gain confidence and make progress due to the strong modelling of their teachers. Across the school, children confidently read to their peers and challenge one another to improve through explicit feedback. At early level, the majority of children use their knowledge of letters and sounds to read simple words and sentences confidently. They answer simple questions about texts and explain the features of a book. Most children at first level read aloud with expression and understanding. They discuss why they prefer a book or genre. At second

level, most children read with fluency, understanding and expression. At first and second levels, almost all children enjoy the challenge of class novels but would like an opportunity to visit the local library.

Writing

- Across the school, children write at length for a variety of purposes across a range of curriculum areas. The majority of children at early level are learning to write initial sounds and simple words well. At first level, most children use relevant and interesting vocabulary to entertain the reader. Most children spell familiar words correctly and use grammar and connectives appropriately in their writing. They demonstrate strong tools for writing. At second level, most children are using ambitious vocabulary to enhance their writing. They have a strong understanding of similes, metaphors and alliteration to make their writing more engaging. A few children need to improve their presentation and handwriting skills.

Attainment in numeracy and mathematics

- Most children make good progress from prior learning in numeracy and mathematics.

Number, money and measure

- As a result of the strong focus on number concepts and regular reinforcement of key learning, the majority of children at first and second levels demonstrate fast oral recall of important facts. They show a secure understanding of the relationships between number concepts and apply these when given challenging questions across different concepts.
- At early level, most children confidently order numbers and complete simple addition and subtraction calculations within 10. They are developing an awareness of time and are exploring simple fractions. At first level, most children have a strong understanding of place value and use this knowledge appropriately to help undertake a range of calculations. They are developing their knowledge of computational thinking to support them to undertake calculations. They confidently use simple fractions and accurately use coins to make various amounts and calculate change due from £1. At second level, most children have a strong understanding of a variety of strategies which support them to undertake a range of calculations accurately. They round numbers correctly and make accurate links between fractions, decimals and percentages. Children at all levels need to apply their numeracy skills more frequently in a range of meaningful real-life contexts.

Shape, position and movement

- At early level, most children recognise and name simple two-dimensional (2D) shapes and complete simple repeating patterns successfully. At first level, most children confidently name a range of 2D shapes and three-dimensional objects and explain some of their properties. They can name and describe right, acute and obtuse angles. They are able to plot simple coordinates on a grid to make a range of shapes. At second level, most children use mathematical language well to name, describe and draw different angles using a protractor. They are developing their skills in calculating area and perimeter of a range of shapes. They plot simple courses using compass directions.

Information handling

- At early level, almost all children group information appropriately and are developing an understanding of tally marks. At first level, almost all children confidently use tally marks to track and record information. At second level, almost all children construct a range of

different graphs to present information in a range of ways. They talk confidently about what the graphs represent and know which scales are appropriate. They would benefit from more use of digital technology to manipulate data and produce a range of charts and graphs. Children at all levels would benefit from more frequent opportunities to learn about and present information and data in a range of different contexts.

Attainment over time

- Senior leaders have developed structured guidance on attendance to ensure staff take appropriate steps to improve the attendance of identified children. This includes working closely with parents. Over the last two sessions, attendance has been between 90–92%. This sits in line with the local authority average although below national averages. However, attendance has steadily improved since session 22/23. The headteacher monitors the attendance of all children carefully and ensures appropriate actions are taken and supports offered to help attendance improve. He shares helpful communication in newsletters and leaflets to reinforce to parents the importance of good levels of attendance. A few children attend school on a part-time basis. Senior leaders work successfully with families and partners to increase the amount of time children spend in school. As a result, attendance for a few identified children has improved significantly within a short space of time with children spending almost all their time in school. The part-time nature of their attendance primarily supports flexibility for children to experience calm and smooth transitions before the end of each day. Staff evidence well the positive impact increased time in school has had on children's progress and attainment.
- Most children make very progress as they move through the school. The impact of early intervention and sustained high-quality targeted support is evidenced through the positive outcomes for children by the time they reach P7. Senior leaders and teachers use a significant range of data to track the progress and attainment for identified children who access a wide range of supports. This informs discussions at regular attainment and tracking meetings where prompt action is taken to support children who are not on track with their learning. Senior leaders should now use the range of data collected to streamline key messages about the impact high-quality learning and teaching alongside highly effective targeted support has on children's progress.

Overall quality of learners' achievements

- Across the school, children experience a rich and effective range of leadership opportunities that support meaningful personal achievement. Through roles such as Junior Road Safety Officers (JRSOs), Laudato Si, Mini Vinnies, leaders of learning, rights ambassadors and class representatives for school committees, children make a valuable contribution to the life and work of the school. They speak confidently and enthusiastically about their responsibilities and demonstrate strong teamwork, communication and organisation skills. These opportunities clearly foster independence, confidence and a strong understanding of citizenship.
- Staff provide an extensive and well-planned range of experiences that enable children to develop and extend their skills and talents. Children in P7 benefit from a residential experience to enrich learning and promote resilience and collaboration. Staff deliver a diverse programme of clubs, including drama, multi-sports, Ramadan, sign language, choir, Bikeability, dance and chess, to ensure that children's interests and achievements are nurtured across a wide range of contexts. Staff use children's feedback to develop clubs

responsive to their interests. They plan sensitively to ensure children are not excluded due to transport needs at the end of a school day. The school has established a positive and inclusive ethos where achievement is recognised and celebrated effectively. Children are motivated and encouraged through a wide range of awards. Staff celebrate children's achievements, both within and beyond the school, at weekly assemblies reinforcing a culture of aspiration and pride.

- Children benefit from meaningful opportunities to represent the school at events and feedback to their peers. They apply their communication skills confidently to address different audiences and share important information. For example, P7 children take part regularly in the Glasgow School Forum and deliver presentations to schools at City Chambers. Children prepare presentations and share their valuable work on challenging discrimination, anti-bullying and children's rights.
- Older children showcase the school values of responsible, trustworthy and safe when supporting younger children as buddies, peer mediators and playground champions. Children who are language ambassadors demonstrate inclusivity when sharing their linguistic skills to support peers who are new to English to understand key learning and instructions. Children demonstrate the Gospel values through leadership roles when attending Mass. Children are rightly proud of their national awards in keeping The Promise, digital technologies and children's rights.
- The school is empowering children as maths ambassadors to work with and support peers to develop their skills in numeracy and mathematics. This resulted in a maths showcase where older children worked with parents to equip them with the numeracy skills to help support learning at home. Groups of P2 children and their parents benefit from being part of the school's Play Along Maths programme which supports the development of numeracy and maths skills through games.

Equity for all learners

- All staff have a very clear understanding of the socio-economic context of the community, school, children and their families. They use PEF very effectively to fund additional staffing to deliver a range of supports and targeted interventions for identified children. They source strong partner links to meet a wide range of children's needs. For example, a well-established partnership with a local university is ensuring younger children receive 1:1 tutoring to help them accelerate their progress in reading.
- Senior leaders have implemented a highly effective approach to the use of PEF. They track individual children meticulously and respond promptly to children who have an identified need. They recognise that children who face barriers to learning, including the impact of poverty, require sustained and consistent targeted support to experience success at school. This includes a focus on wellbeing and attainment. By P7 all children who have received targeted interventions are on track or have accelerated progress in almost all organisers in literacy and numeracy. Across the school, most children who have English as an additional language are on track for writing, listening and talking and numeracy. The majority are on track for reading. Staff's relentless focus on ensuring children who experience care has resulted in children's accelerated progress with currently the majority being on track with their learning across literacy and numeracy. Staff have clear plans to support a few children to maintain their success in learning and continue to support a few children to accelerate their progress to

ensure they leave school on track with their learning. Staff's proactive approach means children who experience care are given additional tutoring so they have a strong understanding of new concepts before they experience them in the class setting.

- Staff are proactive in their approach to the cost of the school day. They support families through the daily snack station, community food cupboard, uniform rail and Communion wear bank. Staff prioritise the dignity of families, giving freely of their time to run a weekly Fairshare Food Table in partnership with a local supermarket. In addition, the school sensitively provided in excess of 100 Christmas gifts to children and families in 2025, planning carefully collection points to ensure no family felt stigmatised. Staff's use of the Provost's Fund provides financial support which ensures all older children have the opportunity to participate in a residential experience without financial constraints.

Practice worth sharing more widely

Outstanding approaches to wellbeing

This is a very strong example of how staff in a school developed an outstanding culture to improving the wellbeing of children. As a result, children are more able to manage their emotions and be ready to learn. This rich and enabling culture is contributing to improved engagement and outcomes in wellbeing.

- A holistic, values-driven approach underpins all wellbeing work, with staff modelling the school's caring ethos and Gospel values in daily interactions. This ensures children feel loved, respected and part of a nurturing community.
- Consistent nurture and trauma-informed approaches are reinforced through annual training, ensuring a shared understanding and continuity across all classes.
- Staff maintain a relentless focus on children's wellbeing, providing exceptionally high-quality universal support in every classroom. Purposeful opportunities to talk about feelings are built into daily practice, helping children become articulate, reflective and confident in expressing their emotions.
- Calm, well-designed environments support readiness to learn, with visual prompts and regulation tools embedded into classroom routines.
- Targeted spaces such as 'The Den' and wellbeing rooms enhance provision, enabling children who need additional help to regulate and recover effectively.
- Staff model and teach emotional regulation explicitly, helping children understand triggers such as worry, anger or anxiety and apply appropriate strategies. Structured activities are used skilfully to build emotional understanding and social confidence.

Highly effective approaches to supporting children who have experience of care

Staff demonstrate exceptional commitment to children who have experienced care, routinely going beyond what would normally be expected to meet their needs. Staff provide well-established and highly effective practice that ensures that children who have experienced care receive bespoke and tailored support that builds their confidence and strengthens their progress.

- Professional learning deepens staff understanding of The Promise. Staff embrace their role in ensuring children are loved, cared for and respected.
- Staff create a caring, respectful environment where children feel loved and valued. Children's needs are very effectively planned for.
- Wider achievement opportunities are well targeted to build on strengths and interests. These are designed around the child's availability to ensure participation is possible.
- Additional tuition through the 'learning for life' after school club helps address gaps in literacy and numeracy. In addition, children experience early exposure to new concepts. This results in greater confidence and readiness when new areas of learning are introduced in class.
- Children who experience bereavement are supported effectively through a loss and change programme.
- Staff encourage children who have experienced care to have high expectations for themselves.

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.