

Summarised inspection findings

Tannochside Primary School

North Lanarkshire Council

8 September 2026

Key contextual information

Tannochside Primary School and nursery class is a non-denominational provision which serves the town of Uddingston. The headteacher has been in post for four years and is supported by a depute head teacher and two substantive principal teachers. The depute head teacher has the strategic responsibility for the nursery, supported by two job-share lead practitioners.

There are 14 primary classes across the school, with a roll of 365 children. The nursery has three separate rooms, including outdoors, with 64 term time children. The majority of children reside in Scottish Index of Multiple Deprivation (SIMD) 1 and 2.

In September 2024, 19% of the school roll was recorded as having an additional support need, with the school recording a rise to 29% in session 2025/26.

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 staff foster a caring and inclusive ethos across the school. They build positive, respectful relationships that support pupils’ wellbeing and engagement. The school’s well-embedded vision and values underpin daily practice. Staff actively promote the values of ‘thrive together’, ‘promote positivity’ and ‘strive for success’ through their interactions, classroom practice and assemblies. This is resulting in a shared understanding of expectations and aspiration across the school community.
- Staff have created nurturing learning environments, including quiet areas in class and out with, that support children’s self-regulation and focus. As a result, children feel safe, included and ready to learn. In most classes, staff display children’s work effectively, increasing motivation and pride in learning. Children learn in well-organised classrooms, with clear routines and expectations. This contributes to the positive behaviour of almost all children. Where a few children demonstrate low level dysregulation, staff support the children calmly and effectively.
- In almost all classes, teachers clearly share the purpose of learning; and a majority reinforce this well throughout the lesson to deepen understanding. Most teachers discuss steps for success with the class, and in a majority of classes, children actively co-construct these. This is beginning to strengthen children’s ownership of learning and supports them to have a good understanding of how to achieve success.
- Almost all children are engaged in their learning and enjoy when teachers use a range of teaching approaches. In a majority of lessons, teachers effectively adapt learning through

targeted tasks, questioning and flexible groupings. In a minority of lessons, a few pupils are not sufficiently supported or extended in their learning. Senior leaders should now identify and share effective practice in differentiation to ensure that all children can access, and be appropriately challenged in, their learning.

- Staff have effectively established play-based learning in the early stages. They engage reflectively with related professional learning and discuss practice with colleagues in school and associated schools. Teachers offer effective, encouraging interactions that support children's learning and promote curiosity. They plan well for responsive and intentional experiences. Teachers use observations well to consider children's progress and skills. Staff provide well-designed outdoor spaces that encourage young children to play and learn. They should now develop further indoor play spaces to promote literacy and mathematical thinking further. This should help staff to build on and extend children's knowledge and skills.
- Children have access to high-quality outdoor learning environments, supported and maintained through the Outdoor Play and Learning parent group. Almost all teachers use the outdoor space for lessons, but this is not yet planned in a progressive way across the school. Children enjoy opportunities to use digital technology to support their learning. They use technology to research, present work and to consolidate learning through applications. As planned, senior leaders should work with staff to embed both outdoor learning and digital learning through a progressive pathway, developing skills as the children move through the school.
- All teachers use questioning effectively to check for understanding. In the majority of these lessons, teachers use questioning well to extend children's thinking. Senior leaders should continue to support teachers in developing questioning that supports all children to develop critical thinking skills.
- Most teachers use an increasing range of formative assessment methods well to identify children's progress during lessons. Children are becoming increasingly skilled in self and peer assessment. Senior leaders and teachers should continue to review their approaches to assessing children's progress.
- Most teachers share verbal feedback effectively in the moment, and through traffic lighting and written comments on children's work. These approaches are helping most children to understand more about how to improve their learning. Teachers support children to reflect on learning and to set targets in literacy and numeracy.
- Teachers work very well together to plan learning within stages. They engage in ongoing professional dialogue to moderate learning, teaching and assessment. All teachers plan well using local authority progression pathways for literacy and numeracy. As a result, almost all teachers have an increasingly shared understanding of pupil progress and attainment in these areas. Teachers have engaged in moderation activities with colleagues across and beyond the school to review nationally expected levels in writing. They are now more confident in making accurate professional judgements of children's progress and attainment in writing.
- Senior leaders have introduced a revised approach to planning for cross-curricular learning. Children now work collaboratively with teachers to identify relevant Curriculum for Excellence (CfE) experiences and outcomes and co-construct learning intentions, success criteria and

learning activities. Teachers plan responsively, ensuring that learning promotes the four capacities, develops skills, reflects school values and includes clear approaches to evidencing success. This child-led approach is improving children's curiosity, engagement and enjoyment in learning. Almost all children articulate the skills they are developing through these experiences. Senior leaders should continue to evaluate this approach to ensure consistent progression in learning across all curricular areas.

- Senior leaders meet with teachers at three points across the year to track and discuss children's progress, with a clear focus on literacy, numeracy and health and wellbeing. These meetings support the identification of gaps in learning and children requiring additional support. Most teachers use information well to inform planning for groups of children that supports learning in literacy and numeracy. Senior leaders and teachers should continue to refine their use of assessment information to strengthen planning for children across the curriculum.

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

- Attainment in literacy and English, and numeracy and mathematics is good. Overall, most children attain nationally expected CfE levels for literacy and numeracy.
- Children who require additional support with their learning make appropriate progress against their individual targets in literacy and numeracy.

Attainment in literacy and English

- Most children are making good progress in literacy and English. A few children at each level are exceeding national expectations and a few at each stage are capable of achieving more.

Listening and talking

- At early level, most children listen to and follow instructions well. They take turns when answering questions and enjoy participating in small group discussions. They should now practise using new vocabulary and phrases in different contexts, for example, when discussing a text. At first level, most children take turns and contribute at the appropriate time when engaging with others in a variety of contexts. A few children are less confident at selecting ideas and relevant information and organising these into a logical sequence. At second level, most children contribute a number of ideas when engaging with others and demonstrate respect for the views of others. They are able to recognise techniques used to engage or influence listeners, including altering tone and using rhetorical questions. Children would now benefit from creating a range of questions, including inferential and evaluative, to demonstrate understanding of spoken texts.

Reading

- At early level, most children develop secure knowledge of sounds and read familiar words and simple sentences. They engage with and enjoy watching, reading or listening to different texts and share likes and dislikes. Children should continue to practise using their knowledge of sight vocabulary and tricky words to read familiar words in context. At first level, children select different texts regularly for enjoyment and confidently explain preferences for particular texts and authors. A few children should continue to practise decoding unknown words by locating and pronouncing familiar letter patterns and blends. At second level, most children read fluently and can answer a range of questions about texts. A few children are less confident using their knowledge of contexts clues, punctuation and grammar to read unfamiliar texts with understanding.

Writing

- At early level, children form lowercase letters legibly and demonstrate increasing pencil control and confidence. They demonstrate motivation for writing and use their increasing knowledge of sounds to create simple words and short sentences effectively. Children should continue to explore and develop their writing ideas through play, imaginative and real contexts. At first level children write regularly successful extended pieces of writing using paragraphs appropriately. Children should now explore making notes to help plan writing and use these to create new texts. At second level children create high-quality texts regularly for a range of meaningful purposes and audiences. They are confident at selecting appropriate genre, form, structure and style. They should now practise reviewing and correcting their writing to ensure that it is technically accurate.

Attainment in numeracy and mathematics

- Most children are making good progress in numeracy and mathematics. A few children at each level are exceeding national expectations. At early and first levels, children should revisit and apply their knowledge and skills across different areas of numeracy and mathematics more regularly.

Number, money and measure

- Across the school, most children demonstrate an appropriate understanding of place value and rounding. By the end of early level, most children are confident completing simple addition and subtraction calculations. They compare and describe length and height using everyday language. At first and second levels, most children demonstrate accurate mental agility appropriate for their stage. They explain their strategies with growing confidence. Children should now practise and apply their skills through increasingly complex, multi-step problems. By the end of first level, most children are confident working with fractions and time. By the end of second level, most children understand how to work with expressions and equations. They would now benefit from exploring the most efficient strategies for solving different types of tasks.

Shape, position and movement

- By the end of early level, most children recognise and describe common two-dimensional shapes. They understand and use simple language of direction, such as forwards and backwards. By the end of first level, most children demonstrate a growing understanding of three-dimensional objects, right angles and symmetry. By the end of second level, most children identify and explain the properties of a range of polygons and triangles. They describe and classify angles using appropriate mathematical vocabulary. Across the school, children should continue to develop their skills and knowledge through practical experiences and meaningful contexts.

Information handling

- Across early and first levels, most children record information accurately with tallies and discuss pictograms and bar graphs they create. They should be supported to build and apply their skills in information handling more regularly. At second level, most children gather and organise data well to create a range of graphs and charts. They confidently use digital technologies to present their findings. Most children discuss uncertainty and chance, with examples. They should continue to practise their skills within meaningful, real-life contexts.

Attainment over time

- Senior leaders correctly identified that historical attainment data was not wholly accurate or robust. Clear actions have been taken to strengthen data systems and to improve the reliability of attainment information. Senior leaders and staff now gather an increased range of information which is helping them to better understand children's attainment in literacy and numeracy over time. This shows that most children build on their attainment well as they move through the school. Senior leaders and staff identified raising attainment in writing as an area of improvement across the school. They agreed and implemented teaching approaches that have had a positive impact on children's outcomes. For example, there has been an increase in the range and quality of children's writing. Staff should develop further approaches to recording the positive incremental steps of children with additional support needs towards their attainment. This will provide clearer information about how they are building on their knowledge and skills over time. Senior leaders and teachers should continue to develop approaches to accelerate children's progress and raise attainment further.
- Over the last four years, the school's attendance average has continuously improved. The school's average attendance in session 2025/26 is 90.2%, which although has improved is below the national average. Senior leaders, staff and partners work effectively to support individual children and families who have a pattern of absence. They plan and provide effective interventions that promote good attendance, such as soft start breakfast club, family engagement activities and the crèche garden. At present there are a few children on part-time timetables. The headteacher should continue to work collaboratively with the local authority and families to review these and increase time in school for these children.

Overall quality of learners' achievements

- Children's achievements are celebrated in a variety of thoughtful ways, including 'red carpet' assemblies, awards and displays. Teachers highlight children's achievements through online newsletters and parents also share achievements from home. This supports children to recognise their success and develop a sense of pride in their achievements. Children demonstrate their skills and confidence well through leadership and committee roles such as house captains and leaders of learning. Older children display their teamworking skills and show care for others through buddy roles. Children and staff are proud of school-wide achievements and awards, such as national recognition for rights-based learning.
- Senior leaders track children's participation in activities in and out of school. They are using this to help identify and support any children who may be at risk of missing out. Children are beginning to talk about the skills they are developing through their successes and achievements. Staff should continue to build on this positive practice.

Equity for all learners

- Senior leaders and staff have a firm understanding of the socio-economic context of the school community and are deeply committed to addressing inequity. They work very well with a range of partners within the local community to support children and their families. This includes providing school uniform, breakfast club and other events and clubs at no cost to families. Staff also offer laundry facilities and a food bank for families as required. Staff have consulted children and parents through participatory budgeting to reduce the cost of the school day.

They used this approach well to inform the school's poverty proofing policy. As a result of the school's approaches, children and families feel well-supported and included.

- Senior leaders use their Pupil Equity Fund (PEF) allocation to provide a well-considered range of universal and targeted support for children. They purchase resources and fund staffing to provide literacy, numeracy and wellbeing support and interventions, such as nurture group sessions. Senior leaders and staff have clear evidence of significant positive impact on children's wellbeing, readiness to learn and improved emotional regulation. Senior leaders now need to widen their analysis to understand more fully how well they are reducing attainment gaps for targeted groups of children over time. This information should be used to help select the most effective interventions to accelerate children's progress and raise attainment.

Other relevant evidence

- All children benefit from high quality, progressively planned physical education lessons for a minimum of two hours per week.
- Children across the school learn French, following local authority progression pathways. Children do not yet receive their entitlement as part of the Scottish Governments '1 + 2' modern languages programme, to learn a second additional language from Primary 5 onwards.
- Children previously learned about RME through discrete lessons. Teachers are now planning RME within the school's new approach to interdisciplinary and cross-curricular learning. Senior leaders should review this approach to ensure that all children receive their entitlement to broad, progressive learning in this curriculum area.
- Children across the school receive their entitlement to religious observance through class and whole school assemblies along with planned experiences, including inputs from the local Church of Scotland minister.
- Children access the school library on a weekly basis with their class to choose books and to have a quiet space to read for enjoyment. The library is maintained by a class teacher.

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.