

18 August 2026

Dear Parent/Carer

In June 2025, HM Inspectors published a letter on Glencairn Primary School. The letter set out a number of areas for improvement which we agreed with the school and North Lanarkshire Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Improve approaches to evaluating the work of the school. Senior leaders need to ensure school improvement is based on strong evidence. They should action improvements promptly in collaboration with the whole school community.

The school has made some progress towards addressing this area for improvement. The pace of change has been too slow but it has increased significantly since the appointment of the headteacher in February 2026. As much of the work is still at a very early stage, there is insufficient evidence available to evaluate fully the overall impact on the school.

The headteacher has taken prompt, well-judged and decisive action to allocate resources more effectively to support improvement. This includes targeted deployment of staff, better use of the space available and more efficient use of time. She has introduced robust systems and procedures that are beginning to have a positive impact on the day-to-day work of the school.

Senior leaders and staff are developing their use of a wider range of evidence to help them identify the areas for improvement which are a priority. Under the guidance of the headteacher, staff are becoming more skilled at analysing attainment data and using it to highlight trends and gaps in children's learning. The headteacher is working closely alongside the senior leadership team to develop further approaches to monitoring the work of the school. Overall, staff are beginning to develop a clearer and more accurate understanding of the school's strengths and areas for development.

All members of the senior leadership team now have clearly defined and appropriate remits. This is helping the senior leadership team to have a more collaborative, accountable and systematic approach to their work. It also provides greater clarity for staff, children and parents about who they should approach for support in the first instance.



The headteacher has initiated well-planned opportunities for staff and children to lead on aspects of school improvement. Supported by staff, all children will be members of a Little Leadership Team to take forward the development of areas such as rights-based learning and the use of digital technology. A few teachers have taken on 'champion' roles for areas of the curriculum such as physical education and play. The headteacher should now build on this and offer more teachers and support staff leadership responsibilities. This should help to develop leadership capacity across the school and support improvement.

Communication within the school and with parents is improving. For example, the 'Glencairn Gazette' is a helpful source of information for parents about the work of the school and highlights how parents can get involved. The headteacher is making improvements to record keeping to ensure that information is accurate and sufficiently detailed.

The Parent Council are now better informed about the purpose of Pupil Equity Funding (PEF) and how it is used within the school. Moving forward, the headteacher should build on this positive start and involve all parents and children more fully in decision making about the use of PEF and the school's improvement plan.

Improve approaches to learning and teaching across the school and nursery. Senior leaders and staff should work together to ensure that all children experience consistently high-quality learning and teaching.

The school has made some progress towards addressing this area for improvement.

Across the school, children benefit from warm, positive relationships with staff. Almost all children are polite and respectful to staff and visitors. Overall, the climate for learning is now more purposeful and calmer. This is helping children's engagement in and enjoyment of their learning.

Following the original inspection, staff undertook a wide range of professional learning to help improve approaches to learning and teaching. There are early indications that this work is starting to have a positive impact on children's engagement and attainment.

In most lessons, staff make helpful links with prior learning and provide clear explanations. They now share the intended learning and steps to success more effectively with children. This is supporting children to be successful in their learning. Staff now need to develop further their use of questioning to extend children's learning and deepen their thinking.

Staff now make more effective use of assessment information. They plan for learning in a way that helps children to build on prior skills and knowledge more progressively. This is helping to raise attainment. The headteacher has established weekly opportunities for staff to come together to collaborate with their stage partner to plan and share national standards. This is supporting them to have a better understanding of expectations.

The headteacher is helping staff to develop their confidence in using a wide range of data to make judgements about children's individual progress. While this is at an early stage of implementation, there are positive signs that this is beginning to help raise attainment.

Staff remain at the early stage of implementing a play-based approach to learning at the early level. They have undertaken visits to other establishments to share practice. The headteacher has identified play as a priority for improvement for the new school session.

Staff in the nursery have taken positive steps to improve the learning environment. Children now benefit from greater opportunities to develop their independence and lead their own learning. They show a high level of engagement and have more choice across the playroom and outdoors. Staff have also developed new approaches to capture and record children's particular interests. They share children's interests and learning with each other in a more planned and effective way.

Improve approaches to supporting children in mainstream classes who require additional support with aspects of their learning. Senior leaders should work with staff to ensure that the planning, provision and evaluation of additional support is more effective.

The school has made some progress towards addressing this area for improvement. Much of the work is at a very early stage and there is insufficient evidence available to evaluate the overall impact on outcomes for children.

The headteacher has reviewed recently the school's approaches to planning support for children who require additional assistance with aspects of the learning or wellbeing. Parents and children are becoming more involved in setting individual targets and reviewing progress. The targets are becoming more defined. This should make it easier for staff, parents and children to evaluate the progress that has been made.

The headteacher has taken steps to improve the use of the nurture provision within the school. Staff are well attuned to children's needs and are calm and supportive in their interactions. Early evidence indicates that improvements are beginning to impact positively on children. Staff require access to appropriate and highly relevant training to help them meet the very wide range of needs of children who access the provision.

Staff have improved classroom environments to make them more inclusive. They also have a better understanding of behaviour support strategies. The recently appointed acting deputy headteacher has led the development of new behaviour support plans for identified children. This is a positive step towards developing a more consistent and inclusive approach to supporting children who require support to manage their emotions and behaviour.

The headteacher has reorganised staff remits to ensure there is more consistency and continuity for children. Communication between the staff team leading interventions and providing additional support has improved. Class teachers are also better informed about children's progress and have an improved understanding of roles and responsibilities in relation to meeting children's learning needs. Senior leaders now track more closely the

impact of interventions and there is evidence that children are making better progress towards individual targets.

The headteacher intends to review the current behaviour policy with the school community to agree on shared approaches to promoting positive relationships. It is important that the new policy aligns closely with local and national guidance and the United Nations Convention on the Rights of the Child. The headteacher has introduced new systems and processes that are helping to address concerns about behaviour and alleged bullying within the school. These issues must remain a core priority for the school and the local authority.

Raise attainment in literacy and numeracy. Senior leaders and staff should work together to ensure that all children make the best possible progress in their learning in the school and nursery.

Overall, the school has made some progress towards addressing this area for improvement. Staff have made a positive start in raising attainment in literacy and numeracy.

Since the original inspection, there has been an increase in children's attainment at early level. Most children in P1 are on track to achieve expected levels in literacy and numeracy. At P4, most children are on track to achieve first level in literacy with a majority on track in numeracy. At P7, a majority of children are on track to achieve expected levels in literacy and numeracy. At a few stages across the school, there remains a significant number of children working below expected levels. Senior leaders and staff need to ensure that they continue to take the necessary actions to support these children to make better progress in their learning.

Senior leaders have put in place a range of interventions that are helping to raise attainment in literacy and numeracy. Staff are now building a clearer picture of the impact of interventions and can evidence more effectively the extent to which children are making progress.

Staff are benefiting from collaborating with colleagues to plan and assess children's learning. This is helping them to have a clearer understanding of expectations and national standards. As planned, it would be helpful for staff to undertake activities such as these with colleagues in other schools.

Children can now talk more confidently about their next steps in learning. They have a better understanding of what they need to work on to improve aspects of literacy and numeracy. Staff are also communicating more effectively with parents in relation to children's learning. Senior leaders and staff need to continue to explore and develop new ways for parents to be involved more fully in supporting their child's learning.

Overall, attendance is in line with local and national averages. The headteacher has introduced robust systems to maximize children's attendance. A few children are on part-time or flexible timetables. The headteacher keeps arrangements under review and is working with parents to encourage children to increase their time in school.

In the nursery, staff have developed more rigorous approaches to track children's individual progress. Parents value having more up-to-date and readily accessible information about their child's progress. Staff have taken positive steps to improve their interactions with children and increase children's access to literacy and numeracy throughout their nursery session. As a result, children are making better progress in their learning. Senior leaders and staff should continue to review approaches to planning to ensure all children make the best possible progress.

What happens next?

The school has made insufficient progress since the original inspection. We will liaise with North Lanarkshire Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within nine months of the publication of this letter. We will discuss with North Lanarkshire Council the details of this inspection. When we return to inspect the school, we will write to you as parents informing you of the progress the school has made.

M. A. Speirs
HM Inspector

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