

Summarised inspection findings

Bridge of Weir Primary School

Renfrewshire Council

15 September 2026

Key contextual information

Bridge of Weir Primary School is a non-denominational school in the village of Bridge of Weir. At the time of inspection, there are 413 children on the roll taught over 15 classes. Approximately one third of children live within Scottish Index of Multiple Deprivation data zones 1 to 5 and one-third of children require additional support with their learning. The senior leadership team comprises of the headteacher who has been in post for 9 years, two depute headteachers, an acting depute headteacher and an acting principal teacher.

2.3 Learning, teaching and assessment

excellent

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

- Staff have successfully developed a highly nurturing and well-embedded inclusive culture for learning across the school. This is linked strongly to children's rights and the school's vision and values. Senior leaders and staff at all levels promote very positive relationships within lessons and across the school. As a result, learning environments are calm, welcoming and purposeful. Staff work very well with children to ensure they are highly engaged in learning activities. Teaching and non-teaching staff deal sensitively and successfully with the few incidences where children may become dysregulated during learning. Ongoing and recent staff professional learning has been designed for this purpose. This is contributing very effectively to the nurturing and inclusive atmosphere across the school. Almost all children demonstrate very positive behaviour in lessons and around the school. Overall, the highly positive ethos is driving the exceptional levels of children's engagement in their learning. Staff work very successfully with children to ensure they maintain very high standards and expectations of children's engagement and kindness to one-another.
- Children are polite, articulate and are skilled at working with and helping each other across all stages. They support one another and engage well in providing purposeful feedback at regular opportunities, for example, during planned peer-assessment activities. This contributes to promoting the school's very respectful culture of highly positive relationships. Almost all children are enthusiastic learners and work very well across a balance of very well-planned learning activities. This includes how they work independently, in groups and how they contribute purposefully to class discussion and debate. As a result, almost all children participate enthusiastically in all aspects of their learning. They are highly motivated and resilient. In most lessons, children take the lead in aspects of their learning.
- Over a period of time, the headteacher and senior leaders have established a highly successful collegiate environment. Staff at all levels have sustained, high expectations of themselves to

engage in relevant professional learning. These are directly linked to areas of school improvement. Every teacher engages in an aspect of professional enquiry each session. They engage in an ongoing self-evaluative process to make clear the positive impact their area of professional enquiry is having on learning and teaching and outcomes for children. Senior leaders and teachers are maximising the success from worthwhile areas of professional enquiry, to support system-wide improvement, locally and nationally. For example, approaches to outdoor learning have been shared beyond the school. A group of teachers showcased aspects of the school's innovative approaches to embedding digital technologies into children's learning. These approaches are supporting staff very well to enhance engagement, participation and children's progress. Overall, this area of the school's work is having positive impacts on children's outcomes and is also contributing very well to system-wide improvement.

- In almost all lessons, teachers' instructions and framing of learning are very clear. Teachers share high quality measures of success with children. This forms the basis of checking for understanding. In almost all lessons children are clear about how to demonstrate success in their learning. Almost all children demonstrate a very strong understanding of the relevance and purpose of their learning. Overall, almost all teachers ensure an appropriate pace to learning is supporting children to complete tasks and activities. Across the school, almost all teachers use a balance of skilled questioning techniques to challenge children's thinking and extend their learning. This allows children to develop confidence in understanding and applying more complex concepts in their learning. In almost all lessons, teachers include relevant and meaningful plenaries to help children reflect on their learning.
- Teachers and additional support needs assistants are highly skilled at meeting children's learning and pastoral needs. They support almost all children very well to be fully included in their learning and to make appropriate progress. They deploy skilfully a wide range of well-planned, appropriate supports for children to access and extend their learning. For example, children are supported through digital technologies, digital support platforms and helpful reminders on themed wall displays. Most children who require additional support in their learning are making very good progress from prior levels of attainment. This is underpinned by teachers' planning of high-quality learning that is appropriately matched to their level of required support and need.
- In almost all aspects of learning, teachers seek children's views of what and how they like to learn, to shape learning activities and contexts. As a result, almost all children experience learning activities regularly that allow for personalisation and choice. Across all stages, children maximise opportunities to use digital devices to deepen learning, for example, through research. Almost all teachers also use devices creatively to provide children with opportunities to peer and self-assess, and to provide purposeful feedback.
- Teachers make effective and purposeful use of digital technologies to enhance learning experiences. Children confidently and independently use a range of digital tools to access learning and demonstrate their understanding in different ways. For example, children at the early stages use matrix bar-codes with confidence to access helpful, up-to-date targets in their learning. Older children use technologies confidently to peer and self-assess, to create podcasts and access extension activities. As a result, most children have developed a natural curiosity in their learning and they enjoy challenging themselves. Senior leaders and teachers

capitalise on the skilful use of technologies to create accessible activities for children who require additional support.

- At the early stages, teachers work very effectively together to develop learning experiences through play, ensuring a balance of teacher-directed, teacher-initiated and child-initiated learning. Staff have thoughtfully designed a range of spaces and activities to support children well to practise skills in different contexts through play, including in the outdoors. Staff use observations of learning very well to adapt the learning environment and experiences in line with children's interests and development needs. This supports children very well to deepen and extend their learning in a range of contexts.
- Children's outdoor learning experiences are a significant strength. All children benefit from well-established, regular and planned opportunities for high-quality outdoor learning. They make regular and effective use of the school grounds and the local community. This helps children learn about sustainability, develop skills and apply curricular knowledge, for example in numeracy and maths in an outdoor context. Staff have developed a motivating 'Nature Navigators' programme. This supports children very well to develop a wide range of skills while creating a deeper connection with nature and promoting environmental awareness. Staff use outdoor learning very effectively to support and enhance children's wellbeing, engagement and readiness to learn. Younger children engage in weekly child centred forest kindergarten experiences through which they have opportunities to explore and be creative in a woodland setting. Teachers have shared their very successful 'outdoor learning journey' at local authority events. This is helping to improve practice in this area across the system.
- In all classes, teachers provide children with helpful verbal feedback. This supports children very successfully to understand what they are doing well and how to improve their work. Teachers use an agreed format to provide children with written feedback, particularly in writing. All teachers involve children meaningfully in the creation of termly literacy, numeracy and health and wellbeing targets. They support children well to reflect on their progress towards these targets each week. Additionally, teachers support children to assess their own work and the work of others. In doing so, children reflect regularly on their progress towards the steps to success. As a result, children across the school are effective contributors to their own learning.
- Teachers use very effectively a wide range of summative assessments to assess children's progress. These include National Standardised Assessments, targeted reading assessments and end of pathway numeracy assessments. Senior leaders support teachers very effectively to reflect on assessment data and national Benchmarks to support their professional judgements relating to children's progress. To support this further, teachers engage in a range of very useful moderation activities. All teachers have moderated children's writing with colleagues from other schools. Teachers at second level work very effectively with mathematics staff at the associated secondary school to review and revise their teaching approaches in numeracy and mathematics. Additionally, they co-designed new end of unit assessments, an approach that has also been extended across the school. This allows teachers to assess children's progress in numeracy and mathematics more regularly and robustly. As a result of these approaches to assessment and moderation within and beyond the school, teachers' professional judgements relating to children's progress are robust and reliable.

- All teachers plan very effectively across the long, medium and short terms. Assessment is integral to all teachers' planning. They use progressive planners very well across all curricular areas. This supports them very successfully to plan engaging and relevant learning which builds on what children already know. All teachers plan regularly with stage partners and implement effective processes to ensure transitions at all points are strong. Their planning at second level is strengthened further through their very strong partnership with staff at the associated secondary school. For example, teachers at second level work with literacy, mathematics and pastoral staff to plan and implement progressive experiences. This supports a strong transition to secondary school. Overall, teachers' very effective approaches to planning, underpinned by exceptionally strong approaches to assessment, exemplify the very best practice. This ensures that children experience learning, which is relevant, engaging and matched well to their needs.
- Senior leaders meet with all teachers three times per year to discuss children's attainment, wellbeing and progress. These discussions are supported by detailed tracking documents which are populated with information relating to children's progress across the curriculum. Senior leaders support teachers very well to understand barriers which may impact children's learning. They discuss regularly and implement interventions to provide very effective support and challenge for specific children. They use baseline and regular follow-up assessments to track the effectiveness of these interventions. As a result, senior leaders understand which interventions have the greatest impact on children's learning. They are relentless in their targeted approaches, embodying their motto of 'never give up'.

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

excellent

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

- A highly ambitious culture of achievement, underpinned by high expectations and impactful support, ensures children consistently attain very highly. Almost all children across the school achieve nationally expected Curriculum for Excellence (CfE) levels in numeracy, reading and listening and talking. Most children achieve expected CfE levels in writing. A significant minority of children exceed expectations in reading and numeracy, and a minority exceed expectations in writing and listening and talking. Most children who require additional support with their learning make very good progress towards their individual targets.

Attainment in literacy and English

- Almost all children make very good progress in reading and listening and talking. Most children make very good progress in writing. A significant minority of children make exceptional progress.

Listening and talking

- Across the school, teachers make effective use of listening and talking assessments. This supports them very effectively to identify areas to further develop with individual children which is resulting in very strong progress and attainment in listening and talking.
- Across the school, almost all children listen well responding to others respectfully. They are very articulate. At early level almost all children follow simple instructions very well and answer questions clearly and audibly. They identify and generate successfully rhyme from a given word. At first level, almost all children take turns and contribute appropriately when engaging with others. They apply non-verbal strategies very well during group and class discussions, such as eye contact and body language. They should continue to develop further their questioning skills during group discussions to build on the ideas of others. At second level, almost all children communicate very clearly, contributing their ideas confidently. They use a range of sophisticated vocabulary during discussions and ask a variety of questions appropriately to clarify points or support others' opinions and ideas. Across the school, children benefit from a variety of opportunities to speak to a wide range of audiences. This is supporting children to develop very successfully their communication skills.

Reading

- Children's attainment in reading has improved over time through development of a very positive culture of reading across the school over a number of years. Children's progress and

attainment has been supported very well by the implementation of a robust and engaging reading programme which provides clear feedback to children on their progress. Teachers support children to create reading targets which challenge and inspire them to progress their reading skills. As a result, children understand what they need to do to progress and work hard to achieve their targets. Children demonstrate strong understanding of explicit reading strategies, such as visualising, summarising and inferring, through focused reading comprehension lessons. Children who require additional support make very strong progress as a result of targeted reading interventions. This ensures that accelerated progress occurs for most children that need it. As a result of the work to encourage reading, children's enthusiasm for reading and attainment has improved.

- At the early level, most children hear and say sounds made by a combination of letters accurately. They engage very well with texts and read aloud confidently, paying attention to simple punctuation. They use their knowledge of sight vocabulary and tricky words very well to read familiar words in context. They would benefit from more experience predicting what might happen next in a story. At first level, almost all children select texts for personal enjoyment with confidence. They explain their preferences for texts and authors. Children use a variety of reading comprehension tools, such as visualising and questioning, to help them better understand the text. At second level, almost all children read with fluency and use knowledge of context clues to read unfamiliar texts with understanding. They enthusiastically discuss their preference for authors. They can recognise techniques to influence the reader, for example through use of word choice and personification.

Writing

- Children's writing attainment has consistently improved over time as a result of a planned journey of improvement and carefully considered approaches. For example, children's motivation to write is well supported by planning sessions which build on the children's strong listening and talking skills. Feedback from literacy pupil leadership groups has resulted in 'free writing' jotters being made available to enable children to write on any subject of their choosing.
- At the early level, most children form most lower-case letters legibly. They write to convey ideas and messages and invent their own stories. They attempt to spell familiar words correctly. They use capital letters and full stops accurately in at least one sentence. At first level, most children write for a range of purposes and audiences. They plan and organise ideas to help them create new texts. Almost all children use extensive descriptive vocabulary. They spell most commonly used words correctly and confidently use a range of punctuation. They should continue to be supported to present writing in a clear and legible way for readers. At second level, most children write for a variety of purposes. They use highly effective vocabulary to suit the purpose and the audience. Most children attempt to engage the reader through vocabulary as appropriate to the genre. Going forward, children across the school should be encouraged to extend pieces of writing.

Attainment in numeracy and mathematics

- Almost all children make very good progress in numeracy and mathematics. A minority of children make exceptional progress. Teachers plan very well to sustain the exceptional progress of children who are attaining beyond nationally expected standards for their stage of learning.

- Overall children develop very effectively their skills in numeracy and mathematics across the curriculum and in a range of contexts, including through outdoor learning experiences. Children's knowledge, skills and understanding in numeracy and mathematics is deepened through engaging in enterprise initiatives and focused learning in science, technology, engineering and mathematics (STEM). These approaches are supporting children very well to extend and deepen their skills and apply these in real-life contexts.

Number, money and measure

- At early level, almost all children double numbers mentally to a total of ten and solve accurately simple missing number problems. They identify and order successfully numbers forwards and backwards within 20. They are skilled at adding and subtracting mentally within ten. They read successfully o'clock times and compare common objects using appropriate measurement vocabulary. Almost all children at first level add and subtract multiples of ten or 100 from a given whole number. They are adept at using multiplication and division facts to solve problems to 1000. They find fractions of whole numbers successfully, and apply mental agility to quickly calculate change when paying for items. They tell the time accurately using half past, quarter past and quarter to. At second level, most children divide whole numbers and decimal fractions by a single digit. They convert between common units of measurement, using decimal notation. They carry out very successfully money calculations, including calculating profit and loss, and calculate quickly durations of activities and events.

Shape, position and movement

- At early level, almost all children recognise, describe and sort common two-dimensional (2D) shapes and three-dimensional (3D) objects according to various criteria. In the context of the outdoors, they sort and classify mini-beasts according to given criteria. They create accurately symmetrical pictures with one line of symmetry. At first level, almost all children know and use successfully points of a compass. They successfully find right-angles in their environment and within 2D shapes. They use accurately mathematical language to describe properties of 2D shapes and 3D objects. At second level, most children identify well a range of angles, including acute, obtuse and reflex angles. They plot and record very successfully the location of a point using coordinate notation.

Information handling

- At early level, almost all children interpret very successfully simple graphs and charts. They use knowledge of colour, shape, size and other properties to match and sort items in a variety of ways. At first level, almost all children answer questions with precision to extract key information from a variety of data sets. They discuss and identify successfully the most appropriate way to gather and sort data for a given purpose and create bar charts using digital technology. At second level, most children analyse, interpret and draw conclusions very well from a variety of data. They apply these skills successfully in other curricular areas. For example, in STEM, children display their findings using a range of graphs. They use very confidently mathematical language of probability, such as 'equal chance' and 'one in six'.

Attainment over time

- Senior leaders have developed exceptionally effective approaches to raise and maintain high levels of attainment for almost all children over time. They are relentless in their aim to ensure that all children make the best possible progress across all areas of the curriculum. As a result, overall children attain very strongly and consistently over time. Attainment has been

consistently above national and local authority averages for several years. Gaps in attainment for groups of children have narrowed significantly over the last few years.

- School improvement priorities are focused on what will make the most difference at a whole school level, for individuals and groups of children. Senior leaders work closely with all staff to make very effective use of a wide range of qualitative and quantitative data about the progress of individual children, groups and cohorts. Together they discuss children's progress termly using a 'fact, story, plan and action' approach. This ensures that where children are at risk of not making expected progress, staff provide timely support through a range of interventions and approaches. The impact of 'actions' taken to accelerate progress is regularly monitored and evaluated and results in increased attainment and reduced attainment gaps. Children's progress is closely monitored through strong transition processes which are an integral part of the school's strategy to raise and maintain high levels of attainment. Senior leaders ensure that information about children's progress in learning is shared at points of transition. This includes when coming into P1, moving between stages and transitioning to secondary school. This supports very strong continuity and progression in learning. As a result, almost all children make very good and sustained progress over time.
- In June 2025 attendance was 96%. Attendance levels have been above national and local authority averages for several years. Senior leaders promote the importance of good attendance well and track absences. They follow very effectively local authority processes to successfully improve attendance for a few children whose attendance is less than 90%.

Overall quality of learners' achievements

- The wide variety and quality of children's achievements is an area of outstanding strength in the school's work. Children experience a wide range of motivating learning experiences which support them to be successful, develop skills and achieve in a range of contexts and areas of the curriculum including expressive arts, STEM and outdoor learning.
- All children benefit from regular outdoor learning experiences, for example, growing food and mapping the eco-system within the school grounds. Children speak enthusiastically about how outdoor learning helps them develop a love of nature and develop resilience and collaboration skills. Children engage in weekly progressive STEM challenges, for example, designing and building rafts and foil boats using a range of construction materials. These activities provide children with strong foundational skills and knowledge in technology and engineering. They support very effectively the development of higher order thinking skills in designing and inventing.
- Children in P4 to P7 have leadership roles, for example as digital leaders, junior road safety officers, 'Literacy Legends', members of the pupil council and 'Young Leaders of Learning'. Children describe how these roles support them to make a difference to their school and support other children. For example, 'Young Leaders of Learning' shared their outdoor learning experiences with children from other schools and gained ideas about how to extend learning in digital technology. Older children work with younger children as reading and writing buddies, which supports the development of younger children's literacy skills. Several buddy systems operate which help children develop empathy and support younger children to settle into the school community.

- Children attend a wide range of lunch time and after school clubs and activities, including roller-skating, squash and basketball. These widen their opportunities to experience success in different contexts. For example, children take part in national singing competitions through the 'Glee' club and achieve success in sporting events.
- Senior leaders track children's participation and achievements in and out of school. They use information well to celebrate children's achievements and identify opportunities for children who may be at risk of missing out. Senior leaders are well-placed now to support children track progression in the skills they develop through their impressive range of achievements.

Equity for all learners

- Senior leaders and staff have a very sound knowledge of the social and economic contexts of children and families. They carefully consider ways to mitigate against any barriers to children's participation and engagement. For example, children and families have access to pre-loved school uniform and clothing for outdoor learning such as waterproofs and boots.
- Senior leaders use a wide range of quantitative and qualitative data to inform the rationale for Pupil Equity Fund (PEF) spending. PEF has been used to fund interventions to improve children's attainment, engagement and readiness to learn. Senior leader set clear aims, targets and measures to evaluate the impact of each of the interventions. Their evaluations show evidence of accelerated progress in literacy and numeracy. Children's wellbeing is being improved significantly by very effective targeted interventions. Attainment data shows narrowing of attainment gaps over time for children who face barriers to learning and who are at risk of disadvantage.

Other relevant evidence

- Children receive two hours of high-quality physical education each week.
- Children across the school learn Spanish progressively and French in line with their entitlement to a 1+2 approach to modern languages.
- 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. Several areas for improvement have been agreed with the school and the school meals provider.

Practice worth sharing more widely

Supporting and extending learning and wellbeing through outdoor learning

- Senior leaders and staff have developed highly motivating and progressive approaches to outdoor learning over a number of years. As a result, children benefit from regular outdoor learning through which they develop a strong understanding of learning for sustainability and an appreciation of nature. Children's outdoor learning experiences supports very effectively wellbeing and promotes engagement, creativity and resilience.
- Children speak very positively about the outdoors providing them with a context to apply knowledge and understanding of learning in numeracy, mathematics and technology. The skills children develop through outdoor learning are linked to 'Nature Navigator' badges which classes gain. For example, children develop mapping skills, safe handling of wood working tools and an understanding risk and safety when building campfires for cooking.
- Teachers' planning and delivery of outdoor learning is supported very well by highly effective leadership, organised resourcing, and a progressive outdoor learning pathway. Children have access to pre-loved outdoor learning clothing which promotes equity of experiences and removes barriers to participation.

Highly effective transition processes from P7 to secondary school

- Senior leaders and staff work closely with the link secondary school to ensure highly effective approaches to transition for children from P7 to S1. The sustained involvement of secondary staff in the transition process allows relationships to be built over time. Transition processes start when children are in Primary 6. Early planning enables secondary staff to make any necessary changes to curriculum or support provision well in advance of pupils starting secondary school. Children who would benefit from enhanced transition pathways receive additional visits and support.
- From the beginning of P7, staff from the secondary visit on a regular basis. The secondary English and mathematics departments work closely with P7 teachers and senior leaders to deliver a progressive programme of learning. This supports children very well to develop key skills and approaches that they will continue to use in S1. This also supports strong continuity and progression in learning.
- The transition programme creates valuable opportunities for professional dialogue between primary and secondary colleagues. It enables effective moderation, feedback and shared understanding of standards and expectations.

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.