

Summarised inspection findings

Eastbank Primary School

Glasgow City Council

15 September 2026

Key contextual information

Eastbank Primary School is a non-denominational school situated in the Shettleston area of Glasgow. The school roll is 281 children arranged across 11 classes. Most children live in Scottish Index of Multiple Deprivation deciles 1 to 3. Senior leaders report that 48% of children require additional support with their learning. Approximately 37% of children in P6 and P7 are registered for free school meals. Thirty-six percent of children have English as an additional language with more than 35 different languages spoken across the school by children and their families. A significant number of children join and leave the school population each year.

The school currently has a shared headship. The substantive headteacher has been in post since 2010 and works three days each week. The acting headteacher has been in post since 2023 and works two days each week. They are supported by a depute headteacher, a substantive principal teacher and an acting principal teacher. Over the past few years, the school has experienced a number of staffing changes, including within the school leadership team.

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	

- Across the school, strong, positive relationships are evident between staff and children, and among children. The effective teamwork of all staff serves to strengthen these relationships. They have agreed consistent approaches which provide predictable routines and a language of learning which create a warm and nurturing ethos. They promote and celebrate with children the cultural diversity of the school community. As a result, children, including those new to the school, feel welcomed and valued.
- Staff promote effectively the school values of appreciation, respect, responsibility, safety and teamwork. They have worked well with children to design characters to represent each value. This is supporting children to better understand the school values and demonstrate them in their daily lives. These values are underpinned by and reflect children’s rights. Almost all staff support children well to understand their rights. Together, they develop appropriate classroom charters that set high expectations for learning and behaviour. As a result, most children behave very well in all areas of the school.
- Staff are highly responsive to children’s emotional needs. They support children effectively to develop self-control, emotional awareness and skills in maintaining positive relationships. This helps to ensure that most children are ready to learn and that relationships throughout the school are positive and caring. A few children demonstrate dysregulated behaviour at times.

Staff have developed well resourced, nurturing spaces throughout the school to support children when they become dysregulated. Staff use these spaces well to support children's emotional regulation and sensory needs in calm and supportive environments. This is supporting children to successfully access learning alongside their peers.

- Staff provide a range of interesting learning activities for children who regularly work in pairs and groups. They effectively use additional teaching spaces and outdoor areas to provide motivating, real-life contexts for learning in a variety of curriculum areas. In almost all lessons the pace of learning is appropriate. This is supporting most children to remain motivated and engaged in their learning. In most lessons, learning activities are well-matched to the needs of most children. In a minority of lessons, the learning does not suitably challenge all children. As planned, staff should ensure appropriate levels of challenge for children.
- Senior leaders and teachers have worked together well to establish a shared understanding of key aspects of high-quality learning and teaching. In almost all lessons teachers provide clear explanations and instructions. This is supported effectively by the consistent use of symbols across the school. In almost all lessons, teachers share with children the purpose of learning and how they can be successful. In a few lessons, teachers work with children to co-create how they can be successful in their learning. Teachers make links regularly to prior learning which supports children well to develop their understanding and build on previous learning. All teachers use questions well to check for understanding. In a majority of lessons teachers use questions to develop children's higher order thinking skills. All staff should now develop further consistency in their use of higher-order questioning to develop children's thinking and extend their learning.
- Support staff and teachers work together very effectively to provide impactful interventions for individual children and groups of learners. This supports children well to remain on task, engage positively with learning activities and progress well with learning targets. Staff work skilfully with children who require support to manage key points of transition effectively. They use spaces and resources creatively to enhance and stimulate children's learning.
- Teachers use digital technologies well to enhance and support children's learning. All teachers use interactive whiteboards very effectively as a teaching tool. Across the school children use software and digital applications well to enhance their learning in literacy and numeracy through educational games. Older children use digital technologies to research topics of interest and design and create music. Younger children use devices to take photographs of work they are proud of. Across the school, children use programmable toys to develop a greater understanding of how technology works. This is helping to enhance children's problem-solving skills.
- Staff have developed inviting and well considered areas to support a play-based approach to learning at the early level. Staff plan learning to ensure a balance of direct teaching as well as child directed learning. Well-resourced learning environments provide opportunities for open ended, child-initiated learning through play. Children build on prior learning while developing skills such as creativity and problem solving through developmentally appropriate and stimulating play opportunities. Staff consult with children to ensure they have a say in how play areas are resourced and used. For example, children are effectively developing their talking and listening skills through a travel agents office as part of their learning about transport.

- In most lessons, teachers use a range of formative assessment approaches effectively to support children's learning. As part of the school's agreed approaches to learning, teaching and assessment, verbal feedback is well established across the school. Teachers use verbal feedback consistently during lesson introductions, learning activities and plenaries. In most lessons, this feedback supports children to understand how well they are doing and what they need to do to improve. Teachers use written feedback to praise and encourage children. A few teachers use written feedback to help children identify their next steps in learning. Senior leaders should continue to work with teachers to improve further the quality and consistency of their written feedback.
- Teachers plan learning collaboratively with stage partners and across Curriculum for Excellence (CfE) levels. They use agreed whole-school approaches that support consistency in learning across the school. Teachers use a balance of formative and summative assessment approaches well. This includes planned assessments across the school year, to inform their professional judgements of children's progress towards CfE levels. Teachers use assessment information well for children who require additional support and to inform planning for learning. As a result, most children make appropriate progress in their learning. Senior leaders should continue to work with staff to further strengthen the use of assessment information to inform the planning of learning for all children.
- Senior leaders have developed well established tracking and monitoring processes to review children's progress in literacy and numeracy and to consider a range of wellbeing information. They meet with teachers three times during the school year to discuss the progress of individual, groups and cohorts of children. These discussions are informed by a range of assessment evidence and focus on the progress children are making in their learning. Tracking information is used very effectively to help staff identify barriers to learning and plan appropriate support and interventions for individuals and targeted groups. As planned, senior leaders should support teachers to use the analysis of assessment and tracking information to plan learning at the right level of difficulty for all children.

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. At the time of the inspection, there were no identified areas for development.

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

- The school's CfE achievement of a level attainment data does not sufficiently tell the full story of each individual child's progress. Whole school attainment data is impacted by a number of factors. This includes a fluctuating school roll, the socio-economic context and the number of children requiring additional support with their learning, including those new to English. As children move through the school, high levels of support and well-timed interventions ensure most children achieve expected CfE levels in literacy and numeracy. Across the school a few children are working beyond national expectations in literacy and numeracy. Taking full account of these factors and the school's robust data on individual children's progress, it is evident that most children are making very good progress in their learning.
- Most children who require additional support for their learning, including those with English as an additional language, make very good progress towards their individual learning targets.

Attainment in literacy and English

- Overall, most children make very good progress from prior levels of attainment in literacy and English.

Listening and talking

- At early level, most children hear and say patterns in words. They participate actively in songs, rhymes and stories. A few children should develop their skills in saying rhyming words and generating rhymes from a given word. At first level, most children apply a few techniques confidently, such as eye contact or body language, when listening to others. At second level, children have regular opportunities to plan and deliver an organised presentation with relevant content and appropriate structure. They should continue to develop their skills in building on the contributions of others during discussions.

Reading

- At early level, most children read aloud familiar texts with attention to simple punctuation. They hear and say blends and sounds made by a combination of letters. A few children should develop their knowledge of sight vocabulary to read familiar words in context. At first level, most children select different texts regularly for enjoyment or for a specific purpose. They use, for example, cover, title, author, illustrator and blurb accurately. At second level, most children respond to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.

Writing

- At early level, most children form most lowercase letters legibly and use a pencil with increasing control and confidence. They should continue to develop writing skills through a range of play, imaginative and real-life contexts. At first level, most children link sentences using common conjunctions, for example, and, because, but or so. Increasingly, they start sentences in a variety of ways to engage the reader. They should continue to develop their use of phonics and spelling strategies when spelling familiar and unfamiliar words. At second level, children create a range of short and extended texts regularly for different purposes. They attempt to engage and influence the reader through vocabulary and use of language as appropriate to genre. Children at second level should now have increased opportunities to select the appropriate genre and range of purposes, with greater independence.

Attainment in numeracy and mathematics

- Overall, most children make very good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- At early level, most children identify and order numbers from 0-20. They accurately add two numbers within 20. Children now need to develop their understanding of subtraction within 20. At first level, most children successfully round numbers to the nearest 10 or 100 and are confident with place value within 1,000. They use analogue and digital clocks to tell the time using half past, quarter past and quarter to correctly. At second level, most children understand the relationship between fractions, percentages and decimals. They successfully calculate durations of activities using both 12 and 24-hour notation. At first and second levels, children should strengthen their ability to solve word problems through the application of their numeracy skills.

Shape, position and movement

- At early level, most children identify simple two-dimensional (2D) shapes. They identify one line of symmetry in regular shapes. They should develop their knowledge of three-dimensional (3D) objects. At first level most children name and describe accurately simple 3D objects and their properties. At second level, most children recognise acute, obtuse and reflex angles. They are less confident in identifying properties of circles and different types of triangles.

Information handling

- At early level, most children interpret data from pictorial graphs and answer simple questions. At first level, most children present data appropriately in bar graphs and pictograms and extract key information. At second level, most children are confident interpreting data from a range of graphs and charts including bar and line. Overall, children across the school need to practise applying data and analysis skills regularly in a wide range of real-life, rich contexts. This should include through the use of digital technology.

Attainment over time

- Senior leaders have implemented effective systems to track and monitor children's attainment over time. They analyse data well to consider patterns in children's progress. Senior leaders have a strong understanding of the reasons behind fluctuations in children's attainment. This includes extensive data about specific cohorts of children such as those

children who have English as an additional language and care experienced children. It also includes any socio-economic factors that may impact on children's attainment. This robust data demonstrates clearly that the number of children achieving appropriate CfE attainment levels increases as they progress through the school. Most children have gained appropriate CfE levels in literacy and numeracy by the time they come to the end of P7. Children's levels of attainment are above or in line with local authority averages and schools with similar demographics. Staff plan well a range of effective interventions for specific children to address any barriers in their learning. This is impacting very positively on raising children's attainment and achievements. For example, attainment at first level is improving significantly as a result of literacy interventions.

- Senior leaders have prioritised improving attendance for all children. They monitor attendance data rigorously. For session 2024-25, overall attendance was 91.2% which is an increase of 2% on the previous session. Senior leaders work very well with staff to understand reasons for children's absences and to identify any trends and patterns. All staff use this information effectively to employ a range of well-considered approaches to improve the attendance and time keeping of children. Staff use well the HERO approach (here, every day, ready, on time), prompt cards and rewards to encourage high levels of attendance for children. Senior leaders, with the support of partners, collaborate well with parents to improve children's attendance. They provide parents with information about the impact persistent absence has on children's attainment. A minority of children have attendance less than 90%. Senior leaders contact the parents of these children and make plans together to improve this. Targeted interventions have improved attendance for most of these children. A few children access school on a part-time basis. Staff review these approaches regularly as part of a planned approach to support their return to full-time education.

Overall quality of learners' achievements

- Children achieve very well through a wide range of planned and purposeful achievement opportunities across the school. These ensure that all children can experience success and develop their talents, interests and skills. This includes the highly successful 'Eastcanto' school production. Most children speak confidently about their achievements and the skills they develop which include resilience, independence and social skills. As a result, children contribute positively to the school's inclusive and respectful culture.
- Children have regular and meaningful opportunities for leadership and pupil voice across the school. They confidently participate in a range of leadership groups such as house captains, equalities group and STEM leaders. Through these groups children develop confidence, responsibility and leadership skills. Children feel listened to and valued, which supports a strong sense of agency and belonging within the school community.
- Staff recognise and celebrate children's achievements in a variety of ways. Children speak with pride about being recognised for their achievements. Staff monitor participation data effectively to reduce the risk of children of missing out. The school's recent Trades House Award, which recognised the work of the equalities group, reflects the positive impact of this approach. These practices reinforce children's confidence and strengthen their sense of belonging.

Equity for all learners

- All staff are very aware of the socio-economic circumstances of children and their families. They have a strong understanding of any barriers to children's participation and learning. Staff take positive and effective action to address the cost of the school day. They ensure family circumstances are not a barrier to any child's participation in learning or achievement opportunities. Families benefit from a range of sensitive and discrete approaches offered to them. Senior leaders, supported by the Parent Council, reduce or remove the cost of school excursions and events. As a result, all children can participate in and are included fully in all aspects of school life.
- Senior leaders allocate Pupil Equity Fund (PEF) effectively. They provide a range of universal and targeted interventions to support improved outcomes for children across the school. This includes additional staffing and resources to support interventions to improve children's attainment in literacy and numeracy. Staff gather reliable data about these interventions. This demonstrates that chosen approaches are accelerating children's progress in learning and closing identified gaps. Senior leaders should continue to monitor the impact of all interventions on outcomes for children. This should help to ensure continued progress towards closing the poverty related attainment gap and accelerating progress for children.

Other relevant evidence

- Children receive their entitlement to 1+2 modern languages. Children learn French from P1 to P7 in a planned and progressive way as they move through the school. Children also learn Makaton.
- Children receive their entitlement to religious and moral Education and religious observance, in line with national expectations.
- All children receive their full entitlement to two hours of high-quality physical education each week.

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.