

# Summarised inspection findings

**Crosshouse Primary School**

South Lanarkshire Council

9 September 2025

## Key contextual information

Crosshouse Primary School is situated in the Greenhills area of East Kilbride in South Lanarkshire. Crosshouse Primary is a non-denominational school with a current roll of 362 children organised across 15 classes. There is also an Early Learning and Childcare (ELC) provision and two Additional Support Needs (ASN) classes.

The headteacher is supported by two depute headteachers and two principal teachers. She has been in post for 10 years. In September 2023, 31% of children attending the school required additional support with their learning. Fifteen percent of children in P6-7 were registered for free school meals. A majority of children live in Scottish Index of Multiple Deprivation deciles 8-10.

### 2.3 Learning, teaching and assessment

**very 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

- Senior leaders and staff have worked together very successfully to develop a highly positive culture for learning. The strong culture of mutual respect across the school supports a warm climate for learning where children feel valued and listened to. This learning environment embodies the school's 'HEART' values. The school community promotes widely the articles of the United Nations Convention on the Rights of the Child (UNCRC). Well-established positive relationships are a major strength of the school.
- Children are highly motivated and exhibit a strong determination to do their best. Almost all children feel that they are encouraged by staff to do the best they can. Most children enjoy learning at school and participate well in their lessons. Children appreciate the active, engaging and motivating activities which they experience in most lessons. Children benefit from a range of opportunities to have their views heard and acted on at individual, class and whole school level, especially through the 'Poppy Post'.
- Children enjoy increasing opportunities to make choices in and lead their own learning. In most lessons, children benefit from high quality opportunities to learn independently, with their peers and in larger groups. Learners are eloquent when sharing ideas and responses with their teachers and each other. A majority of children are beginning to identify and articulate meta-skills and are at the early stages of applying them effectively in different contexts.
- Staff know children very well as learners and have a strong awareness of individual learning needs. Pupil support assistants support effectively children who have barriers to their learning in class, or in small groups. In a majority of classes, children are benefiting from a range of examples of challenge in their lessons. Teachers should continue to develop their approaches to differentiation to ensure that all children receive appropriate levels of support and challenge.

- Staff work together very effectively. Through collaborative professional learning activities, staff identify key areas for improvement and areas of effective practice. This well thought through approach is having a positive effect on approaches to learning and teaching. Teachers have successfully developed a range of enjoyable and creative teaching approaches, for example in science and technology, with which children engage well.
- Teachers have embedded successfully a clear structure to their lessons. In almost all lessons, teachers share effectively both the purpose of learning and how children will know they are successful. Most teachers across the school discuss regularly with learners very clear and helpful ways to exemplify success. Most teachers are responsive to children's levels of understanding in the moment and adapt learning accordingly. Teachers make well-timed interventions to support children who require additional support with their learning to make the best possible progress.
- Staff are improving their use of digital technology to engage and support children with their learning through one-to-one devices and assistive technology. Children are confident in using a range of digital technologies across the curriculum, including programmable toys, programming and bar matrix, supported well by the Digital Leaders. As a result this is enriching learning across all stages.
- In almost all lessons, teachers provide clear instructions and explanations. Most teachers use starter activities to recap prior learning effectively. Teachers use plenaries well to check for understanding and plan next steps in learning. As a result, children experience strong routines and a consistent structure in almost all lessons.
- Almost all teachers use questioning regularly and very effectively to check for understanding and to prompt recall among young people. They are skilful in their use of questioning as a tool to maintain the pace of learning and to check understanding throughout a lesson. The majority of teachers promote deeper thinking through effective use of questioning and prompt activities.
- Children benefit from highly effective and regular feedback from their teachers. This consistent approach to feedback includes frequent oral feedback in class, and regular high quality written feedback. Teachers use this range of approaches very well to support children to evaluate their learning and understand what they are doing well and what they need to do to improve in literacy and numeracy.
- Staff at the early stages recognise the benefits of play and have engaged effectively with national and local guidance. Teachers have adapted learning environments to support play pedagogy. They plan experiences for children to consolidate prior learning and for free play opportunities. As a result, almost all children are engaged and motivated. Interactions are positive. Staff professional learning has supported the development of a play policy. Senior leaders and staff should use this to extend a shared understanding and vision of play across all stages, as planned.
- Teachers use a range of high-quality and robust assessment information to assess children's progress. This is integral to the planning of learning and teaching and used to plan next steps in learning. An Assessment Rationale and Framework document outlines assessment types and key assessment periods across the year. This includes standardised and summative assessments as well as ongoing formative assessment. All children have an individual assessment folder which is used to gather samples of children's work across the year. Teachers use these folders, alongside assessment data, to inform their professional judgements of children's progress. This has led to a shared understanding and consistent approach to assessment across all stages.

- Teachers engage in highly effective moderation activities within school and with colleagues from across the Learning Community. They evaluate and moderate their professional judgements across identified areas of the curriculum and identify a focus area for improvement. This has led to the creation of moderated writing criteria which are used by teachers across the Learning Community. As a result, there is a positive impact on children's writing. These activities also provide staff with regular opportunities to engage in professional dialogue around standards and expectations. This is helping to improve teacher confidence in making robust, moderated and evidence-based professional judgements about children's attainment.
- There is a strong ethos of teamwork across the school. Teachers plan learning collaboratively and effectively across the curriculum. Planning is progressive and links to Curriculum for Excellence (CfE) experiences and outcomes. This ensures depth and progression in learning and a consistent approach to the planning and tracking of learning across all stages. Children lead and plan their learning in a variety of ways, including through learner conversations and the use of 'Know, Want to Know and Learned' grids. Children are also involved in identifying how they would like to learn and what resources they will use to learn. This is building children's confidence in learning and supporting them to be effective and meaningful leaders of learning, which is encouraging motivation and enjoyment.
- Teachers meet with the senior leadership team termly to track and monitor children's progress in learning. This includes a focus on children who require additional support with their learning, and children who may be affected by poverty. Senior leaders and teachers analyse rigorously a range of assessment data to identify areas for improvement. Teachers plan and implement a range of research informed supports and interventions to identified groups of children. These interventions have led to continuous improvement in literacy and numeracy for almost all learners.
- Senior leaders and teachers use a 'quality management calendar' that outlines their learning, teaching and assessment cycle across the year. This includes quality assurance activities such as classroom observations, learning conversations and assessment and tracking meetings. Senior leaders use feedback from these meetings to provide highly effective challenge and support to teachers. This supports teachers in using robust evidence to make their professional judgements about children's progress. Support staff who deliver interventions feedback to teachers daily. This helps teachers review the effectiveness of interventions and ensure children make progress in learning.

## 2.1 Safeguarding and child protection

- 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

- Overall attainment in literacy and English and numeracy and mathematics is very good. Across all stages, most children achieve expected CfE levels in both literacy and numeracy. A few children are capable of achieving more in their learning in literacy.
- Most children who require additional support with their learning are making very good progress towards their individual learning targets. Senior leaders have correctly identified appropriate interventions for almost all learners. These interventions are delivered by highly skilled support staff.

#### Attainment in literacy and English

- Overall, children are making very good progress from prior levels of attainment in literacy and English. A few children could be making better progress in literacy in writing.

#### Listening and talking

- Children are developing very effective listening and talking skills. At early level, children listen and respond to their teacher's instructions very well. In play settings, they take turns and listen to and respond to others well. At first level, children share and listen to the views of others. They make very good use of non-verbal techniques, such as eye contact and hand gestures when engaging with others. At second level, almost all children build appropriately on the contribution of others and show respect for the viewpoint of others. They respond well to a range of questions including literal, inferential and evaluative questions to demonstrate an understanding of spoken texts.

#### Reading

- Reading for enjoyment is commendably a key focus across the school and almost all children read regularly a range of texts for pleasure. Most children at early level recognise initial sounds and are beginning to blend sounds. They are using their knowledge of sounds, letters and patterns to read words. They would benefit from more opportunities to engage with non-fiction texts. At first level, most children are confident when discussing texts they have read and summarise the main points. They talk about favourite books and authors. At second level, most children talk confidently about their favourite books or authors. They recognise techniques used to influence the reader, for example word choice and emotive language. A few children should continue to explore a range of genres and read aloud to develop their fluency, expression and tone.

## **Writing**

- At early level, most children are beginning to form letters correctly and most write words in simple sentences. They should continue to develop their confidence in writing through high quality, well planned writing opportunities across the playroom. At first level, most children spell familiar words correctly. They use their knowledge of grammar and connectives appropriately in their writing. When writing to share opinions, they share their own viewpoint well to persuade readers. At second level, most children apply their knowledge of spelling patterns, rules and strategies to spell most words correctly. They write extended texts regularly for a variety of different purposes including imaginative writing, poetry and persuasive texts.
- Overall, children's presentation and handwriting is of a high standard and there is a consistent approach to developing this across the school.

## **Numeracy and mathematics**

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

## **Number, money and measure**

- At early level, children count forwards and backwards within 20. They are building their mental agility and knowledge of number facts and add and subtract within 10. Almost all children at first level round whole numbers to the nearest 10 and 100. They use the correct notation for common fractions and compare the size of simple fractions. Children at first level demonstrate an awareness of how goods can be paid for using credit and debits cards and digital technology. Almost all children at second level add and subtract multiples of 10, 100 and 1000, to and from whole numbers. They read and record time in both 12 hour and 24-hour notation and convert between both. They calculate profit and loss accurately when working within a budget and understand the relationship between common fractions and decimal fractions. They will benefit from further support with calculating simple percentages and using this knowledge to solve problems in everyday contexts.

## **Shape, position and movement**

- At early level, children recognise two-dimensional (2D) shapes. They are developing well their understanding of positional language. Almost all children at first level recognise and describe 2D shapes and three-dimensional (3D) objects. They know and use the compass points North, South, East and West. They need further support in identifying and using the mathematical language used to describe the properties of common 3D shapes, such as face, edge and base. Almost all children at second level use mathematical language accurately to describe 3D objects and 2D shapes. They know that radius is half of the diameter. They confidently classify angles including complementary and supplementary angles and calculate missing angles.

## **Information handling**

- Almost all children at early level interpret simple graphs. They demonstrate an appropriate understanding of how to gather, record and display information. Most children at first level recognise simple bar graphs and answer questions to extract key information from them. Most children describe the likelihood of events occurring in everyday situations using appropriate mathematical language. Children would benefit from further opportunities to gather, sort and display data through real life contexts. At second level, almost all children analyse, interpret and draw conclusions from a variety of sources. They are developing their skills in identifying changes and trends in data through analysing charts and line graphs.

## **Attainment over time**

- Senior leaders rigorously monitor pupil attendance, with staff demonstrating a strong commitment to identifying and supporting children who require support to maintain regular attendance. As a result of these highly effective approaches, overall attendance has remained consistently above local and national averages in recent years. Over the last three years, the poverty-related attendance gap has narrowed significantly. Senior leaders analyse attendance trends effectively over time and work closely with families to address barriers. A clear focus on understanding and supporting distressed behaviours, combined with a robust attendance policy and the use of individual support plans, has led to improved attendance for targeted children. There are no children on parttime timetables.
- Senior leaders work very effectively as a team to implement robust systems and processes to track children's progress and attainment over time. They ensure all staff understand their role in identifying what support children need. Children who are at risk of going off track in their learning or are on individual learning pathways are supported well to achieve their full potential. This enables teachers to take prompt and appropriate action to ensure sustained or accelerated progress. There is scope to develop further the tracking of a few children who are working beyond expected levels, particularly in literacy.
- Senior leaders have correctly identified the need to continue to close the attainment gap in writing. As planned, senior leaders should work with staff to develop opportunities for children to apply what they are learning in literacy across other aspects of their learning. This should give children further opportunities to apply their learning confidently in a variety of contexts.

## **Overall quality of learners' achievements**

- Children contribute to the life of the school through leadership opportunities within their classrooms. For example, in physical education lessons children referee during games. They confidently provide instructions during sessions and other children respond respectfully. The majority of children play an active and valued role in their wider school community. They take on leadership responsibilities through a variety of committees and groups, including Leaders of Change and the Captaincy team. Commendably, this has led to several national and local accreditations in financial education, sporting awards and children's rights. Children have considerable opportunities to become effective contributors and responsible citizens through this work. Children take great pride in their achievements. Leadership opportunities are well planned and matched to the local authority skills framework. Staff effectively support children to reflect on these skills. As a result, children confidently discuss how they are developing their leadership, problem solving and communication skills. As planned, this should now be extended to all children.
- Achievements from both school and home are regularly shared during weekly assemblies, through attractive school displays, and on social media. Staff provide whole school opportunities for children to achieve success such as through the annual art exhibition. Children across the school also achieve Red Heart certificates when they demonstrate the school's values. Children are encouraged to take part in a wide range of lunchtime and after school clubs and groups including, athletics, jewellery making, gymnastics, boardgames and basketball. Staff effectively track participation levels and children's achievements to identify any children at risk of missing out. A few children are involved in a significant number of activities. As planned, staff should support children to reflect on the skills they are developing when participating in these activities.

## Equity for all learners

- All staff know children and their families well. They have a strong understanding of the social, cultural, and economic context of the school community. There is a clear and thoughtful strategy in place for reviewing and reducing the cost of the school day. Staff ensure that all clubs and activities are free to attend, promoting equity and inclusion. Staff and parents work in strong partnership to support the needs of the school community. They work effectively together to organise and support events such as uniform, Christmas jumper, and costume swaps, as well as toy banks and school discos. When representing the school children are provided with free sports kit and dance costumes. These efforts help ensure all children can participate fully in all aspects of school life. Senior leaders discreetly signpost families to external support services when needed.
- The headteacher, in consultation with staff, parents, and children, makes use of Pupil Equity Funding (PEF) effectively to provide additional staffing and targeted learning resources. Senior leaders regularly track the poverty related attainment gap to ensure that appropriate interventions are in place, helping to remove barriers to learning. Meaningful consultation with children who require additional support with their learning, along with their families, supports senior leaders to tailor interventions to meet their specific needs. As a result, children are confident in discussing their area of difficulty and the strategies they use, such as visual timetables, technologies and support staff interventions. As a result, most children supported through PEF initiatives are making very good progress against their personal learning targets.

### Context

The supported classes are part of Crosshouse Primary School. It is a local authority enhanced provision which supports children with additional support needs (ASN), including a range of complex language and communication needs. The local authority allocates places for children in the supported classes.

The current roll of the supported classes is 15 children arranged across two classes. The headteacher has overall responsibility for the provision.

### QI 2.3 Learning, teaching and assessment

- The supported classes have a strong supportive ethos. All staff work together very well to create a nurturing learning environment. All staff have developed a strong understanding of the communication and wellbeing needs of children. Staff and children have positive relationships which support children very well to engage in most planned learning. Staff respond well to instances of distressed behaviour and support children to regulate and re-engage in learning. Principal teachers and teachers are undertaking learning visits and accessing local authority ASN training and professional networks. This will support staff to further develop classroom strategies to meet the changing needs of children who attend the supported classes.
- In most lessons, children's learning experiences are appropriately challenging and well matched to individual need. This encourages children to be responsible and to work independently or with the correct level of support. At primary one and two, staff plan a number of play-based learning activities to meet targets relating to the curriculum, and the sensory and social needs of children. These activities take place in class and in the outdoor area. Staff have correctly identified the need to review the use of spaces, experiences and interactions and reflect on the balance of adult-directed and child-led experiences.
- Most children at primary three to seven, understand the purpose of their learning and how to be successful. Staff are using technology effectively to engage children in tasks and activities, such as using computer programs to explore volume. Children exercise personalisation and choice in well-planned learning activities. These are designed around the personal interests of individuals. This helps most children to be motivated, engaged and enjoy learning.
- All staff have a clear, shared understanding of the purpose and aims of assessment. Staff have developed highly effective approaches to assessing progress and noting the smaller steps in learning that children have made. This information is recorded and used to inform future planning. Principal teachers and teachers in the supported classes have established strong moderation procedures with colleagues across the school and also with teachers in other ASN provisions within the learning community. As a result, staff make reliable professional judgements.
- Staff have developed highly effective approaches to planning using different timescales. Staff use a termly curriculum planning document to summarise planned learning for each term across the curriculum. These note additional support plan (ASP) targets and targets relating to social communication and emotional regulation. Children, when appropriate, and parents are involved in setting ASP targets which are reviewed regularly. Progress made is tracked using an online system and pupil profiles. As a result, staff have a strong understanding of progress made over time and use the information they have collated very well to plan next steps to improve outcomes for children.

### QI 3.2 Raising attainment and achievement

- Overall, most children are making very good progress against their individual targets in literacy and numeracy in comparison to prior levels of attainment.
- In literacy and English, a minority of children are working at milestone levels set within early level experiences of CfE. In listening and talking, they join in with actions and movements relating to familiar songs. Children express ideas through different types of play and create imaginative stories and communicate these to peers and supportive adults. Most are beginning to develop an awareness of others by taking turns. In reading, children working at milestones are exploring storybooks to find objects, pictures and words. They show enjoyment in sorting objects, pictures and text. In writing, children are interacting with a range of different objects to make marks and form letters, such as ink-dabbers. They trace and copy shapes and letters. A few children are beginning to develop their ability to create short pieces of functional writing using objects, photos and pictures.
- The majority of children are working at CfE early and first level. In listening and talking, children working at early level participate actively in songs and share their thoughts and feelings appropriately. At first level, children take turns and contribute at an appropriate time when engaging with others in a respectful manner. They ask and respond to different types of questions and sensory stimuli to show their understanding. Staff should consider further opportunities to develop these skills in a wider range of less familiar contexts. In reading at early level, children explore the sounds made by single letters and combinations of letters. At first level, children use context clues and their knowledge of familiar words to read and understand texts. Reading activities based on personal interests are encouraging children to read for enjoyment. Children are not yet able to offer ideas on the use of structure and setting. In writing, at early level, children are using a pencil with increasing confidence and leave a space between words when writing. A few are writing to convey messages using appropriate vocabulary. At first level, children plan and organise information using an appropriate format such as storyboarding. They punctuate most sentences correctly using capital letters and full stops. They are not yet able to start sentences using a variety of ways to engage the reader but are at the early stages of doing so.

### Numeracy and mathematics

- In numeracy and mathematics, children are progressing very well.
- A minority of children are working at milestone levels set within the early level experiences of CfE. Children working at milestones are beginning to recognise the sequences of numbers. They match coins that are the same, identify different coins and exchange coins for items such as cuddly toys. While most children follow sequences of the day and use symbols to understand the order of activities, they need to continue to further develop their knowledge of time passing. For example, by using timers for waiting for turns or to structure activities.
- The majority of children are working at CfE early and first levels. At early level, children order numbers from 0-20 and identify sequences and missing numbers. They recognise different methods of showing time and read analogue and digital clocks and record the time up to 12 hours. Children represent information using tables, bar graphs, charts and Venn diagrams. At first level, children multiply and divide from numbers up to 1000. They record and add and subtract money up to £10 and show different ways to make the same total. They tell the time using quarter past, half past and quarter to and match this on analogue and digital clocks. Most children are not developing their understanding of mathematical signs as a balance, for example in solving algebraic problems. A few children are accessing aspects of CfE second level in numeracy and mathematics and calculate the areas and volumes of squares and rectangles.

## **Attainment over time**

- Children are progressing very well against their individual targets as documented in their individual curriculum planning sheets and ASPs. Curriculum planning sheets provide clear targets and next steps across all areas of the curriculum. Principal teachers are tracking children's progress very effectively and can evidence how children are making progress over time in literacy, numeracy, communication and regulations skills. Principal teachers and teachers review progress regularly and work collaboratively to identify next steps in learning. As a result, most learners are progressing well. As a next step, staff should continue with current plans to further develop current systems and approaches to recording attainment.

## **Overall quality of learners' achievement**

- Children benefit from the approaches taken to celebrating achievement in line with the practice and values of Crosshouse Primary School. Children who attend supported classes take part in mainstream assemblies, when appropriate, and access whole school reward systems such as the Heart Awards. A few children are benefiting from leadership opportunities such as membership of the Pupil Council. The supported classes celebrate children's achievements using the 'Proud Wall' where work is displayed within the class. Staff should consider developing frameworks to provide wider accreditation for the experiences that children are gaining. This could support skills development related to targets and further enhance learning across different contexts.

## **Equity for all learners**

- The school agreed the allocation of additional funding through PEF to improve the outdoor learning environment in the supported classes. Children are now able to access more resources to support the delivery of the curriculum and to provide materials to better meet their sensory needs.
- Attendance rates for children in the supported classes are currently at 94.82% and sit above the national average. Principal teachers monitor attendance closely. Most children have attendance above 90% and staff engage closely with families for the few young people below 90%. There are currently no children on part-time timetables.
- Staff have established a well-attended Parent Support Group. The group meet five to six times throughout the year, and it offers an opportunity for parents to connect with each other and access information around supports. Staff have organised for guest speakers such as occupational therapists and former pupils who spoke about their experiences of being neurodivergent. Recently, the link educational psychologist ran a neurodiversity workshop for parents. Parents are very positive about this support.

## Other relevant evidence

- Children benefit from weekly opportunities to access an attractive, well-resourced school library which was developed by the school reading leadership group. Children regularly select books of their own choice and engage in reading for pleasure. The promotion of reading has resulted in the school gaining national accreditation.
- 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. Minor areas for improvement have been agreed with the school and the school meals provider.
- Children receive their full entitlement of two hours of high-quality physical education each week.
- Children are receiving their entitlement to religious and moral education and 1+2 languages.

## Explanation of terms of quantity

The following standard Education Scotland 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.