

Summarised inspection findings

Shawlands Primary School

Glasgow City Council

28 April 2026

Key contextual information

Shawlands Primary School is situated in Shawlands, in the south side of Glasgow. The school roll is 380 children across 15 classes. Twenty-seven percent of children have English as an additional language (EAL) and 28 different languages are spoken across the school. The school has a large catchment area and children live across all quintiles of the Scottish Index of Multiple Deprivation (SIMD). Nine percent of children reside in quintile 1 and just under half of children live in quintile 4. A minority of children require additional support for aspects of their learning.

The headteacher has been in post since August 2024. He is supported by a depute headteacher, an acting depute headteacher and two principal teachers. The acting depute headteacher was appointed in session 2024/25. A class teacher has taken on the new role of associate principal teacher this session as a professional learning opportunity. Just over half of the class teachers joined the school in the last 18 months. The current teaching team includes permanent, temporary and supply teachers and there are a range of working patterns across the school, including part-time and job-share arrangements.

1.3 Leadership of change	very good
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

- The senior leadership team have worked together very effectively to initiate and lead important improvements in the work of the school. They support staff very well to take forward developments in a well-planned and systematic manner. Senior leaders ensure that the pace of change is manageable. Their measured and encouraging approach is helping staff to develop their skills and confidence in delivering quality learning experiences for children.
- Senior leaders led a whole school review of the vision, values and aims in 2025. Staff, parents and children had helpful and well-structured opportunities to share their views on what was important to them. The children’s school improvement group played an active role in coordinating this consultation, analysing responses closely and sharing results with the school community. The agreed values of ‘achieve, empower, include and nurture’ are evident across the school. Staff and children demonstrate these values very well in their interactions with each other. Almost all staff feel that the school’s vision and values underpins their work. The shared aspiration for the school fosters a strong sense of inclusion, belonging, community and teamwork.
- Almost all staff and partners feel that they are a valued part of the school's community. The ethos of the school is friendly, warm and calm. Almost all children feel that the school helps them to understand and respect other people. Staff create attractive and informative displays

in shared areas. These displays highlight effectively collective and individual achievements and examples of children's learning. This helps to promote a sense of pride and ownership amongst children, who are keen to share their school's successes with visitors.

- Almost all staff and parents feel that the school is well led and managed. Senior leaders have clear remits and work well together, using their individual and combined expertise and knowledge to provide effective strategic leadership for the school. The headteacher has introduced and embedded a wide range of appropriate processes to improve overall approaches to self-evaluation and improvement planning. This is helping staff to focus on the correct priorities and take forward the improvement agenda effectively.
- Almost all staff are reflective and engage well in a range of self-evaluation activities. Senior leaders support teachers very well to use 'How Good Is Our School (4th edition)' as a framework for their self-evaluation. Teachers work with senior leaders to agree on personal and shared targets for improvement. Teachers identify the positive impact that internal and external professional learning has on their practice. They are developing well their skills, knowledge and confidence in areas such as sharing intended learning and helping children recognise how to be successful. Support staff have valuable opportunities to engage with senior leaders to discuss their remits, access appropriate learning and identify development needs. This approach is contributing to a culture of continuous improvement across the school.
- The school improvement plan has clear aims with defined outcomes and identified measures of impact. It focuses correctly on creating a positive and inclusive ethos, improving learning and teaching and raising attainment and achievement. The timescales are appropriate and senior leaders have aligned closely the collegiate calendar of professional learning activities with the improvement plan. Senior leaders and staff review the progress of the improvement plan together and reflect on next steps. The collaborative work on school priorities is leading to improvements in learning and teaching across the school.
- Senior leaders make very effective use of the expertise of partners and colleagues across the local authority. For example, staff benefit from input from partners to support their work on helping children to learn through play and to develop inclusive communication strategies. Teachers also visit other establishments across the local authority to share practice and develop their own professional skills and knowledge. This is helping to build capacity across the school. All teachers engage in collaborative enquiry projects linked to learning and teaching and this is helping to develop further their practice.
- Senior leaders produce a helpful annual calendar of quality assurance activities. This document outlines the various methods staff use to gather evidence of what is working well and highlight areas for further improvement. Activities include observing learning, meeting with focus groups of children and reviewing forward plans. Senior leaders provide staff with individual evaluative comments and whole school collated feedback. They offer clear advice and exemplify key points to support teachers' understanding of where improvement is required and the steps teachers can take to achieve this. This is helping to develop well a shared understanding of expectations and agreed approaches to continually improving learning and teaching.
- Most staff have leadership responsibilities within the school. These include leading work on school improvement priorities, supporting children's leadership groups, delivering interventions and taking responsibility for children's clubs and activities. Staff are proud of their contribution

to leading improvements in the school. Moving forward, there is scope for senior leaders to increasingly align staff leadership remits with specific school improvement priorities. This would build on the positive foundation which has been established and help to support the continued pace and momentum of progress moving forward.

- Most children feel comfortable to offer suggestions and are confident that staff listen to their views. A minority of children in P4-7 are involved in groups such as the pupil council, the eco committee and the school improvement group. They also take on the roles of house leaders, P1 buddies, peer mediators and digital ambassadors. Supported well by staff, children identify specific actions, realistic timescales and potential partners to help them to achieve agreed aims. Examples of their activities include leading audits of displays, evaluating approaches to learning and teaching and organising whole school events linked to reading and anti-bullying. Children reflect thoughtfully on progress and evaluate the impact of their leadership roles. They are developing well skills such as collaborating, evaluating and communicating. As identified, senior leaders should now take forward plans to extend these valuable leadership opportunities to more children across the whole school.
- Parent Council members currently lead on an initiative that is improving the outdoor environment for children. They successfully secured financial support and are working with external agencies to address concerns about air pollution and provide resources that will enhance outdoor learning. Children, parents and staff are highly supportive of this work and are confident that it will have a positive impact on outcomes for children.
- The headteacher shares plans for the use of Pupil Equity Funding (PEF) with the Parent Council and the pupil council. The headteacher uses PEF to provide targeted assistance for groups of children, support the development of play pedagogy and offer children wider cultural experiences. This is having a positive impact on children's attainment and engagement. Senior leaders have identified correctly that they now need to consult more widely with the school community about how staff should use PEF to close poverty related attainment gaps.

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, children learn in attractive and welcoming environments. Staff have worked together successfully to create a nurturing ethos. This is underpinned by positive relationships between staff and children. Most children feel staff treat them fairly and with respect. As part of a new whole school language and communication approach, staff have introduced calm spaces in all classrooms to support children's emotional wellbeing. Children feel valued, included and well supported as a result. Almost all children are polite and well-mannered. The standard of behaviour across the school is consistently high.
- Children are developing well their knowledge of the school values and the United Nations Convention on the Rights of the Child (UNCRC), primarily through assemblies. Children in all classes develop charters that set out shared expectations of behaviour related to children's rights. Staff should now consider how to increasingly integrate rights-based learning and exploration of the school values into learning activities within the classroom. This will help children to deepen their understanding of these important features which underpin the work of the school.
- Teachers deliver well planned lessons that support most children to engage in their learning. Children learn through a range of individual, paired and group activities. In the majority of lessons, teachers provide children with the opportunity to learn independently. In almost all lessons teachers' instructions and explanations are clear. In most lessons, teachers use questioning effectively to check for understanding. As a next step, teachers should develop their use of a wider range of questioning techniques to further develop children's critical thinking and extend learning.
- In almost all lessons, teachers share intended learning and explain how children can be successful. As a result, children have a clearer understanding of the purpose of learning and are increasingly able to reflect on their own progress. Teachers are well placed to build on this positive practice and incorporate more opportunities for children to co-create steps for success. They should support children to use these steps to structure and inform self and peer assessment. This will help children to recognise their successes and identify next steps in learning.
- Staff value the recent collaborative enquiry project which focused on high quality feedback. Senior leaders and teachers have used this to create a helpful framework and guidance document to support teachers to improve their use of feedback. In the majority of lessons, children now receive helpful verbal feedback about their learning. Across the school, the quality and quantity of written feedback is improving but is not yet of a consistently high

standard. In the best examples, teachers give helpful, detailed and skill-specific feedback on writing. Children feel this is developing their understanding of where they have been successful and what their next steps for learning are. Teachers should now extend this approach to other curriculum areas to support children's understanding of their progress.

- In the majority of lessons, teachers match learning activities appropriately to children's abilities. Children would now benefit from increased pace and more challenge to help them to make improved progress in their learning. As planned, teachers should continue with collaborative professional enquiry to develop skill and confidence in planning learning that meets all children's needs.
- Most children feel that teachers involve them in deciding what they want to learn. In the majority of lessons, children experience elements of personalisation and choice. Children lead their learning by identifying the context for learning that links curricular areas. During planning, they share with teachers what they already know and what they would like to learn. Moving forward, teachers should provide children with increased opportunities to develop further their understanding of how their learning across the curriculum links to real life contexts.
- Senior leaders and staff are developing the school's approach to encouraging children at early level to learn through play. Staff have created an attractive and stimulating environment that increasingly supports playful learning and motivates children. As planned, senior leaders and staff should continue to engage with national practice guidance on play, and associated professional learning, to support them to take this development work forward.
- Across the school, almost all children have access to digital devices. Teachers use digital technologies well in most lessons to support aspects of learning and teaching and to document learning achievements on an online platform. A few children in P7 are 'digital ambassadors' and attend related training along with cluster schools.
- Teachers follow a whole-school assessment framework and use an agreed range of summative and standardised assessments across the year. Teachers use national Benchmarks and assessment information well to inform their professional judgements on children's progress. Teachers collaborate with colleagues within the school to moderate formally and informally. They visit other establishments to moderate approaches to learning and teaching. They work with cluster colleagues on moderation of listening and talking and professional judgements. Teachers are growing in confidence when making evaluations of children's attainment and progress and their professional judgements are becoming increasingly robust.
- Senior leaders have developed helpful planning guidance. They collaborated with teachers to refresh whole school approaches to planning, based on Curriculum for Excellence (CfE) experiences and outcomes. Teachers use an annual overview to support medium and short-term planning and include assessment as an integral part of planning. They use local authority pathways and progression frameworks to support planning in all curricular areas. As a result of this new approach, teachers are clearer of the specific skills and knowledge children should develop as they progress through the school.
- Senior leaders have introduced a whole school tracker to record children's progress over time. They meet with staff three times each session to discuss children's progress in literacy and numeracy. Staff use a 'fact, story and action approach' to frame discussions about individual

children's progress and plan targeted interventions. As a next step, senior leaders and staff should record identified actions in greater detail. This will help them to monitor and evaluate progress more effectively and inform future planning. As planned, senior leaders should now increasingly target attainment gaps at specific stages, or within subject areas, which they have identified through their close analysis of data. This will inform further the planning of support for children and deployment of resourcing to help raise attainment.

2.2 Curriculum: Learning pathways

- Teachers use progressive pathways to plan learning in all curricular areas. This is helping them to plan activities which support children to build on their prior knowledge and skills.
- Senior leaders have developed a whole school strategy to support the use of digital technology across the school. This is helping staff to embed digital learning across the curriculum and support children to develop further their digital literacy skills.
- The school is at the early stages of providing opportunities for the children to participate in outdoor learning. Children are developing an understanding of learning about sustainability in the community, supported by the work of the eco leadership group and a local partner.
- Across the school, there is a new focus on the development of skills for learning, life and work. The majority of children are able to link their learning to the skills they are developing. In order to build on this area, senior leaders should continue to develop a clear progression of skills that are closely linked to the curriculum and learning.
- Children benefit from visiting curriculum specialists and educational workshops to enhance their learning in dance, drama, music and physical education. Staff should now ensure children experience increased depth in their learning by taking into account the four contexts for learning and opportunities for wider achievements.
- All children have access to two hours of high quality physical education every week. All children experience timetabled lessons in French. Children are not yet receiving their entitlement to experience a third language from P5 onwards.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have positive relationships with families. The majority of parents feel the school takes their views into account when planning school improvement, for example, the development of the curriculum rationale. Most parents feel that they receive helpful, regular and timely information about their child's progress. The majority of parents feel the school organises activities where they can learn together with their child, for example the P1 induction events and the P1-3 reading sessions. Moving forward, the school community should continue to work together to create and provide more opportunities for parents and children across the school to learn together.
- Most parents feel they are encouraged to be involved in the work of the Parent Council. The Parent Council are actively involved within the school. They regularly raise funds to support school initiatives, educational trips and workshops. This is helping to broaden children's experiences and support increased engagement in learning.

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.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff have worked together effectively to create a welcoming and nurturing ethos underpinned by the school values. They support children to demonstrate these values through their actions and in their interactions with others. Children are proud of their school and most children feel staff support them to be more confident. Staff have a consistent approach to improving children's sense of wellbeing. All staff have engaged in high-quality professional learning focused on nurturing principles, understanding children's behaviour and creating communication friendly environments. Staff use this knowledge well to understand the factors influencing children's wellbeing and readiness to learn. As a result, most children engage well in their learning.
- Children across the school behave very well and most children feel that other children are well behaved. Almost all parents feel that staff treat children with respect. Staff use restorative and nurturing approaches effectively to support positive relationships and behaviour. Older children support younger children to play together well and talk about friendships through peer mediator and buddy leadership roles. This helps children enjoy positive playground experiences. On occasion, there are a few children who demonstrate dysregulated behaviour. Staff use sensitive and nurturing approaches to support them. As a result, children re-engage with learning quickly. Over recent years there have been no incidents of exclusion.
- Staff support children's wellbeing effectively. Most children talk about wellbeing indicators and show a developing understanding of how to stay safe, healthy and active. Children complete self-evaluation of their wellbeing once a year. Staff use this information well to support individual children and to inform planning. Most children feel they have an adult at school they can speak to if they are worried or upset about something. Staff should increase opportunities for children to discuss their wellbeing. They should continue to help children to improve their ability to evaluate and articulate their wellbeing needs, based on their knowledge of the wellbeing indicators.
- Almost all children feel safe in school and they participate in learning activities which help them to understand how to stay safe. For example, children are knowledgeable about road safety and online safety. Senior leaders investigate and record bullying incidents and take steps to mitigate these. For example, staff and pupil leadership groups raise children's awareness of bullying through anti-bullying focus weeks and at assemblies. Most children and parents feel the school deals effectively with bullying.
- Children's wellbeing is improved by the school's effective collaborative work with a range of partners. All partners are positive about how staff communicate and engage with them

effectively to plan and implement well-considered support and interventions for children. Partnership working with therapists, educational psychology, inclusion support services and speech and language services ensures that children access appropriate support to improve wellbeing outcomes.

- Across the school, children learn about wellbeing as part of the health and wellbeing curriculum. Almost all children feel staff help them to engage successfully in a range of physical activities supported by parents, community groups and sports partners. For example, children participate in sports day, cycling sessions and local competitions. Children are proud of a gold level national accreditation that recognises their achievements in sport.
- Almost all staff know children and their families well. Staff follow local authority guidance on the processes for identifying children who may have additional support needs. Senior leaders are developing additional school level guidance for staff to supplement this. This will help staff to understand more fully the staged intervention approach and ensure a consistent approach to supporting children who require additional support with their wellbeing and learning.
- Senior leaders and teachers plan support and interventions for identified children effectively. For example, a few children benefit from the 'Star Zone' which provides them with a flexible and nurturing learning environment. Staff use assessments well to measure the impact of this intervention. All children involved demonstrate progress in areas such as increased engagement, better attendance, greater confidence or improved emotional wellbeing. Children, families and staff are proud of the children's progress. As identified, senior leaders and staff should continue to evaluate the impact of this intervention and build and adapt the support to meet the specific needs of identified children.
- All staff understand their statutory duties in how they protect children and meet children's needs. They engage in appropriate professional learning such as safeguarding and child protection, The Promise, effective questioning to support inclusion and equitable learning, and neuro-diversity awareness. As planned, senior leaders should now ensure that parents and children contribute fully to the planning and evaluation of all additional support plans. This will comply with local and national guidance and help to strengthen children's ownership of efforts to improve their wellbeing and learning.
- Staff work effectively with families from a range of early years settings to support children starting school. They offer families and children opportunities to visit the school and provide a helpful transition booklet. Children settle well, as a result of this approach. Staff offer all children a well-planned transition to secondary school. Children visit for events such as sports day and performances. A few children also take part in an enhanced transition programme which supports them well to prepare for secondary school. Across the school, as children move between stages, teachers share relevant information about children's wellbeing and attainment. This helps teachers to have a sound understanding of the needs of children in their new class. Senior leaders should seek feedback from families and partners regarding transition arrangements to continue to evaluate and improve current practice.
- Children participate in well-planned religious observance that reflects the diverse school community. Senior leaders ensure children and staff have quiet, private spaces to rest and pray. Children are developing well their understanding of their own beliefs and the beliefs and practices of others through class learning, assemblies and whole school focus events, for example, Eid and Christmas celebrations. Children and staff recognise and celebrate home

languages. For example, a few older children lead a lunchtime Urdu club supported by a member of staff. As a result, there is a strong ethos of respect for the diversity of the school community. Staff should continue to strengthen children's knowledge of all the protected characteristics and promote further equality and diversity. This should help to support children to feel able to better recognise and challenge discrimination and intolerance when it arises.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. A few children at all stages are capable of making better progress. They require increased pace and challenge in their learning to support them to do this.
- Most children who require additional support for aspects of their learning make good progress towards their individual targets. The majority of children who have English as an additional language make good progress in their learning.

Attainment in literacy and English

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

Listening and talking

- Across the school, most children listen carefully to staff and each other. They are eager to contribute to class and group discussions. At early level, most children listen well to stories and follow simple instructions. Most children at first level express their ideas clearly, take turns, and respect others' opinions. At second level, most children are articulate and respectfully offer facts and opinions with appropriate explanation. Staff should continue to provide varied opportunities for children to apply their listening and talking skills in a wider range of contexts and purposes.

Reading

- At early level, most children identify accurately initial sounds and known common words. They would benefit from further exposure to hearing and saying sound patterns and rhyme. Most children at first level recognise the difference between fiction and non-fiction texts but are less confident discussing features of non-fiction texts such as glossary and index. At second level, most children apply a range of strategies appropriately to read and understand texts. At first and second level, most children talk confidently about texts and authors they enjoy. They give reasons to support their choices well. Children require increased opportunities to visit the school library to access a wider range of texts.

Writing

- Across the school, children have regular opportunities to write for different purposes and audiences. At early level, most children use capital letters and full stops effectively in simple sentences. They form most lowercase letters legibly and leave a space between words. At first

and second level, most children regularly write extended pieces of writing well. The majority of children apply knowledge of spelling rules and strategies to spell most words accurately within their writing. Across the school, teachers should support children to improve their handwriting and the presentation of their work.

Attainment in numeracy and mathematics

- Overall, the majority of children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children count to 20 and count back confidently. They read o'clock accurately on an analogue clock. They require more support to develop their addition and subtraction skills within 10 and use a range of coins in play situations. At first level, most children have a secure understanding of place value. They solve multiplication problems using a range of strategies. They require more support to work out mental calculations with greater speed and accuracy. At second level, most children confidently round numbers to the nearest 100,000. They are secure in their understanding of place value to two decimal places. They calculate periods of time and interpret timetables accurately.

Shape, position and movement

- At early level, most children name familiar two-dimensional shapes and three-dimensional objects accurately. At first level, most children identify an appropriate range of two-dimensional shapes and three-dimensional objects. They are less confident using mathematical language when describing the properties of shapes and objects. At second level, most children are confident at exploring and solving problems relating to area and perimeter.

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 would benefit from further opportunities to develop their information handling skills using digital technology.

Attainment over time

- Over the last three years, the school's attendance average has continuously improved. In June 2025, the school's average was 95.3% which was above the national average. Senior leaders use local authority guidelines effectively to monitor and manage attendance well. A minority of children currently have attendance below 90%. Reasons for absence include illness and family circumstances. Senior leaders and staff plan appropriate interventions and work with partner agencies well to improve the attendance of these children. Senior leaders have identified that a minority of children regularly arrive late to school. They should continue to work in partnership with families to support children to arrive at school on time. Currently, there are no children on part-time timetables. There are a few children who have flexi-school arrangements. Senior leaders follow local authority guidance for flexi-school applications and planning.
- Average attainment in literacy and numeracy in the last three years has been good. Senior leaders and teachers feel that professional judgements about children's attainment are now more robust as a result of professional learning, moderation and improved analysis of data. Senior leaders have introduced a new approach to the recording and analysis of attainment over time. This is building teachers' confidence to analyse assessment information and

attainment data. Moving forward staff would benefit from using closer analysis of different groups and specific cohorts over time to identify more accurately the progress they are making.

Overall quality of learners' achievements

- Staff recognise and share children's achievements both in and outwith school and celebrate them in assemblies and via displays. Children and families also share their achievements using online platforms and digitally through a matrix code in school. This is supporting children's confidence and self-esteem.
- Senior leaders are in the early stages of tracking children's achievements. This allows them to provide planned activities for any child who may be at risk of missing out. Staff, children and partners offer a wide range of clubs including dance, drama, choir, STEM, and imaginative board games. Children enjoy representing the school in competitions, including badminton and triathlon, and are proud of the individual and team sporting event successes which staff display on the school achievements wall. As a result of these opportunities, children develop well an important range of skills, such as communication and collaboration. As planned, staff should support children to identify and articulate the skills they are developing which will support them in learning, life and work.

Equity for all learners

- Senior leaders and staff have a strong understanding of the social and economic background of the school community. They are sensitive to the increasing financial pressure on children and their families. For example, the school subsidises trips and leavers' hoodies, and parents have access to a clothing bank.
- Senior leaders use PEF well to provide additional staff and resources to promote improved attainment, engagement, attendance and emotional wellbeing. There is clear evidence that targeted literacy, numeracy and wellbeing interventions are successfully addressing identified equity gaps in learning. Staff should now support these children to build on this and make accelerated progress in their learning.

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.