

10 March 2026

Dear Parent/Carer

In December 2023, HM Inspectors published a letter on Toryglen Primary School. The letter set out a number of areas for improvement which we agreed with the school and Glasgow City Council. We subsequently returned to the school to look at how it had continued to improve its work and published another letter in February 2025. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the acting headteacher and staff. We heard from the acting headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Senior leaders now need to improve the leadership of learning, teaching and raising attainment across the school. This will support staff to evaluate more accurately the progress they are making in these areas.

Following the previous inspection, the leadership team, with support from local authority officers, developed a detailed action plan for the mainstream school and language and communication resource (LCR). This helpful action plan details timescales, the resources required and the expected outcomes. This approach has supported the leadership team to evaluate accurately the progress staff are making towards addressing the areas for development. The acting headteacher has provided strong leadership to new and existing staff to ensure these plans were implemented consistently across the school. The leadership team has continued to strengthen the systems and procedures needed to support improvement overall. They have ensured that professional learning is supporting teachers very well to improve the quality of learning and teaching across the school. Staff now have a greater voice in planning the activities that will support them to improve their practice. Teachers have taken on leadership roles to develop their knowledge and expertise in areas of teaching practice. They share this across the teaching team to develop consistency in their practice. There is now a clear cycle of improvement where staff have time to review and evaluate activities as a team. This is supporting them to make important changes to improve children's experiences and outcomes. Staff now talk confidently about their practice and how changes made have impacted positively on children's progress. Together, staff now have a clearer understanding of the progress they are making towards key improvement priorities.

There has been positive progress in this area for improvement.

Staff need to continue to improve learning and teaching across the school and LCR. This will support all children to receive high-quality experiences that match well to their learning needs.

Teachers have benefited from a coordinated and well-planned calendar of support and professional learning. This has helped them develop a strong approach to the teaching of literacy. They now have a clear overview of what high-quality learning and teaching should look like in literacy. They have taken forward training in how to use assessments to plan more accurately for children in numeracy. The leadership team has provided helpful support and challenge to teachers. Teachers welcome this regular dialogue and feedback and share that this is helping them to improve their practice. All teachers now plan using the same approach. This is contributing to improved consistency across the school. Teachers' continued focus on improving learning and teaching has impacted positively on classroom practice. This includes improved questioning, an increased pace of learning and well-planned activities that match more accurately to children's abilities and needs. Teachers, supported by the leadership team, use data more effectively to plan learning experiences. This is resulting in an increased pace of learning for children.

Teachers in the LCR continue to work collaboratively to identify learning opportunities that provide challenge and enjoyment for children. This includes not only curricular learning but opportunities for children in the LCR to develop an important range of life-skills. Staff continue to use different environments, contexts and approaches such as play to support children's learning. The use of play enhances children's social and emotional development. Children in the mainstream and LCR have planned time weekly to play together. Children learn from each other and benefit from sensory, imaginative and cooperative play.

Teachers in the mainstream and LCR now work more collegiately and share professional learning across the team more regularly. This has resulted in children who move between the mainstream and LCR experiencing smooth and supportive transitions. Children now learn in communication and literacy rich environments which supports their engagement and understanding.

There has been strong progress in this area for improvement.

As a priority, senior leaders now need to develop effective systems to plan, monitor and review additional support for children across the school. This will support staff to meet all children's wellbeing and learning needs better.

Since the previous inspection, the leadership team has continued to review their approach to ensuring children's wellbeing and inclusion within the school and LCR. Over the last year, with changes to the leadership team, the acting headteacher and newly appointed deputy headteacher reviewed and enhanced procedures and paperwork to evidence the support children were receiving in the mainstream. They have improved further policies and procedures to plan for, monitor and review the additional support for children. Staff have strengthened how they plan for individual children and now use the high-quality approach to planning for children's needs in place in the LCR. This has ensured that children's learning

needs are well-planned for in class. In addition, children who receive targeted support are making stronger progress with their learning. The leadership team uses national and local guidance and policies effectively to direct their approaches to inclusion. Currently, the leadership team has a strong knowledge and understanding of additional support needs which helps staff feel well supported when seeking advice.

The leadership team continues to use the well-considered and robust attendance policy developed last session. Attendance currently sits at 90%. Attendance of children is tracked rigorously. The leadership team work closely with staff and partners to plan bespoke support for those who require it. These approaches are helping to improve attendance for a few identified children. There is evidence that a few children's improved attendance is helping to accelerate their progress and close gaps in attainment successfully.

Recently, the acting headteacher and depute headteacher responded promptly to parental concerns and have improved the process for reporting, recording and addressing incidents of bullying. There are now clear procedures to ensure staff take prompt action to address incidents of bullying.

There has been positive progress in this area for improvement.

Staff now need to raise attainment and increase children's progress in literacy and numeracy across the school. Teachers need to be supported to develop a better understanding of national standards.

Overall, children's attainment in literacy and numeracy has increased steadily over the past year. The majority of children at P1 and P7, and a minority at P4, are now on track to achieve expected Curriculum for Excellence levels in literacy and numeracy. Almost all children who have been at the school since P1 demonstrate increased or steady progress in their attainment. The increased attainment is as a result of teachers using more consistent and better teaching approaches. In addition, teachers have taken part in meaningful, high-quality professional learning which has increased the reliability of their assessment approaches. They now review examples of children's work more regularly. Teachers also value and benefit from the support of the leadership team who review children's progress and examples of assessment evidence termly. Teachers' use of curriculum Benchmarks, rigorous assessment evidence and progressive pathways has ensured they have a strong understanding of national standards.

The acting headteacher has set a clear, strategic vision for improving children's progress and attainment across the school. Staff and children have responded very positively to the increased expectations and have been enthused by the opportunities to develop strong approaches to learning and teaching. They have used professional learning in literacy to ensure children now experience regular opportunities to revise and revisit key concepts to strengthen their recall and understanding. Together, teachers have developed effective and collaborative working to improve children's progress. This collaborative approach is leading to increased consistency in practice. Teachers feel listened to, consulted, valued and

informed. Their confidence and enthusiasm have increased as a result and teachers now have a greater sense of hope about their journey to improving attainment across the school.

Since the last inspection visit, the leadership team and staff have made some progress in this area of improvement. Whilst staff recognise that more needs to be done to raise attainment further, there is now a more positive trend in children's progress.

What happens next?

The school has made some progress since the original inspection. We will ask for a report on progress within one year of the inspection. This report will inform any decision made by HMIE regarding further engagement. This may include another inspection visit. When such a decision is made, we will write to you again detailing the improvements the school has made and outlining any further action, agreed with Glasgow City Council, that we intend to take.

Gillian Frew

HM Inspector

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