

Summarised inspection findings

St Rose of Lima Primary School

Glasgow City Council

16 September 2025

Key contextual information

St Rose of Lima Primary School is a denominational school based in Glasgow City Centre. The school roll increases and decreases across the school year due to a number of families being located in temporary accommodation before relocating to permanent residences out with catchment. The current school roll is 443. The headteacher has been in post for four months and is supported by two depute headteachers and one principal teacher.

In session 2024/25, 48.8% of children live in Scottish Index of Multiple Deprivation (SIMD) data zones 1 and 2. The current Free School Meal Entitlement (FSM) is 30.7%.

2.3 Learning, teaching and assessment	satisfactory
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	
■ Children and staff across the school model the recently refreshed school values of friendship, honesty, love and respect. As a result of this, almost all learning takes place in calm and welcoming classrooms and workspaces. Almost all staff reinforce learning and behaviour expectations in a caring manner. They encourage and support children to demonstrate positive behaviour through their use of class charters based on children’s rights, nurturing principles and clear expectations. Most children across the school interact respectfully and confidently with staff, classmates and visitors. ■ Almost all staff provide motivating, purposeful and nurturing learning environments. This supports children to engage positively in their learning. Staff build positive relationships with children and are skilled at supporting them when they are dysregulated. Children have access to designated ‘calm corners’ located in classrooms and around the school. These spaces support children to independently regulate their emotions. This approach helps children to reengage quickly with their learning. Senior leaders should continue, as planned, to develop and utilise specific locations in the school to support curricular learning in areas such as music, science, technology, engineering and mathematics (STEM) and modern languages. ■ In almost all lessons teachers provide clear instructions, share the purpose of the lesson and how children can be successful. In a few, more effective examples, children co-create with teachers what success in the lesson will look like. Senior leaders and staff should now support an increasing number of children to reflect regularly on their learning against agreed criteria. This can help children develop a deeper understanding of their progress and next steps in learning. ■ Most children are motivated and keen to engage actively in their learning. In a majority of lessons, teachers match tasks and activities well to the interests and needs of the children. This results in most children being motivated and keen to engage actively in their learning. Children enjoy working collaboratively in groups and in pairs on a variety of tasks. However, a	

minority of lessons are overly teacher-led with long explanations resulting in the pace of learning being too slow. As a result, a few children can become disengaged or distracted leading to low-level disruptive behaviours. Teachers should ensure that time available for learning is maximised. Senior leaders should support staff to ensure that the pace and the challenge provided in learning is consistent across the school and appropriate for all children.

- In most lessons, teachers use questioning effectively to check children's understanding and recall. A few teachers use more skilful questioning to promote higher order thinking skills by encouraging children to justify and explain their ideas. Senior leaders and teachers should build on and share this strong practice to develop and extend further children's curiosity, confidence and independence.
- All children have access to digital devices in classes which are used effectively to support and enhance individual and whole class learning. For example, they use devices purposefully to research topics, record predictions and observations, and use digital applications to consolidate their understanding. Most children use digital tools well to share their work with teachers and their class.
- Children enjoy being taught digital skills and responsible use by their peers. For example, digital leaders from P6 and P7 lead engaging, well-received sessions for children in P2 and P3. This is developing their confidence and leadership skills very well.
- The new headteacher has a very clear vision to improve learning, teaching and assessment across the school. As planned, senior leaders and staff should now develop a shared understanding of the key features of highly-effective learning and teaching. In doing so, they should develop a formal programme of regular peer and senior leader observations of learning. This should help teachers to improve their approaches to consistently providing children with high-quality learning and teaching.
- Staff at P1 and P2 provide learning through play that challenges and supports all children to engage in learning. They ensure an appropriate balance of teacher-initiated and child-led play. Teachers carefully plan purposeful learning experiences that encourage children to develop their skills further through play. As result, children develop well their creativity and curiosity. Teachers use opportunities for adult-led learning with small groups effectively to deepen children's thinking and understanding in literacy and numeracy. Moving forward, teachers should support children more in the planning and recording of their learning.
- Teachers provide children with helpful verbal feedback that links clearly with the purpose of the lesson. Children enjoy and take account of peer feedback. A few teachers provide helpful written comments to children about their learning. Teachers now need to continue to improve the quality and consistency of written feedback and build in time for learners to review this. This should support children to understand more clearly their next steps in learning.
- Senior leaders have developed a useful annual assessment calendar that outlines for teachers regular planned use of assessment. Teacher's use of the assessment calendar supports them to gather a range of appropriate assessment information across the school year. Teachers should be supported to analyse and streamline this information more effectively to plan children's next steps in learning. This will support teachers to adapt activities further to meet individual need.
- Teachers use local authority progression pathways effectively for all curricular areas to plan over different timescales. They plan collaboratively with colleagues. Their use of the pathways ensure that they take account of Curriculum for Excellence (CfE) experiences and outcomes. They plan assessments at the end of blocks of learning and link these to national Benchmarks.

- Recently, teachers engaged in moderation of Religious Education (RE) with other teachers from across the learning community. This has supported them to improve the accuracy of their professional judgements about children's progress for this curricular area. Senior leaders should build upon teachers' recent experience of participating in moderation activities. In doing so they should support teachers to engage in moderation activities for literacy and numeracy and other curricular areas. This will help teachers arrive at valid and reliable decisions on children's progress towards, and achievement of, a level.
- There are several systems in place to gather information and data on children's progress in learning. Teachers are confused by the use of these systems and are frequently duplicating the information and data being gathered. Senior leaders now need to develop and create a manageable and cohesive tracking and monitoring system. This should help them monitor and evaluate the progress children make and provide clear information and data on attainment across all curricular areas.

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. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

satisfactory

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 good. A few children are capable of achieving more in their learning. The majority of children who require additional support with their learning are making satisfactory progress towards their individual learning targets.

Attainment in literacy and English

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

Listening and talking

- Across the school, most children engage well in social interactions and class discussions. They listen well to instructions and explanations from their teachers. At early level, most children enjoy listening to and joining in with well-known stories. They follow simple instructions well. At first level, children are becoming more confident at identifying the purpose and main ideas of spoken texts. Most children at first level listen well to each other during paired and group activities. At second level most children identify the difference between fact and an opinion well. They listen carefully as part of whole class lessons and within a group. They are developing their skills in asking questions to extend discussions. They should now develop these skills further in responding to inferential and evaluative questions. Across the school, children would benefit from developing their use of applying techniques such as eye contact when engaging with audiences.

Reading

- At early level, most children identify and say an increasing number of single sounds. They use knowledge of sounds and letters to read simple words. At first level, most children read familiar texts with fluency and with some expression. They should further develop their skills at finding information in non-fiction books, for example using the contents page. At second level most children recognise techniques such as predicting and summarising. They are less confident in explaining their preferences for particular genres of text and authors. Children would benefit from increased opportunities to recognise the techniques used by authors to influence the reader.

Writing

- At early level, most children write simple sentences with support, starting with a capital letter and ending with a full stop. They form letters correctly. At first and second level, children write for different purposes, for example a report or persuasive piece of writing, using features of that genre. At first level, children should develop their awareness of which sources of information are most reliable. At second level, they should be supported to use figurative language, for

example, simile and metaphor, to engage the reader. At all stages, children should write more extended pieces of text and receive clear feedback from teachers on how to improve their writing.

Numeracy and mathematics

- Overall, most children are making good progress from prior levels of learning and attainment in numeracy and mathematics across the school.

Number, money and measure

- At early level, most children are confident to recall number sequences forward and backwards within 20. Most children can add and subtract within 10. Most children recognise o'clock times on an analogue clock. They are not confident using appropriate vocabulary to describe halves. At first level, most children are confident when rounding numbers to the nearest 10 and 100. Most children accurately add and subtract three-digit numbers. Most children at second level are developing skills in equivalent forms of common fractions, decimal fractions and percentages. They confidently explain the link between a digit, its place and its value. Children working towards first and second level need increased frequent occasions to learn, practise and revisit all aspects of numeracy and mathematics regularly.

Shape, position and movement

- At early level, most children recognise two-dimensional (2D) shapes. Most children confidently use the language of position and direction, including in front, behind, above, and below to follow instructions in movement games. Most children at first level correctly describe the names and properties of 2D shapes. They are less confident in naming three-dimensional objects and their properties. At second level, most children use mathematical language accurately to name and describe different types of angles such as acute, obtuse and reflex. They are not yet confident in using knowledge of complementary and supplementary angles to calculate missing angles.

Information handling

- At early level, most children can sort and display data in a variety of ways. For example, sorting living and non-living things. At first level most children collect and display information on bar graphs and pictograms. At second level most children describe how to collect and display information on bar graphs. They need to develop further their ability to gather, organise and display information and use this to ask and answer questions about the information gathered.

Attainment over time

- Senior leaders gathering of attainment recorded over time has not been sufficiently robust or reliable. They should now ensure that they have a streamlined tracking system to help them quickly identify individuals or groups that require support to increase their attainment. This should support senior leaders and teachers to ensure all children make the best progress across the curriculum at all phases of their education.
- Senior leaders now meet termly with teachers to track the progress of individual and groups of children, such as care experienced children. This is helping them identify accurately children that require support to increase attainment. Children who are receiving this support are beginning to make sustained progress in the targeted areas of learning. Moving forward, senior leaders should continue with plans to have frequent attainment meetings to analyse attainment information to ensure cohorts improve attainment consistently over time.
- Over the last three years, attendance has been either slightly below or in line with the national average. Senior leaders track attendance regularly and work closely with families to identify and remove barriers to attending. Senior leaders monitor attendance and work closely with

specific parents where low attendance is a persistent issue. This approach has led to improvements in attendance for a few children across the school.

- A few children attend school on a part-time basis. The new headteacher is working with appropriate staff to put robust plans in place to ensure that children return to full time education at the earliest opportunity. School leaders should ensure that these plans are reviewed every six weeks and have clear interventions in place to support children to progress in their learning. This may include children receiving support supplemented by other services or resources provided by the education authority in the best place for them to access learning.

Overall quality of learners' achievements

- Children are building a range of important skills from participating in a wide range of purposeful experiences at lunchtime and after school. This includes children engaging in sport, exercise, dance and mindfulness activities which are helping them improve their fitness, emotional regulation and resilience. A few children participate in the chess club, the social enterprise group and Woolly Wednesdays. These clubs are supporting the development of children's creativity, problem solving, self-confidence and collaboration. Staff have developed a clear rationale for each activity being offered and intended skills the children should be learning. Children however cannot confidently identify the skills they are developing. Staff should work with children to develop their understanding of the skills and attributes they gain when participating in these activities.
- Staff help children celebrate achievements in class and occasionally through assemblies. At the end of each year children enjoy being presented with character awards voted by their peers. These awards reflect positive behaviours and actions in class. Staff leading the school clubs record the children who participate. They do not yet use this information systematically to identify children who are at risk of missing out. Senior leaders and staff should also consider ways to gather information about achievements, clubs and activities children participate in when not in school. As a next step, senior leaders should use this information to monitor children who participate in wider achievement activities both in and out of school. This will support them identify children who do not have the same opportunities as their peers to build skills and attributes through participation in wider achievement activities.
- A few children are competing confidently at local and national competitions beyond school, including football, dance and Lego league. In session 2024 a few children from P7 were winners of the Glasgow Dragons' Den initiative. The social enterprise project supported children to build confidence, enhance leadership skills and to raise awareness of the cost of living.
- Children in P7 successfully achieved the Pope Francis Faith Award with a few children also receiving the Parish Commendation. This demonstrates the positive contribution the children have made to both the school and parish community.
- All P6 and P7 children are offered a leadership role in the school. This includes nurture buddies, friendship buddies, language ambassadors, playground leaders and junior road safety officers. Most of these roles involve supporting younger children with their learning or in the playground. The majority of children talk confidently about what is expected from them in their role; however, they could not articulate the learning or skills they are developing. Children formally reflect against their success in a few of these roles, but not all children get this opportunity. As a next step, senior leaders should ensure all children evaluate their progress within their leadership role, extending this reflection to the skills they are developing.

Equity for all learners

- Pupil Equity Funding (PEF) is used to enhance staffing and support a range of universal and targeted approaches to improve attainment, engagement, wellbeing and attendance. These interventions are helping identified children to make better progress in their learning. For example, the home school practitioner supports children and families in a range of ways, which is resulting in improved engagement and attendance of a few children. Skilled staff deliver tailored interventions within a highly nurturing environment for a few children. This includes support in class, nurture group and adaptations to the curriculum. These children are developing their confidence and resilience to participate more fully in learning activities. ‘
- The headteacher has identified the need to develop clearer approaches to measuring the impact of funded interventions on closing the poverty-related attainment gap. This should support staff to make informed evaluations about how well both universal and targeted approaches are accelerating progress for identified children. Senior leaders should extend the involvement of staff, children and parents, in decisions relating to PEF.
- All staff understand the social and economic demographic of the school community well. They are committed to supporting children and families impacted by poverty. Senior leaders are aware of the ‘cost of the school day’. They minimise barriers to children’s achievement and participation in wider achievements including trips and residential experiences. They work with partner agencies to offer targeted support to children and families. Families are discreetly and sensitively signposted to available support services, including those provided by local charities and the Parent Council. Children and families value the range of supports including access to pre-loved clothing.

Other relevant evidence

- All children participate in two hours of quality physical education each week. Children receive their entitlement to religious education. There is an inconsistent approach to the delivery of languages across the stages. As a result, not all children receive their entitlement to 1+2 languages.
- Teachers ensure that all classes receive a funded school trip throughout the year. Learning experiences included visits to local landmarks and educational centres. Teachers should now get children to evaluate these trips to capture what they have learned.
- Across the school all children benefit from welcoming classroom libraries. The school library has recently been refreshed, with lots of new reading materials and attractive reading areas now in place. This is supporting children to explore a wider range of genres and authors. As such they are developing a culture of reading for enjoyment across all stages.

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.