

Summarised inspection findings

Castleton Primary School

Glasgow City Council

8 September 2026

Key contextual information

Castleton Primary School is a non-denominational school in the Castlemilk area of Glasgow. Currently there are 325 children organised across 13 classes. The headteacher has been in post for ten years. She is supported by two deputy headteachers and a principal teacher who are non-class committed. Approximately 85% of children reside in Scottish Index of Multiple Deprivation deciles 1 and 2. There are 27 different languages spoken in the school and around 26% of children have English as an additional language. The school record 51% of children with an additional support need. Around 43% of children in P6 and P7 are registered for free school meals.

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

- Led very effectively by the headteacher and senior leaders, all staff place a high importance on meeting children's wellbeing needs. They develop highly nurturing, and positive relationships with children which underpin all interactions and encourage children to do their best. Staff know children and families very well, prioritising time to build trusting relationships with children. They provide sensitive and bespoke support which enables almost all children to be motivated and ready to learn, most of the time.
- Staff model the school values very well for children. They regularly reinforce the school values during learning. Children and staff create class charters which help children to understand and agree the expected behaviours around the school. The school motto 'treat others the way you want to be treated,' is demonstrated well by most children. As a result, children show empathy, care and compassion for each other. Children are rightly proud of their award for their commitment to learning about and upholding children's rights. All staff value, listen to and act upon children's views. They promote an ethos of inclusion and belonging which creates a positive culture for learning and builds children's confidence very well.
- Across the school, most children behave very well, most of the time. Most children are motivated by their learning experiences. A few children show low-level disengagement at times. A few children need ongoing support to regulate their behaviours and manage their emotions. All staff use agreed strategies and plans effectively to provide calm, consistent routines and spaces. This helps children to understand the adults are there to help them when they become distressed. All staff engage in purposeful professional learning to understand the barriers children may face and how they can support children to overcome these barriers. Senior leaders manage resources very well to meet children's needs flexibly. For example, staff have developed a range of well-considered nurturing spaces around the school for children.

Children access the Rainbow Castle, Bubble Room, Pause Place and The Street to help them access the right support at the right time. Children are supported by skilled staff to have the time they need to feel calm, reflect and re-engage with learning when they are ready. Staff should continue to use these successful approaches to support children to make positive choices.

- The strong leadership of the headteacher and depute headteachers ensures there is a continued focus on providing children with high-quality learning experiences. Senior leaders support teachers very well to engage in relevant professional learning to deliver consistently high-quality learning and teaching. Senior leaders developed a highly effective 'Creative Classroom' approach to ensure children have opportunities to learn through creative, relevant, engaging and active learning experiences. Staff reviewed classroom environments, with children's views at the centre, to provide learning spaces which meet children's needs. They plan learning using 'must do, can do' learning activities. The 'can do' activities provide children with daily opportunities for meaningful personalisation and choice. Teachers support children well to learn in groups with adult support and to work independently to complete learning activities. Children feel they have greater independence. They develop a range of skills successfully, for example, in managing their time, solving problems and teamwork. As a result of this approach, almost all children engage very well in learning. Senior leaders share their 'Creative Classroom' methodologies with schools and colleagues in the local authority to support wider improvement.
- In all lessons, teachers share the purpose of learning with children. They help children to understand how to be successful and during learning most teachers support children to think about their learning and how well they are progressing. Teachers have developed effective approaches to enable them to have quality time to interact with individual children and groups. As a result, teachers support learning effectively by scaffolding, supporting and challenging children well during most lessons. They use a range of questions effectively to encourage children to think about their answers. Teachers should continue to ensure all children experience appropriate challenge during all lessons. This should help all children to maximise their progress.
- Teachers in the early stages have invested time in developing learning through play over a number of years. Staff are highly reflective and work with partners and colleagues to continually review and adapt their approaches to better meet children's needs. They use spaces creatively to provide a range of experiences which support children's learning very well. Children have opportunities to make suggestions about the experiences and resources on offer. Children benefit from a well-considered balance of adult initiated, adult led and child led activities. These are linked carefully to children's interests and the early level curriculum. This supports children very well to consolidate and build on a range of skills. Teachers observe children's learning through play and use these observations well to adapt learning experiences. They should continue to prioritise time to record observations to evidence clearly the progress children are making.
- All staff collaborate effectively to help meet the needs of children who require additional support with their learning. Teachers and support for learning assistants provide a high level of support in classes to promote inclusion and meet the needs of most children. This includes guiding children to access quiet spaces, resources and planned interventions. A minority of children access targeted learning in literacy, numeracy and wellbeing to meet their needs. A

few children access additional support from staff or partners to help them engage more fully in learning. Across the school, a minority of children have English as an additional language. They are supported well through additional staffing, family learning opportunities and creative and active learning approaches. These approaches ensure most children who face barriers to learning are making good progress towards their own targets.

- Children use digital technology in highly creative and interesting ways to extend and enhance their learning across the school. This is an important strength in the work of the school. Staff support children effectively to use mathematics programmes, applications and coding technology to develop their critical thinking and digital skills successfully. Older children confidently teach younger children digital skills, for example, creating animations with software on tablets. Staff created a film studio where children develop a range of skills in creating and editing films. As a result, children across the school develop digital skills progressively and are highly confident in using a range of digital tools.
- Most teachers use formative assessment strategies effectively to check children's understanding during lessons and to inform next steps in learning. Teachers engage well in purposeful professional learning in relation to feedback. This is having a positive impact on children's ability to identify their strengths and next steps, particularly in literacy and numeracy. Children are developing their skills well in self- and peer-assessment, using taught strategies to ensure feedback is helpful. Senior leaders and staff should continue to embed and evaluate these approaches. They should continue to ensure that high-quality feedback is consistently evident across all curricular areas.
- Teachers plan learning across short-, medium- and long-term timescales using local authority progressive pathways and school context for learning planners. Across the school, planning reflects a strong emphasis on relevance and makes highly effective use of the local community to enhance learning experiences. In all classes, children contribute well to aspects of planning and are increasingly taking ownership of their learning. This is supporting independence, motivation and engagement. Senior leaders should continue to work with staff to ensure that progression across levels is clearly identified within planning. This should help to ensure appropriate challenge for all children.
- Senior leaders and teachers meet regularly to review and discuss children's progress. They use a 'fact, story, action' approach to evaluate the impact of planned learning across the curriculum. These professional discussions support staff's strong understanding of children's learning needs and progress of individual children. Together, they identify children who may require additional support and agree appropriate interventions and strategies to improve outcomes.
- Staff developed an agreed assessment framework which includes a range of summative and standardised assessments. This provides staff with useful evidence of children's progress in literacy, numeracy and health and wellbeing. Senior leaders and staff should continue to use assessment information to ensure that evidence gathered supports children's improved progress and attainment.
- All teachers engage in regular moderation activities within the school and across the learning community. Staff value these collaborative opportunities, which are supporting a shared understanding of standards and expectations. Through moderation activities, staff have

worked together very well to review planning, teaching and assessment approaches across identified curricular areas. Staff should continue to build on this strong collaborative practice which supports continued improvements in learning, teaching and assessment effectively.

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.

3.2 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. The majority of children in P1, P4 and P7 achieve the expected Curriculum for Excellence levels in numeracy and mathematics and literacy and English.
- Most children who require additional support with their learning are making good progress towards their individual targets.

Attainment in literacy and English

- Overall, children's progress and attainment in literacy and English is good.

Listening and talking

- At early level, the majority of children listen well and retell familiar stories in their own words. They talk confidently about their own experiences and learning. At first level, the majority of children explain how to engage an audience, including using a clear voice, eye contact and interesting vocabulary. Children need more regular opportunities to apply these skills when presenting their learning. At second level, most children build well on others' contributions. They explain their views and choices confidently. Across the school, children need further support to improve attentive listening and take turns without interrupting each other.

Reading

- At early level, most children recognise initial sounds and begin to blend letters. They retell favourite stories with confidence and identify simple features of fiction and non-fiction texts. At first level, most children share their preferences for different texts. They read familiar and unfamiliar texts clearly and show understanding of the key points. A minority of children would benefit from increased support to develop reading with expression. At second level, most children read unfamiliar texts well. They use strategies such as skimming and scanning to find key information and understand meaning. Across the school, teachers should continue to promote reading for enjoyment and widen children's exposure to different genres, to help them discover texts they enjoy.

Writing

- At early level, the majority of children form letters correctly and write simple words and sentences. They need to build confidence in writing for different purposes through play. At first level, the majority of children spell common words accurately. They demonstrate skills in imaginative, poetry and functional writing. At second level, the majority of children use a range

of punctuation correctly, including capital letters, full stops, commas and speech marks. They vary sentence openings and link ideas using conjunctions. Across first and second levels, children need more opportunities to write extended pieces independently across a wider range of genres. Across the school, the majority of children should be supported to improve the presentation of their writing to ensure it is of a consistently high quality.

Attainment in numeracy and mathematics

- Overall, children's progress and attainment in numeracy and maths is good.
- Teachers should ensure that children have regular opportunities to revisit prior learning, particularly within mathematics. This will help children to consolidate their learning and progress more confidently across the levels. Teachers should also support children to improve the layout and presentation of their numeracy and mathematics work.

Number, money and measure

- At early level, the majority of children identify the number before, the number after and missing numbers in a sequence within 20. They are less confident when recalling the number sequence backwards from 20. At first level, the majority of children solve addition and subtraction problems with three digit whole numbers. They are less confident rounding whole numbers to the nearest 10 and 100. At second level, the majority of children confidently round whole numbers to the nearest 1000, 10 000 and 100 000. They use knowledge of equivalent forms of common fractions, decimal fractions and percentages to solve problems. They are less confident expressing fractions in their simplest form.

Shape, position and movement

- At early level, the majority of children understand and correctly use the language of position and direction, including in front, behind, above, below. They are less confident with instructions involving left and right. At first level, the majority of children follow directions using words associated with angles, directions and turns. They are not yet confident using mathematical language to describe the properties of a range of common two-dimensional shapes and three-dimensional objects. At second level, the majority of children confidently use mathematical language to describe and classify a range of angles. They are not yet confident when describing a circle, including radius and diameter.

Information handling

- At early level, the majority of children use knowledge of colour, shape, size and other properties to match and sort items. At first and second level, the majority of children use the language of probability accurately to describe the likelihood of simple events occurring. Across the school children should have increased opportunities to devise ways of collecting and interpreting data appropriate to their level. As children progress through the school, they should develop their understanding of the variety of ways data can be displayed. This includes different graphs, charts and diagrams.

Attainment over time

- Senior leaders have prioritised improving attendance for all children. For session 2024-25 the attendance rate was 85.4% which is an increase of 1% on the previous session. A majority of children have attendance below 90%. Senior leaders monitor children's absence regularly and promote the benefits of regular attendance to families in a variety of ways. They identify those who require support to improve their attendance and provide effective targeted interventions.

For example, they work closely with partners who support families and children to attend school through transport arrangements and before and after school clubs. This is helping identified children to improve their attendance.

- Staff have engaged in professional learning to support improvements to attendance. This has included engaging with a national programme designed to improve attendance. As a result, senior leaders have formed targeted improvement groups for children with high absence. These groups focus on building relationships with families and better understanding barriers to attendance. As planned, senior leaders should continue to support families and children to make sustained improvements to attendance.
- The number of exclusions is very low. A few children are on part-time timetables. The headteacher reviews arrangements regularly to ensure they meet children's needs appropriately and remain short term.
- Senior leaders and teachers track the progress of individuals effectively in literacy and numeracy over time. They are at the early stages of tracking progress in other curricular areas. Senior leaders and teachers identify gaps in children's learning and progress and provide targeted interventions and support. For example, specific literacy interventions at early level have led to an increase in attainment for a few children. They have supported others to make measurable progress in reading and spelling. As children progress through the school, attainment over time is increasing for most cohorts in all areas of literacy and numeracy. Senior leaders should now continue to develop how they track and monitor differing cohorts of children, for example children with English as an additional language. They should use this information to help all children to make the best possible progress over time.

Overall quality of learners' achievements

- Staff celebrate children's achievements regularly through assemblies. Teachers use the well-established 'Above and Beyond' awards consistently to recognise effort and achievement. Children are motivated by this recognition. As a result, the majority of children develop self-worth and understand their positive contribution to the school. Classes also have opportunities to share their learning with the wider school at assemblies. Other children show strong appreciation, encouragement and support for what their peers have achieved.
- All children from P3 to P7 play an active role in the life of the school. They develop well a range of skills beyond the classroom. Children contribute meaningfully to leadership roles that drive positive change. These include the Equalities Committee, Events Committee and Meta Skills Committee. Children in the Meta Skills Committee improved the morning 'Soft Start'. They worked with the soft-start supervisors to plan activities that develop meta-skills. As a result, children across the school understand better the skills they are developing through purposeful morning activities. They apply these skills increasingly across their learning. The Sports Committee gathered pupils' views on a 'Commonwealth' Sports Day, planning the event within a budget and carried out risk assessments. As a result, they organised a very successful sports event. Children also take part in inter-school competitions and festivals. These experiences build children's teamwork, resilience and confidence well.
- Senior leaders track children's participation in wider achievement activities carefully to ensure that no child misses out on opportunities. Staff plan opportunities for wider achievement

across the curriculum. For example, P5/4 achieved a national forest school award for their outdoor learning.

Equity for all learners

- All staff have a strong understanding of the context of the school and the barriers to learning faced by children, including socio-economic disadvantage. They have established strong links with partners who support families sensitively in a variety of ways. Staff have taken effective action to reduce the cost of the school day. They are committed to ensuring family circumstances are not a barrier to children's access, participation, and inclusion. This ensures that all children can participate fully in school life and have equity of opportunity.
- Senior leaders use Pupil Equity Fund (PEF) effectively to provide a range of universal and targeted interventions for children across the school. This includes funding resources, additional staffing and staff training. Additional teachers and support staff work effectively with children to improve their learning, social and emotional wellbeing and attendance. In addition, senior leaders use PEF successfully to help fund pupil wider achievement experiences. Senior leaders should develop how they track and monitor the progress of cohorts of children and the impact of all initiatives on outcomes for children. This should help to ensure continued progress towards closing the poverty related attainment gap and accelerating progress for children.

Other relevant evidence

- All children receive their entitlement to two hours of quality Physical Education each week. Teachers plan using progressive pathways to support children to develop a range of physical skills.
- Across the school 27 different languages are spoken. Staff celebrate and promote this through language of the block, where children learn vocabulary in a chosen language. Children who speak the language support others well. Currently, children learn Spanish and previously they learned French. Senior leaders should now ensure all children access their entitlement to learn a language progressively as part of the Scottish Government '1 + 2' language initiative.
- Children have access to a wide range of books in class libraries. Currently staff are working with a charity to promote reading across the school. They support children to develop their interest in authors and different genres through class novels, reading time and author visits. Staff rightly plan to continue to promote a love of reading across the school.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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