

# Summarised inspection findings

**St Bartholomew's Primary School**

**Glasgow City Council**

**18 August 2026**

# Key contextual information

St Bartholomew’s Primary School is a denominational school situated in the Castlemilk area of Glasgow. The headteacher has been in post for six years and is supported by a depute headteacher and three principal teachers. At the time of the inspection, the school roll was 272 children, taught across eleven classes. Most children reside in Scottish Index of Multiple Deprivation deciles 1 and 2. School staff report 64% of children require additional support with their learning. Around 46% of children are registered for free school meals. In September 2024, 24% of children in the school had English as an additional language.

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| 2.3 Learning, teaching and assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | good |
| <p>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:</p> <ul style="list-style-type: none"><li>learning and engagement</li><li>quality of teaching</li><li>effective use of assessment</li><li>planning, tracking and monitoring</li></ul> |      |

- All staff work together successfully to create a calm and nurturing ethos across the school. Relationships between staff and children are positive, and almost all children interact well, showing kindness towards their peers. Staff and children are working well together to develop a rights-based approach to improving relationships. They have developed class charters underpinned by children’s rights. Going forward, all staff should regularly use the class charters to help children understand their role in contributing to calm and purposeful learning environments. Staff are embedding well a range of strategies to support children to self-regulate and manage their emotions. These include daily check-ins, calm zones in the classrooms and restorative conversations. These approaches are helping to promote a climate where most children feel safe and secure.
- Across the school, learning environments are attractive, purposeful and well-organised. Teachers support children well to celebrate their work and display their achievements. Almost all teachers ensure that appropriate resources are available for children to support them with their learning. This includes concrete materials and helpful learning strategies that they display within the classrooms. Most teachers have established clear routines. They manage transitions between activities well in most lessons. This is having a positive impact on children’s engagement and behaviour. However, in a minority of lessons, learning is more teacher-directed, with a slower pace and extended periods of teacher explanation. Increasing opportunities for more active participation in these lessons would help sustain higher levels of engagement and reduce minor low-level distractions. Senior leaders should continue to guide the development of consistent, whole-school approaches to managing behaviour. This should include embedding shared, clear expectations and agreed approaches to supporting children to manage their behaviour.

- In almost all lessons, teachers share the purpose of learning and explain what children need to do to be successful. In a few lessons, children co-construct the steps to success. This helps children to know how to make progress in their learning. In most lessons, teachers provide clear explanations and instructions. In a few lessons, they make helpful links to the skills children are developing and how to apply these skills to learning, life and work. Across the school, most teachers use questioning well to check for understanding and recall. In a few examples, teachers use questioning effectively to build on children's responses and deepen their learning. Teachers should now develop their use of open-ended questioning to extend children's learning in all lessons. Senior leaders and teachers should continue to embed the school's learning and teaching policy to secure greater consistency in teaching approaches across the school.
- In the majority of lessons, teachers provide well-planned and appropriate learning experiences for most children. Activities are appropriately challenging, and children lead their own learning at a pace which suits their ability. When this works well, children are motivated, active in their learning and are given opportunities to be creative. However, in a minority of lessons, tasks do not provide sufficient challenge to fully motivate and engage all children. Children would benefit from further opportunities to lead their own learning. As planned, senior leaders should continue to support teachers to ensure that learning is consistently well matched to all children's needs.
- At the early stages, children's learning is supported very well through play-based approaches. Teachers make effective use of national guidance and professional learning to develop their understanding of play-based learning with a focus on quality interactions, spaces and experiences. Teachers provide engaging learning opportunities and support children well to become independent learners. They ensure an appropriate balance of child-led, adult-initiated and adult-led experiences. Children engage enthusiastically in their learning and are beginning to describe the skills they are developing through their play.
- In the majority of lessons, teachers use digital technology well to engage children in their learning. Most teachers use interactive whiteboards effectively to support learning and teaching. Across the school, teachers support children well to use digital devices to enhance their learning. They are able to access the internet for a variety of purposes and use digital codes confidently. Older children take on the role of digital leaders. They support younger children to develop their digital skills, such as using a green screen to retell a story and to consolidate their learning.
- In most lessons, teachers use praise and verbal feedback appropriately to support children in their learning. In the majority of lessons, teachers explicitly link feedback to the intended learning, and the skills children are developing. In writing, most teachers provide helpful written feedback. This is less consistent across other areas of the curriculum. Teachers should develop further their practice to ensure all written feedback is specific and clearly linked to success criteria. This should help children to better understand their strengths and next steps.
- Senior leaders have developed a useful assessment calendar. This includes scheduled times for national, standardised, and summative assessments. This calendar ensures that teachers assess different classes from similar stages consistently and regularly throughout the year. Most teaching staff are using national Benchmarks and a 'say, write, make and do' approach to develop and plan assessment opportunities. A minority of teachers use formative assessment approaches well to monitor children's progress and to adapt their teaching during

lessons appropriately. All teachers should extend their use of formative assessment approaches to inform next steps in lessons.

- All teachers plan, both in the long and short term, using curricular learning pathways to support progression across levels. Teachers have termly meetings with senior leaders to discuss and review their planning. Teachers should now develop further their approaches to collaborative planning across classes and stages. This should support them to provide more consistent learning experiences for children across the school.
- Teachers are developing a shared understanding of national standards through moderation activities within and outwith the school. Positively, these include sessions focusing on curricular areas beyond literacy and numeracy. This is developing teachers' confidence in the validity of assessment materials, the reliability of assessment judgments and the accuracy of attainment data. As planned, senior leaders should continue to provide opportunities through the school year for teachers to work collaboratively with peers to moderate children's work.
- Senior leaders and teachers meet regularly to discuss the progress and attainment of children in literacy and numeracy. They use the 'fact, story, action' approach to identify and plan support for those individual children or groups who would benefit from specific, additional interventions. This leads to staff putting timely and effective supports in place to raise attainment and improve outcomes for those children who receive support.
- Senior leaders and teachers have used a variety of tracking systems to monitor attainment over time. Senior leaders have recently introduced a single, comprehensive monitoring and tracking tool based on a local authority system. Class teachers are now using this system effectively to track progress in literacy, numeracy and health and wellbeing. Senior leaders should continue with plans to extend the use of this system to track progress across other curriculum areas. This system should also help staff to track children's participation in wider achievement activities. This should provide a more holistic overview of children's progress and achievement.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. HM 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 that need to be addressed as a matter for urgency.
- Following the inspection the education authority, working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

### 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 numeracy is satisfactory. Most children at early level are on track to achieve expected national standards in literacy and numeracy. The majority of children at first and second level are on track to achieve expected national standards in literacy and numeracy. An increased pace of learning and level of challenge should help support a few children to achieve more.
- A substantial minority of children have low school attendance. This has a negative impact on overall whole-school attainment in literacy and numeracy. As a priority, senior leaders need to work with families and partners more closely to improve school attendance. This should support improvement in attainment across the school.

#### Attainment in literacy and English

- Overall, the majority of children are making appropriate progress from their prior levels of attainment in literacy and English. A minority of children could be making better progress.

#### Listening and talking

- Across the school, most children show confidence in listening and talking. At early level, most children enjoy participating actively in songs, rhymes and stories. They follow simple instructions well. At first level, most children take turns appropriately, showing respect for other people's opinions and ideas. At second level, most children explain ways to engage the listener when delivering a presentation. Across first and second level, children need further support to build on the answers of others and engage in regular high-quality discussion with their peers.

#### Reading

- At early level, most children read common words with increasing confidence and sound out simple, unfamiliar words correctly to read sentences. They identify successfully words that rhyme and different patterns of sounds. At first level, the majority of children decode unknown words by locating and pronouncing familiar letter patterns and blends. Children would benefit from further experience of making notes and organising their ideas to create new texts. Children need support to discuss confidently their favourite author. They need further practice in identifying and discussing the features of non-fiction texts. At second level, the majority of children identify confidently a range of techniques that writers use to engage readers, for example, simile, metaphor and alliteration. Children are not yet confident when responding to

inferential and evaluative questions. Further work in this area will support children to deepen their understanding of stories and texts.

## **Writing**

- At early level, most children write simple sentences independently. They use their knowledge of phonics successfully to spell simple words. Most children use capital letters and full stops correctly. At first level, the majority of children include simple punctuation and interesting vocabulary relevant to the genre. At second level the majority of children write for a variety of purposes including persuasive and imaginative writing. They use paragraphs appropriately to separate their thoughts and ideas. Across first and second level, children need to write at length and to redraft their work more regularly.

## **Attainment in numeracy and mathematics**

- Overall, the majority of children are making appropriate progress in numeracy and mathematics. A minority of children are capable of making better progress.

## **Number, money and measure**

- At early level, most children identify and order accurately numbers from 0-20. They are developing confidence in adding and subtracting successfully within ten. They need support to identify and use coins accurately. At first level, the majority of children successfully round numbers to the nearest 10 and 100. They use analogue and digital clocks to tell the time correctly using half past, quarter past and quarter to. They are not yet confident in using multiplication and division facts to solve word problems. At second level, the majority of children calculate simple percentages of a quantity accurately. They simplify fractions and identify equivalent fractions. They need more experience of calculating the area and perimeter of two-dimensional (2D) shapes.

## **Shape, position and movement**

- At early level, most children recognise and sort successfully common 2D shapes and three-dimensional (3D) objects. They are not yet confident in identifying, describing and creating symmetrical pictures with one line of symmetry. At first level, the majority of children use mathematical language correctly to describe the properties of a range of 2D shapes and 3D objects. They identify points on a grid confidently using their knowledge of coordinates. They are less confident at identifying right angles in the environment. At second level, the majority of children show understanding of the relationship between 3D objects and their nets. They use mathematical language correctly to describe and classify a range of angles. They should be supported to learn about the relationship between radius and diameter.

## **Information handling**

- At early level, most children match and sort items successfully. They use simple charts well to interpret information displayed. At first and second level, the majority of children interpret with increasing confidence and accuracy information contained in a range of graphs and charts. Across first and second level, children need to develop their skills further, including using digital technology, to collect and display a range of data.

## **Attainment over time**

- Over time, attendance remains consistently below the national average and is a significant barrier to improving attainment. Current attendance across the school is 87.7%, with almost half of children attending less than 90% of the time. This is having a detrimental impact on

continuity in learning and on children's progress. Senior leaders, with support from the local authority, need to take a more strategic and robust approach to improving attendance. This has the potential to support more children to make better progress in learning.

- A majority of children maintain appropriate levels of attainment as they progress through the school. However, for a significant minority of children, their persistently low attendance is impacting negatively on their progress. As a result, senior leaders are not yet able to demonstrate clearly attainment over time for this group.
- Teachers use a range of literacy and numeracy assessments to evidence children's progress. Senior leaders and teachers use this information well to identify children who are not on track in their learning. They plan and deliver universal and targeted interventions to close gaps in learning. For example, staff have recently introduced a new approach to teaching early reading skills. Senior leaders monitor children's progress in reading and evidence clearly that children's attainment in reading in P1-P3 is accelerating. As a result of this success, senior leaders have expanded this approach to targeted groups further up the school.

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

- Staff work well with partners to provide a wide range of extracurricular activities. This includes clubs which develop children's skills as peer mentors and their skills in sport. A majority of children attend at least one club. Children are able to articulate positive benefits of taking part in activities, including increased confidence. Senior leaders track how many children take part in activities, and target children who they think would benefit from being involved. As a next step, staff should consider how to track and systematically evaluate the impact of wider achievements on children's skills and development.
- Staff celebrate children's achievements and work in class, during assemblies, and through school displays. Children are proud of their individual and collective achievements. Staff support children to share their learning and achievements with their families through special assemblies and events. This includes an increasing number of parents attending workshops to help support their children's learning and developing further the school community. Parents have access to online platforms that celebrate their children's work and achievements.

### **Equity for all learners**

- All staff ensure that children who require support with their learning have appropriate access to tablets and a range of digital applications and programs. These approaches support them to read and create texts or translate instructions to their first language. Children in P6 and P7 benefit from access to individual devices. Staff work well to ensure equity of access to digital technology across the school, supporting children's engagement and participation in learning.
- Senior leaders have used Pupil Equity Funding appropriately to provide additional staffing and a range of enrichment opportunities for children in school. They should now strengthen approaches to evaluating these interventions to ensure there is a clear focus on impact and improved outcomes for targeted learners. As planned, senior leaders should continue to involve staff and stakeholders more fully in identifying and prioritising strategic approaches to reducing the poverty-related attainment gap.
- Staff demonstrate a clear understanding of the socio-economic context of the school. They take effective steps to reduce the cost of the school day and provide discreet, well-targeted

support for children and families. This includes support with uniform and clothing, learning resources, access to food and, where appropriate, wider assistance for families. Staff encourage children to participate sensitively in fundraising activities. Through this, children develop important skills in communication, collaboration and leadership, alongside a strong sense of care and compassion for others.

## Other relevant evidence

- All children have access to two hours of physical education each week. Staff and partners also develop children's physical fitness through activities and clubs including dance, multisport and basketball.
- Teachers at all stages deliver religious and moral education lessons each week. They provide opportunities for children to learn about different religions and about children's rights. Teachers also provide opportunities for religious observance, supported by regular visits to the local church.
- All children learn Spanish progressively as they move through the school. Staff now need to ensure that children in P5-P7 experience an additional language in a planned and progressive way. This should ensure that children receive their full entitlement in line with the Scottish Government's 1+2 language learning policy.
- Children benefit from well-stocked class libraries and a school library that provides a range of fiction and non-fiction texts. They access books using electronic codes and use digital devices to support the translation of stories into their first language. Classes follow a timetable to visit the school library each week, and children regularly borrow books to enjoy reading both in school and at home.
- The school submitted information relating to compliance with the Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school, the school meals provider, and the private provider.

# 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.