

7 October 2025

Dear Parent/Carer

In September 2024, HM Inspectors published a letter on St Constantine's Primary School. The letter set out a number of areas for improvement which we agreed with the school and Glasgow City Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the 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, with support from the local authority, must take immediate action to improve all approaches to planning and supporting children with additional support needs and those with reduced attendance. Improvements should ensure that children's needs are identified clearly and planned for effectively. In addition, children's progress should be monitored closely, tracked appropriately and evaluated regularly. Senior leaders must ensure that all processes result in improved outcomes for children.

Staff have made an effective start to improving approaches to planning for and supporting children who require additional support with their learning and those with reduced attendance.

All staff have received regular helpful advice and guidance from local authority teams to improve approaches to child protection and supporting children with additional support needs. In addition, senior leaders have visited other schools where good practice was identified to learn from their effective approaches. As a result, senior leaders now have effective systems in place to gather, record and store information relating to children who require additional support with their learning. Senior leaders now need to build on this positive start to monitor and evaluate the impact of this work to improve outcomes further for children who require planning to support them.

Senior leaders have established an effective approach to child's planning meetings. These meetings are now held for a majority of children who require them. Senior leaders should now build on this positive start to ensure that all children who require reviews have these planned for effectively. In addition, staff need to now include appropriately the views of all parents and children. This will ensure their views are considered fully and allow them to contribute to the planning and reviewing of children's progress.

Senior leaders and staff have increased their understanding of additional support needs as a result of effective professional learning from a variety of local authority teams. For example, staff now have a stronger awareness of trauma and the impact this can have on children. Consequently, staff now have a greater understanding of their role in supporting children who require additional support with their learning. Teachers have received training from local authority staff on how to set targets for children effectively. This is helping them understand how to set targets that are measurable and achievable. However, teachers are still at the

early stages of progress with this. Senior leaders should continue with plans to support and embed this learning going forward.

Senior leaders have established effective procedures to improve the monitoring and tracking of children's daily attendance. This is providing an increased understanding of the reasons for absence. Senior leaders should continue to enhance their approaches to support the early identification of additional needs that may arise as a result of increased absence. Senior leaders and staff take opportunities regularly to raise the profile of the importance of strong attendance with parents and children. For example, parents receive reminders in newsletters about the importance of punctuality and attendance and children learn about this at assemblies. As a result, attendance is beginning to improve.

Senior leaders should establish effective approaches to monitor and evaluate the quality of the school's work involving all staff, children and parents. All activity should be completed with a strong focus on improving outcomes for all learners.

Since the original inspection senior leaders and staff have made positive progress in establishing effective approaches to monitoring the quality of the school's work. They now need to build on these strong foundations to embed these approaches further to continue to improve outcomes for all learners.

The headteacher has developed a clear vision to monitor and evaluate the quality of the school's work. Senior leaders have managed the pace of school improvement very well. All staff have worked well together and demonstrate a strong commitment to improve the work of the school and outcomes for all children. There is now a strong sense of teamwork across the school. Staff and children are proud of their school and the improvements they have made together.

Senior leaders and staff identified the need to review the school's values as a key lever in improving outcomes. They consulted well with stakeholders including children, parents and staff, to identify new values that were relevant, purposeful and meaningful to the school community. As planned, senior leaders and staff now need to embed further these values and use them to underpin decision making in the school at all levels.

The headteacher and staff have developed a clear school improvement plan based on the areas for improvement identified at the original inspection. As a next step, the headteacher should encourage all staff members to take greater responsibility for aspects of school improvement. This will help establish leadership responsibilities for key areas of improvement across the school. This should contribute to sustainable change and improvement over time.

Senior leaders have established effective approaches to monitoring and evaluating the quality of the school's work. This includes, formal class visits, reviews of teachers' planning, and monitoring the quality of children's written work. As a result of these quality assurance activities, the headteacher and staff now have a more accurate understanding of what is working well and areas for further improvement across the school.

Children are beginning to contribute more effectively to the evaluation of the work of the school through the use of 'thinking circles' at assemblies. Staff and children have used these times to discuss the development of the new school values and how to promote children's

rights across the school. Senior leaders recognise that children's views need to be developed further in identifying effectively school improvement priorities and evaluating successfully the progress made towards achieving them.

Staff should improve children's attainment in literacy and numeracy. They should work together to gain a shared understanding of national standards and expectations and ensure learning for all children is well matched to their needs.

Since the original inspection, staff have worked well together to strengthen their understanding of national standards. They have engaged in professional development activity to enhance their approaches to learning and teaching. This is beginning to help teachers provide children more consistently with learning that is better matched to their needs. Staff now need time to build on this very positive start to continue to improve children's attainment.

Senior leaders have established improved approaches to raise children's attainment in literacy and numeracy. Staff are now gathering more accurate information of children's progress in literacy and numeracy across the academic year. As a result, staff have a better understanding of the progress children are making over time. Overall, a majority of children are now making effective progress in their learning. Across the school a few children are now exceeding national expectations in aspects of literacy and numeracy. Children who require additional support with their learning are making appropriate progress against their individual targets.

Across the school, staff know children very well and caring relationships exist between adults and children. At the beginning of this academic year, staff made improvements to their learning environments to ensure they are welcoming and inclusive. This included considering children's seating arrangements, classroom layout and establishing 'calm corners' where children have time and space to reflect and re-engage in learning. Children access these spaces as required for short periods of time to support them to regulate their emotions. These approaches are having a positive impact on improving attainment across the school.

Senior leaders recognise the importance of having well-structured approaches to assessing children's progress. They have developed an annual calendar to show the range of assessments planned across year groups. The outcome of these assessments provides helpful information for teachers on children's progress in literacy and numeracy. Teachers should continue to strengthen their approach to using assessment information to identify effectively gaps in children's learning. This will help teachers target accurately approaches to address these gaps and ensure learning is well matched to children's needs.

Senior leaders have implemented an improved system to monitor and track the progress and attainment of children. They use this system well to record children's current attainment levels and predict how well children will progress. Staff should now track children's progress in all curricular areas.

Senior leaders should plan for the effective use of additional funding. All plans should be carefully recorded, monitored and evaluated robustly. Senior leaders should ensure that parents, staff and children are involved in the decisions about the use of this funding.

Since the original inspection, senior leaders have made very positive progress in their planning for the effective use of additional funding.

Staff have a thorough understanding of the challenges that affect families and the school community. They have put measures in place effectively to help reduce the cost of the school day. For example, senior leaders offset the cost of educational and residential trips. They have established a pre-loved uniform swap to support sustainability and reduce the cost of living for families. These supports help ensure that all children, regardless of their family's financial situation, have an equal opportunity to participate fully in school life. This includes access to a range of activities, opportunities for wider achievement and a variety of educational experiences.

Senior leaders use additional funding effectively to improve attainment and achievement of children affected by financial challenges. Senior leaders have created a detailed plan to identify how this funding is to be used. They should continue to build on this to evaluate the impact of this plan on improving outcomes for children. Senior leaders are aware of the importance of consulting with the school community and involving them in the decision making on the use of additional funding. As planned, the headteacher should develop further approaches to ensuring all members of the school community are included in decisions about how additional funding is allocated. This includes being involved in the evaluation of the impact of plans. This will allow the wider school community to share their views and evaluate the impact on improving outcomes for children.

Staff should continue to develop approaches to observations of children's play and progress in the nursery. In addition, they should use the information gathered to inform effective planning for learning and play.

Senior leaders and practitioners have made very effective progress in this area for improvement.

Practitioners have improved approaches to how they record and use observations to plan learning for children. All staff are committed fully to their professional development and undertake research based on planned nursery improvements with enthusiasm. As a result, almost all practitioners have increased levels of confidence in undertaking observations to improve planning.

Practitioners have an increased awareness of their role in recording observations and engaging in effective interactions while children play. Staff undertake observations in a variety of ways. All observational evidence is linked well to children's targets which is helping identify children's progress with their targets.

Practitioners now use observations well to inform planning next steps for children's play experiences. Local authority early years staff have delivered professional learning to support practitioners to use observations to plan learning which is based on children's interests.

Practitioners capture children's interests in mind maps. They use this information effectively to plan interesting and stimulating play experiences for children. Practitioners monitor plans carefully and extend or change plans, based on their observations of children's interest levels. This is resulting in children sustaining high levels of engagement in their learning.

What happens next?

The school has made clear progress since the initial inspection, however, require additional time to embed these positive changes fully. We will liaise with Glasgow City Council regarding the school's capacity to improve. We will carry out a further inspection of the school within one year of the publication of this letter. We will discuss with Glasgow City Council the details of this inspection. When we return to the school, we will write to you as parents informing you of the progress the school has made.

Judith Reid
HM Inspector