

Summarised inspection findings

Alexandra Parade Primary School

Glasgow City Council

9 September 2025

Key contextual information

Alexandra Parade Primary School is a non-denominational school situated in the Dennistoun area of Glasgow. At the time of the inspection, the school roll was 271 children organised across 11 classes. Thirty-six percent of children attending the school have English as an additional language (EAL) and 31% of children are recorded as requiring additional support with their learning. Across the school, 81% of children are entitled to free school meals. The majority of children live within Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2.

The substantive headteacher is currently on secondment to the local authority. The acting headteacher has been in post since August 2024. They are supported by two depute headteachers and one principal teacher.

2.3 Learning, teaching and assessment	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	

- The acting headteacher and all staff work very well together. They create a warm, welcoming and nurturing environment which reflects the school values of respect, responsibility, courage and commitment. Staff care deeply about children and ensure the school values are central to their practice. Almost all staff have developed positive relationships with children and their families. Staff and children worked collectively to achieve accreditation for their work on children’s rights. Children learn about their rights during whole school assemblies and in class lessons. Across the school, children identify their rights and discuss why they are important with increasing confidence.
- The acting headteacher has worked very effectively with all staff to improve children’s behaviour across the school. They have introduced ‘values folders’ to support them in identifying patterns and trends of behaviour. They use this data successfully to plan appropriate interventions to improve behaviour. This includes nurture groups to help a few children with emotional regulation. Staff use behaviour support plans and enhanced communication with parents successfully to provide support to these children. Children’s behaviour has improved as a result. During lessons, when a few children lose attention or demonstrate low-level behaviour, teachers support them very well to re-engage. This minimises any disruptions to classroom learning. Staff use a range of strategies well when a few children do not demonstrate the school values in their actions or show dysregulated behaviour. These include active learning, individual planning and working with a range of partners including educational psychologist and play therapists.
- Almost all teachers have developed well-organised classrooms and learning spaces. They use displays effectively to highlight helpful learning strategies and celebrate children’s learning and achievements. In almost all lessons, most children engage positively with their learning. They listen attentively during whole class introductions and interact positively with each other when

completing tasks. Children respond well when provided opportunities to lead and direct aspects of their learning. However, the majority of lessons are overly teacher led, with too much time allocated to teacher explanations. In these lessons, children are too passive in their learning. At times, the pace of children's learning is too slow and needs to be brisker with all learning time maximised. As planned, senior leaders should work with teachers to develop approaches to ensure children become more active participants and take a greater lead in their learning.

- In most lessons, teachers provide clear explanations and instructions. They share the purpose of learning effectively with children and explain clearly what children need to do to be successful in their learning. In almost all lessons, teachers use questioning well to check for children's understanding. In a few lessons, teachers ask questions that develop children's curiosity and extend their thinking. Support staff provide helpful assistance to individual children and groups. This is supporting children to remain on task and engage positively with learning experiences. A minority of children would benefit from greater challenge in their learning. As planned, senior leaders should continue to work with teachers to develop a consistent understanding of what high-quality learning and teaching looks like. In doing so, they should set out clear expectations for all lessons. This should support teachers to further improve the overall quality and consistency of teaching.
- Teachers use professional learning well to support them to implement play pedagogy very successfully across P1 and P2. Teachers use the learning environment and resources effectively to motivate children and to encourage play and positive interactions. They plan an appropriate balance of child and adult initiated learning. Children engage highly in their learning through play. They are developing successfully a range of useful skills including, cooperation, problem-solving and resilience.
- Teachers have introduced 'Learning Zones' in Primary 5-7. The zones provide greater opportunities for children to learn about meaningful, real-life and local contexts. A range of partners support children well to develop an understanding of the positive impact they can have on their community. Teachers plan experiences carefully, across a range of curricular areas, to provide motivating learning contexts for most children. This approach builds on children's interests and provides them with opportunities to consolidate and extend their learning. Teachers have recently incorporated skills development into the curriculum. This work is at the early stages of implementation. A minority of teachers are beginning to refer to meta skills during lessons. Staff should continue to develop these approaches.
- Almost all teachers use interactive whiteboards well as a teaching tool to display instructions and to present information to children. Children access websites and online resources independently to support their learning. There are a few examples where teachers use digital technology more creatively to meet children's learning needs. This includes using digital programmes to support with writing and emotional check-ins. Teachers should develop a digital skills progression pathway. This should support them to plan appropriate and challenging experiences to support further development of children's digital literacy.
- There is a very strong sense of teamwork across the whole staff team. All staff are highly committed to professional learning. They work closely together to share ideas and good practice. Senior leaders plan regular high-quality professional learning opportunities for all staff to improve pedagogy. This includes areas such as numeracy, reading strategies and 'all behaviour is communication'. Staff use this learning to improve children's learning experiences.
- In most lessons, teachers use praise well and provide children with supportive verbal feedback. Teachers use plenary sessions to share examples of strong work to encourage and support children's learning. A minority of children are developing skills and confidence in assessing their own learning and that of their peers, particularly in writing. The quality of teachers' written

feedback is variable. Senior leaders and teachers should work together to develop a more consistent approach to high-quality feedback. This should help children understand better what they are doing well and what they need to do to improve.

- Teachers use a range of assessments, including summative and standardised assessments, to identify children's progress with learning. They outline their approaches in a helpful assessment overview. Senior leaders support teachers well to make use of diagnostic information gained from standardised assessments to understand children's strengths and gaps in learning. Teachers should continue to develop their skills in using data to inform their planning. This should help ensure they provide all children with appropriate pace and challenge in their learning.
- All teachers engage well in informal moderation daily as they collaborate and support each other with learning and teaching. They engage in moderation activities with colleagues across the learning community, including a focus on digital technology. Teachers value the opportunity to share practice with colleagues from other schools to improve outcomes for children. Senior leaders should continue to support teachers to develop further their understanding of national standards and build their confidence in making accurate professional judgements. This will improve the accuracy of their attainment data and reflect better the progress children make and inform next steps.
- Teachers plan children's learning across a range of timescales. They use local authority learning pathways in literacy and numeracy to inform their planning. The pathways link to the experiences and outcomes of Curriculum for Excellence (CfE) and national Benchmarks. This is helping to ensure that children experience breadth and depth in their learning. Senior leaders should now support teachers to develop progression pathways for all curricular areas. This should ensure that children experience greater breadth and depth and that there are no gaps in learning. Teachers seek the views and interests of children when planning learning about a topic. There is scope to involve children more fully in planning aspects of their learning in all areas of the curriculum.
- School leaders and teachers meet regularly to discuss aspects of children's progress in literacy and numeracy. They identify well children who are on track and those who require additional support with their learning. This work is supported and informed by a variety of tracking systems. Senior leaders need to develop further these approaches. This should provide them with more regular and clear information about the progress and attainment of individuals and groups over time.
- Teachers identify children who require additional support in learning. They are beginning to take greater ownership of planning interventions to help meet children's needs in the classroom. The support for learning team works well with children to help them with their learning and promote engagement. Staff now need to ensure they evaluate and evidence more clearly the impact of interventions and challenge on children's attainment. They need to use this information to inform future planning. This should ensure all children make the best possible progress in learning.

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 satisfactory. Across the school, the majority of children achieve expected CfE levels in literacy and numeracy. A few children work beyond expected CfE levels. Across the school, a minority of children are capable of achieving more in their learning. They would benefit from additional challenge to further support increased attainment.
- Attendance is currently affecting the progress of learning for a minority of children.
- The majority of children who require additional support with their learning make good progress towards their individual learning targets.

Attainment in literacy and English

- Across the school, the majority of children make good progress in literacy and English.

Listening and talking

- At early level, most children listen well and follow simple instructions. At first level, the majority of children take turns and contribute at an appropriate time. They should develop further their use of appropriate eye contact and body language when sharing their views. At second level, most children express their views clearly and confidently. They listen and respond to the views of others, contributing to discussions well. A few children across the school require support to listen and communicate effectively during group activities.

Reading

- At early level, the majority of children recognise successfully initial sounds and known common words. They answer questions well about a story they know, sharing what they like. At first level, the majority of children read a familiar text confidently. They decode unknown words well using letters and blends. A few would benefit from revisiting the features of non-fiction texts. At second level, the majority of children apply a range of strategies appropriately to read and understand texts. They answer inferential questions confidently and identify use of language and the effect on the reader. Across the school, children would benefit from reading a wider range of texts on a regular basis. This should help to further enhance children's vocabulary.

Writing

- At early level, the majority of children write a simple sentence with increasing confidence, using a capital letter and a full stop. They retell a familiar story successfully in different ways. At early level, children should have further opportunities to practise their early writing skills. At first level, the majority of children use their knowledge of phonics and spelling strategies successfully to spell familiar and unfamiliar words. They link sentences using common conjunctions. At second level, the majority of children create a range of texts confidently to suit

the purpose of the task. They organise information in a logical way. All children would benefit from more opportunities to apply their writing skills for a range of purposes across the curriculum. The majority of children should improve the quality of their presentation of written work. They should assess and edit more regularly their written work.

Numeracy and mathematics

- Across the school, the majority of children make good progress in numeracy and mathematics. Children at first and second level would benefit from increased opportunities to learn, practice regularly and revisit all aspects of numeracy and mathematics.

Number, money and measure

- At early level, the majority of children recall accurately number sequences forward and backwards within 20. They recognise o'clock times on an analogue clock. Children are less confident in identifying coins to £2. At first level, the majority of children are confident when rounding numbers to the nearest 10 and 100. They add and subtract accurately three-digit numbers. Children need increased opportunities to calculate the total amount of money spent and change required. The majority of children at second level calculate simple fractions of a quantity and use this knowledge to solve problems. They solve simple algebraic equations confidently. They should develop further their understanding of how to convert units of measurement using decimal notation. At first and second level children would benefit from more opportunities to develop their mental agility.

Shape, position and movement

- At early level, the majority of children use the language of position and direction well, including in front, behind, above, below to follow instructions in movement games. A few children, with support, talk about lines of symmetry in shapes. At first level, the majority of children correctly describe the names and properties of two-dimensional shapes. They are less confident in naming three-dimensional (3D) objects and their properties. At second level, the majority of children use mathematical language to name and describe different types of angles such as acute, obtuse and reflex. Children would benefit from revisiting area and perimeter and the relationship between 3D objects and their nets.

Information handling

- At early level, the majority of children sort and display data confidently in a variety of ways. For example, using tally marks and creating their own bar graphs. At first level, the majority of children describe how to collect and display information on bar graphs and pictograms. At second level, the majority of children identify the likelihood of simple events occurring. They need to develop further their skills in using technology to gather, display and analyse data sets across a range of relevant contexts.

Attainment over time

- Attainment over time has been variable at key stages for a number of years. Senior leaders have identified correctly that the constantly changing roll affects school attainment data. The school has a diverse population with families moving in and out of the school community for a wide variety of reasons.
- Senior leaders track and monitor children's progress and attainment over time in literacy and numeracy. As planned, they should continue to review and refine the tracking systems to provide a clearer overview of children's progress through the CfE levels. A more streamlined system will ensure that staff use key information purposefully to inform the impact of interventions to ensure improved outcomes for learners. They are aware that they now need to track other curricular areas to provide clear information of children's progress over time.

- Senior leaders meet termly with staff to track the progress of individual children and groups of children. As planned, these focus groups should be extended to include care experienced learners and children with EAL. Staff identify and monitor targeted supports for children to address identified barriers to learning. Senior leaders should continue to develop the use of milestones to plan effectively and set appropriate targets for children with identified barriers to learning.
- Over the last three years, attendance has been below the national average and this pattern is expected to continue this year. A minority of children do not attend school regularly and this is impacting negatively on their progress in learning and attainment. Staff provide targeted interventions to help improve children's attendance. For example, attendance meetings with parents/carers, daily check-ins and one-to-one tutoring. These interventions help to improve the attendance of individual children. Staff have worked with a pupil leadership group to produce informative communication to help parents understand the importance of regular attendance. Senior leaders should continue to prioritise addressing low attendance. They should continue to identify and monitor patterns of low attendance. This will help them to target interventions where they are needed most and raise further children's levels of attendance.

Overall quality of learners' achievements

- Children are proud of their own and others' achievements. Staff recognise and celebrate children's achievements through weekly assembly awards and a renewed focus on the school house system. Children share out of school achievements during assemblies. The majority of children are part of a pupil leadership group. They demonstrate increasing responsibility in their pupil participation group roles, such as digital leaders and house captains. A range of school community members deliver lunchtime and after school clubs. These clubs support children at all stages to develop a range of skills and attributes, including football, netball and cooking. Children enjoy attending these clubs. They are learning new skills including, teamwork, and game strategy.
- Senior leaders recognise the need to develop a clear system to more robustly track children's wider experiences. This should help senior leaders to identify children who are at risk of missing out. Staff should as planned support children to understand and discuss the skills for learning, life and work which they develop through the wide range of clubs and groups.

Equity for all learners

- Senior leaders and staff have a clear understanding of the social, cultural and economic context of the school community. They are sensitive to any potential barriers to learning which children may have as a result of social circumstances. They signpost families discretely and sensitively to a range of support available to them. This includes, food donations and vouchers, access to school uniforms from the school's 'Pop Up Shop,' subsidised school trips and free after school activities and events such as Cook School. These are helping to provide equity of opportunity for all children.
- The headteacher uses Pupil Equity Funding (PEF) to provide a range of universal and targeted interventions. They use PEF appropriately to employ additional staffing to support groups and individuals in their learning. As a result, children facing barriers to learning make satisfactory progress in literacy and numeracy. Additional staff and resources also provide identified children with nurturing and wellbeing interventions. Senior leaders should develop further clearly planned approaches to measure and evaluate the impact of these interventions on closing the poverty related attainment gap. This will support them to make informed evaluations about how well both universal and targeted approaches accelerate the progress of identified children. Parents and children should be more involved in developing a clear rationale for PEF.

Other relevant evidence

- All children experience two hours of physical education (PE) each week. Teachers should develop a learning pathway for physical education. This should support the planning of high-quality and progressive learning experiences as children move through the school.
- Children learn French from P1 to P7. Senior leaders should take forward plans to introduce a third language to older children. This will ensure children's modern language experiences align with the 1+2 language learning policy.
- All children have access to a range of appropriate fiction texts in their classroom. Staff provide children with opportunities to read for enjoyment and develop their reading skills. Children should have increased access to a range of appropriate non-fiction books.
- All children follow a programme of religious and moral education at all stages of the school. Most children engage well in developing their knowledge and understanding of Christianity and world religions alongside developing their own beliefs and values.

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.