

Summarised inspection findings

Crookston Castle Primary School

Glasgow City Council

4 November 2025

Key contextual information

Crookston Castle Primary School is a non-denominational school serving Pollok and the surrounding area in Glasgow. At the time of inspection, 466 children were organised across 18 classes. The headteacher has been in post since 2020 and is supported by two deputy headteachers and two principal teachers.

Most children live in Scottish Index of Multiple Deprivation decile 1. The school reported that 52% of children have an additional support needs and 24.3 % have English as an additional language.

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

- In almost all classes children learn in a calm, nurturing learning environment. Staff foster positive relationships with and among children, which supports a respectful ethos across the school. This is underpinned by their overarching motto of kindness. As a result, almost all children feel safe, are ready to learn and remain engaged in their learning. Staff use trauma informed approaches well and provide quiet spaces to support children's emotional wellbeing. These interventions ensure that there are very few times that behaviour impacts negatively on the classroom environment. Most children across the school behave well. Children interact well with each other and are polite to staff and visitors. They use calm spaces and resources when required to regulate their emotions and maintain a focus on their learning. However, a few children report they do not feel safe in school and that not all children respect each other.
- Staff use the 'Crookston Standard' to provide a clear and consistent structure for lessons. Almost all teachers explain the purpose of the lesson clearly and help children understand how to succeed. Children benefit from this consistent approach to their learning and understand what is expected of them to achieve success. In a few lessons, the teacher and children work together effectively to agree what success looks like. However, this is not yet consistent across the school.
- Most children show enthusiasm for learning and enjoy lessons where there are a range of approaches to teaching. Children are motivated when they work in groups or have a choice in their learning. As a next step teachers should give more opportunities for children to learn cooperatively, lead their own learning and have more choice in what and how they learn.
- Staff provide children with meaningful learning experiences that connects them with their local community. Staff plan regular opportunities for children to explore local places of interest. For example, all classes visit Crookston Castle to deepen their understanding of local heritage. Children are part of the community group Friends of Crookston Castle. These experiences help children engage and connect well with their local community.

- All children have access to individual devices, and they use these well in class. Staff use digital technology in almost all classes; this is a strong feature across the school. Children demonstrate confidence using digital tools and applications to support and enhance their learning.
- Staff have taken positive steps to improve how younger children learn through play. The headteacher should now support staff to engage further with the national practice guidance and professional learning on play. This should help staff to continue to develop play pedagogy for younger children. In doing this staff should have the opportunity to develop the play environment further and provide experiences that meet all needs.
- Senior leaders and teachers have established a 'Skills Hub' where children develop skills for life, including cooking, knitting, and baking. Staff also involve targeted children in skills academies with local industries and hospitality partners, helping them apply and develop their skills beyond the classroom.
- The majority of teachers use effective questioning strategies to deepen children's understanding. However, this is not yet a consistent feature in all classes. As a next step, senior leaders should further develop questioning as a whole school focus to ensure greater consistency.
- Most teachers adapt learning to meet the needs of children who require additional support or challenge. In a minority of lessons, teachers use whole class teaching but do not always adapt it enough to support all learners. In a few lessons the pace of learning is too slow. Teachers should strengthen how they provide support and challenge in lessons, to ensure children access suitable learning and improve attainment.
- Most teachers regularly use self and peer assessment during lessons to help children reflect on their learning. They give effective verbal feedback that supports children to improve. A few teachers provide helpful written feedback that clearly identifies strengths and next steps. This helps children understand their progress in learning.
- Senior leaders have introduced an assessment calendar that supports teachers well to plan regular use of a range of summative assessments. Teachers use this calendar to gather appropriate assessment information throughout the school year and to use at termly tracking meetings. The headteacher should continue to develop the use of assessment information so that it supports staff further in informing learning and teaching.
- Teachers use local authority progression pathways to plan for most curricular areas taught. For other curricular areas, they refer to school overviews and plan collaboratively through stage planning meetings. Staff use these overviews to ensure coverage of Curriculum for Excellence (CfE) experiences and outcomes. Teachers should now extend the use of progression pathways to all curricular areas. This should allow children to build on their learning as they move through the school. The headteacher should provide teachers with greater autonomy in planning learning that reflects the interests and needs of children.
- Staff across the school plan effectively to meet the needs of those children who require additional support. They use a range of diagnostic assessments and work very effectively with a wide range of agencies to help plan learning. This includes autism outreach, speech and language and English as an additional language services. As a result, senior leaders and staff have a very good understanding of the varying needs of different cohorts of children. They use this knowledge well to inform interventions to support children. For example, they provide reading recovery programmes, spelling programmes and number revision. They also make use

of alternative spaces to support children's social and emotional difficulties. These allow children to engage successfully in learning alongside their peers as far as possible.

- Teachers have engaged in professional learning to improve their understanding of assessing CfE levels and using benchmarks. They work with colleagues within the school and across the learning community to moderate their professional judgements. Senior leaders should continue to plan moderation activities to strengthen further the accuracy of teachers' professional judgements about children's progress.

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

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. Across the school, a few children could be achieving more.
- Most children requiring additional support in their learning or who have English as an additional language are making good progress.

Attainment in literacy and English

- Most children are making good progress in literacy and English.

Listening and talking

- Most children at early level listen to each other and take turns. They follow simple instructions well. At first level, most children communicate clearly with each other and contribute to group discussion. At second level, most children interact and build on ideas of peers. Across the school children lack confidence in applying their skills in other curricular areas.

Reading

- At early level, most children use their knowledge of sounds, letters and patterns to read words. They use context clues to support their understanding of different texts. Most children at first level read fluently and with expression. They share thoughts and main ideas about the text. Most children at second level, use skimming and scanning of texts to identify the purpose and main ideas. Almost all children at first and second levels describe features of fiction and non-fiction books. Children make use of the school library areas where they have access to a diverse range of reading material. However, children across the school are interested in a limited range of authors. They lack confidence in explaining preferences for books and authors.

Writing

- The majority of children at early level form lower case and uppercase letters legibly. They are increasing their skills in writing sentences using a capital letter and full stop. Most children at first level write independently, punctuating sentences accurately. They link sentences using common conjunctions. Most children at second level make appropriate choices about layout and presentation of different genre. They show skill in using grammar and punctuation. Across the school children should write more regularly. Children lack motivation to write and would benefit from more relevant writing contexts.

Numeracy and mathematics

- Overall, most children are making good progress from prior levels of attainment in numeracy and maths. A few children at all levels could be achieving more.

Number, money and measure

- Most children across the school have a firm understanding of place value according to their age and stage. At early level, most children count, sequence and show number stories within 20. They count on and identify the missing number in a sequence. They show less confidence in addition and subtraction. At first level, most children round numbers to the nearest 10 and 100. They demonstrate a secure understanding of number facts. They are not yet confident when using subtraction strategies and when solving two-step word problems. Most children at second level use knowledge of equivalent fractions and percentages to solve problems successfully. They round numbers confidently to the nearest decimal point or whole number. Most children read, order and sequence numbers up to 1,000,000. They calculate time durations and apply their number knowledge to figure out profit and loss successfully. A few children lacked confidence with money problems. Across the school most children are developing well their knowledge of comparing measurements with estimates. However, a majority of children are unable to apply their learning in measure in real-life contexts.

Shape, position and movement

- At early level most children recognise and sort common two-dimensional (2D) shapes and most three-dimensional (3D) objects. At first level, the majority of children describe a range of 2D shapes using appropriate vocabulary. Most children at first level are beginning to identify 3D objects. At first level, children show limited understanding of right angles. At second level, most children explain confidently and describe acute, obtuse angles, reflex angles. They are less familiar with complementary and supplementary angles.

Information handling

- At the early level, most children interpret simple graphs, charts and signs and sort items in a variety of ways. At first and second levels, most children gather, display and extract key information and answer questions correctly from a range of age-appropriate graphs. At second level, children describe how to gather information and represent this in a range of graphs. Across the school, children apply their knowledge of information handling well to complete real-life tasks and activities. For example, children created a questionnaire to gather information about different modes of travel. At second level children use the language of probability well to describe the likelihood of events.

Attainment over time

- Attendance is below the national average. Senior leaders monitor the attendance of children to identify those who are falling below 90%. They plan interventions carefully to help support individuals and their families to improve attendance. They make good use of partners such as their local authority support officer, educational psychologist, Glasgow Reach project and Glasgow virtual schools to improve the attendance of targeted children. In addition, they seek support from the interrupted learner service and social work to support families and children to attend. They work well with parents to encourage children to have a phased return to school. Children who find classrooms challenging make effective use of the alternative learning spaces to support them coming to school. However, a few children have prolonged long-term absences, and a few are on part time placements. There have been eight exclusions in the last year. At present five children are on a part time timetable and clear plans are in place to increase their time in school. Moving forward senior leaders should continue to monitor the use of part time timetables.
- Staff gather a range of information about children's progress over time in literacy and numeracy. Teachers track the progress individual children make within CfE levels for literacy and numeracy. Staff need to work on becoming more accurate in identifying if children have achieved a level. This should help provide more robust information on children's progress.

Overall, attainment is improving in reading and mathematics and numeracy but less so in writing.

- Senior leaders and teachers meet regularly to monitor children's attainment and progress in learning. They should make better use of the 'fact, story, action' approach to identify specific children and provide measurable, short-term interventions to raise attainment. This clearer focus on individual children should help staff raise attainment.

Overall quality of learners' achievements

- Staff celebrate children's progress and achievements through praise and rewards including at assemblies. Staff track children's wider achievements and encourage children to take part in a range of lunchtime and after school clubs. This is helping to build children's confidence and self-esteem effectively. Staff also provide children with opportunities to take part in leadership groups. These provide children with meaningful ways to develop their skills of working together, communication and leadership.

Equity for all learners

- The headteacher and staff know the needs of their children and families well. They understand the socio-economic challenges in their community. Staff work closely with parents to support families providing access to stationary, recycled uniform, dressing up outfits and Christmas jumpers. Staff support parents to meet the cost of outings to allow all to participate. These approaches are helping to provide equity of opportunity for all children.
- The headteacher consults and informs parents on the Pupil Equity Funding (PEF) spend annually. Senior leaders use PEF effectively to provide additional staff across the school. They provide a range of interventions to support targeted children to improve their learning or social and emotional wellbeing. Staff carry out assessments to measure the impact on learners, of the work undertaken to support emotional wellbeing. This shows that almost all children are developing skills in self-regulation and are having meaningful opportunities to address their social and emotional needs. As a result, children are engaged more in learning. Staff should now take steps to show how they are raising attainment and accelerating the progress of children adversely affected by their circumstances.

Other relevant evidence

- Most children receive their full entitlement to two hours of quality physical education (PE) each week. However, due to accommodation difficulties a few classes do not receive their full entitlement. Staff try to supplement PE with increased physical activity through the use of the daily mile and the trim trail.
- Children learn French in a planned and progressive way as they move through the school. However, due to staffing difficulties children do not receive their entitlement to a second language. Once each week senior leaders introduce children to Makaton at assembly.
- Children are receiving their entitlement to religious education and observance in line with national expectations.
- Staff should provide more opportunities to learn about diversity and anti-racism.
- The school submitted information relating to compliance with the revised 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. Several areas for improvement have been agreed with the school and the school meals provider.

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.