HMIE | His Majesty's Inspectorate of Education in Scotland
Luchd-sgrùdaidh an Rìgh airson Foghlam ann an Alba

Summarised inspection findings

East Milton Primary School

South Lanarkshire Council

17 November 2026

Key contextual information

East Milton Primary School is a non-denominational primary school serving the Westwood area of East Kilbride in South Lanarkshire. At the time of inspection, the school roll consisted of 149 children across seven classes. The headteacher has been in post for 14 years and is supported by a principal teacher.

The majority of children are registered for free school meals. Almost all children live in Scottish Index of Multiple Deprivation deciles 3 to 6. The school have no children living in deciles 1 or 2. The school report that 34% of children require additional support with their learning. A few children have English as an additional language (EAL).

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

- Senior leaders have created a strong culture aligned to the school's vision, 'Learning together, growing together', which is evident across the school. Staff apply consistently well the school's values in their daily practice. Children benefit from a very positive ethos where teachers prioritise children's rights and apply nurturing principles consistently well across the school. Almost all children feel that they belong and are treated with respect. Children are welcoming to visitors, proud of their school and benefit from a strong sense of community.

- The quality of relationships across the school is positive. Most children are developing effective strategies to manage disagreements and resolve problems. When required, teachers use restorative questioning very well, helping children to reflect on their actions and take ownership of their behaviours. In classrooms, almost all children are polite, and respectful towards each other and adults. Most children across the school behave very well. Children show empathy towards a few peers who may experience challenges in regulating their behaviour. A few children are at the early stages of managing their own behaviours sufficiently well and need supported further to ensure that they do not interrupt the learning of others. Senior leaders should ensure all adults use consistent approaches to supporting behaviour and provide timely support to help children develop their self-regulation skills. In doing so, they should support all children to understand and apply strategies to help regulate their own behaviours.

- Most children are motivated to learn and enjoy a range of opportunities to lead their own learning. They participate enthusiastically in their learning, linked to real-life contexts. In addition, during planned learning, they have many worthwhile opportunities for

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personalisation and choice, which increases their motivation and deepens their understanding. In a few classes, teachers use enquiry-based approaches well to promote high levels of children's engagement. Children ask questions, investigate ideas and take increasing ownership of their learning. Senior leaders are currently evaluating the impact of enquiry-based learning to inform its wider implementation across the school. They should continue this work to identify and share effective practice across classes and ensure more children benefit from high-quality enquiry-based learning approaches.

- Teachers create supportive and inclusive learning environments in the classroom and open areas where most children are appropriately supported and challenged in their learning. Staff create welcoming classroom environments that promote learning and support children to regulate their behaviour. Children enjoy learning in these spaces. A few teachers are currently developing a secure outdoor area to support free-flow learning between indoor and outdoor environments for younger children. This has the potential to enhance children's learning experiences. They should continue to develop this area as planned. In addition, senior leaders and staff should establish a clear, progressive approach to outdoor learning to ensure all children benefit from high-quality outdoor experiences across the school.

- Children in P1-3 have regular opportunities to learn through play with staff providing well considered environments that engage children well. Teachers provide an appropriate balance for children to learn through play independently, alongside direct teaching groups. The quality of teaching in group learning sessions is very positive, with most children benefiting from focused learning that meets their needs well. A few children would benefit from greater challenge during child-led play. Teachers should make better use of observations to identify when children are ready for additional support or challenge.

- Teachers make effective use of digital technologies to support research, creativity, collaboration and communication. For example, children use digital applications to research areas of interest, present their work in different ways and write basic computer programs. In addition, staff are beginning to use online journals with children in a majority of classes to capture learning and support learning reflection.

- Across the school, teachers provide a positive learning experience for children across all areas of the curriculum. Teachers deliver well-structured lessons with familiar routines and effective plenary sessions. They provide clear explanations and meaningful instructions. They share with children the purpose of lessons and how to be successful in all areas of the curriculum. While most teachers ask children how confident they feel about new concepts, this does not provide sufficient information about their understanding of learning. As a result, teachers do not always identify children who require further teaching. Teachers should make more effective use of assessment strategies during lessons to check for understanding and adapt learning to meet the needs of all children.

- In most classes, teachers use effective questioning to develop children's higher-order thinking skills in literacy and numeracy. During lessons, children receive helpful verbal feedback. However, teacher's use of written feedback to help children understand their strengths and next steps in learning is less well-developed.

- Teachers use a range of approaches to assess children's progress through Curriculum for Excellence (CFE) levels well. They assess children's learning using observations, discussions and

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planned assessment activities. Teachers gather a range of standardised assessment data consistently across each year group. They use assessment evidence in literacy and numeracy effectively to identify children's progress and next steps in learning. As a next step, senior leaders and teachers should make more strategic use of diagnostic and standardised assessment data. They should identify positive patterns in attainment and common gaps in learning. They should use this information to review what is working well and where improvements are required.

- Teachers engaged recently in formal moderation activities with colleagues across the learning community in writing. Through reviewing and discussing evidence of learning over time, they have improved the accuracy of CfE professional judgements in writing. Teachers should now extend this work across reading, talking and listening, and numeracy. They should strengthen further consistency in professional judgements and increase further expectations of what children can achieve.

- Teachers use progressive pathways aligned to CfE and national Benchmarks to support planning across the curriculum. Teachers plan and deliver positive science, technology, engineering and mathematics experiences across the school. While French and Spanish progression pathways are in place, teachers should use these more consistently to ensure all children receive their full entitlement to language learning.

- Senior leaders and teachers meet to discuss children's progress through a level and evaluate the impact of interventions. These meetings provide autonomy for teachers and ensure that children's progress in literacy and numeracy is closely monitored. Senior leaders and teachers have an accurate understanding of most children's learning needs for literacy and numeracy. They record information which states clearly actions that are taken for individual children. In addition, they recorded separately an overview of progress of children who receive additional support in literacy and numeracy. Senior leaders should integrate this information more effectively within tracking processes, providing a clearer overview of each child's progress.

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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.

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3.1 Ensuring wellbeing, equality and inclusion	good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, staff establish positive, nurturing and respectful relationships with children. This reflects the school's motto very well, 'We are Ready, Respectful and Safe'. Staff and children work effectively together to create a caring, inclusive and supportive school community. This is evident in the positive interactions observed across the school. Children are respectful, courteous and supportive of one another.

- Most children demonstrate very positive behaviour. Staff support children effectively to be kind, respectful and supportive of one another. Almost all children create and use class charters which link children's rights to agreed expectations for behaviour. As a result, children understand their rights well. Recently, a few staff refreshed the school's relationships and behaviour policy. Through consultation with staff and children, they clarified expectations around positive and unwanted behaviours, supporting a more consistent approach across the school. Senior leaders should now ensure the policy aligns fully with the school's rights-based approach and complements the work children undertake through class charters. This will support greater consistency in understanding expectations and consequences while maintaining children's ownership of positive behaviour.

- Most children have a strong understanding of the wellbeing indicators and can explain how these relate to their own wellbeing. All children evaluate their wellbeing termly using wellbeing webs, with class teachers responding appropriately to any concerns identified. This helps teachers identify and respond to wellbeing needs at an early stage. Subsequently, almost all children feel respected, valued and nurtured within the school community. Senior leaders are now well placed to analyse this information more systematically over time to identify patterns and trends. They should use this information to evaluate the impact of wellbeing interventions and support strategies. This should help them demonstrate more clearly how these approaches improve outcomes for children.

- Led effectively by the headteacher, all staff create a strong culture of care and compassion which promotes children's wellbeing effectively. Staff work closely with children to ensure they know who to speak to if they have a concern and where to access support when needed. All children can identify a trusted adult within school and know where to access support beyond school. Most children are confident that staff will listen to and support them when required. Staff use a range of nurturing approaches, including calm corners and concentration stations, to help children manage their emotions and remain engaged in learning. These approaches support most children to regulate their emotions and behaviour effectively. A few children would benefit from more consistent approaches and support from adults to develop their

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self-regulation skills. Senior leaders should regularly review and monitor the impact of support strategies to ensure these children continue to develop the self-regulation skills needed to engage successfully in learning.

- Almost all children benefit from a wide range of opportunities to be active and participate in the life of the school. Participation rates in clubs are very high, with almost all children engaging in sporting and wider achievement activities. As a result, almost all children feel the school offers regular opportunities for exercise and helps them to understand the positive impact of having an active lifestyle on mental wellbeing. Older children lead a variety of clubs, including multi-sports and dance activities. Children also undertake leadership roles such as House Captains, Young Leaders of Learning and Tech Team members. These experiences help children develop confidence, responsibility and leadership skills. Children speak proudly about the valuable contributions they make to the school community.

- All staff have engaged in relevant professional learning to support children's wellbeing over the last three years, including recent learning related to attachment-informed practice. This has strengthened staff understanding of children's social, emotional and wellbeing needs. Staff now provide responsive support that helps children feel understood and included. However, senior leaders have not evaluated how well staff sustain agreed wellbeing approaches over time. Consequently, a few strategies have lost momentum and are not applied consistently well across the school. They should revisit key wellbeing professional learning regularly and clarify expectations for practice. This should help ensure all agreed approaches remain embedded in day-to-day practice.

- All staff understand and fulfil their statutory duties in relation to safeguarding, wellbeing, equality and inclusion. Staff receive annual training in child protection, ensuring they remain up to date with current guidance and legislation.

- All children attending nurture interventions demonstrate improvement in their wellbeing. A few children have made significant progress through nurture interventions and now participate fully in learning alongside their peers without requiring additional targeted support. Senior leaders should now evaluate the impact of all wellbeing interventions more systematically. This will help them identify and extend the approaches that make the greatest difference to children's wellbeing and engagement.

- Senior leaders and teachers use individual wellbeing plans and targeted strategies to support children with identified needs. These approaches help most children engage more positively in learning. However, for a few children, planning and review processes are overly complex, with multiple plans containing different targets. As a result, targets are not always sufficiently clear or measurable, limiting teachers' ability to evaluate progress and the impact of support. Senior leaders should streamline planning processes and reduce duplication. They should work with staff, families and children to develop clear, measurable targets. They should also ensure agreed strategies are understood and implemented consistently by all staff who support children. Senior leaders and staff should regularly review these strategies to ensure positive and sustained outcomes for children.

- Children speak very confidently about emotions, wellbeing and the strategies they use to regulate their feelings and support one another. Through the school's pledge, 'Act to Make a Difference', staff, children and families have developed a shared understanding that

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individuals have different emotional needs. They have a strong understanding that children may require different approaches and levels of support to succeed. Across the school, most children demonstrate empathy, respect and understanding in their interactions with others. Children recognise that fairness does not always mean everyone receives the same support. This contributes positively to an inclusive school culture where children value diversity and support one another very well.

- Staff support children effectively at key points of transition. They work collaboratively with children, families and partners to ensure continuity in learning and wellbeing. As children progress to P1 from nursery, they benefit from 'Travelling Tuesdays', which help them become familiar with their teacher and learning environment. Children progressing to secondary school engage in well-planned, literacy-focused activities from P6 that help them build relationships with future peers and teachers. Children requiring additional support benefit from enhanced transition arrangements that reduce anxiety and support emotional wellbeing. This leads children to be well prepared for the next stage of their learning and settle quickly into their new environment.

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Other relevant evidence

- Overall attendance for academic session 2025/26 was 93.5%. While below the national attendance figure, attendance has increased by 2.3% over a three-year period. The number of children who are persistently absent has decreased by 4.1% over the same three years to 26% in 2025/26. Staff identified families that would benefit from support to raise attendance through a series of 'Magic Monday' workshops for both children and parents. This resulted in most participating children improving their attendance and reducing late coming. Senior leaders should continue to implement targeted strategies to reduce the number of children who are persistently absent.

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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.

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