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

Summarised inspection findings

St Philomena's Primary School

Glasgow City Council

10 November 2026

Key contextual information

St Philomena's Primary School is a denominational school situated in the Provanmill area of Glasgow. There are currently 215 children attending the school from P1–P7. Children are taught across nine classes. Around 79% of children in P6-P7 are registered for free school meals, which is above the local authority and national average. A majority of children who attend the school live within Scottish Index of Multiple Deprivation data zones 1-3. The school reports that the majority of children require additional support with their learning. The school is led by the headteacher, who has overall responsibility for the school and the Enhanced Nurture Provision unit. The headteacher is supported by two depute headteachers and a 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	

- Relationships in the school are strong, both between staff and children and between children and their peers. Senior leaders have developed a comprehensive policy to promote positive behaviour which is used effectively by all staff. This is supplemented by ongoing professional learning for all staff. Consequently, incidents of children displaying dysregulated behaviour are managed well by staff using restorative practices. When children feel upset or distressed they know how to seek help from others. They often use the self-regulation strategies they have learned in school to manage their emotions effectively. Senior leaders focus on supporting children's positive behaviour has a positive impact on children's engagement in learning.

- Staff work well together to create a supportive, welcoming and nurturing environment underpinned by Gospel values. All staff treat children with kindness and respect and as a result children feel safe, valued and supported. This nurturing ethos helps to create a calm and inclusive learning environment for all children. Staff set out clear expectations, presenting children with structured and predictable routines. This helps children settle into their learning. Children interact with adults and their peers respectfully and supportively. Most children respond well to the clear routines and expectations which staff consistently use.

- Staff work hard to strengthen children's understanding of their rights. Senior leaders develop well planned and interesting opportunities which enable most children to participate confidently and enthusiastically in school-wide decision making, through taking part in committees such as the Laudato Sii Committee, Rights Ambassadors, Diversity Committee, CREATE committee and Tech Team. Class Charters are Co-constructed with children and adults. House meetings and participation in committee assemblies has a positive impact on

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children's presentation skills and confidence. As planned, senior leaders should continue to explore with younger children how their participation in decision making can be strengthened.

- The nurturing and supportive ethos of the school underpins approaches to learning, teaching and assessment. The majority of teachers use local authority guidance effectively to inform their practice. They create well-structured lessons providing children with clear explanations of what they are learning and what success looks like. In a few classes, teachers and children work together to decide what they are learning. This helps children to feel engaged and have ownership of their learning. Staff should now consider how this effective practice can be embedded consistently in all classes to ensure all children experience consistently high-quality teaching.

- In the majority of lessons, teachers ensure that learning is well matched to children's needs and most children engage positively in their learning. However, in a minority of lessons, learning is too teacher-directed, reducing engagement for a few children. In a few lessons, children would benefit from more challenging tasks and activities. Teachers should continue to develop approaches that extend and deepen children's learning.

- Almost all staff sensitively support children to learn by working individually, in pairs and in groups. In a few lessons, children lead aspects of their learning and make choices about how they learn. This approach motivates and engages children effectively. Senior leaders and staff should develop a more consistent approach to encourage children to work independently across the school. This will enable all children to make choices, take responsibility for their learning and lead aspects of their work regularly.

- Staff know all children and their individual needs very well. They have access to comprehensive information and guidance to support children who require additional support with their learning. Class teachers and support staff work together effectively, using a wide range of targeted interventions well to meet children's needs. They monitor the impact of these interventions carefully and adapt their approaches accordingly. As a result, children with additional support needs receive well-targeted support and interventions that help them make appropriate progress in their learning.

- In almost all lessons, teachers use questioning effectively to check for understanding, consolidate learning and engage children in discussion. In a majority of classes, teachers use this information well to adapt planned learning. Teachers should continue to develop more consistent, high-quality questioning to extend children's thinking. This should help promote critical thinking and deepen children's understanding of knowledge and concepts.

- Teachers use digital technologies well to motivate children and enhance and extend learning. The majority of children are developing their digital skills well and use digital tools confidently for a range of purposes.

- At P1 and P2, teachers support children's curiosity and learning efficiently. They use high-quality resources, plan responsively and their questioning and explanations are clear. As planned, staff should now develop further the play environment to provide more opportunities for children to lead their own play, explore their interests and direct their learning.

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- Staff plan learning methodically across all curricular areas over the school year, using learning pathways and school advice. The school is meeting national expectations for 1+2 languages. All teachers use effective approaches for planning, tracking and monitoring learning across the school. Staff work well with colleagues across the learning community to help ensure a shared understanding of national standards and expectations. Participation in moderation activities within and outwith the school is increasing teacher's confidence in their professional judgements.

- Teachers use a range of appropriate assessment approaches to monitor and evaluate children's progress in literacy and English, numeracy and mathematics, and health and wellbeing. These include standardised assessments and school-based assessment resources. Staff have comprehensive individual assessment files in place to record the progress of all children. Assessment information is used well at class and whole school level to plan for next steps in learning. Children receive appropriate oral and written feedback on their learning in class. As planned, staff should continue to explore how children's progress and success in their learning is shared with parents and carers.

- School leaders have a strategic overview of assessment and track children's learning and achievements. They meet teachers regularly to discuss children's progress and identify and plan next steps. As planned, staff should consider how they assess and track children's progress across all curriculum areas.

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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. At the time of the inspection, there were no identified areas for development.

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3.1 Ensuring wellbeing, equality and inclusion	very 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

- Teachers have consistent routines in class, based on nurture principles, which helps provide children with a stable and predictable environment. This supports almost all children to feel secure and settled in school. Caring and positive behaviours are positively reinforced by both children and staff. Almost all children are consistently kind and respectful to each other, understanding that sometimes everyone can face challenges managing their emotions and behaviour. School staff and partners work successfully to teach children strategies to support themselves and their peers. Almost all children display a maturity in how they talk about their emotions and wellbeing. They articulate clearly and reflect well on how their teachers, support staff and partners help them.

- The wellbeing of all children is central to the ethos and life of the school and is underpinned by Gospel values. The committed staff team work very well together to improve wellbeing, equality and inclusion for all children. Led very effectively by the headteacher, all staff know children and their families very well. They have a strong understanding of the local community and are highly attuned to both the strengths and challenges which shape the lives of children and their families. This knowledge, coupled with strong partnership working, helps staff to provide responsive support for children, helping most children feel well cared for by the school community.

- Staff work together to create a nurturing culture. All staff respect children and treat them as individuals. They develop warm, trusting and caring relationships with children and their families. This supports children to feel safe, valued and understood. This helps them engage positively in their learning, build strong relationships with peers and adults and seek support when needed. Senior leaders are highly visible and proactive in supporting children around the school. Support staff are deployed well and support children effectively in their learning and wellbeing. This joined up, team approach supports children's wellbeing, helps them feel safe, and ready to learn each day.

- Staff regularly and skilfully use a range of wellbeing assessment tools. Staff use the resulting data to identify and respond proactively to individual wellbeing needs. Senior leaders use this information highly effectively to inform strategic decision making at whole school level. Through careful analysis of this data, senior leaders implement activities, such as professional learning for staff, which help address emerging needs. This responsive and evidence-based approach from senior leaders informs wellbeing support well, ensuring most children benefit from well-coordinated and effective interventions.

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- Senior leaders take children who have additional support needs and their families' views into account when they are planning interventions to support them. As planned, senior leaders should continue to increase opportunities for meaningful parental involvement to ensure assessments fully reflect the perspectives of both children and their families.

- Children at all stages talk with ease about their own wellbeing and what they need to do to stay healthy. Older children use the vocabulary of the wellbeing indicators confidently when talking about health and wellbeing. Children are developing sound knowledge about how to be healthy through the school's health education pathway. As they move through the school children understand about developing a fit and healthy body. They enjoy gaining house points on 'healthy snack days' and trying different fruits in afternoon breaks. Children can describe the positive impact of being active on their bodies and minds. They benefit from regular participation in physical education and dance activities. Children learn and play in the fresh air through engaging in a range of learning activities in outdoor spaces. Partners work well with the school, helping to provide children with positive opportunities to learn and play in the fresh air. Staff have developed a range of interesting and creative activities to help build children's emotional resilience and coping strategies. These include a programme which helps children to explore the expressive arts.

- Across the school, almost all children report that they feel safe and well supported. This contributes positively to their wellbeing and engagement. Older children demonstrate a growing understanding of how to keep themselves safe, both emotionally and physically. They can identify factors that affect their wellbeing and are developing awareness of community safety, including road safety. Across the school, children are building the skills and knowledge required to stay safe online.

- A strong ethos of community and social justice is evident across the school. Staff ensure that most children have meaningful responsibilities. This includes roles as buddies and as members of committees. This is supporting children to develop their understanding of their rights and feel valued members of the school community. Staff take proactive steps to ensure that all children can participate in all aspects of school life. This includes sensitive access to clothing, food and services. They work together effectively to remove any barriers to learning and participation. Highly effective partnership working enhances the support available to children, with staff and partners delivering well-planned group and individual activities that promote wellbeing. This has a positive impact on most children's confidence, resilience and overall wellbeing, helping them to participate fully in school and achieve positive outcomes.

- Almost all staff demonstrate a strong awareness and understanding of current legislation, guidance and codes of practice relating to additional support needs, wellbeing, equality and inclusion. This ensures children benefit from staff who are confident in meeting their obligations in relation to child protection, safeguarding and additional support needs. Senior leaders have embedded robust systems and processes that are implemented consistently across the school. As a result, children, including those requiring additional support receive timely support that meets their individual learning, wellbeing, and safeguarding needs.

- The headteacher and staff have undertaken robust self-evaluation which has focussed on how to improve inclusion. This is helping to develop cultural sensitivity across the school. For example, staff organise well-received events and activities to celebrate the cultures and languages within the school community. As a result, most children report that school helps them understand and respect other people. As they continue to develop the curriculum, staff should

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ensure that learning about diversity, equality and inclusion is explicitly planned within class-based learning. This will enable children to develop their understanding of inclusion progressively over time, alongside participation in whole-school events and activities.

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Quality of provision of the enhanced nurture provision at St Philomena's Primary School

The enhanced nurture provision (ENP) at St Philomena's Primary School is an educational intervention for primary aged children within the Glasgow City Council area. Children attend their mainstream school for part of the week and attend the ENP for up to four days per week. The provision supports children who need significant levels of social and emotional support to help access a full-time mainstream education. The Glasgow City Council Area Inclusion Group refers children to the ENP.

There are currently 13 children attending from between one and four days. All children live within SIMD deciles 1 to 4. The acting depute headteacher has day-to-day responsibility for the management of the ENP. There are two class teachers and five (full time equivalent) support for learning workers.

Learning, teaching and assessment

- School leaders have created a welcoming and well-resourced environment where children feel safe and nurtured. The learning environment within the ENP is built upon the values that the staff and children have adopted of being safe, respectful and kind. Teachers organise learning spaces creatively and ensure that children's days are predictable and enjoyable. This consistent and nurturing environment helps children regulate their emotions and participate more successfully in learning.

- All staff have a motivating approach. They are very attuned to the children in their class and are adept at building positive relationships. All staff demonstrate how to have challenging conversations with children while maintaining positivity and respect. Children have important role models in the school staff. As they spend more time in the ENP they feel increasingly connected to the adults who support them. Staff communicate the care and respect they have for the children very well. Children feel valued and motivated to learn as a result.

- Staff ensure that all activities are suited to the children's learning needs as well as their social and emotional development. Teachers plan learning that is interesting and tailored well to children's interests and abilities. Staff use a range of spaces effectively to give children a choice of areas to use for different purposes. They make effective use of the STEM (science, technology, engineering and mathematics) room to enable children to explore practical tasks alongside play-based learning. They use the well-resourced playground effectively to take learning outdoors and focus on movement to improve children's health and wellbeing. For example, children learn about perimeters using trundle wheels to measure the playground. They learn to ride bikes and improve their road safety awareness using the school bikes.

- Staff ensure that learning is personalised to each child. They provide a balance of support and challenge which is resulting in almost all children making good progress towards their learning targets. Teachers and support staff use skilled questioning to help children articulate their thinking and extend their learning.

- Teachers use a range of assessments well to help ensure that they understand the needs of all children and plan appropriate next steps in learning. Teachers work well with colleagues from children's mainstream schools. They gather reliable information about any gaps in children's learning or social and emotional development.

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- Teachers provide an interesting and varied range of subject areas for children throughout the week. They cover all the main curricular areas and plan well over a range of timescales. They plan learning in conjunction with children's class teachers from their mainstream schools. Collectively, they have developed high-quality systems and processes to ensure curriculum coverage and progression across both the ENP and the mainstream school.

- Teachers should build on the very positive work they have undertaken on planning, tracking and monitoring children's learning. They should continue to focus learning on the areas which are most crucial to children's holistic development. This includes expressive arts, physical education and the development of literacy and numeracy across the curriculum.

Ensuring wellbeing, equality and inclusion

- Children understand the school values well and try their best to enact these with the help of their very supportive staff. Children try to be safe, respectful and kind. Almost all children are making progress in their social and emotional development. As a result of the high importance staff place on wellbeing, almost all children are making progress with their learning, including their wellbeing targets. Children feel listened to and have a sense of belonging within the ENP.

- All staff have a high level of awareness, knowledge and understanding of current legislation, guidance and codes of practice related to wellbeing, equality and inclusion. School leaders have worked well with teachers to devise systems and processes to ensure that they fulfil their statutory duties. Teachers work well with partners and families to assess children's needs accurately. They make relevant and appropriate plans to meet these needs. Staff support children with their wellbeing targets, which they review and update regularly. They work effectively with children, their families and partners, such as educational psychologists and social workers, to discuss children's progress and plan their next steps. Staff take good account of the views of children and their families and ensure that parents and carers are active participants in decision making and planning.

- School leaders and staff work effectively with children's mainstream schools with a clear focus on inclusion. Almost all children experience success in learning and building positive relationships during their time in the ENP. They are developing the confidence and skills needed to engage more fully in education. Children and their families value highly the personalised approach taken by staff. Staff contact families regularly to keep them updated on their child's progress and parents appreciate the positive regard that staff have for their children. Strong communication between the ENP and mainstream schools ensures that staff share relevant information about children's learning, wellbeing and progress. Where this partnership working is most effective, children consistently increase their attendance and engagement within mainstream settings and develop more positive attitudes towards school. School leaders and staff should continue to build on these positive outcomes by working with mainstream schools and local authority partners to increase children's participation in mainstream education.

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Other relevant evidence

- Overall attendance for academic session 2025-26 was 90.1%. This is below the national average. This has increased by 1.6 % over the three-year period from 2022-23.
- The rate of persistent absence (attendance below 90%) for academic session 2024-25 is 31.7%. This has decreased by 11.2% since 2023/24.
- Senior leaders have a sharp focus on improving attendance. They use data and information well to identify particular cohorts of children who require additional support to help improve their attendance. Staff use a range of approaches, including targeted work with families and partners well, to help overcome the challenges some children face getting to school. This approach is showing positive signs in improving attendance.

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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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