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

Summarised inspection findings

Glengowan Primary School

North Lanarkshire Council

10 November 2026

Key contextual information

Glengowan Primary School is a non-denominational school located in the village of Caldercruix in North Lanarkshire. It is part of a joint campus with a denominational primary school. At the time of inspection, the school roll consisted of 112 children organised across five composite classes. The headteacher has been in post for a number of years. She is supported by two principal teachers. There have been a number of changes to teaching staffing in recent years.

Most children who attend the school live in Scottish Index of Multiple Deprivation deciles 1 to 3. Approximately 30% of children are entitled to free school meals. The headteacher reports that 56% of children require additional support with their learning.

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 headteacher, supported well by the staff team, has created a welcoming environment built on shared values and children's rights. Across the school community, there is a strong and nurturing ethos. Staff consistently demonstrate caring and positive interactions with children. The school values of honesty, respect, happiness and teamwork are well established and clearly visible throughout the school. Almost all children feel respected and valued. They are encouraged to express their views and opinions

- Staff ensure positive relationships underpin their response to behaviour.They use the principles of emotional regulation effectively to support children. Staff have considered the impact of the learning environment on children. They have created calm spaces within classrooms to provide children with safe spaces to regulate their emotions and support their readiness to learn. Staff provide well-judged and sensitive support for the small number of children who can display dysregulated behaviour. They do this through consistent expectations, nurturing approaches and targeted interventions. These approaches are effective in helping children regulate their behaviour and re-engage positively in learning. Overall, across the school, most children behave well.

- In most lessons, teachers use a range of approaches effectively to support children's engagement in learning. Most children work well in pairs and groups and respond positively to learning contexts that interest them. At times, the pace of learning is too slow, leading to a few children becoming disengaged or passive. Staff should continue to refine their approaches to meet the varied needs of multistage classes.

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- In most lessons, teachers provide clear instructions and explanations. They ensure children are familiar with established classroom routines. In most lessons, teachers make useful links to prior learning. This is helping children to connect new learning with what they already know. Most teachers use questioning effectively to elicit information and check children's understanding well. Teachers should now develop further their approaches to questioning to promote children's higher order thinking skills and to extend the level of challenge for a few individuals. This should support children to make even greater progress.

- All teachers use praise effectively to build children's confidence and support motivation. In most lessons, teachers work effectively with support staff, to provide appropriate provision for children who require additional help with their learning. Staff identify increasingly well children experiencing barriers to learning and provide effective universal support to help them overcome these. In the best examples, learning activities are appropriately differentiated to meet the needs of individual learners. Senior leaders should continue to work with teachers to ensure that learning is sufficiently challenging for all children, including those who require greater depth and pace. This will support children to remain engaged and make the best possible progress.

- Staff use digital technology, such as interactive screens, successfully to support class lessons. Children enjoy taking an active role to promote the use of digital technology through their 'Tech Team'. They use digital devices appropriately to play games to reinforce learning, undertake research and for presenting their learning. As a result, children use digital technology with confidence and enthusiasm.

- Across the school, teachers share the purpose of learning consistently. In all classes, they involve children in identifying the steps required to be successful. This supports children to reflect on their learning and understand what they need to do to improve. In most lessons, teachers provide constructive and helpful feedback to support children to know where they are in their learning. Regular target setting provides opportunities for children to reflect on their progress and share their learning with families. However, children are not yet consistently confident in explaining their individual targets or what they need to do to achieve them. Teachers need to provide more specific and targeted feedback which enables children to understand their next steps in learning and how they can improve.

- Senior leaders have established an annual assessment calendar which provides a clear structure for the gathering and review of information about children's progress. This includes a range of summative, diagnostic and standardised assessments, including Scottish National Standardised Assessments. Teachers and senior leaders use assessment information effectively to develop a sound understanding of individual children's learning and progress and to identify targeted support and interventions for children who are not making expected progress. Going forward, teachers need to better use assessment information to directly influence learning and teaching. This should help ensure that all children experience the right level of challenge in their learning.

- Staff support each other very well and engage positively in professional dialogue and moderation activities. As planned, teachers would benefit from further arrangements to observe practice, moderate learning and work with teachers from other schools. This should support an improved, shared understanding of standards and increase further teachers' confidence when making professional judgements about children's progress and attainment.

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- Teachers plan collaboratively using clear local authority planning frameworks in most curricular areas. This supports continuity in learning and ensures that children experience a broad range of learning across the curriculum. Almost all children recognise that their views are listened to when planning learning contexts that interest them. Children across all classes learn French, with children in P5–P7 also learning Spanish. This provides children with opportunities to develop their skills and understanding in additional languages as they move through the school.

- Senior leaders use a well-established tracking and monitoring system to gather detailed information about individual children's attainment and progress. Teachers meet termly with senior leaders to discuss attainment in literacy, numeracy and health and wellbeing. Senior leaders and teachers track and monitor the progress of children effectively and identify where support is required. As a result, identified children receive well-timed targeted support and interventions, including small-group approaches.

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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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3.2 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. At early and second levels, most children achieve expected levels in numeracy and literacy. At first level a majority of children achieve expected levels in literacy and numeracy. Across the school, there are a few children who are working beyond expected levels of attainment.

- Children who require additional support with their learning make good progress from prior levels of attainment or towards individual learning targets.

Attainment in literacy and English

- Overall, across the school, most children are making good progress in literacy and English. At early level and first level, a minority of children require more targeted support in writing to meet national standards.

- Across the school, almost all children communicate confidently with peers, adults and visitors. They respond securely in whole-class and group situations and are increasingly able to build on the responses and ideas of others. At all stages a few children require occasional reminders to listen carefully and take turns when speaking. Staff should further support children to apply and develop their listening and talking skills in a range of authentic and real-life contexts. Senior leaders have rightly identified the development of writing skills and attainment as an area for improvement. This is reflected well in the school improvement plan for this session. Children should continue to develop their skills to write for a range of purposes and audiences.

Attainment in numeracy and mathematics

- Across the school, most children are making good progress in numeracy and mathematics.

- Most children recall and apply number facts within increasing confidence. At early level, children use a range of concrete resources confidently to support their numeracy understanding. At first and second levels, most children are confident in using a variety of number operation strategies to solve problems with increasing accuracy. They select appropriate strategies and explain clearly how and why they used them. Children at first and second levels should continue to develop their understanding of the relationship between decimals, fractions and percentages. Teachers should support children to extend their understanding and application of mathematical vocabulary. Senior leaders identified the need to deepen children's understanding in numeracy and mathematics across the school. As a

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result, they have supported staff effectively, through professional learning, to increase children's depth of knowledge and skills.

Attainment over time

- Children's attainment over time continues to improve, particularly as children move into second level. Senior leaders and teachers track children's progress over time effectively. They meet regularly to track and monitor the attainment of individuals and year groups. They use these meetings to identify gaps in children's learning and progress and select targeted interventions and support through a fact, story, action approach. This is helping to raise attainment for identified children. Staff analyse whole school attainment data and use this to inform improvement work. For example, they have rightly identified the need to raise attainment in writing.

- Staff track systematically children's progress in literacy and numeracy. They use well-established wellbeing trackers and plans to demonstrate improved outcomes for children who require support with their health and wellbeing. Senior leaders should now build on effective tracking arrangements by further strengthening approaches to monitoring progress across all areas of the curriculum.

Overall quality of learners' achievement

- Children's achievements in and out of school are valued, celebrated and recognised in a variety of ways. Children are increasing their self-esteem and confidence and developing skills such as teamwork as a result of their participation. Children are proud of their individual and collective achievements such as accreditation on their work on children's rights.

- Almost all children participate in a wide range of clubs and activities within and beyond the school day, including football, gymnastics and creative arts and crafts. Senior leaders track children's participation in clubs and activities. This helps to identify children who are at risk of missing out by monitoring participation. Staff should build on this to track the skills children are gaining from their achievements and link these to skills for learning, life and work. This should help staff to ensure children acquire and develop skills progressively.

- Children at all stages take responsibility and contribute well to the school and wider community through roles such as house captains and the pupil council. They increasingly demonstrate leadership skills through their participation in a range of groups and committees. Staff should continue to support all children to understand the skills for learning, life and work as a result of their participation in these groups. This should help children to make links between their achievements, learning and progress.

Equity for all learners

- All staff know children and families very well and take sensitive action to mitigate against financial pressures for families. Senior leaders take effective steps to reduce the costs associated with the school day, including lowering the cost of school trips. They also provide a 'good as new' uniform swap and other seasonal clothing for children. This helps to ensure that no child misses out due to financial hardship.

- The headteacher has a strategic plan for Pupil Equity Funding which she shares with the Parent Council. It is used to provide additional teaching staff to deliver targeted support for literacy, numeracy and wellbeing. Senior leaders and teachers monitor the progress of individuals and

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groups of children. This includes children who require additional support, are care experienced, or face poverty-related barriers to their learning and wellbeing. Most identified children continue to make progress against their individual targets. As planned, senior leaders and teachers should now strengthen their evaluation of the impact of interventions on individuals and groups of learners to support accelerated progress in learning.

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Other relevant evidence

- Overall attendance for academic session 2025-26 was 90.8%. This is in line with the national average. This has increased by 2% over a three-year period. The rate of persistent absence (attendance below 90%) is 19.6% with most absences linked to family holidays and extended cultural leave. This has decreased by 14% in the same three years. The headteacher monitors attendance closely and takes proactive action to reduce absence. Average attendance is currently 93.8%. The headteacher tracks specific groups and builds strong relationships with families to help support regular improved attendance. Staff's use of targeted approaches, including soft starts and alternative pathways, help a few children re-engage successfully. Staff's effective collaboration with the cluster Family Engagement Support Officer also strengthens support. This improves children's attendance through regular information sharing, joint planning and timely interventions for individual children and families. As a result, attendance is improving. When part-time timetables are required, the headteacher reviews arrangements regularly to ensure they meet children's needs well and remain short-term.
- The headteacher consults regularly with parents regarding the use of PEF through the Parent Council. Parents have the opportunity to share ideas and feedback on school proposals.

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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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