

Summarised inspection findings

St Mungo's RC Primary School

Clackmannanshire Council

6 October 2026

Key contextual information

St Mungo's RC Primary School is a denominational school serving the community of southeast Alloa and the parish of St Mungo's RC Church. St Mungo's RC Primary School is located in Alloa Academy. At the time of inspection, the school roll was 138 children taught across six classes. Approximately 65% of children live in Scottish Index of Multiple Deprivation data zones 1-4. Senior leaders report that 44% of children require additional support with their learning, 18% of which have English as an additional language.

The school leadership team comprises of the headteacher and a principal teacher. The headteacher has been in post for two years. In 2026 there has been a large change in staffing with 50% of the class teachers recently joining the team.

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

- Led effectively by senior leaders, the school community has established a positive and inclusive ethos shaped by a shared vision and values. Staff consistently embed Gospel Values, children's rights and the Laudato Si' Goals in their practice. As a result, children feel safe, valued and respected, demonstrate a strong understanding of these values, and contribute to a highly positive learning environment. Through the work of the rights respecting schools group, children develop a clear understanding of their rights under the United Nations Convention on the Rights of the Child. They understand how these are applied in daily school life. The school's success in this area has been recognised through external accreditation.
- Across the school, children are polite, respectful, and well mannered. They are welcoming to visitors, proud of their school and enjoy sharing their achievements. Almost all consistently demonstrate positive behaviour and adhere to the school's three rules to be respectful, safe and ready. In most lessons, children are actively engaged in tasks with an appropriate pace. A few lessons are overly teacher directed, resulting in a few children becoming disengaged at times. On these occasions, staff skilfully support children to re-engage with their learning. Staff know children very well and respond promptly and sensitively to the small number of low-level behavioural issues that arise.
- Teachers, with effective support from senior leaders, create welcoming, calm, inclusive learning environments. Staff make effective use of visuals to enable all children to access routines, regulate emotions and participate fully in learning experiences. All staff across the school are aware of children's individual needs. They meet these needs well through a range of

universal supports and a variety of interventions. This includes children working effectively with skilled support staff to improve their literacy and numeracy skills.

- Senior leaders effectively led work to develop a 'St Mungo's High-Quality Learning and Teaching Graphic'. Teachers are beginning to make use of this to improve the consistency and quality of approaches across the school. For example, in all classes teachers effectively share the purpose of learning and steps to success with children. This supports children well to identify when they are successful with their learning. Senior leaders and teachers have identified aspects of their graphic that need to be embedded across the school, such as, improving the quality of written feedback. As planned, teachers should continue to engage with self-assessment and high-quality professional learning opportunities to develop their teaching practice. This should support them to ensure that quality learning and teaching is consistent in all classes.
- Senior leaders encourage teachers to access and apply relevant findings from educational research to improve learning and teaching in their classrooms. For example, a few teachers have accessed professional learning and implemented evidence-informed approaches to writing. This has included involving children in setting writing targets. In these classes, children's motivation for writing has increased, and they are taking greater ownership of their learning. Senior leaders should continue with their plans to extend this approach throughout the school.
- In all classes, teachers provide children with clear explanations and instructions. They provide children with opportunities to learn individually, in pairs and as part of a group. This enables children to develop independence and collaboration skills. All teachers make effective use of technology to enhance, enrich and support learning. For example, older children develop their digital and information handling skills through coding activities, and a few children benefit from using assistive technology. Children enjoy using technology to support their learning, which enhances engagement and promotes independence.
- Teachers have successfully introduced the language of meta-skills to all children. Children learn about these through discrete lessons, a skills academy and through lesson introductions. Staff are now well placed to support children to identify the skills they are developing and to set their own personal targets.
- In a few lessons, children lead aspects of their learning and have opportunities for choice. This approach motivates and engages children. For example, children in the early years show high levels of motivation when engaged in a variety of play-based approaches to develop further their numeracy skills. Senior leaders and staff should implement consistent approaches where children have choice and take more of a lead in their learning.
- In most lessons, teachers use questioning effectively to check for understanding. Children respond well to questioning that encourages them to explain their thinking and build on the answers of others. Senior leaders and teachers have rightly identified the need to develop questioning further in order to extend children's higher-order thinking skills.
- Most teachers provide children with prompt and constructive verbal feedback in literacy and numeracy lessons. This helps children to recognise their strengths and understand how they can improve. However, the quality of written feedback varies across classes. Staff should

develop and implement a consistent approach to written feedback that is closely aligned with the agreed steps to success. This should ensure that children receive clear guidance on their next steps in learning. Children are developing their ability to reflect on their learning and that of their peers through opportunities for self- and peer-assessment. Older children speak confidently about how this helps them improve their work, particularly in writing.

- Overall, teachers' approaches to assessment help them understand the progress children are making with their learning. Senior leaders have created a whole school calendar which details the timing of key literacy and numeracy assessments. Across the year, teachers use a range of assessment approaches successfully to evidence where children are with their learning. They use this data well to inform their planning in order to meet the needs of all children.
- Teachers participate in a range of moderation activities across the school. They collaborate with colleagues to plan, assess and moderate learning. This has increased staff confidence in assessment approaches, ensuring their professional judgements of children's attainment are increasingly robust.
- All teachers use a range of medium-term and short-term plans well to plan children's learning. They make very good use of school and local authority progression pathways linked to national Benchmarks. This ensures children's learning is progressive. Teachers make effective use of learning pathways to ensure that French is taught progressively from P1 to P7. Staff should work towards ensuring that children receive their full entitlement to language learning. Teachers seek children's views on what they would like to learn about a topic. Staff need to ensure that children are fully involved in planning learning.
- Teachers meet with senior leaders three times a year to discuss class, group and individual children's progress. They use this information well to plan appropriate interventions for identified groups of children. As a result, identified children are better supported and most make very good progress in their learning. The headteacher and staff should now track and monitor children's progress across all curricular areas.

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.

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

- Children's wellbeing is central to the life and work of St Mungo's RC Primary School. Gospel values and children's rights provide a strong foundation for positive relationships across the school community. Staff share a clear understanding of wellbeing and consistently demonstrate respect for the dignity and worth of every child. Senior leaders have established a strong culture of care and inclusion, which staff and partners promote effectively across the school. Relationships between staff and children are highly positive, supportive and respectful. Staff know children well and use this knowledge to provide timely support. Staff apply nurturing and restorative approaches consistently. Children are treated fairly and with respect. This supports children to feel safe, valued and confident in school. They build positive relationships with their peers and adults.
- Children have regular opportunities to reflect on their emotions and discuss their feelings. Staff use emotional check-ins, calm corners and learning conversations effectively to support children's emotional regulation. Children recognise their emotions and use appropriate coping strategies. They confidently discuss personal or sensitive issues with trusting adults. Almost all parents state that staff support their children's emotional wellbeing. As a result, children are emotionally secure, demonstrate resilience when faced with challenges and engage positively in learning and school life.
- Staff promote wellbeing through learning activities and assemblies. Most children are beginning to understand and use the language of the wellbeing indicators. They can describe what it means to be safe, healthy, active, nurtured, achieving, respected, responsible and included. However, children's understanding is not yet fully embedded. They do not consistently use the language of wellbeing to discuss their experiences and needs. Staff should strengthen approaches that help children evaluate their own wellbeing and apply this language confidently in everyday situations. Senior leaders should implement a more consistent approach to gathering and analysing wellbeing information. This should increase their ability to identify needs and more robustly measure the impact of interventions on children's wellbeing outcomes.
- Staff use restorative approaches effectively to help children communicate respectfully, understand different viewpoints and resolve difficulties. Most children demonstrate increasing self-awareness and identify factors that influence their emotions and responses. Most children feel that their peers treat them fairly and with respect. Children speak positively about the welcoming and inclusive culture of the school. They value opportunities to support younger and

new pupils. Children have a strong sense of belonging. This supports their wellbeing and readiness to learn.

- Staff provide regular opportunities for children to participate in physical activity and promote healthy lifestyles well. Teachers deliver high-quality physical education each week. Partners extend participation through lunchtime and after-school sports activities. Children engage enthusiastically, improve their physical health and demonstrate increasing confidence, resilience and teamwork skills.
- Senior leaders and teachers have established pupil citizenship groups that provide all children with leadership opportunities. Children contribute positively to school improvement through these groups and have supported the school to achieve national awards in children's rights, digital learning and sport. Children in P6 develop leadership skills through training and by working with external partners to plan and lead extracurricular activities. Through these opportunities, children take increasing responsibility for aspects of school life and contribute positively to the wider school community. They demonstrate developing leadership and communication skills and grow in confidence and self-esteem. Children speak proudly about the contributions they make through citizenship groups and how these impact increasingly on everyone in the school. For example, the pupil parliament introduced worry boxes to help children share concerns and strengthen their sense of being listened to.
- Staff understand and apply their statutory responsibilities for wellbeing, equality and inclusion effectively. Staff use approaches which reflect relevant legislation and national guidance. Staff complete annual child protection training and engage in professional learning to meet children's needs. The headteacher follows up attendance concerns promptly. She works constructively with families to identify barriers and solutions regarding children's non-attendance. This reduces children's anxiety and improves attendance of identified children.
- 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. Minor areas for improvement have been agreed with the school and the school meals provider.
- Senior leaders use a clear staged intervention process to identify, record and monitor children who require additional support. Staff use child's plans, individualised educational plans and chronologies effectively to identify needs and plan interventions. They work closely with partners to inform assessment and targeted support. As a result, children receive support that helps them engage more fully in learning, improve their wellbeing and make progress towards individual goals. For example, allied health professionals provide advice to staff on effective strategies and deliver targeted support for identified children. Senior leaders should now ensure all targets are specific, measurable and agreed with children, families and partners. This should help them evidence more clearly the impact interventions have on improving children's wellbeing. They should also capture the views of children and families more consistently within planning documents.

- All children benefit from highly effective partnership working. Guided by senior leaders, staff work collaboratively with a wide range of partners to enhance children's wellbeing, inclusion and achievement. For example, partners provide support for children with emotional and behavioural needs and early intervention to improve attendance and engagement. Staff use local authority English as an additional language service effectively to support children who are new to English. Parents value the support available from partner agencies, including wraparound childcare and holiday programmes. Senior leaders have established strong partnerships with nursery and secondary settings. Staff identify children who may require enhanced transition arrangements and put effective support in place. As a result, children settle quickly, engage positively in learning and experience smooth transitions.
- Senior leaders have established an effective relationships policy. Staff apply this consistently and use a shared language to promote positive behaviour. Almost all children behave well in class and throughout the school. There are very few reported incidents of bullying. Most children, parents and staff believe staff deal with bullying effectively. Staff use nurture and de-escalation approaches well to support children who become distressed or unsettled. This helps children re-engage positively in learning.
- Children participate regularly in religious observance through assemblies and daily prayer. Staff have strong links with the local parish which enrich children's experiences of faith. Faith plays a central role in school life and contributes positively to the school's welcoming ethos. Children and families value these opportunities which support children's spiritual development. Teachers use religious education effectively to help children develop respect for the beliefs, values and views of others.
- Teachers develop children's understanding of equality, diversity and rights through religious and moral education, learning which uses links across different subjects and their work on children's rights. Almost all children report that staff help them understand and respect other people. Children contribute well to the school's welcoming and inclusive ethos and work together to ensure everyone feels included. They explore issues such as the experiences of refugees and sectarianism and demonstrate an increasing awareness of fairness and social responsibility. The school's diverse community provides valuable opportunities for children to learn about different cultures, languages and experiences. Staff should now deepen children's understanding of equality, diversity and protected characteristics. This should help children develop a stronger appreciation of difference and increase their confidence in challenging discrimination and intolerance.

Other relevant evidence

- Overall attendance in June 2026 was 95%. This is in line with the national average. This has increased gradually by 0.9% over the last three years.
- In June 2026, the rate of persistent absence (attendance below 90%) was 9.7%. This has decreased by 10.8% in the same three years.
- Senior leaders monitor closely the absence and lateness of individual children. They are proactive in understanding the reasons behind children's individual absences. This includes medical reasons and family holidays. Staff have processes in place to encourage positive attendance and support any families experiencing challenges with timekeeping and attendance. This includes letters, phone calls, home visits and electronic messages. Senior leaders should continue with their plans to develop strategies to improve attendance further. There are no children on part-time timetables.

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.