

Summarised inspection findings

Pollokshields Primary School

Glasgow City Council

18 August 2026

Key contextual information

Pollokshields Primary school is situated in the Pollokshields area of Glasgow City. The catchment includes a culturally diverse population and one of Glasgow's largest Muslim populations. During the inspection, a significant proportion of children and a few staff were absent, in light of the Eid Al-Adha festival celebrations.

The headteacher has been in post for over four years. She is assisted by one full time depute headteacher, who is acting in post and one part time depute headteacher. There are also two acting principal teachers. There has been significant staff turnover in the past few years. At times, there have also been significant periods of staff absence.

Attendance this year has improved to being slightly higher than the national figure (93.54%). Improving attendance is an ongoing, key area of the school's improvement work. The school's pupil equity fund (PEF) allocation is currently £133,525.

The school roll is currently 271 children organised across eleven classes. These comprise of a mix of single streamed and composite classes.

Over 43% of families reside in SIMD deciles 3 and 4. Otherwise, the catchment area includes families residing across a spread of the other SIMD deciles.

65% of children are currently recorded as having additional support needs.

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	

- Almost all staff create a welcoming and nurturing environment for learning around the school. Almost all children feel safe and are motivated to engage in their learning. In almost all classes, teachers and support staff have high expectations of children's participation and behaviour, mirroring the school's values of honesty, learning, resilience and respect. As a result, relationships between children and staff are very positive. In the few instances where any children become disengaged or dysregulated, almost all teachers and staff support them well and with care, to re-engage with learning activities promptly. Most children are beginning to articulate well what their rights mean to them. They are becoming confident in linking their rights to their learning and relationships.

- Most teachers plan learning activities well to ensure they are relevant and that include real-life contexts. In a few lessons, teachers use highly creative examples to engage children in real-life and imaginary contexts for learning. Teachers should share more regularly examples of these creative contexts for learning so that children across all stages benefit from these motivational approaches more consistently. At most stages, teachers use creative approaches to maximise the use of digital technologies to engage children in their learning. For example, they use tablets to conduct research in numeracy. They also use electronic sound devices to model accurate pronunciation in modern languages. In most lessons, teachers plan appropriately challenging and supportive activities for children. Most teachers routinely plan well to support the needs of children who require additional support to be successful in their learning. Most teachers deploy effective strategies to differentiate learning tasks and activities to ensure they meet the needs of all learners. Teachers should continue, as planned, to share good practice in this area of supporting children to improve their progress in their learning.
- Senior leaders and teachers have created helpful and accessible policies to support learning, teaching and assessment. These are designed pictorially to allow children and parents to engage with them more confidently. Teachers have used these beneficial documents to improve consistency in the quality of children's learning experiences across the school. In almost all lessons, teachers share the purpose of learning clearly. Almost all teacher's explanations and instructions are clear and children embark on tasks confidently. Most teachers use the measures of success in lessons well to check for understanding and adapt approaches to subsequent planning for learning, teaching and assessment. In a minority of lessons, teachers support and encourage children well to create the steps to success they should demonstrate by the end of a learning episode. Learner voice is a strong feature of the work of the school to involve children in what and how they learn. Children value the termly, themed 'learning conferences' set aside for this aspect of the school's self-evaluation work. As a result, children are aware of the difference their views make to what and how they learn and this has also created a strong, community feel across the school. This is also resulting in children more regularly having planned opportunities for personalisation and choice in their learning.
- In almost all classes, teachers provide effective verbal feedback to children. This helps children to understand how to improve in their learning and work towards achieving targets for success. A few teachers across the school use creative approaches to providing children with feedback. For example, by recording voice notes feedback on digital platforms that children and parents can access easily. Teachers should continue to develop more consistently, these creative approaches to providing feedback to children. This should help children to access more easily up-to-date feedback on their work. This should also help to involve parents more in helping their child to improve in their learning at home.
- Most teachers use a range of approaches to questioning effectively to develop children's thinking skills and deepen their understanding of key concepts in their learning. The majority of teachers make very good use of eliciting and linking real-life contexts to children's learning. Senior leaders and teachers should continue to share impactful approaches to skilful questioning that teachers use at various stages. This could help to improve and extend children's thinking and analytical skills.
- In most classes, children experience rich, planned opportunities to learn outdoors at various points in their learning. They develop key skills and show motivation through engagement in

learning outdoors. Staff should continue, as planned, to develop their skill and confidence in beginning to build a more formal curriculum programme for outdoor learning.

- Senior leaders and teachers have undertaken valuable research and have engaged with a wide range of expertise to develop a bespoke Play Pedagogy Policy. Staff incorporate learning through play well to enhance children's experiences within early and first levels. This is having a positive impact on learner engagement and enjoyment. Staff should continue to implement and refine approaches to learning through play. As planned, staff across the school should consider how experiential learning activities can help develop and extend children's knowledge, skills and understanding.
- Staff have created a supportive and accessible assessment policy. This highlights clear approaches for effective practice, expectations and responsibilities. This is supporting staff to have a consistent and clear understanding of effective assessment. The policy is supplemented by a detailed whole school assessment framework highlighting evidence to be gathered throughout the year. Teachers use a well-balanced range of formative, summative, diagnostic and standardised assessments, including National Standardised Assessments. This helps them to support planning of next steps in children's learning. Senior leaders and teachers should keep under review the range of assessment information to strengthen decisions on children's progress.
- Children are developing well their ability to peer and self-assess. The majority of children are clear about what they learn and how they can be successful when they assess their own and each other's work. At early level, personalised targets are developed creatively within the play-based environment through the use of independently accessed electronic listening tools. Across the school, approaches to assessment encourage learners to say, write, make or do. This provides learners with choice in how they demonstrate learning and supports assessments opportunities for those with a range of learning styles.
- In most lessons, staff use verbal feedback effectively to support children's learning. Teachers use written feedback to help children improve their learning. In most classes, this feedback is effective in supporting children to make progress in their learning. Teachers should work together to strengthen their shared approach to ensure consistency.
- Teachers use a consistent approach to planning children's learning over a range of appropriate timescales. They use Curriculum for Excellence (CfE) experiences and outcomes to ensure progressive learning pathways. Teachers track children's progress in learning across the curriculum beyond literacy, numeracy and health and wellbeing, on a rolling basis. This is agreed individually between staff and senior leaders. They share progress in learning regular with parents and at key points of transition. As a next step, senior leaders and staff should more fully track children's progress across the wider curriculum including the tracking of skills. This should support a holistic understanding of individual children's progress across all areas of the curriculum.
- Almost all teachers participate in a range of planned moderation activities within the school and the wider learning community. They engage regularly in collaborative training where they consider professional judgements, particularly in the assessment of writing. This is supporting teachers to make reliable professional judgements regarding children's progress and attainment.

- Teachers and senior leaders use an authority developed tracking and monitoring tool. They meet termly to discuss each child's progress. Together, they analyse and interrogate data rigorously to identify potential gaps and barriers to individual children's learning. They have developed their own effective approach of 'fact, story, action' to focus planned interventions for those not achieving or exceeding expected levels. They should continue to review the impact of this approach to ensure interventions effectively support progress in learning for all children.

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.

3.2 Raising attainment and achievement

satisfactory

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 satisfactory. Robust data provided by the school demonstrates that the majority of children in P1 and P4 are on track to attain expected CfE levels in literacy by the end of session. The majority of children in P7 are on track to attain expected levels in listening and talking and the minority in reading and writing. Attainment in numeracy is more variable across the school with most children at P1, the majority in P4 and the minority in P7 attaining expected levels. A few children are achieving beyond expected levels in literacy and numeracy. A small minority of children are capable of achieving more.
- Around half of children who require support with aspects of their learning make expected progress towards their individual targets in literacy and numeracy.

Attainment in literacy and English

- The majority of children are making good progress in literacy and English. Staff's application of professional learning and agreed strategies to raise attainment in writing is leading to increased progress for those children who are on track with their learning. Across the school, a range of school-wide supports for those whose first language is not English, creates an inclusive environment. This is supporting language acquisition and development. At early level, children develop their language skills while playing.

Listening and talking

- Across all stages almost all children listen very well to explanations and listen carefully to each other. At early level, almost all children listen attentively to their teacher and peers. They answer simple questions and respond accurately to instructions. At first level, most children take turns well during class and group discussions. Children talk confidently about their favourite authors and share opinions on the books they enjoy. A few children ask their peers relevant questions about the books they are reading. They would benefit from further opportunities to present and share ideas. At second level, children show respect for the views of others. Most build on others' ideas and share their own opinions and ideas in an appropriate way. They communicate clearly and use suitable vocabulary for an audience. Further opportunities to present and speak for a range of purposes would enhance levels of achievement for less confident learners.

Reading

- Across all levels, children engage enthusiastically with both fiction and non-fiction texts. At early level, most children use their knowledge of phonics to read simple unfamiliar words and read with increased expression, enhancing their fluency. At first level, the majority of children read with fluency and can explain their preferences for reading different genres and authors. A few children who engage well with texts need support to use punctuation correctly when reading which would improve their fluency and comprehension. At second level, the majority of children recognise techniques used by authors, such as word choice, punctuation, and vocabulary, to influence and engage the reader.

Writing

- Across the school, children write in a variety of genres successfully. The recent focus on developing writing approaches has led to strong evidence of progress in writing across the school. At early level, most children create sentences using capital letters, full stops and finger spaces. They use their writing skills confidently across different aspects of learning. A few children require practice to form letters correctly. The majority of children at first and second levels write increasingly extended pieces and use punctuation well to structure and organise their writing. At second level the majority of children use spelling strategies well. Across the school, the standard of presentation and handwriting is good.

Attainment in numeracy and mathematics

- The majority of children are making good progress in numeracy and mathematics. Senior leaders' review of the Mathematics and Numeracy Policy this session is supporting greater consistency in practice across the school.

Number, money and measure

- Most children, at early level, create sequences and describe the order of numbers with confidence. They apply their knowledge of coins and calculation of change through role play activities. They add and subtract mentally to ten and solve simple missing number problems. They should continue to reinforce their application of learning through relevant play activities. The majority of children at first level use multiplication and division facts to solve problems. They compare the size of fractions and identify equivalent fractions correctly. They should continue to develop their ability to make reasonable estimates of length, height, mass and capacity. A minority of children at second level partition a wide range of whole numbers and decimal fractions to three decimal places. They convert measurements, such as grams to kilograms and millilitres to litres. They are less confident when calculating area or the perimeter, circumference and radius of a circle.

Shape, position and movement

- Most children at early level recognise, describe and sort common two-dimensional (2D) shapes and three-dimensional (3D) objects according to different criteria. They should continue to extend their understanding and use of positional language. At first level, the majority of children know that a right angle has 90 degrees. They use appropriate mathematical language to describe the properties of 2D shapes and 3D objects. The minority of children at second level use mathematical language to describe a range of angles. They use programmable toys to programme directional sequences. They should develop their ability to use digital technologies to make representations of 3D objects.

Information handling

- Most children at early level ask and answer questions to extract key information from data sets. They should continue to develop the range of ways they gather and record data for a given purpose. The majority of children at first level represent data accurately in a variety of ways, including tally marks, block graphs, Venn diagrams, Carroll diagrams. At second level, the minority of children create line graphs representing averages. Across first and second level, children should develop their skills in collecting, organising and analysing their data in a variety of ways, including digitally.

Attainment over time

- Senior leaders' track children's attainment over time robustly. This enables them to identify early patterns and trends in attainment. Teachers' involvement in the tracking process, and engagement in appropriate moderation activity, is improving the reliability of the data used for this purpose. Staff analyse data in a variety of ways, including by gender and socio-economic background. As a result, staff have a good understanding of the factors contributing to the lack of sustained progress in raising attainment over the past few years. Year-on-year attainment levels for both literacy and numeracy remain consistently below local authority, comparator and national averages. Contributing factors include high levels of children requiring additional support, with English as an additional language, and children with high levels of absence at key stages. The positive impact of raising attainment strategies, such as the current focus on writing, is evident in the work of children who are on track. The poverty-related attainment gap has widened over the past three years, particularly in listening and talking and numeracy. Senior leaders have correctly identified the need to remain vigilant and to review regularly the effectiveness and impact of strategies to raise attainment.
- The overall average level of attendance has increased steadily over the past four years and is now slightly above the national average. The number of children with attendance below 90% has decreased each year due to senior leaders' strategic interventions, although remains higher than the national average. Senior leaders track and monitor attendance closely, including late-coming, taking appropriate measures to address concerns in line with local authority procedures. Their effective implementation of a 'fact, story, action' approach enables them to understand very clearly the cause of absence. The main identified reasons for significant absence include medical conditions, religious pilgrimage or to support families overseas. Very high levels of absence were evident during the inspection due to families celebrating Eid al-Adha. Senior leaders ensure parents understand the impact of long-term absence on their child's attainment. Very effective partnership working, such as with the Family Support Worker, enables the provision of a range of targeted advice and support. A few families have flexi-schooling arrangements in place in line with local authority guidance. Senior leaders review these arrangements every six-weeks to ensure they continue to meet the child's needs.

Overall quality of learners' achievements

- Staff ensure that children's achievements are valued and celebrated. They encourage children and parents to share achievements, both within and beyond school. The wide variety of achievements recognised on attractive wall displays demonstrates the range of opportunities most children experience to develop new skills. Children demonstrate their confidence and skills when sharing wider achievements during assemblies and special events. For example, they speak confidently of their musicianship skills as they learn to play an instrument, a few to a very

high standard. They enjoy performing to an audience as part of a choir, instrumental group or in the school nativity play.

- Children are extremely proud of their contribution to whole school achievements, such as their national accreditation for work on sport and sustainability. Children develop their understanding of citizenship well through participation in these areas.
- A significant minority of children between P3 and P7 are involved in leadership groups. These leadership opportunities include the pupil council, language ambassadors and the Rights Respecting School committee. The high-profile anti-racism group plays a leading role in developing children's understanding of racism and appreciation of the cultural diversity within the school community. Their work contributes directly to progressing this aspect of current school improvement activity. There is potential to extend these leadership opportunities further to include more children from across all stages in the school.
- Staff track children's achievements and actively seek to extend the opportunities provided, including in partnership with external organisations. Staff continually seek to increase children's participation and have introduced new clubs this session. Children's participation in sport has increased by 17% this session, with the majority of children now engaging in regular activities. An increased number of P7 children attended the residential experience this session. Children develop their independence, problem-solving skills and resilience as a result of this experience. Staff discuss children's achievements at attainment tracking meetings and track participation. Moving forward, there is potential to track these achievements including the development of key skills.

Equity for all learners

- All staff know children, their families and the unique diversity of the local community very well. This includes the barriers children may face in their learning and they plan to mitigate these effectively. Staff offer important support for targeted children discreetly. They also provide rich experiences for children to learn beyond the school and they plan to mitigate the costs of wider learning activities and trips. Staff have founded effective partnerships with a local clothing outlet and has agreed a discount for local families. Senior leaders ensure that the school meets the cost of a variety of trips and sporting opportunities. This is helping more children to experience rich learning opportunities, as well as success in activities such as sport and music.
- Senior leaders have clear plans in place for the use of PEF. They consult with parents, children and staff regularly on these provisional plans to allocate PEF. Senior leaders and teachers monitor children's engagement in wider learning activities. In a few targeted examples, the judicious allocation of PEF is helping identified groups of children to make accelerated progress in their learning. For example, senior leaders reached out to local university experts for key staff to access the bespoke training for this worthwhile programme in improving children's progress in literacy. This is having a positive impact on children's progress in this area of literacy.

Other relevant evidence

- Across the school, most children engage enthusiastically with reading for pleasure. They regularly access the school library, The Hive, and use this to supplement their own class library areas. Within class libraries, children can access texts in languages other than English, strengthening diversity and valuing literacy from other cultures.
- Across all stages, children receive two hours of high quality physical education each week.
- Children do not currently receive their full entitlement to learning in modern languages in line with Scottish Government's 1+2 language learning policy. They do however experience regular learning in French at all stages. Children also experience valuable learning in Makaton. Teachers deliver this at assemblies each week.

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.