

Summarised inspection findings

Aultmore Park Primary School

Glasgow City Council

16 September 2025

Key contextual information

Aultmore Park Primary School and language communication resource (LCR), are situated in the Easterhouse area, to the north-east of Glasgow City centre. The current roll in the primary school is 290 children. An additional 37 children access their learning at the LCR.

The headteacher has been in post for over five years. She is assisted by two deputy headteachers, one of whom has responsibility for the LCR.

Almost all children reside in Scottish Index of Multiple Deprivation deciles 1 and 2. At the time of inspection, 32% of the children on the school roll had additional support needs. A few children have English as an additional language.

2.3 Learning, teaching and assessment	satisfactory
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 across the school are positive. These are underpinned by the values of respectful, resilient and ready. Senior leaders and staff have worked together to provide positive, nurturing learning environments both in class and around the school. Staff promote children's rights effectively and have worked with children well to develop class charters. As a result, the majority of children are engaged in their learning and have a sense of belonging to the school.
- Almost all children have a positive attitude to learning. In almost all lessons, teachers provide clear instructions, explanations and share the purpose of the learning effectively. This helps to ensure that children understand what they are learning and how they should achieve learning objectives. When given the opportunity, children work well with their peers in pairs and groups. The majority of children are given the opportunity to be actively involved in their learning. Most lessons are overly teacher-led and delivered to the whole class. As a result, the pace of learning needs to be improved. High expectations and appropriate challenge need to be embedded in all teachers' practice to allow children to achieve their full potential. Senior leaders and teachers should work together to ensure that they maximise available teaching time throughout the school day.
- The majority of teachers provide positive written feedback to children about their work. This is beginning to help children understand how well they have achieved a set task and make improvements in their work. Senior leaders and teachers should now work collaboratively to develop and embed more consistent approaches to providing children with high quality feedback across all stages. They should ensure that all children understand the progress they are making and their next steps in learning.

- Almost all children across all stages, have access to digital technology to support their learning. Pupils at early and first levels share their progress with home through a digital platform. Pupils at second level use block-based coding and problem-solving strategies to design, program and test a robot to successfully navigate. Staff should continue to provide a wider range of experiences for children to use digital technology in class. This will support children's independence in using digital technology to enhance their learning in different contexts.
- At early level, children have opportunities to learn through play. Teachers work collegiately to design creative play spaces, track and observe learners and evaluate the success of child-directed play. They provide engaging learning opportunities and support children well to become more independent learners. Teachers at early and first levels should continue to engage with professional learning and review their approaches regularly. This should include a clear focus on developing children's literacy and numeracy skills through play. Teachers should consider the balance of adult-directed, adult-initiated and child-initiated activities.
- In a significant minority of classes, teachers use questioning effectively to check for understanding. However, most teachers rely on closed questioning techniques. This limits opportunities to explore children's thinking in greater depth. Senior leaders should identify and share strong examples of effective questioning. Teachers should more regularly observe stronger practice that exists across the school. They should also engage with high quality examples from other schools to improve assessment of understanding throughout the learning activities.
- Currently, senior leaders and teachers have in place a range of standardised and diagnostic assessment tools to benchmark children's progress through their learning. Moving forward, senior leaders and teachers need to develop a stronger understanding of applying national standards and expectations. This should help to ensure their professional judgement of a child's progress in their learning, is more robust and less reliant on standardised tools.
- Almost all teachers have engaged in recent moderation activity with colleagues across the cluster. However, teachers need to have more time focused on moderation activity. Moderation activities currently focus on outcomes of learning or assessments, and this takes place internally. Teachers would benefit in strengthening their judgment of national CfE levels of achievement by engaging in moderation activity more regularly with colleagues beyond the school. They would also benefit from peer-moderating their plans for learning, teaching and assessment with colleagues locally and nationally.
- Most teachers plan appropriately challenging learning in the curriculum areas of literacy and numeracy. This session, teacher's planning for learning, teaching and assessment in these areas has been further strengthened by following local authority guidance.
- The headteacher and senior leaders are launching new approaches to tracking and monitoring children's progress in literacy and numeracy next session. This should help class teachers to lead and manage more regular, focused and accurate tracking conversations around children's progress. This will also provide teachers with streamlined approaches to managing the monitoring of interventions for children who require additional support with their learning. As new approaches to tracking and monitoring are embedded, senior leaders and teachers should set out clear timelines of how regularly this data will be used to facilitate conversations for individual and cohorts of children's progress.

2.1 Safeguarding and child protection

- 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.

3.2 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, the majority of children's attainment in literacy and numeracy is satisfactory. The majority of children attain expected national standards. A few children achieve beyond national expected levels of attainment in literacy and numeracy.
- The majority of children who require additional support with their learning are making satisfactory progress towards their individual learning targets. Next session, the planned introduction of new approaches to tracking and monitoring children's progress should help to enhance the identification and support of children and cohorts who require additional support with their learning.
- At early, first and second level, a significant minority of children are capable of making greater progress in their learning. Senior leaders and staff need to raise expectations and increase the pace of learning to secure improved outcomes for all children.
- For a few children, low attendance is significantly limiting their progress. Senior leaders should continue to promote the importance of attendance and implement robust, targeted and regularly monitored interventions to support improvement for identified learners.

Attainment in literacy and English

- At early, first and second level the majority of children are making satisfactory progress across literacy and English.

Listening and talking

- Across the school, most children listen and respond respectfully to each other and adults. At early level, children communicate and share stories through play-based learning. They use appropriate vocabulary in different contexts, for example in role in the 'travel agents' and problem solving in the construction area. Children now need to develop these skills to ask and answer questions on a text.
- At first level, most children read aloud a familiar text adding expression. Children now need to ask and respond to different types of questions to show understanding of the main ideas of spoken texts.
- At second level almost all children successfully develop and apply their skills in listening and talking in group and class settings. They speak confidently and articulately and explain reasons for their responses. Overall, children now need to apply learned skills within a progressive and more challenging range of contexts.

Reading

- The school and class libraries provide access to a wide range of reading materials, including fiction and non-fiction. Children make regular visits to the local library and the school has worked in partnership with a local book shop to celebrate World Book Day.
- At early level, children hear and say blends and sounds made by a combination of letters. Children would benefit from increased exposure to simple texts to develop their reading skills.
- At first level, children in need of support with their reading are benefitting from a digital initiative that allows volunteer to meet online to provide a shared reading experience.
- At first and second levels, pupils spoke enthusiastically about their favourite authors and texts. They would benefit from the opportunity to take texts home to widen their experience of reading.

Writing

- At early level, the majority of children form letters legibly when writing letters and words. Children should now have more opportunities to write sentences independently. Children at first and second levels have been developing well their skills in descriptive writing. Teachers should provide opportunities for children to transfer their skills to write more frequently and at length, for a range of genres beyond the taught writing lesson.

Numeracy and mathematics

- The majority of children are making satisfactory progress in numeracy and mathematics.
- A minority of children across the school have gaps in their mathematical knowledge and understanding. Staff should also support children to present their work to a higher standard.

Number, money and measure

- At early level, the majority of children are developing skills well in addition to ten in their play activities. They are confident to recall number sequences forward and backwards within 20. They need more practice subtracting within 10 mentally. At first level, the majority of children confidently round numbers to the nearest 10. They add two- and three-digit numbers but are less confident with subtraction and solving simple word problems. The majority of children at second level read, write and order whole numbers to 1 000 000. They confidently round whole numbers to the nearest 1000 and 10 000. Children working towards first and second level need increased opportunities to learn, practice and revisit all aspects of numeracy and mathematics regularly.

Shape, position and movement

- At early level, the majority of children create symmetrical pictures of butterflies with one line of symmetry. They identify common two-dimensional shapes. They are not yet confident in describing and sorting three-dimensional objects according to various criteria, for example, straight, round, flat and curved. At first level, the majority of children recognise and sort two-dimensional shapes and three-dimensional objects accurately. They are less confident with compass points and finding right angles. At second level, the majority of children use mathematical language to name and describe different types of angles such as acute and obtuse. There is a need for staff to support children to consolidate their learning so that they can build on prior learning more successfully.

Information handling

- At early level the majority of children use knowledge of shape, size and colour to match and sort items in a variety of ways. The majority of children at first level use tally marks to collect information and display this accurately in a bar chart. The majority of children working towards

second level collect, organise and display simple data in bar graphs. Overall, children across all levels would benefit from developing data handling skills further, including through real life contexts and using digital technology.

Attainment over time

- Attendance for the session 2024–2025 is 88.21%, showing an improvement from 87.9% in the previous year. Despite this improvement, attendance remains below the national average. A significant minority of children have attendance of 90% or less. Senior leaders actively promote regular attendance through consistent messaging across newsletters and social media platforms. They follow local authority protocols effectively through phone calls, meetings with families, and issuing formal communications to reinforce expectations. Pupil equity funding (PEF) has been allocated to provide additional staffing resources geared towards improving attendance. This collaborative work with partner agencies is helping to identify effectively challenges faced by families and deliver targeted support to encourage better attendance. This is beginning to improve attendance for a few targeted children.
- Senior leaders meet with teachers termly to track attainment in literacy, numeracy and health and wellbeing for all children. They use a 'Fact, Story, Action' approach to share data about children's progress and identify support for children who are not on track in their learning. As planned, senior leaders should support teachers to have a stronger understanding of a range of data to maximise children's attainment and progress over time.
- Attainment recorded over time has not been sufficiently reliable. Senior leaders should continue to support staff in deepening their understanding of national standards and in strengthening confidence in their professional judgements. This should include robust assessment of children's progress and achievement of and progress through, a level in literacy and numeracy. Moving forwards, improved accuracy in professional judgements should result in more reliable attainment data that better reflects learners' progress and helps to inform next steps.

Overall quality of learners' achievements

- Children's achievements within and beyond school are valued and celebrated through regular assemblies, wall displays and social media. There is a strong emphasis on recognising children who demonstrate the school values, such as through the Magic Moments awards. Children in P4-7 develop a sense of responsibility and leadership skills through their roles as mini QIOs, house captains and nurture buddies. As planned staff should ensure that more children across the school experience these important opportunities.
- Children develop a range of skills and attributes through a variety of class and whole school activities. Children have attended Celtic Connections, the Mitchell library and the Science Centre to support and enhance their knowledge and sense of responsibility towards their wider community. Staff use public transport where possible to reduce the cost of trips and build children's skills for life. For example, children learn how to read and plan journeys with bus and train timetables. Other effective partnerships provide children with opportunities for wider achievements such as football, basketball and dancing. Children in P3 - 7 have extensive opportunities to develop their cycling and safety skills. This has included longer cycles where children have demonstrated their resilience and increased fitness. Primary 7 pupils have undertaken a range of water-based activities such as kayaking to develop their water confidence. As planned senior leaders should develop a whole school overview of children's participation and achievements to ensure consistent recognition, tracking of skills, and celebration of wider achievement across the school community.

Equity for all learners

- The headteacher and staff have an in-depth understanding of the socio-economic backgrounds and challenges of children and families. Senior leaders work well to reduce the cost of the school day. They provide helpful initiatives, such as a uniform bank, healthy tuck shop and an occasional pop-up shop, which provides low-cost goods to families. Staff are sensitive to the increasing financial pressure on children and their families.
- They work effectively to achieve equity through reducing and removing financial barriers to children's participation in the wider life of the school. They use funding to offer a wide variety of activities and excursions without incurring any cost to families. This is helping to ensure financial constraints do not prevent children from taking part in opportunities for learning and achievement.
- Additional staff resourcing and partnership working supports the health and wellbeing of targeted children. Children develop skills in boxing, golf and pickleball through the support of the Glenburn Centre.
- Senior leaders are beginning to develop their allocation of Pupil Equity Funding (PEF) to increase attainment in literacy and numeracy. Senior leaders and teachers are beginning to consider the impact that PEF interventions are having on the learning progress of individuals and groups of children. They should set clear, measurable outcomes for this work and develop ways to measure its impact robustly. Staff should share the PEF plan with parents and carers for transparency and engagement.
- Staff also use PEF to provide resources to support children's progress in literacy and numeracy. The recently refreshed school library now includes dual language text, promoting cultural respect and inclusivity.

Quality of provision of Special Unit (contributes to school evaluations)

The language and communication resource (LCR) and additional learning needs class support 37 children with a range of additional support needs. The children are arranged across six classes. The unit comprises classroom spaces, a soft playroom and other rooms used to support children. There has been some disruption in the management of the unit over the last two years.

QI 2.3 Learning, teaching and assessment

- All staff develop caring relationships with children. As a result most children come to school each day keen to learn. In the majority of lessons children interact well with each other. In a minority of lessons children's behaviour can become disruptive and distract others in their learning. Senior leaders need to support staff to develop their approaches further to how they help children regulate their behaviour. The majority of lessons motivate most children well in their learning. The majority of children's lessons meet their needs appropriately. As a result, the majority of children engage well in their learning. In most lessons a few children's learning provides insufficient challenge. Teachers need to consider how they ensure children's learning is set at the appropriate level and meets children's needs better.
- The school values underpin children's learning appropriately. Teachers use classroom spaces creatively in most lessons to enrich children's learning experiences. They use digital technologies such as whiteboards and tablets appropriately to show children videos of songs. Teachers should now develop further their use of a range of digital technologies to ensure children's learning stimulates children's interest. Teachers explain children's tasks well. Their explanations focus mostly on what children will do. Teachers should develop further their explanations to help children have a better understanding of what they are learning. All teachers use a range of visual cues well to help children's communication skills. For example, visual timetables help children understand what they will doing each day. A few teachers use signing appropriately to communicate with children.
- Teachers use effective questions to check for children's understanding, where appropriate. They should now develop their use of questions further to promote children's curiosity and independence. All staff use praise effectively to help children recognise when they have been successful. Teachers use written feedback well to help children know what they have done well and how they can improve in future.
- Children's needs are assessed by a multi-agency process prior to attending the LCR. This provides teachers with information on each child's skills, abilities and additional support needs. Extended transition planning by staff supports each child to move successfully to their new place at the school. As a result, the majority of children attend regularly. Senior leaders need to ensure the information provided prior to children's placement at the school supports teachers to meet all children's needs more effectively.
- Support for learning workers (SfLWs) support children appropriately to engage in their learning. They are kind and treat children with respect. Senior leaders and teachers should review how support by SfLWs is provided across the school and LCR. This will help to ensure all children are supported effectively to make improved progress in their learning. This should include reviewing the school day to ensure children are engaged in meaningful learning throughout the day.
- Most teachers in the LCR use the mainstream school's assessment tools to assess children's progress. Given the nature and range of children's additional support needs, these provide limited useful information regarding children's progress. Teachers' ongoing observations of children's learning helps provide useful information regarding the progress of those children

whose learning occurs in small steps. Overall, assessment of children's progress does not yet inform planning for children's learning effectively. Teachers need to develop further their approaches to assessment to take better account of children's unique abilities and needs. They need to gather and analyse a wider range of robust data and information on children's progress. Senior leaders need to move forward with their plans to improve the purpose of attainment meetings with teachers. They need to ensure these meetings support teachers to plan learning, which builds more effectively on what children can already do.

- Teachers in the LCR plan lessons using mostly the same planning format as that for mainstream classes. This significantly limits teachers' abilities to plan learning, which meets children's needs effectively. Senior leaders need to move forward at pace with their plans to review planning in the LCR. Teachers need to plan lessons, which motivate and engage children more effectively in their learning. Children's learning needs to be planned to take better account of their interests and skills. Teachers need to differentiate learning more to ensure all children access their learning at an appropriate level. Their lessons need to contribute more to improving children's attainment.

QI 3.2 Raising attainment and achievement

- The small number of children in each class and the range of their age and additional support needs renders comparison of cohorts or groups invalid.
- Taking account of children's ages and range of additional support needs, the majority of children develop well a range of useful skills in literacy and numeracy. For example, a few children overwrite their name or write simple words and sentences. A minority write at length for a range of purposes. A few children describe the features of a text and express whether they have enjoyed a story. A few children count to 10 or match numbers to 100. A majority compare the size of objects. A majority of children identify when a tin can is full or empty. Children need to be given increased opportunities to improve their skills in all aspects of literacy and numeracy.
- Staff measure children's progress using mostly Curriculum for Excellence benchmarks at early and first levels. Children's progress at pre-early level is measured mostly by teachers' observations. This information provides at times, limited information in evaluating children's progress. Overall, from observations of learning and reviewing children's work, the majority of children are making satisfactory progress from prior levels of attainment. Teachers need to develop how they gather accurate information, which helps evaluate children's progress more effectively.
- Senior leaders should consider tracking and monitoring more effectively a range of other data and information on children in the LCR. For example, tracking and monitoring incidents where children have been violent to other children or staff may help evaluate the effectiveness of interventions.
- Staff celebrate children's achievements through the school's house points system. Children enjoy staff recognising their achievements. The majority of children are developing their resilience well when trying out new sports. For example, when swimming in a local swimming pool or bowling at a local club. They are developing their abilities to cope in new and unfamiliar settings, for example when visiting a cinema. Staff use the school campus and local community well to develop children's understanding of their local community. Teachers should now consider how they can track and monitor the skills children are learning through their personal achievements.
- Senior leaders ensure there is no cost to families of children in the LCR to attend events or school trips. They use PEF effectively to fund a range of additional staff or supports from

partner agencies. Senior leaders are not yet able to evidence the impact of supports funded by PEF on children's outcomes in the LCR. Senior leaders need to ensure that supports funded by PEF improve children's attainment in the LCR.

- Children in the LCR have opportunities to learn alongside their mainstream peers in mainstream classes and at assemblies. Senior leaders need to ensure that these opportunities lead to improvements in children's understanding of equity. A few mainstream children spend time each week in the LCR. Senior leaders need to ensure this is planned more effectively. These experiences need to have clear outcomes identified as to the purpose of children visiting the LCR and how it will improve children's outcomes.

Other relevant evidence

- Senior leaders and teachers should ensure that all children experience their full entitlement to language learning, in line with the Scottish Government 1+2 language learning policy.
- Staff should ensure all children receive their full entitlement of two hours of high-quality physical education per week, in line with Scottish Government policy.

Explanation of terms of quantity

The following standard Education Scotland 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.