

Summarised inspection findings

Glenboig Primary School

North Lanarkshire Council

17 June 2025

Key contextual information

Glenboig Primary School is a non-denominational primary school serving the Glenboig community. 28% of children reside in Scottish Index of Multiple Deprivation deciles three to five. All other children reside in SIMD areas six to eight. The current roll is 125 children across six classes. Approximately 20% of children require additional support with their learning. The senior leadership team is led by the headteacher who was appointed in January 2025. He is supported by one principal teacher who took up post on the first day of the inspection. There have been a number of changes in staffing but there is now a more stable school team.

Glenboig Primary school serves the community of Glenboig and is part of a shared campus with one other primary school and its nursery class.

2.3 Learning, teaching and assessment	satisfactory
<p>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:</p> <ul style="list-style-type: none">■ learning and engagement■ quality of teaching■ effective use of assessment■ planning, tracking and monitoring	

- Children are polite, enthusiastic and work well with their peers. They are keen to discuss their learning and what they enjoy about being part of the Glenboig School community. Children identify clearly their right to education and the rights of others. Teachers have reflected on ways to ensure classrooms are engaging, bright and welcoming. Wall displays have examples of children's best work and children are very proud of their work and the work of their peers. Learning takes place in well organised environments that support the needs of almost all children. All teachers encourage children to 'dream big, work hard and shine bright' and almost all children respond well to this shared ambition. Children feel that staff are ambitious for them and support them well. They are confident to speak to teachers if they need support with their learning and know that their teachers will help them. Children engaged positively with the creation of the new school values of kindness, inclusion, teamwork and effort. They model these values in their day-to-day interactions with staff and each other.
- Staff have worked collaboratively to create the new relationships policy and are at the early stages of using this shared approach. Children are beginning to benefit from a more consistent approach to establishing positive working relationships. Staff work very well with a wide variety of partners to identify and apply the best strategies to support all children. A few children demonstrate dysregulated behaviour. One of the successful strategies introduced recently by senior leaders to support children has been to create nurture spaces. Children can access these areas if they need to have a quieter area to work. Staff work with children in these areas to ensure they are engaged in learning whilst also developing strategies to regulate their own emotions and behaviours. This is leading to children spending more time working with peers and reducing the number of occasions when they are out of class.
- Teachers' instructions and explanations are clear in almost all lessons. They have worked well together to develop an agreed approach to sharing with children what they will be learning.

Most teachers have a consistent approach to sharing the focus for learning and how children can be successful in their learning. A majority of teachers make effective use of questioning to check for understanding. A next step for teachers is to develop questioning that will encourage deeper thinking. Most children are engaged in their learning. At times, the pace of learning can be slow. Teachers should now consider how to plan for a brisker pace of learning and embed challenge in lessons.

- Senior leaders have identified the need to extend play pedagogy across all stages. Currently, staff are developing play pedagogy in P1. Approaches include a well-considered balance of teacher-led and child-led activities and opportunities for children to follow their interests. Teachers should ensure all activities consistently provide support and challenge for all children. Staff make regular and purposeful use of local natural resources and all classes have timetabled forest school lessons. Children enjoy forest school activities and apply what they have learned to other areas of the curriculum. For example, they use what they have learned to create factual written texts.
- All children have access to one-to-one digital devices. They use these to create texts and for research. Staff are confident in their use of technology to support learning and use of interactive whiteboards effectively to encourage active learning. A few teachers use digital devices effectively to support learning for all children and to support those with an additional learning need. A next step would be to share best practices across all stages.
- Staff use a variety of summative assessments to confirm attainment. The headteacher has identified correctly the need to develop a more consistent approach to the use of assessment to better support teacher judgements. Staff teams work collaboratively to moderate assessment judgements. Staff have identified the need to work with colleagues in cluster schools to support them to ensure their professional judgements are increasingly more reliable and robust.
- Teachers provide helpful verbal and written feedback to children. In the best examples, a few teachers clearly identify children's strengths and offer appropriate guidance on how they can improve. A helpful next step would be to share examples of good practice. Children confidently discuss what they have been working on and are proud to show examples of their best work. Children identify ways that they can be successful in their learning. Almost all children regularly use self-assessment approaches when creating written texts. They are beginning to work with their peers on assessment of their own learning.
- Teachers have collaborated well to create a shared understanding of what progression looks like across the curriculum. They have started to engage with the local authority approach to progression planning with cluster schools. Senior leaders should continue to support staff to work more regularly with colleagues in cluster schools. This will support staff to develop planning frameworks that support all learners and provide appropriate pace and challenge in more learning experiences.
- The headteacher works closely with teachers to identify children's additional support needs. A few teachers made good use of assessment information to plan next steps in learning. There is scope to share best practice to ensure there is a consistent approach and experience for all children who require additional support. Summative assessments are used regularly to confirm professional judgements.
- The headteacher has introduced termly planning, tracking and monitoring discussions with all teachers. Discussions are robust and teachers are positive about the impact this is having on

their detailed planning. This is beginning to increase teachers' ownership of the tracking of attainment and is leading to improved detailed planning for each learner. It is too early to see the impact on attainment for cohorts. All staff have helpful and accurate information of the individual needs of children. This information is discussed during these meetings and is leading to a more consistent approach to how children's needs are being met. The headteacher should continue to support staff with this approach to planning, tracking and monitoring.

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

- Across the school, attainment in literacy and English and numeracy and mathematics is satisfactory. Overall, most children across P1, P4 and P7 achieved expected Curriculum for Excellence (CfE) levels in numeracy and mathematics and reading in session 2023/24. The majority of children achieved expected levels in writing and listening and talking. Staff should continue to develop their engagement with the national Benchmarks to ensure robust judgements on children's attainment and progress.

Attainment in literacy and English

- Overall, most children make satisfactory progress in reading and listening and talking from prior levels of attainment. In writing, the majority of children are making satisfactory progress.

Listening and talking

- Overall, children are making satisfactory progress from prior levels of attainment. They require further practice applying their listening and talking skills effectively across the curriculum. The school should ensure children have regular opportunities to develop their talking and listening skills through a planned, structured approach.
- At early level, most children listen well to instructions. They share their views confidently when working with adults, in pairs and small groups. Across first level, most children work well together talking and listening in sharing ideas and collaborating on activities with others. They contribute ideas and opinions when working with adults. By the end of second level, most children are growing more confident when speaking to peers and adults across a range of situations. They enjoy participating in poetry recitals, listening and considering differing opinions. Across the school, children need to develop their skills in taking turns and contributing at an appropriate time when engaging with others.

Reading

- At early level, most children blend sounds to create and read simple words. They enjoy stories and can retell the main events from a familiar text. They should further develop strategies to decode unfamiliar words. By the end of first level, most children read familiar texts with growing fluency and expression and can identify the main idea. They require more practice answering inferential questions. At second level, most children select and use an increased range of strategies when reading. They read with fluency, expression and use appropriate pace and tone. Children ask and answer questions which demonstrate their understanding of a range of texts. Children should continue to develop their skills in identifying and discussing writer's style and other features.

Writing

- Across early, first and second levels, children have regular opportunities to write, including at length, across a range of genres. They enjoy talking about their writing, developing ideas together and refining their writing skills. Staff should continue to prioritise children's attainment and increased progress in writing.
- The school is at the early stages of embedding new approaches to writing which the children are highly motivated by. At early level, most children are forming letters correctly and writing familiar words. They are growing in confidence when writing sentences independently for a range of purposes. By the end of first level, most children can write appropriately across a variety of genres, including recount, information report and narrative. They are beginning to make use of planning tools to support their writing. They link sentences using common conjunctions and are beginning to organise their writing in paragraphs. Children require further practice in writing at increasing length and using knowledge of strategies to help spell familiar words. By the end of second level, the majority of children create texts across a range of genres for different purposes and audiences. They use an increasing range of punctuation accurately within their writing and use paragraphs well to separate ideas. Children will benefit from support to create increasingly complex sentences and should continue to develop interesting characters and settings using imagery.

Numeracy and mathematics

- Overall, most children are making satisfactory progress in numeracy and mathematics. There are significant gaps in children's understanding across all organisers of numeracy and mathematics. Teachers should revisit concepts more regularly and through a range of real-life contexts to support children to develop faster recall of core skills and have greater depth and application to their learning.

Number, money and measure

- Children working towards early level have a good understanding of numbers to 20. They name the days of the week in sequence and know the months of the year. They are developing confidence in adding and subtracting within 10. Children working towards first level confidently solve addition and subtraction problems with two-digit whole numbers. They understand time, using half past, quarter past and quarter to read analogue times. Children working towards second level have a strong understanding of place value. They express fractions in their simplest form. Children at first and second level should now apply their understanding of number, including the relationship between multiplication and division, to solve multistep problems.

Shape, position and movement

- At early level, most children recognise common two-dimensional shapes. A few children would benefit from consolidating learning to ensure they can differentiate between two-dimensional shapes and three-dimensional (3D) objects. At first level, the majority of children can name 3D objects and describe the properties of a shape including faces and edges. Children working toward second level have a strong understanding of different angles including acute, obtuse, straight and reflex. They need to develop further their knowledge of the radius, diameter and circumference of a circle.

Information handling

- Children working towards early level are confident in reading simple graphs to find information. At first level, children confidently extract key information from a variety of data sets including charts, bar graphs and tally marks. Children working towards second level interpret information and draw conclusions from graphs with accuracy. Across the school, children need more support to develop information handling skills, through digital technology.

Attainment over time

- Senior leaders and teachers track the attainment and progress of children in literacy and numeracy. They now need to ensure that attainment data is accurate and based on robust assessment evidence. Senior leaders and teachers should engage in regular moderation activities. This will support the reliability of their professional judgements about children's progress and attainment. Current processes and systems do not yet provide a reliable and clear picture of individual children's attainment over time. Senior leaders and teachers should engage in regular moderation activities.
- The headteacher has identified that there are inconsistencies in the school's attainment data over time. He is taking steps to address gaps in children's learning, and to strengthen teachers' professional judgements.
- Senior leaders monitor attendance carefully. They work closely with families and partners, to build positive relationships and support families and children to improve attendance. Attendance is consistently above both the local authority and national average. This has shown consistent improvement since 2021-22. Senior staff should continue to monitor the attendance of identified cohorts.

Overall quality of learners' achievements

- Staff provide children with a wide range of meaningful activities to develop skills and attributes as they move through the school. Children are encouraged to share achievements from out with school, which include sporting, musical and artistic talents. All achievements are celebrated on the 'Achievement Wall', at weekly assemblies, in school newsletters and on social media. This helps children to feel proud of their own and each other's success. Children play an active role in their community, working with a number of partners, including a local development trust and a neighbouring care home. This is helping them become responsible citizens and effective contributors.
- Staff and children have worked together to achieve a range of national awards and accreditations, including awards for school sport, children's rights and use of digital technology. A minority of children are developing their skills for learning, life and work, including leadership, as a result of participation in these groups. Senior leaders should continue with their plans to include all children in pupil voice school improvement activities.
- Staff record children's achievements and participation on a central database. They monitor this database closely to identify any gaps in participation. Working with partners staff use this information to identify new clubs or activities which link to children's interests and skills. As a result, most children are engaged in wider achievement activities either as part of the school or in the local community. As planned, senior leaders should develop the current system to track the skills children are developing. This has the potential to help children to consider how these skills can be applied in learning, life and work.

Equity for all learners

- All staff know children and families and their individual circumstances well. Senior leaders work effectively with partners, and the Parent Council to reduce the cost of the school day. This includes meeting, or subsidising, the cost of local and residential school trips, travel to sports events and P5 swimming. This ensures all children are able to participate fully in planned achievement activities. The school offers a very well attended breakfast club, the cost of which is subsidised by the local authority.
- Senior leaders use Pupil Equity Funding (PEF) to implement targeted interventions to support children with their emotional wellbeing and to raise attainment in literacy and numeracy. These

nurture-based interventions are helping identified children to regulate their emotions and make progress in their learning. Senior leaders and staff have developed effective systems to track and monitor the progress of all children with barriers to learning, including those with additional support needs and children who are care experienced.

Other relevant evidence

- All children receive two hours of high-quality physical education (PE) every week.
- All children are taught French and pupils in the upper stages are taught Spanish.
- Children receive their entitlement to religious education.
- The headteacher shares the PEF plan with the Parent Council. There is scope for more meaningful consultation regarding the use of PEF.

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.