



HMIE

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

Summarised inspection findings

St Angela's Primary School

Glasgow City Council

31 March 2026



Key contextual information

St Angela's Primary School is a denominational school serving the Roman Catholic community of Darnley in the south of Glasgow. At the time of inspection, the school roll was 340 children taught across 13 classes. One fifth of children live in Scottish Index of Multiple Deprivation data zones 1 and 2. Senior leaders report that 70% of children require additional support with their learning. This includes children for whom English is an additional language (EAL). The school leadership team comprises of the headteacher, two depute headteachers and two principal teachers. The headteacher has been in post since December 2024. Prior to this, he was acting headteacher for just under two years.

2.3 Learning, teaching and assessment	good
<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 	

- The headteacher and staff create a positive, respectful and inclusive ethos based on the school's Catholic values. Children learn in a calm, supportive and purposeful environment. They are friendly, welcoming and show kindness towards others. Children speak proudly about their school and value the opportunities provided. They demonstrate a strong awareness of their own and other's rights, which is reflected in class charters and the school's recent national award.
- Across the school, relationships are very positive with staff and almost all children displaying respectful, polite and considerate interactions. This supports children to focus well and participate enthusiastically in their learning. Staff apply well the wide range of professional learning they undertake to enhance their practice. This includes training in nurture principles, bereavement support and trauma-informed approaches. Their effective application of this learning strengthens the school's values, inclusion and positive relationships. Classroom environments are supportive and caring, with staff modelling high expectations for positive behaviour. Almost all teachers provide encouragement and positive reinforcement, helping children understand expectations around behaviour. As a result, almost all children remain focused, engage well in learning and readily support each other during tasks.
- In most lessons, teachers use appropriate tasks, activities and resources to engage and motivate children. This includes valuable experiences in the community and extensive outdoor learning. For example, local volunteers support children with planting and building with willow in the areas surrounding the school. This allows children to apply their knowledge and skills in



science, mathematics and health and wellbeing to real-life contexts. Staff maintain positive links with groups in the local community to provide creative learning experiences in environmental sustainability. As a result, children are deepening their understanding of their local community and developing a strong sense of local identity.

- Within lessons, teachers offer elements of choice in learning. They could extend this by providing more opportunities for children to lead and deepen their learning in the classroom. For example, when children finish tasks, they could progress further through increased independent learning.
- In almost all lessons, teachers provide clear instructions and helpful explanations. They share the purpose of learning and link it to prior learning. Most often, teachers use questioning to check for understanding and to recap prior learning. They should strengthen approaches to questioning to support children to develop higher order thinking skills and promote curiosity and independence.
- Teachers work well together to reflect on and improve their classroom practice. They apply the school's learning and teaching policy consistently, which helps children to understand daily routines. Staff are in the early stages of developing children's enquiry-based learning. These approaches should support children to think more deeply and encourage independence in learning.
- Teachers, working with support staff, implement a range of targeted interventions well for identified groups, including those who have English as an additional language. Senior leaders and staff should focus clearly on measuring and evaluating the impact of interventions on children's attainment. This will clarify which interventions are having the most positive impact.
- At P1, all children enjoy daily opportunities to learn through play. They experience a balance of teacher-led and child-led learning as part of the school's agreed approach to play. Teachers use resources well to promote children's creativity, curiosity and enquiry. Staff should continue to plan high-quality experiences that give children time to lead their own learning through play and exploration.
- Teachers use interactive whiteboards and an online tool to set and review whole class and individual learning targets, which are shared with parents. Almost all teachers use digital technology daily to enhance learning. Across the school, all children use digital devices confidently, with P6 and P7 pupils accessing their own device, provided by the school. Children use software that supports investigation, the creation of mini-tutorials and introductory programming. As a result, most children are developing confidence in using technology to support learning. This is enhancing children's skills for their future learning, life and work. Teachers should continue to integrate digital technology across the curriculum to further enhance engagement and provide additional support for children with identified learning needs.
- Senior leaders have developed a well-structured assessment calendar. This provides staff with clear expectations and ensures consistency in approaches across the school. Teachers plan assessments effectively across all curricular areas, alongside planning. This supports coherent



progression in learning. Teachers use standardised assessments to further support the identification of children's strengths and areas requiring support. As a result, teachers are able to implement timely interventions that meet the needs of most learners across the school well.

- Formative assessment strategies are evident in all classes. Children are becoming more confident in self and peer assessment. The majority of staff provide useful written and oral formative feedback regularly. This helps children understand their progress and reflect meaningfully on their learning. A few teachers should ensure that their written feedback helps children to understand more clearly how to improve their work. Teachers should continue to develop ways to support children to articulate their own next steps in learning.
- Almost all staff are increasingly confident in planning purposeful assessments with reference to the national Benchmarks. This is supporting teachers to make accurate professional judgements. All teachers engage well in moderation activities within the school and learning community. This builds a shared understanding of standards within and across Curriculum for Excellence (CfE) levels.
- All teachers plan learning collaboratively, over different timescales. They have a consistent approach across the school, using CfE experiences and outcomes and local authority pathways. Teachers seek children's views on what they already know and what they would like to learn next. This helps teachers to plan learning based on children's feedback and their interests.
- Teachers plan well for children who require extra support, including those who have English as an additional language. They meet the needs of most learners requiring additional support effectively through strong universal provision. In most lessons, teachers ensure a brisk pace and set tasks and activities that provide the right level of difficulty for most children. Across the school, a few children require greater challenge in their learning.
- Supported by the headteacher, almost all teachers use data well to inform their practice. In termly tracking meetings, teachers and senior leaders identify appropriate interventions for individual learners. They monitor the attainment, achievement and attendance of key cohorts, such as care experienced learners, to support wellbeing and engagement in learning. The headteacher has a clear understanding of the guidance on the use of part-time timetables. Children who access school on a part-time timetable do so as part of well-planned transition with a clear approach to increasing the time spent in school.



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, young people. 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****good**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Overall, attainment in literacy and numeracy is good. In June 2025, most children achieved nationally expected levels.
- Almost all children who have English as an additional language make good progress in their acquisition of English. Most children who require additional support with their learning make good progress towards their individual targets in literacy and numeracy.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. At all stages, children develop well their understanding of vocabulary to allow better access to learning and support improved attainment.

Listening and talking

- At early level, most children listen well to stories, recall key events accurately and respond appropriately during structured discussion. At first level, most children talk and listen respectfully in pairs and groups. They are beginning to develop confidence in asking and answering questions. At second level, most children listen carefully and build on others' ideas confidently, demonstrating respect for different viewpoints. The majority of older children address and present to an audience. They enjoy this and would benefit from more opportunities to practice this.

Reading

- At early level, most children recognise initial sounds, use picture cues effectively and identify key features of simple texts. They are less confident at retelling stories in different ways. At first level, most children make predictions within a text. They understand the difference between fact and opinion. Children read with increasing fluency and identify features of fiction and non-fiction texts. They are less confident commenting on the writer's use of language. At second level, the majority of children read with expression and fluency. They summarise texts well. Across the school, children would benefit from reading new and less familiar texts of increasing difficulty.



Writing

- At early level, the majority of children are forming their letters increasingly correctly. They are beginning to write simple sentences with familiar words. Children should continue to build on their writing skills in a variety of contexts. At first level, the majority of children write sentences independently and punctuate these accurately. They spell commonly used words correctly and select relevant vocabulary. Children should continue to benefit from broader and more regular experience of writing across a wide range of genres to deepen understanding of purpose, audience and style. At second level, most children write confidently and are aware of and use a range of punctuation effectively. They use notes effectively to plan and support their texts. Children would benefit from increased choice within writing tasks, enabling them to apply their skills across a broader range of curricular contexts that reflect their own interests.

Attainment in numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children count forwards and backwards accurately up to 20 and identify a missing number on a number line. They recognise mathematical symbols for addition and subtraction and are beginning to complete subtraction calculations within 10. Most children compare objects by length using appropriate language such as longer and shorter. Children are not yet confident in identifying a range of coins. At first level, the majority of children have a firm understanding of place value to hundreds, tens and units recognising the role of zero as a place holder in four-digit numbers. They complete written addition and subtraction calculations correctly. Children complete accurately multiplication calculations using tens and units. Children identify the numerator and denominator in fractions but need support to find the fraction of an amount. At first and second level, children record numbers written as words accurately. At second level, the majority of children read, write and order whole numbers to 100 000, starting from any number in the sequence. They know the place value of digits within decimals up to hundredths. Most children multiply decimal numbers by ten and one hundred accurately. They are not yet confident in converting fractions to decimals and percentages. Children have a secure understanding of addition, subtraction, multiplication and division.

Shape, position and movement

- At early level, most children identify regular two-dimensional (2D) shapes and describe their properties accurately. They use the language of position accurately such as above, below, left and right. At first level, most children describe the properties of 3D objects. They draw a right angle accurately. They are beginning to read coordinates on a grid accurately. At second level, most children identify and name angles such as acute, obtuse and reflex using a protractor. They are beginning to identify complementary and supplementary angles. Most children have a firm understanding of the properties of 2D shapes and 3D objects. Children have a secure understanding of symmetry.

Information handling

- At early level, most children sort and range of objects according to specific criteria such as shape, size or colour. They produce simple pictograms to display information and answer simple questions to demonstrate their understanding. At first level, most children record information on charts accurately using tally marks. They should develop their ability to create



and interpret Venn diagrams. At second level, most children describe the likelihood of simple events occurring. They interpret information from a line graph accurately. Across the school, children require regular practise gathering, sorting and displaying information for real-life purposes.

Attainment over time

- The school's overall CfE data can vary over time due to a fluctuating school roll. In addition, extended periods of absence impact on children's attainment. Senior leaders can demonstrate sustained progress for most children who have been in the school from P1.
- The headteacher's robust analysis of qualitative and quantitative data over time enables the identification of trends and patterns in attainment. This process correctly identified that attainment in reading and writing is consistently lower than numeracy. Staff have begun to implement a new approach to teaching reading. Although at an early stage of development, early indications are that children's vocabulary and reading fluency are beginning to improve as a result. Senior leaders should ensure careful monitoring of the impact of this new approach.
- The headteacher follows local authority guidelines to record children's attendance and has recently updated the school attendance policy. This provides a comprehensive overview of the successful strategies which senior leaders have used to support attendance. These include supportive phone calls to parents and face to face meetings. Currently, the school's average attendance is 91% which is below the national average. A few children have attendance below 90%. Senior leaders and staff discuss children's attendance during termly tracking meetings and understand the reasons for absence. They recognise the impact of children's attendance levels on attainment and work with parents to minimise extended absences during term times. A next step is to share the policy widely with the whole school community to promote further positive attendance.

Overall quality of learners' achievements

- Children demonstrate confidence and a strong sense of belonging when their achievements are recognised through assemblies, displays and the school's Celebration Café. These approaches contribute well to their self-esteem and help them feel valued as successful learners and responsible citizens.
- Children display well-developed communication, teamwork and leadership skills through their participation in themed groups such as SALTIRE (St Angela's learning together in respect for the environment), culture, equalities, playground and the Junior Leadership Team. They show confidence in decision-making as they contribute meaningfully to improving the life and work of the school. Senior leaders should now extend these opportunities to ensure all children can develop and apply these leadership skills.
- Children show strong skills in collaboration, resilience and perseverance through a wide range of sporting clubs, events and fundraising activities. These opportunities promote children's health and wellbeing and enable them to experience success in different contexts.
- Children demonstrate increasing confidence and a sense of achievement when taking part in clubs and activities after school. These include sporting opportunities provided by volunteers in



the St Angela's community. Senior leaders track participation carefully to identify those who may be at risk of missing out. As a result, more children are achieving success across a broader range of experiences. Staff should continue to monitor participation and target support where needed to ensure equity of opportunity.

- Children display respect for others and strong social awareness as they engage positively with the school's multicultural community through events, partnerships and learning experiences. These approaches help children develop as responsible citizens who value diversity.

Equity for all learners

- Staff have a strong understanding of the social and economic context of the school community and use this knowledge well to reduce barriers to participation. Approaches such as the SALTIRE project, the preloved uniform bank and subsidised experiences help ensure all children can take part fully in school life. Senior leaders should continue to seek the views of families and partners to inform their ongoing review of the cost of the school day.
- All staff have a firm commitment to inclusion. They promote family engagement with the school very well. This includes EAL supports, the culture committee and initiatives such as Muffin and Maths. All children and families feel very well included in the life of the school.
- Senior leaders use Pupil Equity Funding (PEF) well to deliver targeted interventions in literacy, numeracy and health and wellbeing. These interventions are improving engagement for identified groups of learners. Plans are in place to use PEF to support new approaches to teaching reading. As these approaches develop, staff should ensure they gather clear evidence of their impact on accelerating progress and closing identified attainment gaps.



Other relevant evidence

- Across the school, staff have established a positive reading culture, with almost all children reading for pleasure regularly. Children access a wide range of text through the school library, class libraries and playground reading opportunities. This supports their engagement and motivation for reading well.
- Children receive their entitlement to Religious Education and Religious Observance. The school Priest supports the school well with children attending First Friday Mass and Holidays of Obligation.
- Across the school, children learn French in a planned and progressive way as they move through the school. There are 20 languages spoken by children across the school.
- Children receive their full entitlement to two hours of high-quality physical education 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.