

Summarised inspection findings

Crawforddyke Primary School

South Lanarkshire Council

10 February 2026



Key contextual information

Crawforddyke Primary School is a non-denominational primary school in South Lanarkshire. It serves the south of the town of Carluke and surrounding rural area.

The headteacher has been in post for 14 years. The headteacher is supported by two full-time equivalent (FTE) depute headteachers. There is an acting principal teacher who is fully class committed.

The school opened in 1957 and moved into a new school building in October 2010. The school roll is 401 children arranged across 15 classes. There are 15.4% of children who live within Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Most children live in SIMD deciles 6 and 7. There are 43.3% of children who require additional support with their learning and 21.1% of children who are entitled to free school meals.

2.3 Learning, teaching and assessment	very 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 	

- All staff have developed and sustain effectively very positive relationships across the school community. Almost all children believe staff treat them fairly and with respect. There are very positive and supportive interactions between staff and children and amongst children. Almost all children are very respectful of each other, staff and visitors. They are very polite, well-mannered and welcoming. As a result, all children learn in a calm, caring and supportive environment and are supported well by staff at all times.
- Across all stages, almost all children behave very well. All staff provide sensitive support skilfully to children who require additional help to regulate their emotions. Almost all children work well independently, in pairs and in groups and are highly engaged and motivated to learn. Almost all children say staff and peers help them achieve the best possible outcomes.
- Almost all children understand and articulate very well the school’s embedded values of kindness, caring, self-confidence, determination, courage and respect. They explain clearly how they demonstrate these values in school and the wider community. Most children discuss children’s rights with clarity and explain very clearly how their rights are protected and enhanced in school. For example, the pupil improvement group, ‘The Ambassadors,’ worked



very successfully with staff, parents and children to design the school's positive behaviour policy.

- All children benefit from learning in organised and well-resourced learning spaces. Children use high-quality displays very well to support their learning and understanding of what successful work looks like. All teachers use an auditing tool successfully to ensure classroom environments meet the needs of all children. As a result, all children now learn in inclusive and attractive learning spaces.
- All staff make very effective use of the comprehensive learning, teaching and assessment policy. This provides all staff with clear guidance detailing expectations of key features of high-quality learning and teaching. All teachers use this policy well to help build greater consistency in high-quality learning and teaching across the school. In all classes, teachers provide clear instructions and directions to help children complete learning activities. In almost all lessons, teachers share clearly the purpose of the learning and support children effectively to identify how they will be successful in their learning. As a result, most children explain clearly what they are learning and settle quickly to learning activities. In a few lessons, teachers and children work together well to agree the steps to success. All teachers should develop this effective practice across all classes.
- In almost all lessons, teachers use questioning very well to check children's understanding and support them to complete learning tasks. A few teachers use questioning very effectively to deepen and extend children's understanding and higher order thinking skills.
- All children have supportive, useful personal learning plans. All children identify and agree learning targets in literacy, numeracy and health and wellbeing. When targets are well selected, children use these effectively to reflect upon their learning. As a next step, teachers should support all children to identify and select more bespoke targets for learning. This should improve further children's leadership of their own learning. Children could evaluate more regularly their progress in learning. This could help children to understand their progress better and attain and achieve more quickly.
- Most children explain confidently their progress in learning across literacy, numeracy and health and wellbeing. The majority of children are less confident when identifying the skills they are developing across the curriculum. All children have a newly developed 'skills passport' within their personal learning plan. As planned, teachers should now support children to identify, understand and track these skills.
- Most children use self- and peer-assessment well. In all classes, teachers provide children with helpful verbal feedback to improve their learning. Most children benefit from clear and effective written feedback in literacy, particularly writing. Teachers should now build on this positive practice when providing feedback across all areas of the curriculum. A few teachers are beginning to use digital technology very well to provide high quality, 'in-the-moment' feedback for children. Children speak very positively of how this is helping them to identify their progress and next steps in learning better.



- Across all classes, teachers use digital technology very well to support and enhance children's learning. This is helping all children to engage better in learning. All teachers use a progressive digital pathway effectively to help them plan learning for children's development of digital skills. All children use a wide range of applications and programs confidently to enhance their learning. For example, children use online platforms very well to improve further numeracy facts and skills and to support research skills. Older children are skilled in using programs to create presentations to share their learning with others.
- Teachers at the early stages are developing their understanding of supporting children's learning through play. In doing so, they engage well with national practice guidance. Teachers consult with children regularly to select appropriate resources and activities to engage younger children in their learning. Teachers now need to offer a better balance of child-led and adult-initiated play-based learning. This should help children to develop further their skills of enquiry, curiosity and creativity as they play and learn.
- Staff make very effective use of guidance contained within the learning, teaching and assessment framework to continually develop their pedagogy. Senior leaders use this framework well to monitor and improve the quality and consistency of learning and teaching across the school. All teachers use a range of formative, diagnostic and summative assessment very well, including Standardised National Assessments for Scotland. They use information gathered through these assessments well to make accurate professional judgements of achievement of Curriculum for Excellence (CfE) levels. They use information from ongoing, everyday assessment effectively to help them plan next steps in children's learning.
- All teachers engage very effectively with moderation activities to strengthen their understanding of children's progress and national expectations. They engage very regularly with learning community colleagues to deepen a shared understanding of CfE outcomes, experiences and benchmarks. They speak very positively of the impact of moderation activities upon their planning and assessment practice in writing.
- Senior leaders and teachers have agreed robust and effective processes for planning children's learning. All teachers use progression pathways in all curriculum areas over the short-, medium- and long-term to plan learning which meets children's individual needs well. Senior leaders and teachers develop clear plans for children who require additional support with their learning or require further challenge. They review these regularly and take account of children's and parents views when developing specific targets for improvement. Senior leaders and teachers work effectively with colleagues in the associated secondary school to provide learning for a few children who require further challenge.
- Senior leaders and teachers meet regularly to track and monitor children's progress in literacy, numeracy and aspects of wellbeing. They gather clear information and evidence about each child's progress over time. To support robust and rigorous discussion, teachers now prepare a 'fact, story, action' class overview for each meeting. This outlines strengths, improvements and barriers to learning for each child very clearly. Senior leaders and teachers use these meetings and overviews well to identify gaps in children's learning and plan interventions to further support children's progress. As planned, teachers should now track and monitor children's progress and attainment across all curriculum areas.



2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.
- Following the inspection the education authority working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

**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

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. Most children in P1, P4 and P7 achieve the expected CfE levels in numeracy, listening and talking, and reading. The majority of children achieve the expected CfE level in writing. Most children who require additional support with their learning are making good progress towards their individual targets.

Attainment in literacy and English

- Across the school, most children make good progress in literacy and English. A few children make very good progress.

Listening and talking

- Most children at early level hear and say letter blends and sounds made by a combination of letters. They should continue to develop taking turns with peers when listening and talking in a variety of contexts. Most children at first level apply a few verbal and non-verbal techniques when engaging with others, for example, vocabulary, eye contact and body language. They should now have further opportunities to take notes when listening to create and sequence new texts. Most children at second level build on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. They now need to select spoken texts, such as video recordings or audiobooks, regularly for enjoyment or to find information for a specific purpose, explaining their preferences.

Reading

- Most children at early level use their knowledge of sight vocabulary and tricky words to read familiar words in context. They should continue to develop skills in using context clues to support understanding of different texts. Most children at first level talk confidently about their favourite authors and the features of different texts. They answer recall and factual questions accurately. They should now practise further answering inferential and evaluative questions. Most children at second level read aloud a familiar piece of text adding expression and can show understanding. They should now revisit using a range of word recognition strategies to read new or tricky words independently.



Writing

- Through robust self-evaluation and interrogation of data, senior leaders identified the need to improve children's attainment in writing. All staff have had a recent focus on improving children's writing. They have engaged well with relevant professional learning to improve learning and teaching of writing. All teachers have developed pedagogy of writing to ensure consistency and high-quality learning and teaching of writing across the school. It is too early to see a significant impact on raising attainment in writing yet, but early indications are positive. To help raise attainment in writing, teachers need to ensure that children across the school develop their writing skills in a variety of genres in new and relevant contexts regularly. This should include writing in a variety of curricular areas.
- Most children at early level make an attempt to use a capital letter and a full stop in at least one sentence. They need to develop their skills in writing for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts. Most children at first level link sentences using common conjunctions, for example, and, because, but or so. Most children at second level attempt to engage and influence the reader through the vocabulary they choose and how they use language. Children at first and second level should develop their skills in selecting appropriate genre, form, structure and style appropriate to their level.

Numeracy and mathematics

- Across the school, most children make good progress in numeracy and mathematics. A few children make very good progress.

Number, money and measure

- At all levels, most children demonstrate a sound understanding of mathematical strategies and use these to carry out written and mental calculations accurately. Most children at early level count confidently forwards and backwards within 20. They are less confident in linking daily routines and personal events to time sequences. The majority of children at early level use a written method to solve addition and subtraction calculations accurately. They are less confident when rounding numbers. Most children at second level explain clearly the strategies they use to solve number calculations. They round numbers accurately to the nearest 100 and 1000. They are less confident when working with decimals and fractions.

Shape position and movement

- At early level, most children have a good understanding of directional language, including in front of, behind and forwards. They create and continue a simple pattern using shapes. They are less confident identifying left and right. Most children at first level identify and discuss the properties of two-dimensional (2D) shapes and three-dimensional (3D) objects. They would benefit from further exploration of symmetrical pictures, patterns and shapes in the wider environment. Most children at second level use mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles. They would benefit from increased use of digital technologies and mathematical instruments to draw 2D shapes and make representations of 3D objects.

Information handling

- Most children at early level answer simple questions about information from a chart. They sort pictures using Venn diagrams. They need to develop their skills in gathering information and



displaying their findings in different ways. Most children at first level use tally marks accurately to record and collate data. They extract key information and answer questions confidently from bar graphs. Most children at second level analyse, interpret and draw conclusions from a variety of data. At first and second level, children would benefit from further experience of displaying data appropriately, making effective use of technology.

Attainment over time

- Children's attainment in literacy and numeracy over time is good. Senior leaders and teachers track the progress of individuals and cohorts effectively in literacy and numeracy over time. All teachers make accurate judgements of CfE levels. Senior leaders and teachers identify gaps in children's learning and progress and provide targeted interventions and support. As a result, as children progress through the school, attainment over time is increasing for a majority of cohorts in reading and a minority in talking and listening, writing and numeracy. Senior leaders have rightly recognised the need to continue to raise attainment across all areas of literacy and numeracy by identifying specific stretch goals for all cohorts.
- Children's attendance is above the national average and has been rising steadily over the last five years. Senior leaders monitor children's attendance regularly. They identify those who require support to improve their attendance and provide effective targeted support. For example, they support families to work with other agencies to improve their child's attendance at school. This is helping identified children to improve their attendance. A few children have a part-time timetable which is linked to their child's plan. Senior leaders review and refresh these timetables and plans as per national guidance with a view to getting children back in school full-time.

Overall quality of learners' achievements

- All staff and children recognise and celebrate children's wider achievements and successes well in classrooms, during assemblies and through school displays, newsletters and online platforms. As a result, children are proud of their achievements and enjoy telling visitors to school about their successes. They are developing their skills well as confident individuals, effective contributors, successful learners, and responsible citizens. As planned, staff should now record and track the range of children's achievements both in and out of school and continue to link these to the development of skills for learning, life and work.
- Almost all children in P6 and P7 contribute successfully to the life and work of the school through meaningful participation in groups such as eco and digital leaders. These children can talk confidently about how their work positively contributes to school improvement. An example is that most children talk well about the importance of eco issues and climate stability. Staff should increase opportunities for all children to take leadership roles.

Equity for all learners

- Senior leaders have developed a detailed plan for the use of Pupil Equity Funding (PEF). They use it effectively to provide resources and additional teaching and support staff across the school. Additional teachers and support staff work effectively with children to improve their learning or social and emotional wellbeing. In addition, senior leaders use PEF successfully to help fund pupil wider achievement experiences and provide training for staff. Senior leaders



use progress and attainment data well to evidence that they are reducing attainment gaps in literacy and numeracy for most children in most cohorts.

- All staff have a strong knowledge of the socio-economic context of their school. They know their children and families well. They use this knowledge to provide sensitive and timely support when required. Senior leaders and stakeholders have developed and use a helpful policy to support reducing the cost of the school day. This helps families to understand how the school can support them. Senior leaders sign-post parents to useful services and access to free uniform through a pop-up shop. Senior leaders work well with the Parent Council to reduce the cost of the school day through fund raising and use of school and participatory budgets. This includes supporting families of P7 children to pay for residential visits and ensuring no cost is applied to school trips and excursions.



Other relevant evidence

- All children receive their full entitlement to two hours per week of progressive, high-quality physical education indoors and outside.
- All children receive their full entitlement to 1+2 modern languages. All children in P1-7 learn Spanish progressively and Scots language and aspects of Scottish culture.
- All children learn religious and moral education which is carefully planned by teachers using local authority progression frameworks. All children engage in religious observance regularly at in-school assemblies and services in the local parish church.
- Children across the school benefit from well-planned and considered approaches to outdoor learning. Teachers use the school grounds and local community well to enhance children's experiences. They plan impactful outdoor experiences. All children are developing well their understanding of sustainability and their role as global citizens. As a result, children received national recognition for their work in understanding and raising awareness of combating climate change. Teachers should continue to ensure children's experiences in outdoor learning are progressive as children progress throughout the school.
- All children access the recently refreshed school and class libraries to select texts to read for enjoyment. Children say this is helping them to enjoy reading. The school has recently received accreditation for its work in promoting reading to children.

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.