

CRAIGROYSTON PRIMARY SCHOOL

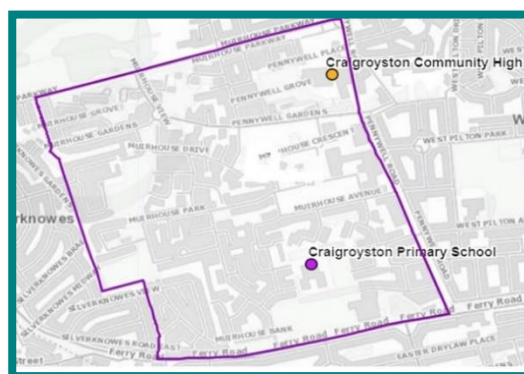
Standards and Quality Report 2025/2026



Our Unique Learning Community

Craigroyston Primary School and ELC is situated in the northwest of Edinburgh and serves proudly the diverse, vibrant and, due to new housing in the area, growing Muirhouse community.

We are committed to enabling every learner at Craigroyston Primary to gain the knowledge, skills and attributes needed for life in the 21st century. We enact this vision through our lived values **respect | resilience | ambition | empathy**. We aim to develop successful learners, confident individuals, responsible citizens and effective contributors by celebrating each achievement, promoting independence and by fostering a love of learning across our whole school community.



Our school has a current roll of 320 pupils and a term-time nursery class with capacity for 60 full-time learners. We are proud of our links with Craigroyston Community High School where the vast majority of our learners transition to at the end of their Primary 7 year. We enjoy strong relationships with Pimiehall Primary, Forthview Primary and, along with further settings in the learning community (St David's RC Primary School, Oaklands School, Rowanfield School and Pennywell Early Learning and Childcare) seek to work together on shared projects.

Our school has a breakfast club (run by school staff) which has 90 pupils registered and around 45 attending each day- no cap, no cost. Through our partnership with Active Schools, some after school clubs and lunch time clubs are available.

We proudly support pupils from a diverse range of backgrounds and are committed to removing barriers to learning in whatever form they take. This includes supporting gifted and talented learners, care experienced learners, pupils with medical requirements and a variety of other additional support needs. Our school has a well developed and impactful poverty proofing strategy.

The Edinburgh Schools Partnership (ESP) signed up to an agreement with the city council in 2001 to design, construct, refurbish and provide facilities management services at 19 "PPP1" schools. Craigroyston Primary is one of these schools and AMEY delivers facilities management services including cleaning, caretaking and building maintenance.

Our school benefits from an enthusiastic, highly dedicated core staff team with a range of experiences, talents and interests. Our teaching staff team has become increasingly streamlined and embedded and the school successfully appointed two new permanent full time class teachers this session. We have a skilled team of Pupil Support Assistants; we have, for a number of years, experienced a significant shortfall in PSA staffing and our now full team is supporting effectively. Our PSA team and part time PSO, led by our DO of Wellbeing, also support children in the Hive Class with severe and complex needs. An EYP supports play and development in Primary 1 and a larger ELC team, skilfully led by two fulltime EYOs, support the ELC setting. The school welcomed Sowmya Gupta, Business Manager in August 2024 who oversees the School Administrator (appointed in March 2026) and Clerical Assistant (appointed in May 2026).

Alongside the Head Teacher, Rebecca Favier, Craigroyston is well supported by Lucy Cooper (leading in the early years), Depute Head Teacher. Amanda Edwards was appointed as Principal Teacher in November 2024 leads learning at Second (P5-P7) Level. Due to staffing challenges, Miss Edwards has taught 1.5 days this session. Our part-time acting development officer of Wellbeing, Alana Rowland, alongside leading the Hive Class, is the lead professional for a number of children. Acting development officer Beth McRae has largely been committed to class this session.

Our Parent/Carer Council continues to grow and develop, and they are increasingly driving forward school improvement as well as supporting the community aspect of school life through organising events.

Craigroyston is proud of our partnership working, used to support pupils and their families, including:

- MYDG;
- Pilton Youth and Children's Project;
- Ferrywell Youth Project;
- Spartans;
- Art Therapy;
- Community Police;
- Outdoorclassrooms.scot;
- Active Schools.

In June 2026, after a rigorous validation process, our school was awarded Digital Schools Primary Award. Our validator noted that our school has made excellent progress in developing a strong digital learning culture. Over the past year, the school has established clear strategic direction, strengthened staff confidence, developed pupil leadership and embedded digital approaches across learning, teaching and assessment. The leadership team were recognised for the promotion of sound digital practices and for ensuring sustainability of practice for both staff and students. Given the strength of practice observed throughout the validation process, we were also encouraged to consider pursuing the Digital Wellbeing and Cyber Resilience in Schools Award and the Equitable Creative Coding Award as natural next steps in our digital journey.



In February 2026, Craigroyston Primary School and ELC was inspected by HM Inspectors and the Care Inspectorate. The [inspection findings](#) validated many of the strengths identified through our own self-evaluation processes and recognised the positive impact of our work on learners, families and the wider community.

Inspectors highlighted the highly positive and nurturing relationships across the school, the effective leadership supporting improvements in learning and teaching, and the strong partnership working that helps children develop confidence and skills for learning, life and work. The inspection also recognised that attainment in literacy and numeracy is improving over time and that most children are making appropriate progress in their learning.

The inspection findings have informed our next steps for improvement. During session 2026/27, we will continue to improve consistency in pace, challenge and differentiation across all classes, further develop high-quality play pedagogy at Early Level, strengthen learner agency and ownership of learning, and continue to refine our approaches to assessment, curriculum design and digital learning.

We are pleased that HM Inspectors recognised the school's strong capacity for continuous improvement and confirmed that no further inspection activity is required. As a school community, we remain ambitious for all learners and committed to ensuring every child experiences success, achievement and a sense of belonging.

Our Grades

ELC Care Inspectorate and HMIE Shared Inspection February 2026	Staff skills, knowledge, values and deployment (CI)		Learning, teaching and assessment (HMIE)		Nurturing care and support (CI)		Children's progress (HMIE)			
	Good		Good		Good		Good			
ELC Standards & Qualities 2025/26	Leadership of continuous improvement (HMIE)		Curriculum (HMIE)		Learning, teaching and assessment (HMIE)		Safeguarding and Child Protection		Wellbeing, inclusion and equality (HMIE)	
	Good		Good		Good		Very Good		Good	
HMIE Primary February 2026	2.3 Learning Teaching and Assessment					3.2 Raising Attainment and Achievement				
	Good					Good				
School Standards & Qualities 2025/2026	Q.I. 1.3		Q.I. 2.3		Q.I. 3.1		Q.I. 3.2			
	Good		Good		Good		Good			

Attainment Over Time

Listening and Talking																	
P1 %						P4 %						P7 %					
% Achieved						% Achieved						% Achieved					
20/21	21/22	22/23	23/24	24/25	25/26	20/21	21/22	22/23	23/24	24/25	25/26	20/21	21/22	22/23	23/24	24/25	25/26
53.7	61.9	79.2	75.6	96	83	48.6	72.5	44.1	77.3	90	88	65.8	61.5	77.8	84.6	89	94

Reading																	
P1 %						P4 %						P7 %					
Achieved						Achieved						Achieved					
20/21	21/22	22/23	23/24	24/25	25/26	20/21	21/22	22/23	23/24	24/25	25/26	20/21	21/22	22/23	23/24	24/25	25/26
40.7	60.3	64.2	66.7	96	67	48.6	45.0	52.9	65.9	66	63	68.4	71.8	66.7	76.9	75	75

Writing																	
P1 %						P4 %						P7 %					
Achieved						Achieved						Achieved					
20/21	21/22	22/23	23/24	24/25	25/26	20/21	21/22	22/23	23/24	24/25	25/26	20/21	21/22	22/23	23/24	24/25	25/26
33.3	54.0	62.3	66.7	96	69	18.9	45.0	35.3	54.5	64	63	47.4	61.5	62.2	71.8	67	75

Numeracy																	
P1						P4						P7					
Achieved %						Achieved %						Achieved %					
20/21	21/22	22/23	23/24	24/25	25/26	20/21	21/22	22/23	23/24	24/25	25/26	20/21	21/22	22/23	23/24	24/25	25/26
59.3	68.3	81.1	75.6	100	75	37.8	60.0	52.9	65.9	61	65	47.4	43.6	55.6	66.7	64	78

1.3 Leadership of Change

Our evaluation of **good** means that there are important strengths within the school's work yet there remain some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength and also take action to address the areas for improvement.

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Developing a shared vision, values and aims relevant to the school and its community			
- our school vision and associated values <i>respect, ambition, resilience and empathy</i> have been continuously referred to and revisited by all staff, pupils, parents and partners - improved the data sets we share with teaching staff to understand and interrogate the socio-economic and cultural context of the school - reviewed our inclusion communication approaches (website) and Relationship Procedure to ensure a firm commitment to equity, equalities and inclusion	- the majority of parents/carers recognise our 4 school values - all of our partners have engaged with our vision statement and the majority use the 'language of values' in their work with us - most staff have demonstrated an increasingly data informed understanding of the socio-economic and cultural context of the school community	- all teaching staff report that they have accurate and up to date information regarding their learners and use this to inform their approaches to both H&W and learning and teaching values in action - all pupils have offered positive feedback about weekly values certificates and all pupils have received a values certificate during the 2024/2025 session; evidencing celebration of impact of our lived values	- share the school's data picture with all staff 6 times per year to allow staff to understand the school's socio-economic and cultural context - ensure that the school's contextual information is shared regularly and appropriately with the Parent/Carer Council to increase their understanding (and therefore their opportunity to make informed decisions about the direction of the school) of the school's unique profile, strengths and challenges - survey the parent/carer community to ensure they continue to view the school's vision and values as relevant, ambitious and meaningful - develop a partnership space on our school website
Strategic planning for continuous improvement			
- employed robust planning, using scheduling tools (including AI), to ensure improvement work can be undertaken and the pace of change monitored and managed - all teaching staff were a member of a strategic improvement group with clear remits and assigned tasks - HT framed all HT reports to Parent/ Carer Council around improvement priorities; parents increasingly engaged in the strategic journey of the school - collaborative moderation across the learning community; almost all teaching staff participated	- across all evaluated QIs, the school is now performing at Good (Grade 4) and on a number of measures has evidence at Very Good (Grade 5) - all teaching staff reported that they could identify their part in the school's improvement journey; teaching staff can articulate their contribution to school improvement and understand how their work impacts outcomes for learners - almost all teaching staff are using data skilfully to improve outcomes for learners - staff confidence in teaching using the new CEC Numeracy and Maths Planners; this has had a positive impact on staff knowledge and understanding of curricular progression	- all teachers shared written feedback, based on evidence, regarding our improvement journey for QIs 2.3, 2.7 and 3.1 - increased attainment, particularly in writing - positive feedback from staff regarding Learning Community moderation sessions - HMIE recognised the positive impact of leadership in improving learning and teaching	- continue to foster a culture of continuous improvement, where all members of the school community, particularly parents/carers feel empowered to contribute to positive change - strengthen the process for gathering regular feedback from parents/carers - further embed the Parent/Carer Council's role in driving forward strategic improvement - continue to offer learning community moderation opportunities for staff to deepen understanding of curriculum and pedagogy
Implementing improvement and change			
conditions have been created to ensure all staff participate in meaningful practitioner enquiry through the implementation of Teaching Sprints (relationships and behaviour)	staff collaboration and reflection through Teaching Sprints have led to the sharing of effective practices, professional growth and tangible changes to school procedures (relationships and behaviour)	- relationships and behaviour are positive for almost all children who require universal and targeted supports - Teaching Sprints increasingly support disciplined enquiry, enabling staff to test change, gather evidence and refine practice based on impact	- utilise Teaching Sprints as a tool to implement change in curriculum and pedagogy - information gathered throughout the Teaching Sprint (relationships and behaviours) indicates that a next step for staff and pupils is to develop our shared understanding of how the brain works and how emotions are regulated/ dysregulated - ensure robust and varied pupil improvement/leadership groups meet regularly to drive forward school improvement .

QI 2.1 Safeguarding and Child Protection

Our evaluation of **very good** means that there are major strengths in this aspect of the school's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. An evaluation of very good represents a high standard of provision for all children and young people and is a standard that should be achievable by all. There is an expectation that the school will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
- We have a comprehensive, school-specific Child Protection Procedure aligned with Local Authority guidance, aspects of which are regularly quality assured. - Staff receive professional learning appropriate to their role, including mandatory Workforce Child Protection training every two years, annual establishment refreshers, and enhanced training for SLT in managing child protection, Prevent, Managing Allegations Against Staff and Volunteers, and Domestic Abuse as a Workplace Issue. - All new staff, partners and volunteers complete safeguarding induction and PVG checks. Parents, carers and visitors are clearly informed how to raise concerns. - Staff and partners are regularly reminded of reporting procedures, and referrers receive appropriate feedback. - All staff are confident in responding to, reporting and escalating concerns appropriately. - Information about child protection, attendance, physical intervention, bullying, positive relationships and healthcare is included in the booklet for visiting teachers and partners to ensure consistency of understanding and practice across the school community. The nominated lead for children who are/ have previously been on Child Protection Register: - attends SLT meetings/ ELC GIRFEC meetings; actions are added to the minute and followed up at the next meeting - manages records - attends ICPPM, CPPM and Core Group Meetings - effectively monitors learning, progress, attendance and wellbeing via Pupil Tracking (P1-P7) and via Capturing and Monitoring Process (ELC) - liaises with social work, health colleagues and third sector partners The HT and CE Lead (school) and the DHT/EYO (ELC) meet monthly to discuss the wellbeing and progress of each child. The lead for Care Experienced Learners: - ensures accurate record keeping, including gathering views, consideration for CSP, updating SEEMIS tracker, maintenance of individual 'red folders' and associated chronologies - attends LAC/LAAC review meetings - monitors rigorously attendance data for CE learners - facilitates a number of bespoke experiences across the week for CE learners - tracks rigorously and submits attainment data to the Local Authority - ensures all CE learners are prioritised for interventions, additional support and wider achievement opportunities - see QI3.1 below. Attendance: - Edinburgh's Maximising Attendance Policy is fully implemented. - In partnership with the ES Attainment Advisor and led by the DHT, the school has developed an Attendance Campaign to promote positive attendance and good timekeeping. - Recruitment is underway for a dedicated Pupil Support Officer (PSO) to actively promote attendance and good timekeeping, rigorously track and analyse attendance data, identify patterns and trends, and work directly with families where attendance or timekeeping presents a barrier to learning. - Individual attendance information is shared with parents and carers during consultations to support early intervention and strong partnership working. - learners currently supported through part-time timetables are reviewed regularly in line with City of Edinburgh Council procedures. Exclusions: - Edinburgh's <i>Improving Outcomes for Learners at Risk of Exclusion</i> procedure is understood. - Regular Child Planning Meetings are held for learners identified as being at risk of exclusion to agree appropriate supports, interventions and preventative strategies. Physical Intervention: - Staff have a clear understanding of the distinction between physical contact and physical intervention.			Revisit PE Risk Assessment Undertake CEC pilot in use of COSE Function on SEEMIS Update our Relationship Policy and Equalities Policy to include new guidance from CEC Update Named Person information on website and include in Newsletter



▪ All staff understand both the legal justification for physical intervention and their duty of care in this respect. ▪ Currently, no members of staff are trained in physical intervention; however, the Inclusion Support Teacher will complete accredited training this session to strengthen staff capacity and resilience. Bullying: ▪ The Anti-bullying and Discrimination Procedure was updated in 2023 in line with local and national guidance, with a child-friendly version available to support learner understanding. ▪ All incidents are recorded on the SEEMIS Bullying and Equalities module and reviewed monthly by the Senior Leadership Team to identify themes, monitor patterns and ensure timely responses. ▪ Learners and parents/carers are regularly invited to provide feedback on the school's anti-bullying and anti-racist approaches to inform continuous improvement Seriously Disruptive or Violent Incidents: ▪ The Head Teacher holds responsibility for Behaviours of Concern (BoC) procedures and acts as the BoC Coordinator. ▪ Staff understand expectations, responsibilities and reporting processes for Behaviours of Concern. ▪ Incidents involving pupil-to-pupil violence are recorded, with wellbeing concern forms completed where appropriate. ▪ Any verbal or physical assaults against staff are recorded on MyHS and reported to the Head of Education to ensure robust monitoring, tracking and support. Healthcare Planning: ▪ The Handbook of Procedures for the Management of Pupils with Healthcare Needs is fully implemented. ▪ Healthcare plans and medicine consent forms are completed, stored securely and reviewed annually or as required by the Depute Head Teacher (DHT). ▪ Class healthcare overviews are displayed on fire registers to support staff awareness and emergency response. ▪ Medication is checked monthly by the PSO and quality assured by the DHT. ▪ Each class holds a red emergency bag, with additional emergency medication stored in the Hub first aid base. Positive Relationships and Behavior: ▪ Our Craigie values <i>Respect, Ambition, Resilience and Empathy</i> underpin our relational approaches ▪ Developed in partnership with Education Scotland, our Relationship and Behaviour Procedure is implemented consistently and leads to positive, purposeful relationships ▪ Pupils benefit from accessing the 2 pupil versions of our Relationship and Behaviour Procedure ▪ SLT modelling to staff, pupils and parent/carers is a core component of how our approaches are understood and promoted ▪ Class and individual group workshops, along with staff and parent/carer sessions have been delivered through our partner EmotionAll to promote emotional literacy and self-regulation through understanding how our brains work ▪ Behaviour incidents that may have impact, but are not deemed to be seriously disruptive, are recorded via the Council's portal Patterns and themes are shared and discussed at monthly Health and Safety meetings. Individual pupil needs are then responded to via the Child Planning process in partnership with parents and partners as appropriate. ▪ Incidents of seriously disruptive behaviour that have a significant impact on wellbeing/ learning are minimal with few recorded over the past 12 months. In all cases, support plans/ Risk Assessment and Management Plans have been implemented/ refined resulting in the effective prevention of further incidents.	
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2.2 Curriculum (Theme 3: Learning Pathways)

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What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
QI 2.2 Curriculum: Theme 3 Learning Pathways			
- continued to embed our Learning Characters based on the Meta Skills - implemented the new CEC Numeracy and Maths Progression Pathways at all levels - embedded the (minor) adaptations we had made in our Learning in Context Overview - supported by our partner www.outdoorclassrooms.scot ensured outdoor learning is a regular, progressive curriculum led experience for all learners - delivered high quality, curricular learning opportunities beyond the school grounds (high number of Educational Excursions) - based on feedback from parents, developed further our Scottish Week curriculum - embedded Global Goals into the middle and upper stages; working weekly with our Education Officer from Spartans Community Foundation - updated and implemented new Religious Education curricular pathways and progressions - refreshed our understanding of <i>threshold concepts</i> by undertaking CEC Edinburgh Learns Training	- learning characters allow pupils to build skills progressively - CEC Numeracy and Maths Progression and Pathways have developed consistency of content and ensured a renewed focus on the 4 operations - a wide range of learning experiences beyond the classroom (to include playground, local community City and beyond) are available, supporting learners to make learning contextual and meaningful - partnerships with Spartans, Outdoorclassroom.scot and Edible Forest provide highly motivating, contextual learning opportunities - the link between threshold concepts and curriculum is benefiting our learners due to improved progression and relevance	- almost all learners can identify the learning characters and can link these to skills and dispositions - our learning characters are regularly cited on weekly certificates - SCE evidence that skills were being explicitly taught/ explored in all classrooms - high levels of learner engagement and motivation when learning beyond the classroom or with partners evidenced by feedback - improved attainment and achievement at almost all stages of the curriculum; a narrowing attainment gap - feedback from parents/carers regarding excursions is highly positive - feedback from partner organisations demonstrates the school's commitment to expanding contextualised learning opportunities within the local resource/ community - HMIE highlighted the relevance of learning experiences provided for children	- embed further our learning characters to ensure that our skills progression is used consistently across all stages (ELC-P7) - revise Edinburgh Learns SKILLS CPD materials for all staff (teaching and support) - implement the new CEC Literacy and English Progression and Pathways - refine our LfS Curriculum Rationale to include core LBTC experiences and evaluate this through pupil leadership groups - further build upon our strong partnership working to include our local library and NEA - begin to develop staff awareness of the Curriculum Improvement Cycle



2.3 Learning, Teaching and Assessment

Our evaluation of **good** means that there are important strengths within the school's work yet there remain some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength and also take action to address the areas for improvement.

What have we done? How well are you doing? What's working well for your learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Learning and engagement		
Our Craigie values <i>Respect, Ambition, Resilience and Empathy</i> form the building blocks of our social/relational learning environment and learning culture. Developed in partnership with Education Scotland, our Relationship and Behaviour Procedure, which makes deliberate links to learning throughout, is implemented consistently and leads to positive, purposeful relationships. Almost all pupils are motivated to learn and most engage well in learning tasks. Most, through exploring our 3 'Learning Characters' <i>Craig, Roy and Stan</i> are developing the skills needed to become successful learners. All learners' achievements in school are recognised in the classroom; staff understand the importance of each child having their 'magic moment' of celebration. Achievements are further celebrated at weekly assemblies through our pupil designed <i>values certificates</i>. Complemented and supported by the work of our unique partnership network, we ensure achievement opportunities for children facing challenges including our young carers, care experienced learners, children with interrupted learning and those with additional support needs. Our pupils are active partners in school improvement. Through a range of leadership opportunities, they share confidently their views, set priorities and see how their ideas directly influence change within our school. Our Curriculum Rationale underpinned by the '4Cs', <i>curriculum and pedagogy, community, culture and campus</i> provides the platform for meaningful and relevant learning experiences, matched to our Craigie context. Our Curriculum, Rationale includes a commitment to regular learning beyond the classroom walls and the use of digital technologies leading to increased engagement in learning.	- Pupils show our 'Craigie Values' and talk about them daily. Our values feature heavily in our branding, are displayed in each classroom, explored via class floor books and linked to values certificates and Facebook posts. - Through focus groups and through pupil self-reflection against <i>Included and Respected</i>, almost all pupils tell us that they feel valued and belong as learners in their school. - The outcome of our '<i>Connect before you Correct</i>' Practitioner Enquiry undertaken by almost all teaching staff has improved quality of interaction between teachers and pupils evidenced by positive, purposeful relationships - Almost all teaching staff report that they feel confident in using our Relationship and Behaviour Policy as a tool to promote a learning culture; incidents of low level disengagement and dysregulation have significantly decreased - Positive staff/pupil relationships feature in almost all Child Planning documents as a core strategy or strength - Our Parent/Carer chair has enjoyed learning walks through the school during learning time to experience the purposeful, positive [social/relational] learning environment and feedback from this has been shared with the wider Parent/Carer Council. - Our 'quick start' to purposeful learning each morning is observed in almost all classes and senior leaders feedback regularly to teaching staff and pupils about the increase to learning time - Maximising learning time to promote a learning culture, and the positive impacts of this approach, is a regular feature on staff meeting agendas. - Classroom 'learning pits' where learners are encouraged to embrace the challenge and struggles of learning are referred to in the majority of lessons, evident through Shared Classroom Experience. - Most staff weave a Learning Character/ skills learning intention into lessons and most pupils use the Learning Character target setting tool which promotes independence in learning. - Craig, Roy and Stan feature regularly in HT blog posts allowing parents/carers to meet our characters and understand how they motivate their child to learn - Achievement trackers evidence individual pupil achievements in school with an expectation that a minimum of three are recorded per child each session. - The majority of learners have a recorded 'wider achievement' shared from outside school and this is celebrated within the classroom - Values certificate winners are shared each week via Facebook and parent/carers engagement with these posts is highly positive - Learner achievement and the quality of these achievements are discussed at tracking meetings followed by deliberate planning with partners to ensure opportunities are matched to learners. Trackers show that the majority care experienced learners have more than three achievement opportunities recorded. - Minutes confirm that our pupil led leadership groups meet regularly and have meaningful projects to lead and develop including playground improvements, new class libraries, sustainability work, road safety and travel, digital improvement, school resourcing (furniture), a number of events across the year. - The Pupil Leadership Team supports the school's quality assurance work related to the school environment evidenced through regular learning walks and feedback sessions to the senior leadership team. - In most classes, pupil led learning is chartered through class floorbooks and working walls - The majority classes plan collaboratively for learning beyond the classroom experiences using heart charts or Y charts - Within the classroom our <i>Creativity Weeks</i> offer exciting opportunities for pupils to plan their learning based on their unique interests centred around a Global Goal. - Most teachers understand how our Curriculum Rationale is built to reflect our unique context and the interests and needs of our learners - Almost all classes learn outside regularly and our 'Craigie Promise' (planned core experiences and a minimum of six excursions beyond the local community per session) offers meaningful contexts for purposeful learning. - Most P1-5 learners use ipads weekly and most teachers report increased time on task for almost all learners when using ipads as a tool for learning - P6 and P7 use their 1:1 devices daily; digital focus group findings show that: - over half of learners (60%) identify creative digital tools (music, images, slideshows) as increasing interest, enjoyment, and enthusiasm for learning - around three quarters (75%) state they work faster and with greater motivation, particularly when able to edit and improve work easily.	Continue to develop our systems for tracking and celebrating learner achievements, particularly out-with school, and link these to individual pupil targets. All teachers should continue to plan opportunities for children to experience personalisation and choice, ensuring learning is meaningful for all. Update our Relationship Policy to include new guidance from CEC Embed our 'quick start' approach after break and lunch to ensure learning time and engagement is maximized. Develop and refine opportunities for learners to exercise choice as a principle of curriculum design and take increasing responsibility for their learning though: - personal learning projects - continued use of family learning challenges - use of One Note to set and review targets Explore then make overt the natural interface between learning pits and Craig, Roy and Stan (meta skills).



What have we done? How well are you doing? What's working well for your learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Quality of Teaching		
Our Craigie Vision underpins our approaches to learning and teaching and complements our 'Craigie Clipboard' which outlines our specific teaching approaches Our teachers use their individual personalities, interests and strengths, within a consistent school-wide approach to bring learning to life. Our teachers model what it means to be a confident individual. This session, staff and learners further refined our [physical] <i>Classroom Environment Essentials Toolkit</i> leading to consistency across the school. Almost all teachers utilise skilfully a wide variety of learning spaces to ensure learning beyond the classroom features heavily in our approaches; most classes learn beyond the classroom weekly. Almost all staff, teaching and non-teaching, demonstrate authentic commitment to both individual and collective professional development that genuinely impacts their teaching. Teachers are developing confidence and skills to enable learners to demonstrate understanding of a range of ways including visual, audio, and creative formats. iPads are used purposefully to support engagement, inclusion and learner choice. Digital moderation sessions have enabled staff to share examples of learners work, agree standards and reflect on what high quality digital evidence looks like.	- Our vision, evident through classroom routines and pedagogy, relationships and interactions, the leadership opportunities we offer to both staff and pupils and the way our school is resourced, impacts every aspect of school life - Direct observation through shared classroom experience shows that almost all staff utilise the <i>Craigie Clipboard</i> as their core approach to learning and teaching - The <i>Craigie Clipboard</i> is visible in every classroom; almost all teaching staff report that they use this daily as a reference tool for planning, teaching and assessment - The <i>Craigie Clipboard</i> is regularly updated and refined based on staff feedback; aspects of our clipboard, particularly where practice requires development, are strategically included in the school's improvement priorities - In a majority of lessons, teachers plan learning at the right level of difficulty to meet the needs and interests of most children. - In most classes, shared classroom experience data shows consistency of approach to core aspects of the Craigie Clipboard including modification of the learning classroom environment, (differentiation), learning intentions and success criteria (related to both knowledge and skills) are developed and live modelling is clear. - Almost all learners report that they like their teacher/s and 82% of parent/carers are satisfied with the quality of teaching in the school - Direct observation and teacher professional dialogue demonstrates that almost all teachers understand the importance of consistency of pedagogical approach whilst also drawing upon their individual unique gifts and talents to ensure learners are curious and inspired! - Our classroom [physical] <i>Classroom Environment Essentials Toolkit</i>, alongside the <i>Inclusive Classroom Checklist</i> is implemented in almost all classrooms and the Pupil Leadership Team, through Learning Walks, and Parent/Carers through regular <i>Learn Along</i> sessions have quality assured the toolkit's use. - Most staff have completed the Edinburgh Learns Differentiation Professional Learning Module; discussion at PRD demonstrates staff confidence levels of using the [physical] classroom environment as a teaching tool are high; no staff have this aspect of differentiation as a professional learning target and skilful use of the environment is evident in most classes. - Our Craigie Clipboard requires teachers to consider the 'where' of a lesson and our <i>Learning in Context Overview</i> clearly sets out specific place-based experiences for learners. These place-based experiences are implemented in all classes. - Our parent/carers comment regularly on the positive impact of place-based experiences (class excursions) and this positive impact is recorded in Parent/Carer Council minutes - Most support staff (PSA and PSO) have undertaken Edinburgh Learns CPD in Skills and Differentiation; all staff have reported the positive impact this training has had on their practice [see survey sample] - All teaching staff, including members of SLT, have a PRD target specifically linked to an aspect of 'the clipboard' [see PRD samples] - Most teaching staff were able to identify next steps from shared classroom experience (November 2025) and link these to their PRD targets or refine their PRD targets as an outcome of the experience - Teaching staff benefited from CPD to launch the SOLO taxonomy and are currently undertaking a collective Teaching Sprint - Almost all staff agree that the school's LTA Improvement Group manages the pace of change well, the majority teachers are engaging with SOLO Taxonomy as detailed in the current SIP - Teaching staff undertake collaborative self-evaluation against the Edinburgh Teacher Charter, and this directly informs our improvement priorities - Most teachers use a mixture of pre- planned and responsive questions (using the Craigie Clipboard) to probe and assess as evident in individual lesson plans and shared classroom experience - Most staff embed confidently digital tools such as OneNote, Teams, Forms and ClickView to support learning and engagement. - Over 80% of staff identify as confident, or developing in confidence, in using iPads. - All staff have access to iPads and the majority are using them confidently as part of teaching and assessment as evidenced in shared classroom experience - Almost all of the Pupil Focus groups reported increased engagement and confidence when using the iPad - Staff completed a self-evaluation on digital pedagogy, assessment, inclusion and professional learning. Responses show strong confidence in core digital teaching and assessment.	Alongside embedding SOLO Taxonomy and Levels of Instructional Feedback, develop our use of PACE grids, dual coding and tiered activities as differentiation approaches; staff should continue to agree and embed consistent approaches to high quality learning and teaching across the school. Ensure appropriate/increased pace of learning to ensure all are actively engaged in learning; learning should be pupil led, matched to pupil need and interests. This should include teachers planning more consistently the correct level of challenge and support required for children and quality assurance around teacher expectation. At the early stages, teachers should ensure an appropriate balance of child-led and adult-led play experiences. They should observe children during play to develop experiences further which extend children's thinking, provide increased challenge and incorporate more literacy and numeracy. As part of this work, they should engage with national guidance. Enable all support staff to engage with professional development materials related to Leadership of Learning and Skills in order to complement the current classroom approaches. Improve consistency of approach to digital learning and assessment by exploring the Substitution, Augmentation, Modification (Redefinition (SAMR) model); staff should continue to ensure children have access to a creative and progressive programme of digital learning to strengthen their digital skills.



What have we done? How well are you doing? What's working well for your learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Effective use of Assessment		
Formative assessment informs our approaches to effective teaching and learning and this is leading to improved rigour in our assessment evidence in most classes Almost teachers have begun to engage with SOLO Taxonomy as a tool to provide targeted feedback, develop effective contributors, assess understanding and shift from surface to deep learning. Most teachers use Benchmarks to plan for assessment Teachers use a variety of assessment approaches to measure the progress learners are making in literacy and numeracy including the National Standardised Assessments for Scotland and other standardised assessment tools. These assessments complement ongoing class assessments. Planned moderation opportunities at school and learning community level support a shared understanding of what progress towards and achievement of a level looks like. As a result, most staff are confident in using assessment evidence to make sound judgements.	- Most teachers have engaged with the CEC Formative Assessment for Learning professional development materials to support their use of formative assessment strategies within the classroom; shared classroom experience across the school demonstrates that staff make a deliberate effort not to mix praise and feedback. This is leading to increasingly effective formative assessment practice, with improvements evident in the quality of feedback and the use of assessment evidence. - A current Teaching Sprint, focusing on SOLO is underway and initial anecdotal data gathered through discussion suggests that teachers see an impact around quality and pitch of their questioning. This is improving the effectiveness of formative assessment, with questioning increasingly used to deepen learning, develop learner critical thinking and generate high-quality evidence of learners' progress and understanding. - The use of Benchmarks is evident in planning and assessment folders and through discussion at tracking and monitoring meetings demonstrating effective use of the Benchmarks to plan for assessment. - Alongside daily assessment of what learners say, write, make and do, most teachers select and use a range of assessment approaches deliberately to strengthen learning. - P1 staff have undertaken a mini enquiry exploring the use of POLAAR as a diagnostic assessment tool. Initial evidence gathered shows earlier and accurate identification of specific literacy needs for targeted P1 learners. - Teachers at P4 and P7 use NSA data to support their judgements about children's progress; a combination of NSA data and use of the Horsforth Quadrant evidences that the majority of learners are making appropriate progress - Attendance (or follow up attendance) at parents/carers consultations is high with over 90% of families participating. Learn Along sessions are attended by the majority of parents/carers. Verbal feedback from these events was extremely positive, particularly in relation to how clearly and effectively staff communicate learning, progress and how parents/carers can support learning at home. - Almost all teachers engage in annual school level moderation activities around a specific benchmark; almost all staff agree that this process has increased their confidence assessing learners against the relevant benchmarks - Most teachers engaged with session 1 of a recent Learning Community 'Literacy through Digital' Moderation activity, co-planned by Craigroyston Primary's Principal Teacher and the Edinburgh Learns Digital Team; all staff who attended are able to talk about the intended impact on their teaching and look forward to session 2 (6th March) where they will present pupil learning and their assessment of it as part of the moderation process - Assessment information is increasingly used to identify gaps in learning, target interventions and evaluate impact	Support all children to engage in regular self- and peer-assessment. Ensure all teachers use SOLO practice to identify gaps in learning, target interventions carefully and monitor their impact between block tracking meetings Refine then embed our draft Craigie Assessment Framework to ensure we have streamlined approaches across the school, aligned to our quality assurance calendar, that lead to meaningful and manageable assessment evidence. Develop more consistent use of benchmark assessments in other curricular areas beyond literacy and numeracy. Utilise Pupil Tracking to capture diagnostic and summative assessment information to ensure that all learners are supported effectively.



What have we done? How well are you doing? What's working well for your learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Planning, Tracking and Monitoring		
Our planning and assessment folders enable effective planning by all teachers to consider short, medium and longer-term time scales. The school's Progression and Pathway documents clearly detail what is to be learned and assessed. Using national Benchmarks, we track attainment and progress across all curricular areas. Staff are becoming increasingly adept at analysing attainment and progress data using Edinburgh's new Pupil Tracking tool. Teachers meet with senior leaders and the Support for Learning Teacher termly to discuss learners' progress, to identify any barriers which exist and discuss appropriate interventions to be put in place. The impact of interventions (including those facilitated by PSAs) are then discussed and reviewed (adopt, adapt, abandon) in subsequent meetings. The Levels of English of all EAL pupils is closely monitored to ensure progress and timely interventions are implemented as needed. We have robust arrangements for tracking the attainment and achievement of our care experienced learners, young carers and those living in poverty to ensure opportunities for all learners to develop as responsible citizens are maximised.	• The effectiveness of most teachers' planning is evidenced through improved learner progress • Responsive planning, particularly for the Ethos and Life of the School has increased coherence across the school leading to improved pupil engagement in assemblies and shared learning experiences. • All staff agree that our school calendar enhances planning opportunities to reflect the Ethos and Life of the School; this has supported teachers to focus on collaboration and a common understanding of progression • All staff track progress and attainment in literacy and numeracy using the City of Edinburgh Council Pupil Tracking tool and further curricular areas are tracked via the school's own tracking system. The majority of teachers are confident in analysing this data which, as gaps and next steps are identified, leads to appropriate intervention. • All senior leaders agree that our Tracking and Monitoring Meeting Guidance, which has evolved overtime, supports rigorous professional dialogue with teaching colleagues and consistency of approach across the school • All senior leaders agree that the recent inclusion of HGIOS challenge questions have supported them in their analysis and evaluation of intelligence and data (linked to HGIOS QI1.1) • The majority of teachers use the Horsforth Quadrant to analyse the impact of intervention on a child's progress and this information is then used to adjust the intervention/ approach to accelerate progress and raise attainment. • Teaching staff update stages of English trackers regularly and this impacts classroom approaches (including the use of visuals, pre-teaching of key vocabulary and pairing with strong language partners). • All teachers have access to and analyse data relating to key equity cohorts and use this information to identify gaps and plan universal and targeted interventions as evidenced in attainment meeting discussions and Cragie Class Overviews. • Planned opportunities to ensure equity of achievement (see folder for examples) are evident in achievement trackers and almost all care-experienced learners and young carers can talk about their individual achievements (our Young Carers Noticeboard further celebrates this work).	Link our Learning Characters to our planning for individual learner opportunities. Develop the use of the Pupil Tracking as an effective tool for staff to track and monitor pupil learning & achievement data over time. Utilise Pupil Tracking to capture diagnostic and summative assessment information to ensure that all learners are supported effectively.



The Teachers' Charter: What are our strengths and needs?

- Do learners know where they are going in their learning?
- Can learners talk about the knowledge, skills, and concepts they are learning (through their teacher's use of learning intentions)?
- Can learners use success criteria to monitor their own (and others') success and progress?
- Are learners learning in a culture where feedback is given, received, and acted on?
- Are learners confident in using formative assessment strategies e.g. peer assessment through being taught these techniques by their teachers?
- Can learners use feedback to help them understand their next steps and improve their work (e.g. verbal, written, peer)?
- Can learners act appropriately on teacher/peer feedback?
- Do learners have strategies to help them plan, monitor and evaluate their learning (metacognition)?
- Is learning planned appropriately as a result of teachers' ongoing data?

- Are learners expected to make progress and achieve?
- Do learners meet appropriate pace and challenge throughout the learner journey, due to the teachers' use of data and understanding what has come before and what comes after?
- Is the prior knowledge of learners identified and built on to ensure appropriate pace and challenge?
- Is the cognitive load of learners managed through the chunking of new learning?
- How well does modelling help learners develop understanding of new concepts e.g. narrating the thought process, live modelling?
- How well do learners respond to high-quality questioning e.g. cold calling, probing to help deepen knowledge and check for understanding?
- Do learners have access to appropriate scaffolds to help them engage with new learning, achieve success and make progress?
- Is the learners' environment inclusive and supportive of the learning process?

- Do learners develop a balance of knowledge and skills within their learning?
- Are learners developing strong literacy and numeracy skills?
- Are learners developing digital literacy skills?
- How well are learners developing skills for learning, life, and work e.g. collaboration, leadership, communication, creativity, critical thinking?
- Can learners use skills when responding to high quality questioning e.g. higher order thinking skills?
- How well are learners aware of the skills they are developing through teacher talk, and the inclusion of skills in learning intentions and success criteria?
- How well can learners talk about the skills they are developing?
- Can learners use metacognition to help them plan, monitor, and evaluate their learning?

- Do learners have strong relationships with educators?
- Do learners know their voice is listened to and acted on?
 - Are learners aware of their rights within the UNCRC, and how well are these rights are respected and upheld?
- Do all learners have the confidence and skills to take part in discussion and share their views?
- How often do learners make key decisions that affect their learning?
 - Do learners have a say in what they learn and how, and how they present their learning?
- Do learners share ideas through whole class and group work?
- Do learners have opportunities to discuss the relevance and purpose of their learning?
- How well do learners use their environment to help lead their own learning?
- Can learners talk confidently about their targets and next steps?



QI 2.7 Partnerships

Theme 3: Impact on learners- parental engagement

Our evaluation of **good** means that there are important strengths within the school's work yet there remain some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength and also take action to address the areas for improvement.

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
- held face to face induction and information evening (September) - enjoyed termly 'Learn Along' sessions where parents/carers learn alongside their child in class - improved communication over 98% of families registered with ParentPay (only 12% were registered in June 2022) - developed further our high quality, up to date school website - almost all parents/carers attended Parental Consultations in May 2026 - most parents/carers attended our Family Learning Loose Parts Sessions - continued to foster partnership work with our Parent/Carer Council collaborating on both 'fun' and school improvement- improved feedback loop - ensured opportunities for parents/carers to volunteer and contribute to school events, activities, and projects.	- our Parent/Carer Council is representative of our school community and effectively represents the views and interests of parents/carers: we have a monthly meeting - increased parental engagement and involvement, leading to stronger home-school partnerships and enhanced support for learners - learners benefit from a supportive and collaborative community, with parents/carers actively contributing to events and activities - positive feedback about increased frequency of school newsletters - HT Blog- new for session 25/26- is read by around 30% of parents/carers - Partnerships with Spartans, OutdoorClassrooms.scot, Ferrywell and others enhance the curriculum, remove barriers to participation and provide meaningful opportunities for achievement.	- improving levels of parental engagement as evidenced by attendance at school events - highly positive feedback from learners, parents/carers, and staff regarding the impact of parental engagement on learners' experiences and success (particularly showcase, exhibitions and loose parts) - increased example of PCC contribution to school improvement initiatives and decisions making - HMIE recognised partnership working as a significant strength of the school.	- increase the number of newsletters - engage families in HT Blog - ensure the PCC plays a key role in school decision-making and improvement- engagement with HGIOS4 challenge questions



3.1 Ensuring Wellbeing, Equality and Inclusion Leadership for Equity+ Promise

An evaluation of good means that there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, and also take action to address the areas for improvement.

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing			
- Embedded wellbeing across the curriculum through planned learning linked to SHANARRI, emotional wellbeing, relationships, resilience and Children's Rights. - Implemented and quality assured our Relationships and Behaviour Procedure, supported by professional learning and a Teaching Sprint focused on relational practice. - Developed staff understanding of positive relationships, emotional regulation and learner wellbeing through ongoing professional learning and collaborative enquiry. - Implemented the new CEC Child Planning documentation and strengthened learner voice through our bespoke 'My Views' tool. - Worked with children, families and partners to ensure child planning processes are strengths-based, solution-focused and centred on the needs of the learner. - Continued to provide targeted wellbeing support through child planning, partnership working and universal wellbeing experiences. - Continued to provide regular outdoor learning opportunities for all learners, supporting wellbeing, resilience, teamwork, physical activity and connection to nature. - Through our commitment to outdoor learning and the Craigie Promise, ensured all learners accessed high-quality experiences beyond the classroom regardless of background or circumstance.	- Positive, nurturing relationships are a defining strength of Craigroyston Primary School and underpin our approaches to wellbeing, inclusion, attendance, engagement and attainment. - Almost all learners report that they feel safe, respected and included within our school community. - Learners can talk confidently about the SHANARRI indicators and increasingly apply them to support their own wellbeing and that of others. - Child planning processes are increasingly strengths-based and ensure children and families are active participants in decision-making. - The implementation of our Relationships and Behaviour Procedure has increased consistency of practice across the school and supports positive relationships, belonging and engagement. - Learners benefit from targeted wellbeing support through child planning, partnership working and universal wellbeing experiences. - Learner voice and wellbeing data indicate that most children feel listened to and know who to approach if they require support. - Learners talk positively about outdoor learning and recognise its contribution to their wellbeing, enjoyment and engagement in learning. - Staff report that outdoor learning provides meaningful opportunities to develop resilience, confidence, teamwork and problem-solving skills.	- Learner wellbeing surveys indicate that almost all learners feel safe, respected and included within the school community. - Learner conversations, focus groups and pupil participation activities demonstrate that children can discuss wellbeing using the SHANARRI indicators and identify trusted adults who support them. - Child planning audits demonstrate that learners and families are increasingly involved in planning and reviewing support. - Quality assurance activities, including classroom visits, learner conversations and planning reviews, indicate that the Relationships and Behaviour Procedure is being implemented consistently across the school. - Feedback from learners, families and staff highlights the positive impact of nurturing relationships on wellbeing, engagement and behaviour. - Attendance, exclusion and wellbeing data are reviewed regularly and inform targeted support and intervention. - Partnership evaluations and child planning reviews demonstrate positive outcomes for learners receiving targeted wellbeing support. - Learner voice, observations and staff feedback indicate high levels of engagement during outdoor learning experiences. - HMIE identified highly positive and nurturing relationships as a key strength of the school	Embed whole-school approach to emotional wellbeing, resilience and self-regulation through planned learning linked to SHANARRI, Children's Rights and understanding how the brain works. Consider how our practices can be enhanced by CALM.



Craigroyston Primary and ELC progress towards becoming a SUSTAINABLE SETTING 2025/2026

CEC TEACHER CHARTER

1

CURRICULUM & PEDAGOGY

Almost all learners enjoy accessing a LFS curriculum



CAMPUS

4



GG15: Life on Land

Technologies
Moderation ELC-P7



GG14: Life Under Water

Leadership of Learning
(Creativity Week)



Staff work effectively with a range of agencies to provide children with regular well planned experiences, trips and opportunities for wider achievement. This strong partnership working is supporting children to become confident individuals and to develop key skills for learning, life and work'. Craigroyston Primary School HMIE Report April 2024

2

COMMUNITY

people + place

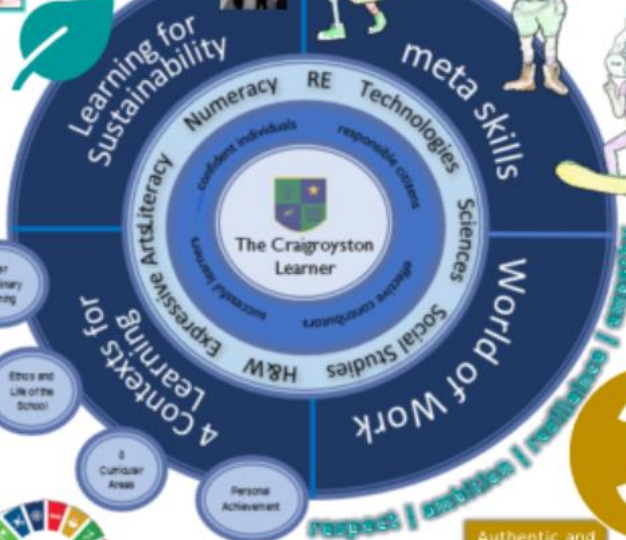
Our Homes

local action for change



High School +

using our unique spaces and partnerships to build and deliver curriculum beyond the classroom walls across our community



3

CULTURE

relationships and participation



2026/2027 Improvement Goals

- C1: embed the newly updated IDL planners (which now have the Global Goals threaded through them)
- C2: ensure all learners in our setting have the opportunity to be involved in local campaign work
- C3: enjoy a whole school focus on the principles of Leave No Trace
- C4: build upon our recycling work and waste management to include the external waste bins

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Fulfilment of statutory duties			
- Reviewed and shared our school-specific Child Protection Policy with staff, families and partners. - Ensured all staff and partners received safeguarding updates and were clear about their statutory responsibilities and reporting procedures. - Maintained robust systems for attendance monitoring, child protection recording, wellbeing tracking and information sharing. - Strengthened quality assurance processes to ensure registers are accurate, concerns are responded to promptly and support is coordinated effectively. - Worked with partners, including AMEY, to ensure all adults working within the school community understand their safeguarding responsibilities. - Continued to monitor attendance, wellbeing and participation closely to ensure learners receive support at the earliest opportunity. - Ensured Care Experienced learners were regularly discussed through leadership meetings and tracked in relation to wellbeing, attendance, attainment and achievement. - Continued to work closely with families and partners to ensure statutory duties were met and that children received timely and appropriate support.	- Robust safeguarding, attendance and wellbeing procedures ensure children receive the right support at the right time. - Staff and partners demonstrate a shared understanding of child protection responsibilities and are confident in identifying, responding to and escalating concerns appropriately. - Quality assurance activities indicate that safeguarding procedures are implemented consistently across the school. - Attendance information is accurate, regularly reviewed and used effectively to identify patterns and implement timely interventions. - Learners and families benefit from strong partnership working and effective communication regarding wellbeing and safeguarding. - Children requiring additional support are identified early and interventions are coordinated effectively through multi-agency planning processes. - Attendance improved during the session and remains a key priority for the school.	- Child protection audits, safeguarding records and quality assurance activities confirm that statutory duties are being implemented consistently. - Staff safeguarding questionnaires and professional dialogue indicate that staff understand their responsibilities and know how to respond to concerns. - Attendance data, wellbeing tracking and child planning records are reviewed regularly by the leadership team. - Records demonstrate that concerns are identified, recorded and responded to appropriately and within agreed timescales. - Multi-agency meeting records and child planning documentation demonstrate effective partnership working and coordinated support. - Attendance data shows improvement during the session and evidence of earlier intervention where concerns arise. - HMIE evaluated safeguarding and child protection as a strength.	Continue to strengthen attendance through targeted family support, robust tracking and monitoring systems, and implementation of revised City of Edinburgh Council attendance procedures.
See separate section attached for Q12.1 Safeguarding and Child Protection			



What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Inclusion and equality			
- Continued to place equity at the centre of school improvement planning, decision-making and resource allocation. - Implemented a range of poverty-proofing approaches to reduce barriers to participation, learning and achievement. - Maintained a free breakfast club, ensuring learners have equitable access to a positive start to the school day. - Targeted staffing, interventions and resources towards learners experiencing disadvantage, additional support needs or barriers to learning. - Strengthened approaches to attendance through robust tracking, targeted interventions, attendance campaigns and increased engagement with families. - Worked collaboratively with partners to provide targeted support for learners and families experiencing challenge or adversity. - Continued to develop trauma-informed and inclusive approaches across the school community in line with The Promise. - Ensured Care Experienced learners were known well by staff and supported through robust planning, tracking and partnership working. - Monitored the wellbeing, attendance, attainment and achievement of Care Experienced learners to ensure support is delivered by the right people, at the right time. - Ensured learners had equitable access to wider achievement opportunities, leadership roles, school excursions and extra-curricular experiences regardless of financial circumstance. - Used Pupil Equity Funding strategically to remove barriers to learning and improve outcomes for identified learners.	- Equity is central to school improvement planning and informs decisions regarding staffing, interventions and resource allocation. - Poverty-proofing approaches continue to reduce barriers to participation, learning and achievement. - Learners benefit from equitable access to learning experiences, wider achievement opportunities, leadership roles and school events regardless of financial circumstance. - Our free breakfast club supports attendance, punctuality, wellbeing and readiness to learn and continues to be valued by learners and families. - Attendance remains a key equity priority. Attendance campaigns, targeted interventions and strengthened family engagement approaches have increased awareness of the importance of attendance across the school community. - Learners affected by poverty, adversity and additional support needs are identified early and benefit from targeted interventions matched to individual need. - Care Experienced learners are known well by staff and are tracked robustly in relation to attendance, attainment, wellbeing and achievement. - Almost all Care Experienced learners access enhanced opportunities for achievement and wider participation. - The Wellbeing Development Officer works effectively with families and partners to coordinate support and improve outcomes for Care Experienced learners. - Staff increasingly demonstrate trauma-informed approaches which support inclusion, belonging and positive outcomes for learners. - Partnership working continues to strengthen support for children and families and contributes to improved wellbeing, engagement and participation. - The school continues to make progress in ensuring that all learners experience a strong sense of belonging, inclusion and equity.	- Attendance, attainment, achievement and wellbeing data are analysed regularly to identify trends, gaps and priorities for intervention. - Tracking information demonstrates that targeted interventions are supporting learners experiencing disadvantage, additional support needs and barriers to learning. - Participation data shows that learners from all backgrounds access leadership opportunities, school excursions, clubs and wider achievement experiences. - Breakfast club attendance data and feedback from learners and families demonstrate the positive impact of the provision on wellbeing, punctuality and readiness to learn. - Attendance data demonstrates increased awareness of attendance and supports targeted family engagement approaches. - Child planning records, tracking meetings and quality assurance activities demonstrate that Care Experienced learners are known well and supported effectively. - Wellbeing Development Officer records, partner feedback and child planning reviews demonstrate strong partnership working around Care Experienced learners. - Learner, family and staff feedback demonstrates that learners experience a strong sense of belonging and inclusion within the school community. - Professional learning evaluations and quality assurance activities indicate increased staff confidence in trauma-informed and inclusive practice. - HMIE inspection findings recognised the school's inclusive ethos, positive relationships and strong partnership working. - Evidence from self-evaluation, learner voice, family feedback and attainment data demonstrates that equity remains central to school improvement and decision-making.	Further improve outcomes for learners affected by poverty, adversity and additional support needs through robust tracking, targeted interventions and continued implementation of The Promise.

LEADERSHIP FOR EQUITY	
LEADERSHIP	- How well do staff at all levels clearly focus and commit to achieving equity? Do all staff understand what is meant by the term 'equity' and the interface between equity, equality and inclusion? - How confident are we that all of our staff understand how to use data effectively to monitor the impact of our interventions and approaches? - To what extent is our self-evaluation providing clarity about which interventions and approaches are most successful at helping us to close the gap? - How well have we considered how we will evidence the impact of our interventions and approaches? - Do all staff use a wide range of qualitative and quantitative data and evidence to identify and analyse the poverty-related attainment gap? - Do we track pupil attainment, participation and progress effectively and make use of this information to plan next steps in learning? - Are there sufficient opportunities for professional discussion of data and evidence as part of our self-evaluation processes at all levels? <i>How is it shared? When is it shared? How is it used?</i> - Effective robust governance structures that provide sufficient opportunities for support and challenge at all levels (pupils, staff & parents) - How effective are we at using evidence-based research to choose appropriate interventions and approaches? - In our management of finance to promote equity, to what extent can we evidence the impact of Attainment Scotland Funding (PEF and/or SEF) on closing the gaps between our most and least disadvantaged children and young people? - To what extent are we narrowing the attainment gap?
LEARNING, TEACHING AND ASSESSMENT	- How effective is our moderation of monitoring, tracking and assessment in ensuring that our universal offer and targeted interventions are raising attainment and helping to close the poverty-related attainment gap? - How deep an understanding do staff at all levels have of how pedagogical approaches can improve outcomes of children and young people living in the most deprived communities and circumstances? - To what extent are we ensuring that our approaches are applied consistently across each of our classrooms? Are we confident that the most effective practice to achieve equity is being embedded? - To what extent are we monitoring the impact of our professional learning on staff and learners? - To what extent is professional learning leading to improvements in outcomes of children and young people? To what extent is this leading to equity for children and young people living in the most deprived communities and circumstances, including those who are care-experienced? - In ensuring sustainability, how well embedded are our school's approaches to building capacity and improving practice?
FAMILIES AND COMMUNITIES	- To what extent are we managing to engage with the parents of children and young people living in our most deprived communities and circumstances? - In what ways does our learning environment feel welcoming and helpful to all our parents and carers? How do we know? - To what extent does our curriculum include opportunities for families to learn together? To what extent is this helping us to achieve equity? - How well do we help parents with supporting their children's learning? - To what extent does our school make effective use of a wide range of local and national partners (including Lifelong Learning) to improve outcomes for learners? How do we know this is making a difference and leading towards equity? To what extent are our children and young people informed about the range of opportunities for personal achievement in their school and in the community? Is this leading to increased participation and helping to achieve equity for learners in our school? - How well have we reviewed our school policies and procedures to ensure that we are mitigating additional barriers that may prevent children and young people from participating in all aspects of their education?

3.2 Raising Attainment and Achievement

An evaluation of good means that there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, and also take action to address the areas for improvement.

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?
Attainment in literacy and numeracy		
Most learners are making appropriate progress in literacy and numeracy. Robust approaches to assessment, moderation, tracking and intervention support staff to identify learner strengths, gaps and next steps and ensure interventions are targeted appropriately. Staff are increasingly confident in their use of attainment data and use a range of assessment evidence to support professional judgement and monitor learner progress. Attainment information is used effectively to inform school improvement priorities and targeted interventions aimed at improving outcomes for learners. HMIE recognised that overall attainment in literacy and numeracy is good and that most learners are making appropriate progress in their learning.	• In June 2026, 67% of Primary 1 learners achieved expected Curriculum for Excellence levels in literacy and 75% achieved expected levels in numeracy. • In June 2026, 61% of Primary 4 learners achieved expected Curriculum for Excellence levels in literacy and 65% achieved expected levels in numeracy. • In June 2026, 75% of Primary 7 learners achieved expected Curriculum for Excellence levels in literacy and 78% achieved expected levels in numeracy. • Almost all staff monitor progress in literacy and numeracy through ongoing assessment, observations, Benchmarks and standardised assessments and record progress using the City of Edinburgh Council Pupil Tracking Tool. • Benchmark trackers support the identification of learner strengths, gaps and next steps and are used to inform targeted interventions. • National Standardised Assessment data is used to support teacher professional judgement, identify gaps in learning and inform targeted support. • Moderation activities within school and across the Learning Community demonstrate increasing consistency and accuracy in teacher professional judgement. • Most teachers demonstrate, through tracking meetings, a strong understanding of learner progress and use attainment information to inform planning and intervention. • Progression Pathways are used consistently by most teachers and form an integral part of planning, assessment and learner progression. • HMIE recognised that overall attainment in literacy and numeracy is good and that most learners are making appropriate progress in their learning.	Continue to raise attainment in numeracy through the implementation of the City of Edinburgh Council Numeracy Progression Pathways and by ensuring consistently high-quality learning, teaching and assessment across all classes.



How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?
Attainment Over Time		
The school continues to demonstrate sustained improvement in attainment over time across literacy and numeracy. Whilst attainment varies between cohorts, particularly within a primary setting where cohort sizes are relatively small, longer-term trends remain positive and demonstrate the impact of sustained school improvement activity. Most learners make appropriate progress in literacy and numeracy as they move through Curriculum for Excellence levels. Consistent approaches to assessment, moderation, tracking and intervention have improved the accuracy of teacher professional judgement and strengthened our understanding of learner progress. HMIE recognised that overall attainment in literacy and numeracy is improving over time and that most learners are making appropriate progress in their learning.	• Between 2022 and 2026, literacy attainment improved from 52% to 67% at Primary 1, from 40% to 61% at Primary 4 and from 56% to 75% at Primary 7. • Between 2022 and 2026, numeracy attainment improved from 68% to 75% at Primary 1, from 60% to 65% at Primary 4 and from 44% to 78% at Primary 7. • Primary 7 literacy attainment increased by 19 percentage points and numeracy attainment increased by 34 percentage points between 2022 and 2026. • Focus Tool data demonstrates significant improvement over time in comparison to our ten comparator schools, with attainment moving from the lower tier towards the upper tier of comparison charts. • Attainment and tracking meetings at P2, P3, P5 and P6 monitor learner progress within and across a level and provide increasing accuracy in relation to progress. • Consistent use of Benchmarks has improved the rigour, accuracy and confidence of teacher professional judgement. • School pupil trackers contain attainment and achievement data for all learners and are used to identify patterns, trends and priorities for improvement. • Moderation activities within school and across the Learning Community demonstrate increasing consistency in teacher professional judgement. • Staff dialogue at tracking and monitoring meetings demonstrates increasing confidence in the use of attainment data to identify strengths, gaps and priorities for improvement. • HMIE recognised that attainment in literacy and numeracy is improving over time and that most learners are making appropriate progress in their learning.	Continue to improve attainment over time through high-quality learning, teaching and assessment, with a particular focus on increasing consistency in pace, challenge and differentiation across the school.



How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?
Overall Quality of Learners' Achievement		

Learners benefit from a wide range of opportunities which support the development of confidence, resilience, leadership, creativity and skills for learning, life and work. The school works effectively with a range of partners to provide high-quality experiences which extend learning beyond the classroom and contribute positively to learner wellbeing, engagement and achievement. Leadership opportunities are shaped by learner interests and school priorities, enabling children to contribute meaningfully to school improvement and wider community life. The Craigie Promise ensures that all learners access rich cultural, historical, sporting and outdoor learning experiences regardless of background or circumstance.	• 22% of pupils attended an Active Schools led or arranged club in Term 1 of Session 2025/26, matching participation levels from the previous session. • Almost all Primary 4 learners participated in a block of Handball sessions organised through Active Schools and facilitated by Edinburgh College. • Almost all Primary 5 and Primary 6 learners participated in a block of Hockey sessions organised through Active Schools and facilitated by ESM Hockey Club. • Bikeability is offered to all Primary 7 learners. • Almost all learners talk enthusiastically about wider achievement opportunities including performances, showcases, leadership opportunities, excursions and outdoor learning experiences. • P3-P7 learners have opportunities to participate in leadership groups linked to whole school priorities, learner interests and local and global themes. • Learner voice demonstrates that participation in leadership groups supports confidence, responsibility and understanding of how to contribute positively to school improvement. • Through the Craigie Promise, all learners access a broad range of cultural, historical, sporting and outdoor learning experiences linked to the curriculum. • Progressive outdoor learning experiences, including EPIC Day, EPIC Stay and residential experiences, support the development of resilience, confidence, teamwork and independence.	Continue to develop learner leadership and participation so that all learners have meaningful opportunities to influence school improvement and contribute to their community.
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Progressive outdoor learning experiences support the development of independence, resilience, teamwork and confidence and provide opportunities for learners to challenge themselves in unfamiliar contexts. Performing arts opportunities contribute positively to learner wellbeing, creativity, confidence and achievement. Learners' achievements, both in and out of school, are recognised, celebrated and tracked to ensure all children have opportunities to experience success. Where learners are identified as being at risk of missing out on wider achievement opportunities, staff actively match opportunities to individual interests and needs.	• Wider achievement is tracked, celebrated and recognised through assemblies, learning journals, displays and newsletters. • Tracking information enables staff to identify learners who may be at risk of missing out on wider achievement opportunities and match opportunities to individual interests and needs. • HMIE recognised the positive impact of partnership working and the wide range of opportunities available to learners.	
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How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?
Equity for all Learners		

Equity remains central to school improvement planning and decision-making across the school. Targeted interventions, robust tracking systems and strategic deployment of resources are supporting improved outcomes for learners affected by poverty, adversity and additional support needs. The school continues to demonstrate positive progress in reducing the poverty-related attainment gap and improving outcomes for identified groups of learners. Our commitment to a zero-cost school day and the Craigie Promise ensures all learners can participate fully in learning, achievement and wider school life regardless of financial circumstance. Learners with additional support needs benefit from universal and targeted support which enables them to access learning, make progress and experience success. Attendance remains a key equity priority and staff work proactively with learners, families and partners to identify and reduce barriers to participation.	• Our story of attainment for Q1 learners demonstrates positive improvement trends over time. • Primary 1 Q1 learner reading attainment increased from 46% in 2020/21 to 94% in 2024/25. • Primary 4 Q1 learner writing attainment increased from 23% in 2020/21 to 59% in 2024/25. • For Primary 7 Q1 learners, literacy and numeracy data demonstrate sustained improvement across a five-year period. • 17% of learners are registered for our free breakfast club and almost all learners who attend report that they enjoy the opportunities provided. • Our zero-cost school day approach removes financial barriers to participation and supports engagement in learning and wider achievement opportunities. • Craigie Cupboard and our pre-loved clothing and uniform provision continue to provide practical support for families. • Almost all care experienced learners benefit from enhanced opportunities for achievement and targeted support. • Regular review of PEF interventions ensures staffing, resources and planned interventions are leading to improved outcomes for identified learners. • Support for Learning staff contribute to attainment and tracking meetings and support targeted interventions for identified learners. • Child's Plans and IEPs demonstrate clear targets, collaborative planning and regular review of learner progress. • Attendance and late coming are monitored robustly and interventions are implemented where concerns are identified. • Our attendance campaign has increased awareness across the school community of the importance of attendance and the barriers which impact participation. Attendance data and attainment data are analysed together to identify barriers to learning and target support. • HMIE recognised the school's inclusive ethos, positive relationships and commitment to ensuring all learners are supported to succeed.	Continue to improve outcomes for learners affected by poverty, adversity and additional support needs through robust tracking, targeted interventions and strengthened approaches to attendance and family engagement.
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Craigroyston ELC

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	Evaluate using the six-point scale from the Quality Improvement Framework?
Leadership- Leadership of continuous improvement: Pedagogical leadership; Leadership and professional learning; Planning and continuous improvement				
We have: ▫ Embedded our shared Craigie values of Respect, Ambition, Resilience and Empathy across the ELC community through daily practice, interactions and learning experiences ▫ Further developed distributed leadership across the team, with almost all staff leading areas of improvement linked to setting priorities ▫ Increased opportunities for professional dialogue, collegiate planning and self-evaluation activities across the team ▫ Established a quality assurance calendar to support ongoing monitoring, reflection and improvement ▫ Increased opportunities for senior leaders and EYOs to undertake quality assurance activities collaboratively ▫ Engaged with the new Quality Improvement Framework to support self-evaluation and improvement planning ▫ Supported staff to engage in professional learning linked to communication, inclusion, digital pedagogy and high-quality interactions	▫ Senior leaders and staff work collaboratively to support continuous improvement across the setting ▫ Staff demonstrate a strong commitment to professional learning and improving outcomes for children ▫ Relationships across the team are positive and supportive, contributing to a nurturing ethos ▫ Staff are increasingly confident in taking on leadership responsibilities and contributing to improvement priorities ▫ Self-evaluation is becoming more embedded and is increasingly used to identify strengths and next steps ▫ Children benefit from a positive, well-organised and inclusive learning environment	▫ Inspection evidence highlighted strong teamwork, collaboration and commitment to professional learning across the setting ▫ Inspection evidence identified leadership of improvement and distributed leadership as developing positively ▫ Professional dialogue and PRD processes demonstrate increasing staff confidence in leadership and self-evaluation activities ▫ Quality assurance activities show improving consistency in approaches across the setting ▫ Children experience consistent routines, nurturing interactions and well-planned learning environments across the ELC	▫ Further develop distributed leadership roles and evaluate their impact on outcomes for children ▫ Continue to strengthen staff confidence in self-evaluation and quality assurance activities ▫ Develop clearer approaches to measuring the impact of improvement activities on children's progress ▫ Continue to engage with the Quality Improvement Framework to support professional reflection and improvement planning	Good



Children play and learn- Curriculum: Curriculum rationale and design; Continuity and progression in the curriculum; Partnerships; Skills for life and learning

We have: ▫ Developed and begun to implement our pedagogical cycle framework to support planning, facilitation and assessment ▫ Planned a broad, play-based curriculum informed by Curriculum for Excellence, local context and children's interests ▫ Increased opportunities for learning beyond the setting, including excursions and regular use of the local community ▫ Continued to develop outdoor learning experiences across the setting ▫ Provided greater opportunities for children to contribute to planning through discussions, floor books and mind maps ▫ Strengthened partnerships with families through sharing learning and involving parents/carers in children's progress ▫ Begun to strengthen staff understanding of progression through professional dialogue and collaborative planning	▫ Children experience a rich, play-based curriculum which supports curiosity, creativity and independence ▫ Most children sustain high levels of engagement in self-chosen play experiences indoors and outdoors ▫ Outdoor learning is a key strength and provides motivating opportunities for exploration, collaboration and problem solving ▫ Learning experiences are increasingly matched to children's interests, developmental needs and prior learning ▫ Children are increasingly involved in leading and influencing aspects of their learning ▫ Positive partnerships with families and the community enhance children's learning experiences and sense of belonging	▫ Inspection evidence highlighted well-planned learning spaces indoors and outdoors and high levels of engagement in learning ▫ Inspection evidence recognised children's enthusiasm, curiosity and ability to work collaboratively alongside peers ▫ Learning Journals and observations show children sustaining engagement in self-chosen experiences and developing skills across the curriculum ▫ Professional dialogue and planning discussions demonstrate increasing staff understanding of curriculum progression and intentional planning ▫ Feedback from families is positive about children's engagement and enjoyment in learning experiences	▫ Continue to embed the pedagogical cycle to strengthen consistency in planning and assessment ▫ Further develop staff understanding of progression, challenge and continuity across the curriculum ▫ Strengthen opportunities for children to influence learning experiences and environments ▫ Continue to develop meaningful outdoor and community-based learning experiences ▫ Develop more consistent approaches to planning for skills across the curriculum	Good
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Children play and learn- Learning and Teaching and Assessment: Children's learning and engagement; Interactions to support learning; Planning and assessment; Tracking and monitoring

We have: ▫ Embedded approaches to intentional and responsive planning through our pedagogical cycle ▫ Developed systems for observations and assessment, including Learning Journals and Spotlight Weeks ▫ Continued to refine tracking and monitoring systems to support understanding of children's progress over time ▫ Provided professional learning in communication and literacy, digital pedagogy and high-quality interactions ▫ Increased opportunities for parent/carer engagement in assessment and sharing learning, including increased number of parent consultations ▫ Developed staff understanding of responsive planning and the use of observations to identify next steps in learning ▫ Increased use of digital technologies to support engagement, communication and learning experiences	▫ Most children are motivated and sustain concentration in their play and learning ▫ Children demonstrate increasing independence and confidence when accessing learning experiences indoors and outdoors ▫ Most children engage positively in self-chosen play experiences and collaborate well alongside peers ▫ Staff use warm, nurturing interactions to support children's wellbeing, communication and emotional regulation ▫ Most staff increasingly use commentary, modelling and open-ended questioning to extend children's thinking and language ▫ Signalong is used consistently across the setting to support communication and inclusion ▫ Planning increasingly reflects children's interests, developmental needs and prior learning ▫ Staff are developing confidence in using observations and assessment information to inform next steps and responsive planning ▫ Collaborative planning approaches are supporting increased consistency across the team ▫ Tracking meetings are supporting staff to develop confidence in professional judgement and understanding of children's progress ▫ Senior leaders and EYOs are increasingly using tracking information to identify children requiring additional support or challenge	▫ Inspection evidence highlighted strong relationships, inclusive practice and effective collaboration in planning and tracking progress ▫ Inspection evidence recognised that most children are highly engaged in learning experiences indoors and outdoors ▫ Tracking data shows most children making good progress in their learning and development ▫ Learning Journals and observations demonstrate development in communication, creativity, independence and problem solving ▫ Quality assurance activities show increasing consistency in planning and assessment approaches across the setting ▫ Feedback from families is positive regarding communication, sharing learning and children's engagement in nursery experiences	▫ Further develop staff confidence in using high-quality interactions to extend children's thinking and language ▫ Improve consistency in capturing significant learning through observations and Learning Journals ▫ Continue to strengthen tracking and monitoring approaches to support professional judgement and progression ▫ Develop more consistent approaches to planning challenge in literacy and numeracy experiences ▫ Continue to develop digital pedagogy to ensure digital technologies add value to learning experiences	Good
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Children are supported to achieve- Wellbeing, Inclusion and Equality: Positive relationships and wellbeing; Universal support; Identifying and assessing learning needs and targeted support; Inclusion and equality

▮ Embedded rigorous GIRFEC processes, including detailed overviews and regular review systems ▮ Developed robust systems for personal planning, healthcare planning and targeted support ▮ Engaged with professional learning in child protection, inclusion, equality and communication strategies including Signalong and Keys for Communication ▮ Promoted children's understanding of wellbeing through SHANARRI and UNCRC approaches ▮ Strengthened partnerships with families and partners to support children's wellbeing and development ▮ Implemented approaches to reduce barriers to participation, including equity-based support for families ▮ Continued to develop attendance support and monitoring processes	▮ Relationships across the setting are nurturing, respectful and inclusive ▮ Children feel safe, valued and supported within the ELC environment ▮ Staff know children and families well and respond sensitively to individual needs ▮ Staff create calm, predictable routines and environments which support children's emotional wellbeing and independence ▮ Signalong is used consistently to support communication and inclusion across the setting ▮ Most children are developing confidence in expressing their emotions, needs and preferences ▮ Staff work effectively with families and partner agencies to identify and respond to children's additional support needs ▮ GIRFEC processes support coordinated planning and regular review of children's wellbeing and progress ▮ Tracking meetings increasingly support identification of children requiring targeted interventions and support ▮ The setting demonstrates a strong commitment to equity, inclusion and reducing barriers to participation ▮ Staff understand the context in which children and families live and respond supportively to individual circumstances ▮ Families are supported respectfully and sensitively to access appropriate support and resources	▮ Inspection evidence highlighted the strong nurturing ethos, positive relationships and effective partnership working across the setting ▮ Inspection evidence recognised that children feel happy, safe and cared for ▮ GIRFEC documentation demonstrates coordinated planning and regular review of support strategies ▮ Attendance data shows improving timekeeping and attendance for many children ▮ Feedback from families indicates they feel supported, included and listened to by staff ▮ Children demonstrate increasing confidence in communicating their emotions, needs and wants	▮ Strengthen approaches to tracking the impact of targeted interventions and support strategies ▮ Continue to develop inclusive approaches to communication, equality and participation ▮ Further develop family engagement opportunities and parental involvement in nursery life ▮ Continue to strengthen attendance monitoring and support processes ▮ Develop more robust approaches to recognising and tracking wider achievements	Good
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Children are supported to achieve- Safeguarding and Child Protection: Culture of safety and wellbeing; Legislation, policy and guidance in practice: Empowerment of staff and children

We have: - Ensured all staff completed appropriate child protection training, including Level 2 and Level 4 training - Developed and maintained robust systems for GIRFEC planning, healthcare planning, medication and risk assessment - Implemented clear procedures for recording and responding to concerns, incidents and accidents - Established regular review processes for safeguarding procedures and documentation - Promoted a culture of safeguarding awareness and shared responsibility across the setting - Supported staff to engage in professional learning linked to safeguarding, wellbeing and inclusion	- Children are cared for in a safe, secure and nurturing environment - Staff understand their roles and responsibilities in relation to safeguarding and child protection - Positive relationships across the setting support children's wellbeing and sense of safety - Clear systems and procedures support consistency and compliance with local and national guidance - Staff demonstrate confidence in recognising and responding appropriately to concerns - Safeguarding processes are well organised, regularly reviewed and understood across the team - Staff contribute positively to a culture of vigilance, reflection and shared responsibility - Children are increasingly supported to recognise emotions, relationships and wellbeing needs through daily interactions and routines - Staff work collaboratively with families and partner agencies to support children's safety and wellbeing	- Inspection findings identified no areas for development in safeguarding and child protection - Audit and quality assurance activities show high levels of compliance and consistency in safeguarding procedures - Staff discussions and professional learning records demonstrate strong understanding of safeguarding responsibilities - Documentation is accurate, up to date and securely maintained - Children demonstrate confidence and security within the nursery environment	- Continue to maintain and review robust safeguarding systems and procedures - Continue to provide regular safeguarding updates and refresher training for staff - Strengthen monitoring and analysis of accidents and incidents to identify patterns and support preventative approaches	Very good
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