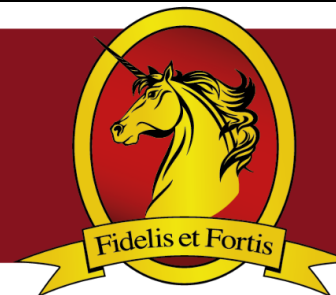


James Gillespie's Primary School

Kindness & Respect • Can Do Attitude • Connection • Curiosity



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STANDARDS AND QUALITY REPORT 2025 - 2026



BEN HORSBURGH
Head Teacher

VISION, VALUES AND AIMS

Vision

James Gillespie's Primary School is a community of learning, teaching and exploring, where everyone belongs.

Aims

To know that everyone can make a difference.
To grow and strive to be our very best.
To respect and support others.
To use set-backs as learning opportunities.

Values

Kindness and Respect
Curiosity
Can-Do Attitude
Connection



Our School

James Gillespie's Primary School is a mainstream non-denominational primary school within the City of Edinburgh local authority. In May 2026 the total school roll was 484 and 40 in our nursery class

Almost all children live locally and within the catchment area of Marchmont in the centre of Edinburgh, Scotland's capital city.

The school is housed across four buildings with the main building being constructed in the early 1990s alongside the nursery. As the school grew in numbers an additional sports hall was added and two annexe buildings.

In May 2026 there were 17 classes including one nursery class, two classes at stages P1, P2, P3, P4 and P5 and three classes at stages P6 – P7.

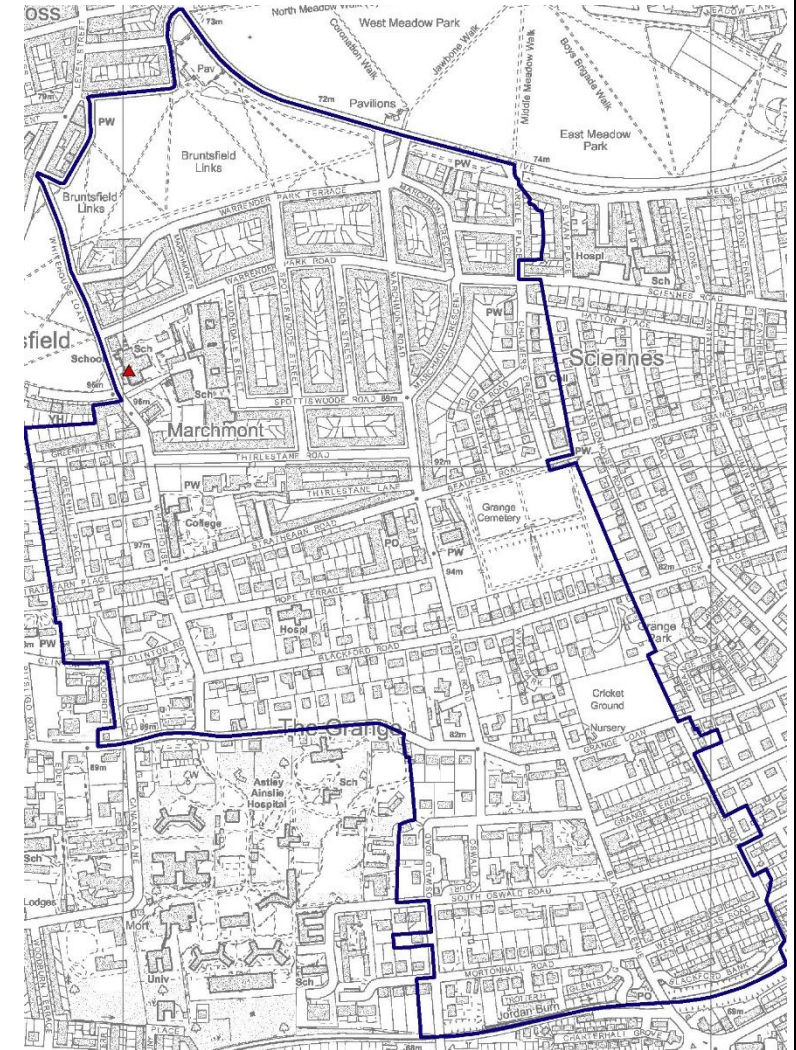
After a change in catchment boundaries to accommodate a new primary school in the local area a few years ago, the school roll continues to fall from a height of 620 in 2020. This means that the school will likely move to a two-stream model having two classes at each stage by August 2027.

In session 2025 - 2026, all children benefited from 2 hours of quality PE.

We work with NHS, social work, an educational psychologist and other partner services to support our children and families.

Partnerships with parents are a significant strength of the school. The Head Teacher and Parent Council Chair meet regularly to discuss the life and work of the school. The Parent Council supports several parent sub committees. Our parent body make significant financial contributions to the school throughout the session, and we work together to spend this money in the best interests of all children right across the school.

Throughout this document the word 'parent' is used to describe a child's main carer.



Staffing

In May 2026 there were 25 General Teaching Council (Scotland) (GTCS) registered teachers on the main staff roll and one teacher on a fixed term contract.

GTCS Teaching staff included the school leadership team which consisted of one Head Teacher and three Deputy Head Teachers.

GTCS Teaching staff also included one full-time support for learning teacher and one part time class teacher who supports non-class contact time by delivering music lessons in P3 – P7.

We supported 0 GTCS provisionally registered teachers during 2025 - 2026

We hosted 0 student teachers

In May 2026, there were 24 colleagues fulfilling a non-teaching role including 1 School Administrator, 1 part time clerical assistant, 1 Pupil Support Officer, 10 Pupil Support Assistants, 6 Early Years Practitioners, 1 Early Years Officer and 1 part time Early Years Assistant, 1 domestic assistant and 2 part time dining room supervisors.

The senior leadership team also included a part time Business Manager who works on Wednesdays and Thursdays.

The school is ably supported by one Facilities Technician (Janitor), a day (cleaning) ranger and a team of cleaners who work out of school hours. We are also supported by several colleagues in the catering team. The school has a fully functioning cooking kitchen where all school meals are prepared daily.

In May 2026 the school was in the process of recruiting for:

- 2 Pupil Support Assistants
- 1 dining room assistant

We expect all appointments to be made in time for 26/27 school session in August 2026.

Pupil Ethnicity

49.9% of children identify as Black and Minority Ethnic compared to 41% across City of Edinburgh and 13.4% nationally (Focus Tool 24/25 latest figures).

Languages

In May 2026 the school recorded 408 children as having English as their main language and 107 reporting another language as their main language. Many families regard themselves as multilingual. There are 36 different languages spoken in our school community (May 2026).

The percentage of children who have English as an additional language is 19.7% compared to 24.2% in Edinburgh and significantly higher than the national average which is 8.9% (focus tool 24/25 latest figures)

Exclusions

The school reported 0 exclusions for the period 2025 - 2026

Incidents of Bullying

Bullying Incidents are recorded in line with City of Edinburgh policy and were shared with local authority officers.

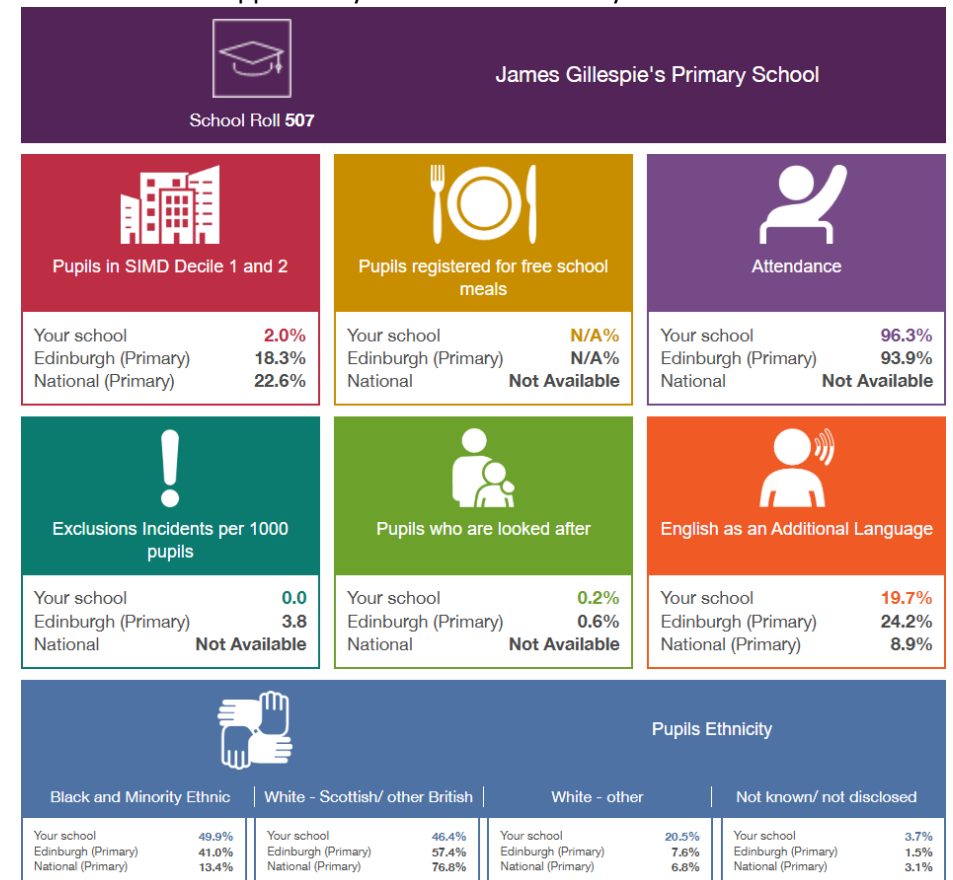
Closure Days

At time of writing there were no school closure days in session 2025 – 2026 and so all children had the opportunity to attend for 190 days.

Additional Information

This tool is provided by Scottish Government and provides an overall profile of our school. The information is correct as of May 2025.

Information provided above, where available, is more accurate.



Attendance

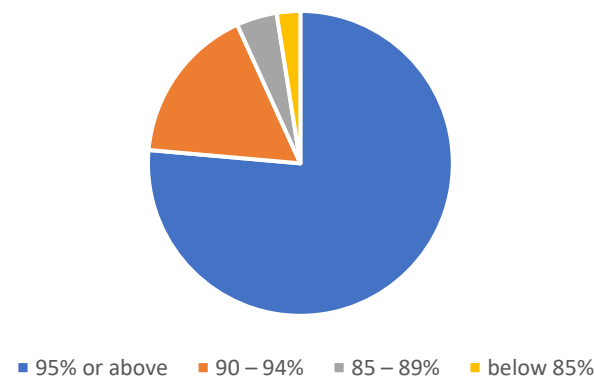
Overall attendance at the school is very good and above the national average. Most children have an attendance rate of 95% or above, giving them the best chance for success. The number of children with an attendance rate of below 90% is significantly lower than the City of Edinburgh average.

For the 2025-2026 academic session:

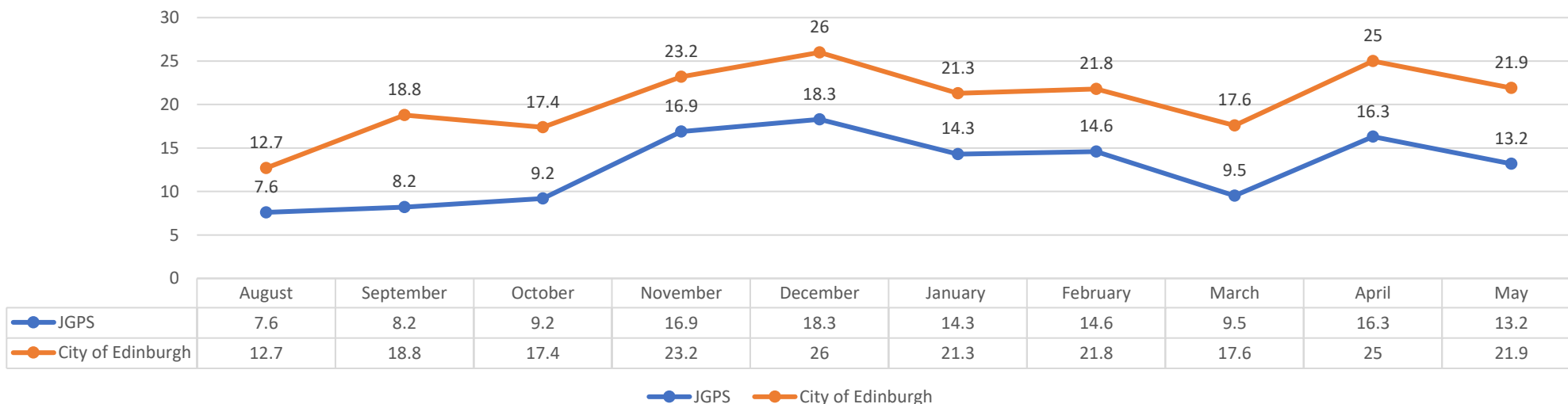
- 76.4% of children had an attendance rate of 95% or above.
- 16.8% had an attendance rate of between 90 – 94%.
- 4.3% had an attendance rate of between 85 – 89%.
- 2.5% had an attendance rate of below 85%.

(correct May 2026)

Overall Attendance 2025 - 2026



Percentage of children with an attendance rate of below 90%



The school records exceptional leave absences on an internal tracker. Over 1000 learning days were lost for exceptional reasons.

Over 100 learning days were lost this session due to unauthorised absences including family holidays in term time.

A further 900 learning days were lost for other, authorised, reasons.

When analysed more closely, whilst the total number of days exceeds 1000, the total number of absences is 190, of which 155 were authorised either by the school or local authority and over 90% were linked to heritage holidays including returning to country of origin or religious festivals that take place during term time.

More information on national policy is here: <https://www.gov.scot/publications/guide-parents-school-attendance/pages/2/>

Lates

A few children arrive late for school on a regular basis. The majority of these lates are recorded as being 'during registration' but a few children regularly begin school after the point of registration. We are in touch with families on an individual basis to support where necessary.

During session 2025-2026 the school wrote to families on a weekly basis where their child was late on at least three occasions in the week. We have noticed a drop in the number of children arriving late to school.

Flexi Schooling

11 children across the school take part in *Flexi Schooling* options as per City Of Edinburgh Policy with Friday being the most popular day to be educated elsewhere.

Continue to:

- communicate to wider parent body about the importance of attending with a particular focus on attending on time.
- communicate to wider parent body about the negative impact on learning when holidays are taken during term time.
- engage with Parent Council to seek support in promoting these messages across the school community.
- Keep annual records of:
 - Late to school on more than three occasions each week

- Issuing information and support letters
- 2 or more absence requests (non-sickness related)
 - Recording as authorised/unauthorised
 - Recording as approved by HT or CEC
- Flexi Schooling arrangements.

Continue to make use of *Every day Count* materials from City of Edinburgh

Attainment

The school reports to the City of Edinburgh and, in turn, the Scottish Government on the attainment of children at the end of *Curriculum for Excellence* Levels. These are at the end of Primary 1 (Early Level), Primary 4 (First Level) and Primary 7 (Second Level).

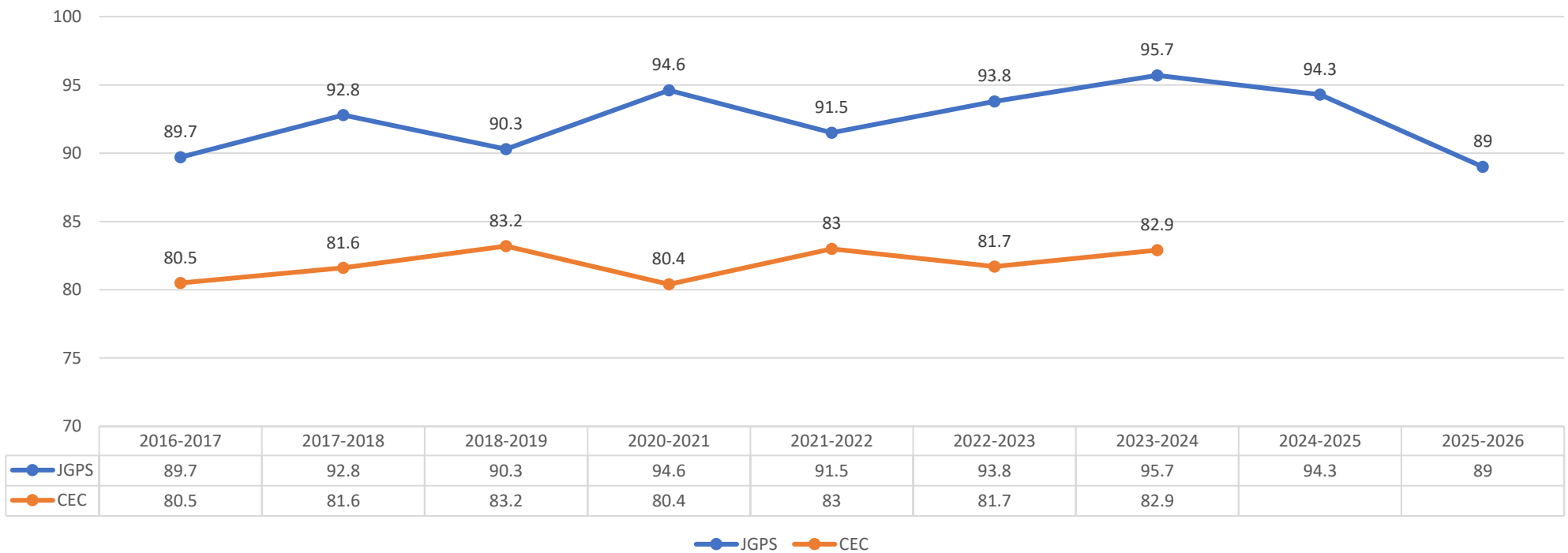
These are our reported attainment figures at the end of session 2025-2026. Percentage of year group achieving expected level:

<u>2025-2026</u>	<u>Literacy</u>	<u>Numeracy</u>
<u>Primary 1</u>	85%	90%
<u>Primary 4</u>	82%	83%
<u>Primary 7</u>	92%	94%

Attainment Year on Year – Numeracy and Mathematics

The table below shows combined attainment in numeracy and mathematics for those year groups on which we report (P1, P4 and P7). Attainment has remained high across all three-year groups with most or almost all children achieving the expected level between 2016 and 2025. We are tracking at about 12% above the city average for every year since 2016. Data not available for year-end 2020.

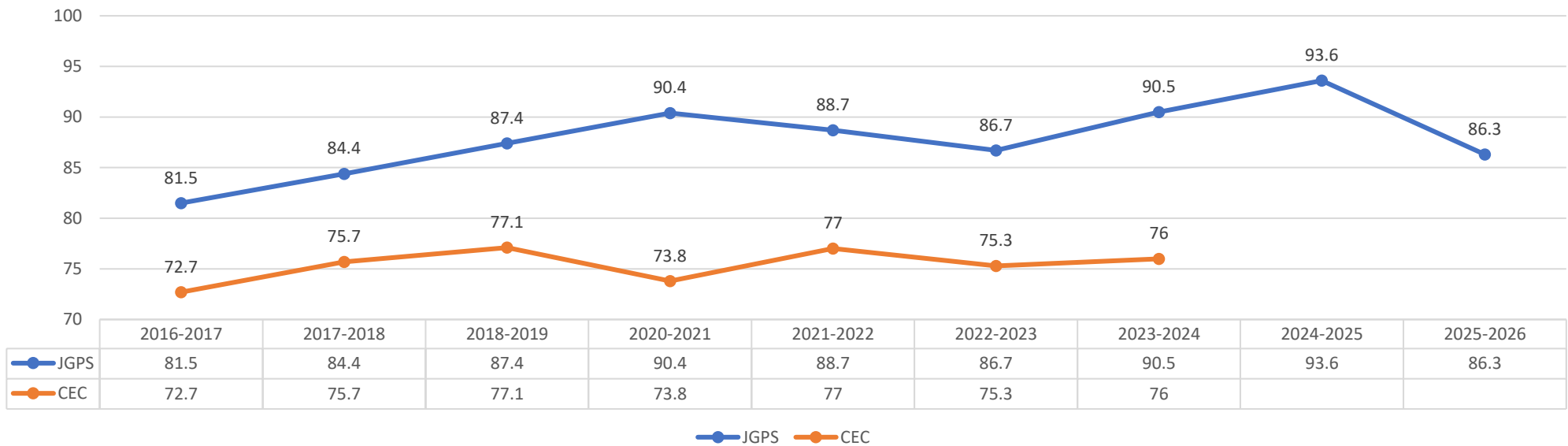
Combined Numeracy and Mathematics Attainment Year on Year



Attainment Year on Year – Literacy

The table below shows combined attainment in literacy for those year groups on which we report (P1, P4 and P7). Attainment has remained very high across all three-year groups with most children achieving the expected level between 2016 and 2023 and almost all in 2024 and 2025. We are now tracking at about 20% above the city average for every year since 2016. Data not available for year-end 2020.

Combined Literacy Attainment Year on Year



Lesson Observation (known as Shared Classroom Experience)

In addition to the school's internal processes for monitoring the quality of education provided we welcome outside scrutiny, challenge and support. I meet throughout the school year with members of the local authority education team and, at times, seek advice and guidance from our Quality Improvement Officer/s. Quality Improvement Officers are, in the main, current or ex Head Teachers who provide support and challenge to schools across the city. This session, senior leaders in the school have visited classes, observed lessons and met with children and teachers to discuss what life is like for our learners here at James Gillespie's Primary School. We have discussed any areas for improvement with the Quality Improvement Team.

Our Learning Community Sharing Classroom Experience provided an opportunity for 102 colleagues across seven schools to experience being in a different setting, share practice and consolidate our joint approach to Differentiation. The purpose of the Sharing Classroom Experience was to gather a broad range of information on our understanding and application of Differentiation. The collegiate approach allowed us to moderate our practice, define our combined approach and strengthen our commitment to ensuring that our learners experience activities which are varied, differentiated, active and provide effective support and challenge.

In the next section I have outlined our self-evaluation evidence and priorities for improvement using the national quality indicators found in *How Good is Our School* (4th Ed

James Gillespie's Primary School

Self - Evaluation Summary Paper 2025 – 2026

Q1 1.3 Leadership of Change: Developing a shared vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change

What have we done? (Work/action undertaken within improvement priorities)

Re-evaluated the school vision, aims and values as the foundation for improvement work.

A clear focus on stability during change and *"The Fundamentals, done well"*

Implemented a clearer strategic improvement focus on high-quality teaching, feedback, engagement and consistency.

Translated the priority into staff-facing expectations through the Staff Handbook, Teaching and Learning Cycle and Lesson Evaluation Framework.

Implemented an improved Quality Assurance Calendar linking attainment data, moderation, pupil voice, jotter monitoring, shared classroom experience, attendance and SIP progress reviews.

Built monthly HT and DHT 1:1 meetings into the calendar to monitor improvement actions.

Developed pupil voice and pupil leadership through House Captains, Digital Trailblazers, Health and Wellbeing group, Equalities work, pupil newspapers, the library lunch club and child-led initiatives such as the P6/P3 lunchtime support group and BSL group.

Protected collegial time for moderation, shared classroom experience, professional learning, pupil tracker work, learning pathways and writing development.

Used Working Time Agreement and CLPL planning to support staff engagement with school priorities.

Strengthened stakeholder engagement through parent surveys, Parent Council presentations, curriculum information events and pupil focus groups.

Used learner voice evidence from P4 to P7 to review clarity, feedback, challenge, pace and engagement.

Maintained and developed parent partnership structures, including Parent Council and parent year group representatives

Shared improvement priorities, staffing context, attainment information and next steps openly through Parent Council meetings.

Focused leadership attention on equity, including care-experienced children, young carers, attendance monitoring, staged intervention and targeted support.

Used the QA Calendar to ensure regular review of attendance, staged intervention and support structures.

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?
The school has a strong values-led culture. The school's values are used every day to frame relationships, routines, assemblies, classroom expectations, feedback and improvement work. All children benefit from a calm, purposeful and welcoming environment where the values are visible, familiar and lived day to day.	Values consultation (April 2026) P4-P7 focus groups with the Head Teacher, class charters, value trees, assembly themes, Weekly newsletters and observations of everyday interactions across classrooms, corridors, playgrounds and lunch spaces. Pupil voice gives evidence that children can talk about the values and link them to behaviour, relationships and classroom life. Staff discussion in collegial sessions and year group meetings shows that the values are being used to support a common language for expectations. (Annual Surveys) Almost all parents are positive that their child likes school, is treated fairly and is safe; all teachers and all support staff who responded are positive about the ethos and relationships.	Continue to make the values visible in adult language, pupil voice and classroom practice. Continue to use pupil and staff focus groups to test whether the values are experienced consistently across stages, playgrounds, lunch spaces, transitions and wider achievement opportunities.
Leadership of change is increasingly coherent. The school has moved from a broad improvement agenda to a sharper focus on stability, consistency and the fundamentals of high-quality learning and teaching. The improvement narrative is clearer and staff can link current priorities to classroom practice, quality assurance and learner experience.	School Improvement Plan, Standards and Quality working evidence, Quality Assurance Calendar, SLT operational discussions, year group weekly meetings. Moderation meetings five times per year, 10-12 collegial sessions, pupil tracker discussions, jotter monitoring, shared classroom experience and staged intervention reviews. Most parents remain satisfied with the school overall and most would recommend it; all teachers who responded are positive about leadership and professional learning. The 2026 slight dip in some parent leadership measures is noted and should be used as a prompt to make decisions, rationale and impact more visible.	Sustain the focus on '<i>The Fundamentals, done well</i>' during staffing and roll changes. Use the QA Calendar, HT/DHT 1:1s and year group meetings to record progress more sharply against agreed priorities. Communicate improvement decisions in a clearer 'what we are doing and why it matters for children' format/You said/We did.

Relationships remain a key strength. Children are well known, supported and treated with respect. The school ethos is settled and positive, with strong adult visibility and a shared expectation that children should feel safe, included and able to ask for help.	P4-P7 focus groups with the Head Teacher, pupil wellbeing survey, staged intervention records, playground observations, House Captain/HWB group activity, assembly themes, behaviour records, child protection and safeguarding processes and day-to-day leadership presence at key points of the day. Shared Classroom Experience, peer observation and learning community visits provide evidence of respectful classroom relationships and positive learning climates. Jotter monitoring and pupil conversations also help leaders test whether children experience expectations consistently. Almost all parents report that their child is safe and treated fairly and with respect. Staff surveys are strongly positive about respectful relationships. A small number of comments about incidents, playground dynamics and equalities show that communication and follow-up must remain tight.	Continue to strengthen visible work on respectful relationships, equalities, gender stereotypes and positive play. Ensure that when concerns are raised, recording, follow-up and communication are clear within appropriate confidentiality limits. Use pupil voice to check the experience of children across different spaces and times of day.
Teaching remains a strength and there is a stronger shared language around effective learning. All children benefit from staff commitment, positive relationships and increasing consistency in expectations for clarity, feedback, engagement, pace and challenge.	Evidence is drawn from three rounds of Shared Classroom Experience: SLT, learning community and peer. This is complemented by jotter monitoring, moderation meetings five times per year, weekly year group meetings, pupil tracker meetings, collegial sessions, PRD discussions and professional learning linked to the Teaching and Learning Cycle. P4-P7 focus groups with the Head Teacher provide learner voice evidence about clarity, feedback, challenge, pace and engagement. Jotter sampling helps test whether the intended learning and feedback expectations are visible over time. Survey check: most parents are positive about teaching and progress; all teachers who responded are positive that children are engaged, receive feedback and have experiences matched to their learning needs. This triangulates with, but is not the sole basis for, the evaluation.	Keep the main improvement focus on consistency in learning, teaching, feedback, pace and challenge. Use Shared Classroom Experience and jotter sampling to identify strong practice and tighten expectations where children's experience is less consistent. Use year group meetings and moderation to turn evidence into agreed actions.

Challenge and support are productive improvement areas. Most children are supported well, but the evidence points to some variation in how challenge, differentiation and support are planned, communicated and experienced. This is particularly important for higher attaining learners, children who require additional support and children affected by staffing changes.	Evidence is drawn from pupil tracking, staged intervention records, Additional Support for Learning documentation, attainment data, jotter monitoring, moderation meetings, Shared Classroom Experience, year group discussions and PRD/professional learning conversations. P4-P7 focus groups provide useful evidence about whether children feel work is appropriately challenging and whether they understand what to do to improve. Jotter monitoring gives a more reliable longitudinal view of challenge than a single classroom visit. Survey check: a majority of parents feel learning is hard enough, and most feel their child receives the help needed to do well. The challenge measure has remained lower over time, so this should be treated as a genuine improvement signal.	Make challenge and support more visible in QA activity. Ask teachers to evidence what appropriate challenge looks like in their classroom and jotters. Use tracking and year group meetings to check progress for children requiring support and for higher attaining learners. Improve parent communication about differentiation and individual progress.
Pupil voice and pupil leadership are developing strengths, but they are not yet equitable or systematic enough. Children are increasingly confident bringing ideas forward and the school has tried to say yes to worthwhile initiatives. However, the strongest formal role remains House Captains, and too many wider opportunities depend on individual staff capacity or more confident children taking the lead.	Evidence is drawn from P4-P7 focus groups with the Head Teacher, House Captain roles and activity, Digital Trailblazers, Health and Wellbeing group, Equalities work, pupil newspapers, library lunch club, P6 pupils supporting P3 children at lunchtime, pupil-led initiatives, assembly contributions and display evidence. Digital Trailblazers are fully embedded. The Health and Wellbeing group has worked well. Equalities work has had positive elements, although teacher release has made consistency harder. The library and library lunch club provide strong evidence of pupil engagement, ownership, reading culture and belonging. Survey check: most teachers who responded are positive about children having opportunities to contribute, lead and participate. The fuller self-evaluation shows that the issue is not absence of pupil voice, but the need for a coherent P1-P7 leadership framework.	Create a whole-school pupil leadership framework for P1-P7. Define core roles, class-based leadership, house-based leadership, committee work and pupil-led projects. Make sure opportunities are not only for already-confident children or those in formal roles. Build leadership into assemblies, class routines, library work, digital learning and lunchtime opportunities.

Staff culture and professional learning are significant strengths. Teachers engage positively in self-evaluation and professional learning, and there is an increasingly open culture around shared practice. The school now needs to keep converting professional discussion into visible improvements in learner experience and consistency.	Evidence is drawn from PRD records, the CLPL programme, WTA planning, 10-12 collegial sessions, moderation meetings five times per year, Shared Classroom Experience, staff meeting notes, year group weekly meetings, peer observation records and focus group feedback. The combination of SLT, learning community and peer Shared Classroom Experience gives a strong evidence base for professional reflection. Moderation and jotter monitoring add depth by showing what is sustained in children's work over time. Survey check: all teachers who responded are positive about feeling valued, supported, involved in self-evaluation and engaged in professional learning. This is consistent with the wider professional learning evidence.	Maintain the professional learning cycle and moderation programme. Strengthen the link between collegial sessions, year group meetings and classroom follow-through. Use staff self-evaluation to identify a small number of agreed changes that will be visible in classrooms and jotters.
Support staff are committed to the school and play a direct role in children's inclusion, relationships, safety and wellbeing. The evidence also shows that communication, involvement in self-evaluation and leadership opportunities for support staff need to be strengthened so their contribution is more consistently planned, valued and used.	Evidence is drawn from support staff survey responses, PSA deployment/timetable records, staged intervention meetings, ASN/support planning, playground and lunchtime arrangements, professional learning records, informal feedback and line-management conversations. Support staff are central to inclusion and day-to-day pupil experience, but their self-evaluation structures are less developed than those for teaching staff. This means their insight is not yet captured as systematically as it should be. Survey check: all support staff who responded are positive about commitment to the school and support in their role, but only a minority are positive about leadership opportunities and a majority about communication/self-evaluation involvement. This gives a clear improvement focus.	
How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?		
GOOD		

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

What have we done? (Work/action undertaken within improvement priorities)

Maintained a clear improvement focus on high-quality learning and teaching through the school priority, "*The Fundamentals, done well*".

Clarified expectations through the Staff Handbook, Teaching and Learning Cycle and Lesson Evaluation Framework, supporting a shared language for planning, delivery, feedback, pace, challenge and engagement.

Strengthened quality assurance through three strands of Shared Classroom Experience: SLT, learning community and peer. These visits have provided direct evidence of classroom climate, lesson structure, engagement, assessment and next steps.

Used P4-P7 learner focus groups with the Head Teacher to gather direct evidence from children about clarity, feedback, challenge, pace, engagement, targets and learning routines.

Continued to develop collaborative planning through weekly year group meetings and dedicated online *Teams* planning areas, including digitised progression resources that support continuity and accessibility for staff.

Embedded moderation within the collegial calendar, with five planned moderation meetings across the year, led by the Lead Teacher/QAMSO, to strengthen shared expectations and professional judgement in literacy and numeracy.

Used approximately 10-12 collegial sessions across the session to support professional learning linked to learning and teaching, moderation, differentiation, writing, assessment and consistency.

Reviewed jotters and learner evidence as part of quality assurance, with a particular focus on feedback, presentation, progression, challenge and the visibility of learning intentions/success criteria over time.

Developed work linked to the *Edinburgh Teachers' Charter* and the four modes of differentiation, with staff engaging in professional learning and cluster activity linked to differentiation.

Continued to strengthen digital learning through the Digital Strategy, Empowered Learning and Digital Trailblazers, particularly at second level, while balancing parental views and appropriate use of technology.

Continued to use Learning Journals, tracking and monitoring discussions, staged intervention records and attainment meetings to support planning for learner progress and targeted support.

Built a stronger culture of professional dialogue, where feedback from observations is specific, developmental and linked to agreed school expectations.

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?
<i>Learning climate, ethos and relationships.</i> Almost all children benefit from calm, nurturing and purposeful learning environments. Relationships are a significant strength. Classrooms are generally warm, orderly and inclusive, and children respond well to clear routines and respectful adult interactions. This creates strong conditions for engagement, confidence and readiness to learn. This is a consistent feature across the school rather than an isolated strength. The next phase is to ensure that calm and compliance are always matched by high cognitive engagement and appropriate stretch.	Shared Classroom Experience and observation feedback repeatedly describe warm relationships, calm routines, purposeful spaces and children who feel safe to contribute. Pupil focus groups from P4-P7 show that children enjoy learning, feel encouraged by adults and peers, and can describe what helps them learn. Staff focus group feedback describes classrooms as visually consistent (class charters, UN rights etc), well-resourced and supportive of independence. Staff emphasised knowing children well. CIRCLE Inclusive Classroom resources are used formally twice per year by all teachers to reflect on classroom environment and make improvements. Survey check: parent, teacher and support staff feedback supports the picture of a positive ethos, strong relationships and a safe learning environment. Staff feedback reinforces the view that the learning climate is a key strength. Staff described calm, organised and purposeful classrooms, with consistent routines and resources that support independence. This triangulates with observation and pupil evidence that most learners experience positive relationships and feel safe to participate. The evidence suggests that relationships are not incidental but central to the quality of learning. Staff emphasised knowing children well, building trust early and adapting interactions to individual learners. This is a strong foundation for learning, particularly where children require reassurance, structure or confidence to take risks. Staff can clearly articulate what strong learning looks like: low-stakes participation, curiosity, independence, clear routines and a willingness to	Continue to protect the calm, values-led learning culture while focusing more sharply on the quality of thinking within lessons. Use SCE, pupil focus groups and jotter monitoring to check that positive behaviour and engagement are translating into depth, challenge and progress.

	“give it a go”. This indicates a shared professional understanding of positive learning experiences across the school. There is strong evidence of learner engagement in many classrooms. However, staff also identified that a small number of learners remain less motivated, particularly in writing. This suggests that engagement is generally strong but not yet consistently translated into sustained effort and quality across all curricular areas.	
<i>Learning and engagement</i> Most children are motivated and engaged in learning. Learners speak positively about lessons that are active, varied and well structured. They particularly value interactive starts, movement, games, technology, modelling, peer discussion and opportunities to apply learning in meaningful contexts. Engagement is strongest where teachers combine clear routines with active participation, purposeful talk and timely movement into tasks.	P5 and P7 focus groups were particularly positive about active lesson starts, recap routines, clear explanations, modelling and opportunities to take responsibility for learning. Classroom observation evidence shows strong engagement where teachers use whiteboards, talking partners, lollipop sticks, movement, technology, QR codes, concrete examples and modelling to keep children involved. The evidence also shows that a small number of children can become passive when whole-class input is too long or when the starting point is too easy. Staff identified meet-and-greet routines, visual timetables, organised classrooms and questioning approaches.	Maintain active and engaging lesson structures but sharpen the point at which children move from listening to doing, thinking, applying and explaining. Reduce unnecessary waiting time for children who are already secure and require challenge.
<i>Clarity of learning: LI, SC and learning language</i> Learning intentions and success criteria are increasingly embedded across the school. Children at different stages can explain what they are learning, what success looks like and how success criteria help them check their work. This is a clear improvement strength and gives children a shared language for learning. The quality of LI/SC is not yet consistently strong enough. In some lessons, the wording still describes the task rather than the intended	P4, P5, P6 and P7 focus groups show that children are familiar with LI/SC and generally understand how they support learning. SCE evidence shows visible LI/SC, plenary language, learning headings and classroom routines that support clarity. Observation feedback identifies specific refinement points: make LI more precise, align SC more tightly to the learning, co-construct success criteria more often and help children understand the longer-term purpose of learning.	Continue to refine LI/SC so they focus on learning rather than activity. Develop more consistent co-construction of success criteria and make the purpose of learning clearer, especially for children who are ready to connect skills to future learning and real contexts. Learning Community work may support here.

learning, or focuses on quantity rather than quality.		
Quality of teaching: explanations, modelling and questioning The overall quality of teaching is good, with very strong examples in a few classes. All teachers know their children well, explain learning clearly and use modelling, questioning and routines to support understanding. The strongest practice combines strong subject knowledge, careful modelling, high expectations and responsive checks for understanding. Questioning is developing, but practice remains variable. Less than half of lessons rely too heavily on hands-up questioning, which limits participation and does not always give teachers precise information about who is secure and who needs support resulting in a few learners continuing to be passive in learning.	Observation evidence includes very strong examples of modelling in writing, spelling and numeracy, with children able to explain methods, vocabulary and quality expectations. Teachers are increasingly using show-me boards, hinge questions, lollipop sticks, talking partners, cold/no-hands strategies and misconception work, although these are not yet consistently embedded. Pupil focus groups show that children value clear explanations, modelling, visual examples and teachers breaking learning down carefully.	Strengthen questioning approaches across the school. Build staff confidence in using no-hands questioning, hinge questions, show-me boards, think-pair-share and targeted follow-up so that teachers can check understanding more precisely and adjust pace and pitch.
Pace, challenge and differentiation All teachers understand the need for differentiation and most lessons include support, challenge or flexible grouping. However, pace and challenge are not yet consistently strong enough across all classes and stages.	P4, P5 and P6 focus groups all identify that some learning can feel too easy or slow at the start, especially in numeracy. Children asked for greater stretch, clearer challenge and more timely movement into work that makes them think. Observation feedback across several classes repeatedly identifies challenge for the highest attainers, differentiation, release from whole-class input and the need for brisker pace as next steps.	Make pace and challenge the central 2026-2027 classroom improvement priority. Replace simplistic challenge labels with a stronger shared language linked to readiness, depth, support, application and independence.

Children who are on track or ahead of track sometimes spend too long in whole-class input, recap or lower-level starting tasks before moving into deeper thinking.	Teachers have engaged with the Teachers' Charter and the four modes of differentiation, but SCE and pupil voice show that practice still varies in depth and consistency. A significant minority of parents have consistently reported that their child's learning isn't hard enough. Staff feedback highlights challenge and depth as a priority for improvement. The curriculum was described as "jam-packed", with a risk that pace and coverage can limit time for deeper thinking. This is particularly important for higher attaining learners	Use year group meetings, moderation and SCE to identify what appropriate stretch looks like at each stage. The improvement focus cannot simply be "more work" but earlier access to appropriate challenge, explanation, justification, application and independence. Our next phase of improvement should clarify what high-quality challenge looks like across stages, with greater emphasis on reasoning, explanation, application and depth rather than simply more work or faster coverage.
<i>Assessment and feedback approaches are developing well but are not yet consistent enough.</i> Children describe a range of feedback approaches, including written comments, verbal feedback, peer assessment, self-marking, modelling and whole-class feedback. In the strongest practice, feedback helps children identify what they have done well and what to improve next. There is still variation in how clearly children can explain how feedback has helped them improve over time. Feedback is sometimes present, but the impact on learning is not always explicit enough.	P5 and P7 focus groups show strong examples of children acting on feedback, checking work, understanding mistakes and using success criteria. P6 focus group evidence shows that while children could describe feedback approaches, most struggled to give clear examples of how feedback had led to improvement over time. Jotter monitoring and some observation evidence identify variation in written feedback, marking, presentation expectations and follow-up. Teacher reflection and observation feedback also show increasing use of responsive assessment, noticing, listening and adapting. Staff described assessment as embedded in everyday practice through observation, professional noticing, learning conversations, reference to previous work and digital evidence captured on iPads. This suggests that formative assessment is happening regularly and naturally.	Develop a clearer whole-school approach to feedback that focuses on impact. Ensure all children (what are we doing to hear the voice of those in P1 – P3?) can talk about what feedback helped them improve, what their current target is and what they need to do next in literacy and numeracy. The next step is to make assessment information work harder. Staff identified the need for more time for professional dialogue and assessment discussions, particularly to agree next steps, support quieter learners and ensure that evidence of progress leads directly to responsive teaching.

Planning systems have been significantly strengthened. Teachers use progression planners and year group Teams areas to support collaborative planning. The digitisation of key planning resources has made progression information more accessible and has supported continuity for staff joining or moving year groups. Weekly year group meetings provide regular opportunities for teachers to discuss planning, learner progress, evidence, assessment and next steps. This is helping to build consistency within stages, although there is further work to strengthen progression across stages.	Planning evidence includes year group Teams pages, amendable yearly overviews, digitised progression resources, weekly year group meeting notes and collegial planning discussions. Pupil focus groups give evidence that children recognise classroom routines, learning structures and success criteria. This suggests planning is translating into visible classroom practice. Staff feedback provides an important challenge to our current planning systems. While staff are committed to responding to learners' needs, they identified a tension between progression planners, coverage expectations and what children need next. This indicates that planning is not yet consistently enabling responsive teaching. Some staff feel "boxed in" by the volume of expectations, and play-based learning does not always sit comfortably within current planning formats.	Review medium-term planning so that progression, prior learning, breadth, depth and application are more explicit. Use year group meetings to strengthen consistency within stages and planned cross-stage dialogue to reduce repetition and ensure progression. Planning meetings and stage partners are valued, but expectations now need to be simplified and sharpened so that planning supports professional judgement, depth and progression rather than compliance.
Moderation is now more clearly structured and is supporting professional dialogue. All teachers engage in moderation activity. The moderation calendar, led by the Lead Teacher/QAMSO, has helped staff use the language of learning, discuss standards and develop shared expectations in literacy and numeracy. The next step is to deepen the impact of moderation so that it influences planning, assessment, feedback and next steps more consistently across all stages.	Evidence includes five planned moderation meetings across the year, moderation records, teacher discussion, exemplars of learner work, writing strategy development and professional learning linked to national Benchmarks. Observation and pupil voice evidence show that teachers are increasingly focused on quality features in writing, clarity of expectations and standards of presentation and accuracy. The evidence base points to improved confidence in professional judgement, while also identifying the need for a stronger shared bank of annotated exemplars and more consistent use of Benchmarks.	Develop a stronger bank of moderated and annotated exemplars in literacy and numeracy. Use national Benchmarks more consistently to support professional judgement. Make sure moderation outcomes feed directly into planning, feedback and classroom practice.

Tracking and monitoring have improved, but the link between data and intervention needs to be sharper. The school has better systems for seeing progress over time and discussing learners through attainment meetings, staged intervention and tracking conversations. Teachers know children well and can identify support needs, but the transition from data analysis to targeted intervention is not yet consistently smooth. The priority is to make sure tracking conversations lead to timely, specific, monitored actions for learners.	Evidence includes tracking data, attainment meetings, staged intervention records, Learning Journals, support planning, pupil tracker discussions, year group meetings and leadership review through the QA Calendar. Classroom observations show examples of teachers knowing learners well, targeting direct support and adapting lessons following checks for understanding. Previous self-evaluation identified that data-driven practice was developing but not yet fully synchronised with targeted intervention planning.	Tighten the link between tracking, assessment and intervention. Use attainment meetings and pupil tracker discussions to agree specific actions, responsibilities, timescales and review points. Ensure support staff are included where their role is central to delivery.
Digital learning is a developing strength, particularly at second level. Digital technology supports engagement, access, creativity and independence. Children value technology when it helps them learn in different ways, and Digital Trailblazers provide a strong example of pupil leadership linked to learning. The school has taken a thoughtful approach through its Digital Strategy, balancing Empowered Learning expectations with parental views and the need for appropriate, purposeful use.	Evidence includes the Digital Strategy, Empowered Learning practice, Digital Schools Award evidence, Digital Trailblazers, pupil focus group comments, classroom observations involving QR codes, technology-supported tasks and digital tools for accessibility. P6 pupils identified technology as one way learning can be made more engaging. Observation evidence shows technology used to add variety and support independent access to tasks. The strongest evidence is at second level; consistency and purpose across the school should continue to be reviewed.	Continue to develop purposeful digital learning while maintaining a clear focus on learning, not device use. Use Digital Trailblazers and teacher professional learning to share effective practice and support access, creativity, independence and responsible use.
Learner ownership is developing but needs to be strengthened significantly. Children can increasingly talk about learning routines, success criteria and feedback, but many still need more regular opportunities to lead, choose, evaluate, explain and shape their learning. A few children remain passive contributors when	Pupil focus groups show that children value being trusted, supporting others, choosing challenge and moving into more demanding work when ready. P7 pupils spoke strongly about peer support and responsibility. P4-P6 learners asked for more timely stretch and clearer purpose, showing that they are ready to take more ownership when adults create the conditions.	Develop a progressive approach to learner agency. This should include co-constructing success criteria, self- and peer-assessment, choice within appropriate boundaries, pupil targets, class experts, peer support and

learning is too adult-directed or when challenge is delayed. This links clearly with the wider QI 1.3 priority around pupil leadership. Children should not only lead in the wider life of the school; they should also experience meaningful leadership of learning in classrooms.	Observation evidence identifies emerging strengths such as class experts, independent learning zones, choice of spelling words, challenge folders and peer support, but these approaches are not yet systematic.	opportunities for children to explain, justify and reflect on their progress.
Pupil voice is a strength, particularly in play-based and exploratory learning. Children respond well when their ideas are listened to and used to shape learning.	Staff gave examples of pupil voice through topic exploration, construction and writing areas, mini-books and KWL grids. Staff reported that children show pride when their ideas influence learning. Pupil voice is increasingly evident, particularly in play-based, exploratory and topic-based learning. Staff gave examples of children influencing learning through KWL grids, resource exploration, construction areas, writing areas and mini-books. This is having a positive impact on ownership and pride. The next step is to ensure that pupil voice is not strongest only in exploratory contexts, but is used more consistently to shape learning, assessment and next steps across the curriculum.	Build greater consistency in how pupil voice informs planning beyond play-based contexts, so that learner agency is evident across stages and curricular areas.
How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?		
GOOD		

Q1 2.2 Curriculum: Theme 2 Learning Pathways

What have we done? (Work/action undertaken within improvement priorities)

The school has developed curriculum plans in line with City of Edinburgh guidance across all curriculum areas.

Plans are based on Curriculum for Excellence experiences and outcomes and support teachers to plan for progression.

Children have opportunities to develop skills through planned curriculum experiences, the ethos and life of the school, pupil leadership and personal achievement.

Children are supported at key transition points.

A newly created writing programme has provided a more coherent pathway for writing across the school. This has strengthened the shared language around writing, supported progression in skills, and provided staff with clearer expectations for planning, modelling, feedback and assessment. The programme is now being rolled out across stages and is helping to bring greater consistency to how children experience writing, while still allowing teachers to respond to the needs of their class.

French is taught from P1 to P7 and Spanish from P5 to P7. Significant development work in Modern Foreign Languages in recent years has provided clearer progression and minimum expectations across year groups. The school has also identified the need to review the balance between interdisciplinary learning and discrete subject teaching, and to make pathways more flexible so teachers can respond to children's needs.

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?
Learning pathways are in place across the curriculum and provide a helpful structure for long, medium and short-term planning. This supports breadth and helps ensure children experience the full range of Curriculum for Excellence experiences and outcomes during their time at JGPS.	Curriculum plans and progression pathways are available across curricular areas. Planning documentation shows breadth across experiences and outcomes. Teaching staff use long, medium and short-term planning to support continuity and progression within stages.	Review existing pathways so they are simpler, sharper and more flexible.
The newly created writing programme is an emerging strength within curriculum development. It gives all teachers a clearer pathway for writing and supports greater consistency in the teaching of writing skills, expectations, modelling and feedback across stages.	The programme reflects practitioner leadership and has been developed from an understanding of classroom practice, progression and the needs of learners. It also links well with the wider improvement focus on feedback, challenge, moderation and high-quality teaching.	Continue the planned roll-out of the writing programme. Use collegial sessions, moderation, jotter monitoring and pupil voice to evaluate its impact.

		Build a shared bank of writing exemplars so that expectations for quality, progression, feedback and next steps are increasingly clear across stages.
All children have the opportunity to develop skills through the ethos and life of the school, wider achievement, pupil leadership and personal achievement.	Evidence from the wider life of the school includes House Captains, Digital Trailblazers, Health and Wellbeing group, Equalities work, pupil newspapers, library lunch club, BSL group and child-led initiatives. These opportunities support confidence, responsibility, creativity, communication and belonging.	Map wider achievement and pupil leadership more clearly across P1-P7 so that opportunities are progressive, inclusive and not dependent on individual staff capacity or the confidence of particular children.
Children are well supported at points of transition.	The school plans learning moves with new class teachers and uses transition information to support continuity. Wider tracking, staged intervention and planning discussions help staff identify learner strengths, support needs and next steps.	Strengthen transition planning by ensuring curriculum information, learner strengths, support needs, pace, challenge and next steps are passed on consistently. Use transition meetings to reduce unnecessary repetition and support stronger progression across stages.
Modern Foreign Languages provision is increasingly clear and progressive. French is taught from P1-P7 and Spanish from P5-P7. Previous development work has helped to create clearer minimum expectations across year groups.	The school has identified progression and minimum expectations for Modern Foreign Languages. This gives teachers a more secure framework and supports children to build knowledge, vocabulary and confidence over time.	Maintain the clarity of MFL progression while keeping expectations manageable.
The curriculum provides breadth, but the balance between interdisciplinary learning and discrete subject teaching needs to be sharpened. The rationale for how learning is organised is not yet consistently explicit enough.	The report identifies the need to consider the balance of teaching through interdisciplinary learning and discrete subject areas. This suggests that coverage is secure, but curriculum design now needs to focus more deliberately on depth, coherence and purpose.	Agree a clearer whole-school position on when learning should be taught discretely and when interdisciplinary learning adds value. Ensure interdisciplinary learning deepens understanding rather than simply grouping topics together.
Learning pathways do not yet consistently support depth, challenge, learner agency and responsiveness. The current curriculum gives teachers structure but can feel too fixed.	The curriculum needs to be more flexible frameworks that allow teachers to respond to the children in front of them. This links to wider evidence around pace, challenge, differentiation, learner agency and responsive teaching.	Build flexibility into planning so teachers can respond to assessment evidence, pupil interests, prior learning and emerging needs. Ensure pathways support challenge, revisiting, application, creativity, independence and depth rather than coverage alone.

Pupil voice influences learning well in some contexts, particularly play-based, exploratory and topic-based learning. This is positive, but not yet consistent enough across stages and curricular areas.	Staff evidence includes examples of pupil voice through topic exploration, construction and writing areas, mini-books and KWL grids. Children show pride when their ideas influence learning, but pupil voice needs to shape learning, assessment and next steps more consistently across the curriculum.	Develop a more consistent approach to learner agency across the curriculum. This should include pupil questions, co-construction, choice within clear boundaries, self and peer assessment, personal targets and opportunities for children to explain, justify and reflect on learning.
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How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?

GOOD

Q1 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

What are we doing?

We have a very positive and constructive partnership with parents.

Our school has established strong, collaborative partnerships with parents, ensuring meaningful engagement in both learning and school improvement.

The Parent Council plays a key role in shaping the direction of the school, working closely with the Head Teacher to discuss priorities, share insights, and support decision-making. Through open and transparent communication, parents are actively consulted on key areas of development, reinforcing a culture of shared responsibility and continuous improvement.

Fundraising efforts are significant, with a robust, well-structured system in place to ensure resources are allocated effectively and used to enhance the learning environment and the experiences of all children.

The Parent Council is further strengthened by dedicated sub-committees, including Equalities, Travel, Eco, and Gardening, which allow parents to engage in specific areas of school life.

By fostering partnerships rooted in collaboration, trust, and shared purpose, our school ensures that parents are fully involved in their children's education, contributing to an enriched and supportive learning experience.

Parents raise a significant amount of money that is spent in partnership with the school. A robust system for spending money raised and getting best value is in place. This process has been improved recently.

Parents are valued partners in learning, with clear and accessible communication ensuring meaningful engagement in their child's educational journey.

The majority of parents feel that the school takes their views into account.

Most parents feel comfortable approaching the school with questions, suggestions and/or a problem.

How well are we doing?	How do we know?	What are we going to do now?
What's working well for our learners?	What evidence do you have of positive impact on learners?	What are our next improvement priorities in this area?
Parents value the school's positive, caring ethos and most think that the school helps their child to feel confident. Most parents feel that staff know their child as an individual and most feel that the school supports their child's emotional wellbeing. Showcase events are very well attended and parental feedback is positive. Parents comment that these events help them to develop a better understanding of the life and work of the school. We Developed a deeper understanding of the use of Learning Journals across the school community. We provided clarity of Reporting to Parents policy. Most parents feel comfortable approaching the school with questions, suggestions and/or a problem.	Most parents are satisfied with the quality of teaching in the school. Very high numbers at all in school showcasing learning events including P1 Nativity, P2 and P3 shows, P4 Art show, P5 Engineering, P6 , mock elections and P7 end of year show. Similarly high numbers at school concerts and Sports Days. All year groups host at least one 'open day' type showcase event.	The majority of parents don't know how the school deals with bullying. Improved communication is required. The majority of parents would like more school organised activities where they can learn together with their child. Expand and add to annual calendar Look at ways of capturing Parent voice/views during high turn out events.

	Almost all children have at least one adult from home attending showcase events.	
How you would evaluate this QI using the HGIOS 4	Very Good	

QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)

What are we doing?

We have clear, appropriate and up to date policies and procedures in place to ensure the safeguarding of children including child protection.

The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination. Children tell us that they have been able to build up positive relationships with consistent adults whom they trust enough to talk to when they need help.

There is a strong, robust and proactive response from adults that reduces the risk of harm to children. Adults working with them know and understand the indicators that may suggest that a child/young person is suffering or is at risk of suffering harm.

A senior member of the leadership team is responsible for our work supporting Care Experienced Children and Young Carers

All policies as per CEC list to schools are available on the school website with clear review dates.

We reviewed the use of pastoral notes and continued to implement the most up to date CEC guidance on record keeping.

How well are we doing?

What's working well for our learners?

All staff take part in regular professional learning and are confident in responding to concerns.

Fully Implemented revised local authority record keeping guidance (issued May 2024).

Arrangements for making a concern are well publicised and understood by everyone.

All child protection records are stored safely and securely ensuring all sensitive information

How do we know?

What evidence do you have of positive impact on learners?

All staff received annual Local authority update in August 2024

All staff completed mandatory child protection level 2 training (updated every two years). See list with BM

Posters displayed around the school with clear procedures. All visitors told to read poster on entry to school.

What are we going to do now?

What are our next improvement priorities in this area?

All staff to complete annual update August 2026

Consider the following question:

What are our processes for children to be able to make a complaint and feel confident that their issues will be taken seriously?

Children are safe and feel safe at school.	All Senior Leaders have completed Level 4 child protection training within the last three years and records note when next update required. All records kept in accordance with local authority guidance. Records held securely. Daily maintenance checks carried out by janitor. Daily cleaning carried out by Day Ranger Regular checks carried out of playground equipment and steps taken to maintain safety. Gym equipment checked in accordance with guidance. Water and hygiene checks carried out in accordance with local authority self-assurance framework. Almost all parents tell us that their child feels safe at school	- Development of pupil Leadership Groups Pupil Leadership groups to be consulted regularly on matters affecting health and safety. Implement additional work relating to anti racist education and seek to continue to reduce the incidents of racism related bullying.
How you would evaluate this QI using the HGIOS 4	Very Good	

Q1 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality – Including Leadership for Equity and The Promise

What have we done? (Work/action undertaken within improvement priorities)

School staff establish compassionate and caring relationships with all children.

Staff, children and parents enjoy positive, constructive relationships with each other.

We fulfil all our statutory duties by following national advice, guidance and legislation. Senior leaders and school staff are fully aware of their roles in relation to statutory duties. The school has clear procedures in place if there is a wellbeing concern for a child.

All statutory obligations are carefully implemented, ensuring full compliance with national policies and regulatory expectations. Leaders and staff operate with a strong awareness of their responsibilities, maintaining clear protocols and procedures to address any concerns that arise. Regular staff development and ongoing reflection strengthen our collective understanding of statutory duties, reinforcing a culture of accountability and best practice.

Visitors are welcomed into the school by a bright welcome area designed and developed in partnership with children and parents.

Visitors are welcomed by our highly experienced administration team and treated in a courteous manner by most children. The feature wall provides absolute clarity to everyone about our values.

Children have high levels of attendance, above the national average. The Head Teacher tracks individual attendance carefully and works with families or outside professional partners where children's attendance has fallen below acceptable levels.

Children in the school explore issues relating to equalities and diversity. This is an area where more work is required to support their understanding.

Opportunities are created for pupil leadership and participation, fostering a school environment where all voices are heard and respected. Collaboration with families and external partners enhances accessibility and ensures responsive support for individual needs.

Our school is committed to The Promise, ensuring that care-experienced children are supported with love, safety, and respect. We are embedding a culture of belonging and we prioritise compassionate relationships and trauma-informed practices that build trust and emotional security. We have a dedicated Senior Leader with responsibility for The Promise. They have an overview of the learning and wellbeing of our care experienced children. Proactive support systems, strengthened by partnerships with families and external agencies help us to personalise learning pathways, remove barriers to achievement and provide every child with the resources they need.

Zones of Regulation strategies have been introduced across the whole school to enhance emotional literacy and self-regulation.

A new Pupil Support Officer has been employed. Her role has developed over the year which has greatly contributed to pupil and family wellbeing.

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?
Most children have a good awareness of their own and others' wellbeing. Most children feel valued and listened to and know if they have a concern, it will be acted upon.	Pupil HWB Survey 2026 Most children feel safe at school. Most children say that the school helps them to feel safe. Most children have someone in school who they can speak to if they are upset or worried. Most children feel that staff treat them fairly and with respect.	Ensure learner's understanding of the wellbeing indicators and discuss how they relate to our lives. Build into Class Charter and daily conversation. All classes to display poster made by pupil group to illustrate SHANARRI wellbeing wheel.
All classes use Zones of Regulation approach to emotional literacy and the majority of children show a clear understanding of their emotions and an emerging ability to self-regulate.	Classroom displays/supports show the four colour zones of regulation. Discussion about how children feel use the language of the zones of regulation. Some classrooms have strategies/techniques displayed which children can use to help them to self-regulate.	Continue to embed the language of the Zones of Regulation. All classes should offer visual strategies/techniques to support children to self-regulate.
Most children have a good understanding of children's rights. Rights Respecting Silver Award We did not take this work further to seek RRS Gold Award.	Classroom displays explicitly incorporate children's rights education, aligning learning experiences with the principles of the UNCRC. Class Charters are displayed in all classes and referred to. Staff promote children's rights. UNICEF Report highlighting the work of the school available on the school website. In some classes pupil work showcases understanding through creative projects, discussions on justice and equality, and reflections demonstrating their awareness of rights in everyday contexts.	Identify a member of staff to lead this work and to seek RRS Gold Award.

Children are given opportunities to take part in competitive sporting events beyond the core curriculum throughout the school year.	JGPS participates in EPSSA events such as cross country, basketball, netball and swimming are available as children move through school.	Ensure new PE teacher continues to plan these sporting events.
Children who need extra help with learning are identified by staff. Our staged intervention approach provides clear structure for staff to follow.	All teachers use CIRCLE (inclusive practice) document to support identification of need/s. Staff focus groups recognised our strengths - Support for ASN and Care Experienced learners - CPMs, regular meetings, actions and follow up, support strategies - Good communication with families - LJ posts, emails, informal meetings, parent consultations, phone calls, website, newsletters - Handover to next teacher including personal/sensitive information, learning targets and any strategies - Resources/opportunities well used – Zones, UNCRC, Building Resilience, restorative approach, Counsellor, Play therapy, Nurture, Seasons for Growth, LIAM - New PSO role – enhanced enrolments, support groups etc - Improving attainment – in class support, parent involvement, knowing child, attainment meetings, pupil tracker, staff are proactive and look for ways to support	Continue to identify and support children who need additional support.
Whole staff knowledge and understanding of The Promise and the supports in place for our care experienced learners.	DHT annual presentation to ensure all staff are aware of our care experienced learners, including reinforcing our understanding of attachment theory and trauma informed approaches.	Continue to implement the Young Carers Toolkit and seek Young Carer accreditation. We need to create meaningful opportunities for care-experienced learners to shape their education and wellbeing.

Create an ethos and culture of inclusion and participation to ensure all learners feel that they belong. A new Wellbeing Policy has been written and is being evaluated by Pupil House Captains.	Staff focus groups highlighted that we need to Develop a shared understanding of what inclusion is and how to ensure children feel included – in/out of the classroom by class teacher and PSA, balance of supporting rest of class Manage unexpected change – eg timetables	Continue to embed structures and strategies that empower teachers to better support dysregulated behaviours. Finalise Wellbeing Policy and share with all stakeholders.
Ensure that the curriculum is designed to develop and promote equality, diversity, anti-racism, anti-bullying and eliminate discrimination.	Pupil focus group revealed that many children do not have a clear understanding of inclusion, equality and diversity. Children do not remember previous work done in this area and need regular reinforcement.	Direct teaching and discussion about the concepts of inclusion, equality and diversity. Develop a shared understanding of equality/equity. Use visuals to aid understanding. Develop pupil understanding of diversity – different learning journeys, different needs require different supports, not ‘getting away with it,’ care not to draw attention to individual children’s needs/diagnosis/personal challenges.
How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?		
GOOD		

Q1 3.2 Raising Attainment and Achievement: Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners

What have we done? (Work/action undertaken within improvement priorities)

Attainment data submitted to local authority and National Government for session 2025-26 shows that attainment data remains high across the school. Most children attain their literacy and numeracy expected level.

- Developed a more robust attainment meeting structure, including pre-meeting paperwork used to help facilitate the discussion, which in turn lead to the sharing of more precise data by teachers.
- Turned Data into Action; Strengthened the process by which data from attainment meetings directly informs targeted interventions. Including the utilisation of new PSO role to delivery interventions across cohorts.
- Ensured all teachers have access to the latest data via:
- All Teachers were introduced to and have access to the latest ACEL Dashboard document.
- Continued staff development on use of Pupil Tracker through CAT session and INSET days.
- Participated in Learning Community Shared Classroom Experience (SCE) as well as SCE within the school
- Termly moderation meetings led by Moderation Lead Teacher – focused on literacy.

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 meetings take place with a new structure providing clear identification of those pupils needing support and those needing challenged.	Termly Attainment meetings identifying pupils who require support or review of supports already in place. Specific targeted interventions (such as Fresh Start) show increase in reading ages for pupils attending. Pre-attainment paperwork focused teachers thinking, facilitated the discussion, and clearly identified pupils requiring support, evidenced in the more meaningful discussion had during meetings. Also highlighting those who receive interventions, allowing for continued monitoring of progress.	SfL, class teachers, and SLT to continue to meet regularly to identify pupils who require interventions. Attainment meeting structure to be honed to best identify supports required and for those who require challenge. Monitoring of interventions to evaluate effectiveness needs to be implemented. More structured approach to measuring the impact of interventions. Pre and post assessments to take place. SfL teacher to identify appropriate assessment for particular focus (e.g reading/writing). PSA to

		be trained to carry out assessments, data to be checked and input by SfL teacher to Pupil Tracker. Monitoring of progress to be regularly checked by SfL teacher.
In session 24 - 25 most children achieved the expected levels of attainment in literacy and numeracy.	Almost all children achieve national expectations in literacy and numeracy. Evidenced from termly data input into Pupil Tracker.	
All Teachers engaged with functionality of <i>CEC Pupil Tracker</i>	All staff interacted termly with CEC Pupil Tracker to input attainment data. Termly 'ACEL Dashboard' document updated providing tools to analyse data. All staff had the opportunity to participate in training to support the use of the 'Dashboard'. All teachers have access to current ACEL data. Staff development on ACEL Dashboard document ensured all teachers had an opportunity to explore data for their class, the year stage and the school. All Teachers were supported to understand the importance of teacher judgement and the use of benchmarks to correctly ascertain pupils attainment levels.	Improve process to tracking individual and group/cohort attainment over time. Through identification of pupils who require more in depth tracking (e.g care experienced, young carers, highest attaining, etc). Create individual 'data stories' for selected pupils utilising data of time to show the learners journey through their school career. As we accumulate data over time SLT should now ensure rigour in analysing data for individuals, groups and cohorts to identify trends in children's progress and attainment over time. The Support for Learning Teacher should be involved in this process. Develop procedures for sharing more information with all staff, in particular PSA's.

All teachers should know <i>story</i> of cohort and individuals that they teach.	All staff have interacted with attainment data and 'cohort story' utilising Pupil Tracker and ACEL Dashboard to support. Most staff are able to discuss the story of cohort's attainment and individuals.	Continue to use Pupil Tracker and Attainment Meetings to understand story of cohort and ensure information is shared at periods of transition. All teachers should know comparator schools in the city and how we compare in literacy and numeracy teacher professional judgement.
Attainment data to be better shared across teaching team. • Development of easier to analyse tracker. • Class teachers to be made aware of overall school picture. • Attainment tracker to record: • Any standardised results • SIMD • FSM • EAL • Any Sfl interventions	James Gillespie's data story created. Analysis of data undertaken and 'trends' identified. All staff have access to the data story and almost all teachers participated in a 'walk through' of the data and the whole school impact. All teaching staff participate in transition meeting, utilising JGPS document.	Use data story to identify trends, and areas of support. Ensure data is shared with all staff and information used to support decisions regarding staff deployment (PSA's), interventions and areas of challenge. Yearly update to the JGPS data story to include current data.
Increase Tracking and Monitoring through Learning Journals.	Implementation of Reporting Policy, shared with all teachers and stakeholders. DHT's monitor Learning Journals termly and ensure requirements outlined in Policy adhered to.	Continue to embed and implement Reporting Policy ensuring new staff meet the JGPS standards. Make more effective use of benchmarks in all curricular areas while reporting.

Use standardised assessment in literacy and numeracy to provide SLT with more detailed information and the ability to analyse the effectiveness of any interventions in place to support children's progress over time.	Standardised Assessments have been used to identify increased attainment in targeted pupils, e.g. before and after Fresh Start intervention.	Implement standardised assessments in Numeracy and Literacy for P2,3, 5, and 6. Hachette assessments to be purchased, training provided to staff and data to be collected and input into Pupil Tracker. Assessments to take place in 2 nd term.
Renew Quality Assurance Calendar and identify opportunities for termly lesson observation by senior leaders. Increase opportunities for conversation with children about learning and progress.	Head Teacher observed almost all teaching staff within the first half of the year through SCE. Shared Classroom Experience carried out across the Learning Community strengthen Teacher judgment and developed confidence in assessing pupils linked to informal moderation discussions while participating in the SCE. Further peer SCE within school across different year groups continued to develop teachers understanding of the curriculum and the variety of approaches utilised in different year groups (e.g. play based learning in the younger years) ; Coordinate classroom observations centred on the agreed structure. All teaching staff we given the opportunity to reflect on the SCE and discuss the positive outcomes. This also informed their practice by developing targets for approaches to within Universal, Targeted and Individual groups of pupils. Within final term teaching staff participated in peer SCE within school. Head Teacher met regularly with pupils from various year groups to engage in robust learning conversations. Pupils were able to discuss their learning and provide examples within their jotters.	Continue to build on Learning Community SCE. Staff given the opportunity to participate in SCE within the Learning Community.
All children have access to a wide range of activities to support the development of social skills within school and outside of school, and deserve recognition for their successes.	Extensive sport and music programme during the school year including competitive opportunities. Variety of afterschool clubs available. All pupils have the opportunity to have their achievements recognised, from in school and from outside. These are celebrated and shared during assemblies. Information received from class teachers, pupils and parents. Teacher led P6 Euroquiz team successfully reached the final.	Improve tracking and celebration of wider achievements, exploring the use of Learning Journals to do so, continue to recognising pupils achievements inside and outside of school. Continue to recognise achievements in assemblies.

		Work with pupils' group (House Captains) to explore 'recognition wall' which will allow for pupils to be recognised by their peers.
All teachers participate in moderation across literacy and numeracy within the school, to encourage consistency and teacher judgement.	Almost all staff participated in termly moderation sessions lead by moderation lead. Through focus group feedback many teachers stated an increase in their judgment of a level.	Continue to embed Moderation, Maths and Numeracy Moderation to be an increased focus.
How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?		
VERY GOOD		

Self-Evaluation of Key Quality Indicators:	
QI 1.3 Leadership of Change: Developing a shared vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change.	Good
QI 2.3 Learning, Teaching and Assessment: Learning and Engagement, Quality of Teaching, Effective Use of Assessment, Planning Tracking and Monitoring.	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality.	Good
QI 3.2 Raising Attainment and Achievement: Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners.	Very Good
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)	Very Good

NAME OF SETTING	James Gillespie's Primary School Nursery class
VISION, VALUES AND AIMS	Our Vision is to create an early learning provision where children are happy, well cared for and have quality opportunities to have fun, play and learn. We have 4 core values of (1) Respect and Kindness, (2) Curiosity, (3) Can Do and (4) Connection. These are described as 1.Our nursery is a welcoming and inclusive environment with a respectful and caring team of practitioners who encourage, understand, and support the needs of all children. 2.Our practitioners use an open-minded approach to extend children's learning by encouraging our children to explore new experiences and challenge their thinking by asking open-ended questions. 3.We have a positive and supportive staff team who create a safe and encouraging environment to enable children to be enthusiastic, motivated, and resilient in their learning.

	4. We have a strong and inclusive team of practitioners who are connected by the same values to ensure all children feel a sense of belonging as part of our nursery community. Our Aims are To work together with our parents and carers to ensure the physical, social, and emotional needs of our children are supported, especially at important transitions. To work well as a team developing and sharing our skills, communicating effectively, being reflective with the children at the heart of what we do. To provide a welcoming, nurturing environment with quality play provision both inside and out. To ensure all children are actively engaged in their learning using quality interactions to support and challenge our learners.
CONTEXT	James Gillespie's Nursery is a 40-place nursery offering 1140 hours on a term time basis. Children attend the nursery 8.30-3pm (Monday – Thursday) and 8.30-12.30pm on a Friday. The nursery is staffed with an Early Years Officer, 4 Early Years Practitioners, and two part time early years assistants (one: 28 hours and one: 16 hours). The team are supported by the early level Depute Head teacher who has an active role across nursery and P1. This year a new permanent EYP started in the setting at the beginning of the session and another new permanent EYP at the beginning of December. A long-term member of the team, an EYP, went on Maternity leave in October and was replaced by a consistent member of supply staff (Mon-Wed) before this was made a fixed term contract in January. We created mentoring partnerships with the existing EYPs to share our values and pedagogy as well as support with day-to-day routines. At the commencement of the new session one of the EYPs in our team who has suffered with ill health for the last year continued to be absent from work until handing in their notice in October. This allowed us to advertise the job as a permanent position and successfully recruiting in December. From August to December, we were lucky to acquire consistent supply team members on a regular basis which provided consistency for the children. Along with the P1 EYP and our additional EYA this session we were able to ensure children's support wasn't impacted. Small adaptations to duties usually fulfilled by the 4th EYP ensured the quality running of the service. For example, beginning the year with 10 keyworker children instead of 8 so all had a permanent EYP overseeing their care. With a permanent EYP leaving for maternity leave in October this system continued meaning no change was felt by the children or to the knowledge the permanent team were building of the cohort. This session the early level Depute had 0.56 class commitment time in P1.

	Through this period of change the team have really pulled together to mentor and support new members of the team, continue to offer PEEP every term, host Stay and Play every Friday, offer Talking Time for small groups, provide parents' consultations from each keyworker for all our families as well as drive forward improvements identified for this session. This session 21 children returned, and our class was almost completed by the end of August with another 12 N5s and 6 N4s. This meant the class were able to be established as a cohort more quickly with only one child joining at the January transition point. This year's class is made up of 7 N4 and 33 N5 learners (7 of which are having a deferred year). We also have an EYP in P1 who supports the transition from nursery to P1. Throughout the year she comes to nursery for an hour at lunchtime where she has supported a different group each week whilst they have lunch and their return to play after. This has enabled her to get to know the children gradually and become a familiar face. From January of this year, she has come every Wednesday afternoon to collect groups of children, who are going to P1 in August, to join play in P1. At first this was in the outdoor classroom and then in the P1 playroom. Since the beginning of summer term, she has been working Friday mornings in the nursery to spend more time with the children, support the transition project in action in the playroom, as well as accompanying the children to assembly following a play in the school playground. As well as this, she has helped deliver PEEP along with our EYO, planning together and supporting each other to deliver a new style of PEEP within Stay and Play Fridays. In summer term, she has delivered a specific transition PEEP for families moving on to school in August. Another EYP (different to last year) from the nursery team goes to P1 on these mornings to ensure the play pedagogy in P1 is still supported whilst also gaining valuable insight into the next stage of our nursery children's lives.
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Leadership- Leadership of continuous improvement: Pedagogical leadership; Leadership and professional learning; Planning and continuous improvement

What have we done?

This wasn't one of our focused improvement priorities but this session:

We did: Engaged with the new Quality Improvement Framework for ELC in systematic self-evaluations meetings across the session. Made use of the CEC self-evaluation tool and graffiti walls to support staff in their reflections. As a result, staff have greater knowledge and understanding of the new Quality Improvement Framework for ELC. The staff team were able to engage in reflections about what each indicator looks like.

Worked through our 3 improvement priorities in clear stages, spread evenly across the year. Leadership roles were taken on by the EYO and all EYPs. Regular meetings were held to allow each member of staff to feedback on their progress with their lead role, next steps formed to maintain focus on the progress of the improvement. Next steps reflected on at each meeting. This kept progress moving and staff focused. Engaged in professional learning to upskill knowledge that would support the driving of improvement. We made progress and improvement in all 3 priorities this session which are clearly evidenced. Improvements have positively impacted the experiences of the children and due to priorities, there has been improvement in outcomes for children which tracked through our data.

Reviewed our planning to create stronger links between responsive plans, observed learning and intentional planning. Developed a termly skills plan to work alongside and support the child led intentional planning created weekly. We now have a consistent system established with responsive plans/observed learning and next steps feeding through weekly intentional planning developing stronger child led planning, moving us away from medium term theme planning. This has also improved individual observations for children and ensuring their next steps are planned for.

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?

Pedagogical leadership

- Our vision, values and aims are displayed inside nursery, on the website and in the handbook and are shared with families at the start of the year.
- The values are embedded across the school community through assemblies, buddy classes and sibling links;

All parents say their child likes being in the setting

Almost all (94%) parents say the setting helps their child to feel confident.

Pedagogical leadership:

Leadership responsibilities rotate so everyone develops breadth

Embedding children's voice in improvement

Very good

practitioners use them in daily interactions and when discussing progress with parents. • Children know the values through child-friendly characters and colours; they earn recognition (paper strips) for demonstrating values. • Children are involved in agreeing the class charter and children's voice is central to short and medium-term planning. • Our vision supports an ethos of care, play and learning and the values provide a shared standard for play and learning that promotes positive behaviour and safe, high-quality outcomes. • Practitioners are empowered to bring creativity and skills to nursery areas and share good practice; leadership at all levels is encouraged with each EYP taking a lead responsibility and an aspect of the SQIP. Leadership and professional learning • DHT has a regular presence in the playroom at different times of day and throughout the week to support practice and routines. • EYO is present throughout contact time to ensure smooth running of routines and day-to-day decisions. • All staff take on leadership roles to develop curriculum areas (literacy, numeracy, HWB) and lead tasks from the Improvement Plan. • Staff engage with national guidance and local resources (Quality Improvement Framework ELC, Realising the Ambition, City of Edinburgh guidance) to inform practice.	Almost all (94%) parents felt the setting encourages children to treat each other with kindness and respect. All staff feel they treat each other with respect Most feel staff and parents treat each other with respect. Most parents (88%) and staff feel that the setting is well led and managed. Most parents (88%) would recommend the setting to others and overall are satisfied with the setting. All staff feel a valued part of the setting's community All staff feel supported to engage in professional learning All staff feel their professional learning enables them to reflect on and improve their practice.	A "Children's Improvement Group" Parent focus groups on specific improvement priorities Leadership and professional learning Peer observations with a clear focus e.g termly professional learning focus linked directly to the SQIP Short "try–observe–reflect" cycles Survey evidence: <i>"The majority of staff feel they are encouraged to learn and share practice with colleagues from other settings"</i> <i>"Half of staff feel they are given the opportunity to learn and share"</i>	
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• Staff engage in professional reading and use practice papers and Education Scotland resources to extend knowledge and inform pedagogy. • Practitioners share good practice with each other and are supported to develop leadership skills across the team. Planning and continuous improvement • We have a continuous cycle of self-evaluation throughout the year which produces improvement action plans for specific areas/themes. • Dedicated weekly team time is used to reflect on practice and self-evaluate. • Change is managed in a timely, supportive manner; staff views are considered, trials and feedback are used before changes are made permanent, and DHT encourages staff ownership of change. • Monthly meetings are held to feedback progress from each leadership responsibility on improvement priorities. • Improvement activity is child-centred and impact-focused — improvements are led where they will significantly affect children's outcomes and experiences. • Parents and children are asked termly to share learning opportunities, and a loose long-term plan is shared at the start of the year for parental input on cultural events. • Children's voice informs short and medium-term planning and drives the direction of interests.	All staff feel appropriately supported to take on their role in the setting. Most staff feel they have regular opportunities to take on leadership roles. Almost all staff feel they are involved in agreeing priorities for next year. Almost all staff say they are involved in on-going self-evaluation All staff feel collaborative working across the setting is effective in taking forward improvement All staff say the setting's vision and values underpins their work All staff feel that staff at all levels communicate effectively with each other.	<i>practice with colleagues from other settings"</i>	
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	What evidence do you have of positive impact on learners? All children know the values and what they represent. They interact with the characters, some draw them and they respond positively to earning paper chain links to the class. Improvements positive impact on learners – Increased parental engagement meant children involved parents in their learning more. EAL learners improved communication skills from 62% on track to 88%. Zones of regulation developed a shared language for emotional literacy and has supported children in relationships and self-regulation. Improvements in relationships milestones are evident in data.		
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Children play and learn- Curriculum: Curriculum rationale and design; Continuity and progression in the curriculum; Partnerships; Skills for life and learning			
What have we done? We said: Raise parental engagement and participation in the life of the nursery. Find creative ways to encourage more parents to be involved in different ways. Develop different opportunities for parents to learn together with their child. We did: <i>completed professional learning: Education Scotland Framework for Parental engagement, involvement, family learning and learning at home. Used this to self-evaluate through reflective questions. Staff developed knowledge and understanding in promoting parental engagement in children's learning, effective communications and building relationships with parents and families.</i> <i>Included parents in planning through sharing the loose long-term plan to gather cultural and religious festivals/celebrations we should add to our planning. Used termly reflections to gather ideas for planning for the following term.</i> <i>Created a termly plan of opportunities to involve parents in the life of nursery.</i> <i>Surveyed parents ahead of PEEP and information evening to gather majority preference for how this would be offered e.g online/in-person, time of day, day of the week. Created new format for PEEP based on parent views and increase in attendance.</i> <i>Our attendance for our information evening increased from 17% to 50% of families. 80% of our families have attended Stay and Play, with 41% attending more than 5 times in a term.</i> <i>In session 2024-2025, parents answered : The setting organises activities where my child and I can learn together – 24% didn't know and 5% disagreed, I feel encouraged to be involved in the work of parent groups – 33% didn't know and 9% disagreed, I am kept informed about work of parent groups – 14% didn't know.</i> <i>This session parents answered: The setting organises activities where my child and I can learn together – 100% agreed, I feel encouraged to be involved in the work of parent groups – 88% , I am kept informed about the work of parent groups – 88%</i>			

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?	
Curriculum rationale and design • Our play and learning framework includes our play rationale acknowledging children's right to play. • Our curriculum is child centred; planning is led by the child and responded to by adults. • Intentional planning for each week is built from observed learning and responsive planning next steps. • Wellbeing indicators are considered when assessing progress and used as a focus for support. • Our drivers take into consideration the level of support children receive at home and build on this. • Realising the Ambition and Curriculum for Excellence support the planning of our curriculum. • Play and learning framework reviewed by staff and shared, displayed in entrance and online. • Share purpose through adult-led activities (e.g., in areas of nursery or through literacy/numeracy focus). • Planned skills for each term as identified through intentional planning; added to weekly plans when appropriate. • Activities are planned considering support and challenge for different learners. • Visual learning supported nursery which ensures all children are supported. • EAL learners are identified, assessed against language acquisition stage and supports planned for	All staff feel the setting's arrangements for engaging parents in their child's learning are effective All staff agree that children are involved in talking about and planning their learning. Children are encouraged to lead their own learning. Almost all staff feel they have regular opportunities to help shape the curriculum through discussions with colleagues, parents and partners All staff agree that the setting has effective strategies to support children with their learning and development, including those requiring additional support What evidence do you have of positive impact on learners?	Curriculum rationale and design Strengthen use of progression pathways Building on the use of intentional planning for skills at the beginning of each term, sharing this with families to deepen engagement in the curriculum. Partnerships Strengthen community links e.g using the community more for learning	Very good

Continuity and progression in the curriculum • Intentional planning and long-term planning are flexible and based on where the child is. • Our weekly planning is based on responsive plans and observed learning which leads from where the child is. • Next steps are identified in each child's learning overview at each tracking point. • Track learning and development through milestones and plan interventions to support individuals. • Observations in Learning Journals: significant learning is clearly identified and shared as well as next steps; weekly update shares learning for whole class. • Care Plans include information from parent and child about interests and skills which feed into individual learning overviews for keyworkers. • Care Plans support understanding of different areas children still need to develop. • Learning Journals are transferred from one nursery to another to ensure continuity. • Transition information shared with other nurseries when a child leaves (milestone tracker, individual learning overviews, care plan). • Transition reports completed for each child leaving for school including strengths and next steps in literacy, numeracy and HWB. • Edinburgh transition project ensures all children have the same learning before starting school, so they have a shared curriculum. • Our P1 EYP spends one hour each day in nursery all year, runs transition groups to P1 from January and attends nursery in the summer term; an EYP visits P1 to observe practice.	Children access 100% of experiences linked to Curriculum for excellence through continuous provision or intentional planning from responsive planning. Planned experiences consider experiences and outcomes from CfE. Indoor and outdoor classroom provision has opportunities to access all areas of the curriculum. Numeracy and literacy focus months allow focused observation to gather information about progress in learning. Supports planning. Intentional skills plan each term anticipates development of skills. 95% of plans are influenced by child interests and next steps in learning. Individual learning overviews ensure keyworkers are tracking next steps through DMLOs and focused learning priorities identified at tracking. 70% of children achieving their focused learning priority. Almost all children on track in their DMLOs. Almost all children contribute to planning for the next week through	Skills for life and learning Develop wellbeing skills as part of intentional skill planning e.g regulation, emotional literacy, peer relationships Sharing skills with families – develop what do skills look like to support understanding Develop progression of skills across the year to support transition to P1	
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Partnerships • Termly evaluations are given to families to reflect on the term of learning and contribute to planning the next term. • Loose long-term plan is shared with parents at the start of the session to gain feedback on additional themes/interests specific to their child. • Care Plans include information from parents and children. • Information evening at the start of session • Newsletter shared monthly with families. • A weekly update is provided every week to share learning and experiences. • Website contains information for the setting including policies, handbook, newsletters, curriculum rationale. • Numeracy bags and shared stories each week (home–setting learning links). • Parents consultations offered twice a year. • Every family welcomed in the morning and allowed time to settle the child. • Stay and play every Friday promotes regular engagement with the setting and allows children to feel safe. • Settling-in process is gradual to allow time with parent and child; pace set by the child. • Opportunities for parents to join nursery life planned throughout the year to ensure there are opportunities each term (sing-alongs, reading stories, PEEP, planting).	planning snack, responsive planning, observed learning. 50% of our families attended our information evening after the settling period was complete (an increase from 17% last session) Almost all families received 2 parents' consultation meetings, with only 1 family refusing this offer. 72% of (29 of our 40) families have attended Stay and Play Fridays. Parents feedback that this benefits their child: <i>'feeling more connected'</i> <i>'she enjoys introducing me to her friends and their parents. I can tell she's proud of the things she does here, and the relationships she's built.'</i> <i>'He has a sense of pride.'</i> <i>'feel like I understood his nursery activities better. So, his stories about nursery were better understood.'</i>		
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Skills for life and learning • Our play provision promotes development and learning. • Play experiences are always offered for literacy and numeracy skills. • Spaces promote independence and creativity. • Child-centred approaches to play and learning that build transferable skills. • Daily outdoor play. Children can free flow between indoor and outdoor classrooms • Planned skills for each term (as identified through intentional planning) ensure adults are considering important skills children should experience.	<i>'nice to see how the children interact themselves'</i> 12 families have attended PEEP this session (an increase from only 4 in 2024-2025)		
Children play and learn- Learning and Teaching and Assessment: Children's learning and engagement; Interactions to support learning; Planning and assessment; Tracking and monitoring			
What have we done? We said: Develop approaches to support EAL learners and N4 (50% are EAL) learners in communication skills to develop progress over time.			

We did: *EY Self-evaluation for improvement: EAL audit tool to look at environment and supports for EAL learners.*

DHT gathered information from application forms re languages and cultures before starting and created a spreadsheet for staff. This ensured the bilingual enrolment form was included in induction pack for appropriate families and allowed us to gather more information to understand and support children where they are. Enrolment forms filed with Personal Care Plan in child's individual plan.

Staff completed training on stages of English with DHT to enable the team to assess the level of English for each EAL child. Use of strategies and supports tool to plan appropriate targeted intervention for children with level 1 or 2 in English as well as knowledge of supports throughout the nursery session. Bilingual books available at all times in our story area.

Staff leading targeted support groups using Talking time format with small group visual, songs/rhymes and initial stage of Colourful semantics have observed improvement in the children in confidence to use or try language in a group with others at a similar level of English.

10 or our 16 families responded to our survey. All felt their child had made progress and the level of progress met their expectations; almost all felt their child's confidence had increased in talking to peers and 80% felt confidence had increased in talking to adults.

Our EAL learners on track in communication increased from 62% to 88%.

We said: Next steps for individuals integrated better into intentional planning e.g from data conclusions, achievements from home, individual observations

We did: Numeracy/literacy focuses planned out in loose long-term plan at the beginning of the year to build confidence in staff's understanding of progress in learning and next steps. Targeted supports for children from data conclusions added to planning each tracking cycle. Developed and tightened our system for responsive planning and observed learning with next steps to ensure intentional planning focuses on children's next steps as well as interests. Learning Journal observations moderated every second month and feedback shared with staff to support focus and understanding of what the learning was and how to create next steps from this. DHT supports planning meeting each week to coach next step building and keep focus on learning. Our planning this year has moved away from theme/interest based medium term plans to more intentional child led weekly plans formed purely from next steps in learning or development of child interest.

All observations are individualised and significant learning is clearly identified.

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?	
Children's learning and engagement	Most parents (88%) think their child is progressing well.	Children's learning and engagement	Good

- Children are highly motivated and fully engaged by rich, challenging experiences indoors and outdoors. - Almost all children make independent choices about where they play. - Children always have access to indoors and out during free play; free-flow play for extended periods. - Inviting experiences which are age- and stage-appropriate, well-resourced for choice. - Variety of choice for children; choice within individual play areas encourages ownership. - Opportunity for risky play and real-life experiences (baking, role play, mud kitchen, woodwork, prepping snack, growing and planting, local walks). - Children enjoy and are actively involved through spontaneous play, purposeful play and relevant real-life experiences. - Children are taught responsibility through practical routines (serving snack, washing dishes, tidying, using tools, dressing). - The ethos demonstrates a strong commitment to children's rights; children know and use the language of rights. - Children contribute to the floorbook, plan snack, reflect on what they enjoyed and lead aspects of their learning. - Staff hold a commitment to children's rights, wearing visuals on their lanyards to support interactions; children know and use the language of rights. Interactions to support learning - Staff respond and extend children's learning; adults in each area respond to children's needs.	Most parents (88%) feel the learning experiences their child has at the setting are at the right level for them Most parents (88%) think their child's learning and development is well supported by the staff in the setting Most parents (88%) feel that staff know their child well. All staff observe that children are engaged in their learning All staff feel that children are provided with experiences that meet their learning and development needs. All staff agree that children are involved in talking about and planning their learning. All agree that children are encouraged to lead their own learning. Almost all staff feel they are supported to ensure children's learning and development is appropriately planned for and assessed. Almost all staff have a shared understanding of how young children	Capturing child voice about their learning more Children meaningfully involved in their next steps in learning. Discussing with children their progress. Effective use of indoors, outdoors and the local community to provide high-quality, real-life experiences Tracking and monitoring Moderation of keyworker judgement of milestones, comparing evidence of learning – agreeing what 'on track' looks like Visibility of progression for families e.g family friendly milestones Strengthen targeted support pathways e.g monitoring and review cycles consistent and well planned	
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• Warm, responsive relationships create a positive climate for achievement; staff spend time with children and are responsive. • Skilled questioning and sensitive interactions: open-ended questions, time to respond, Hanen training, professional reading on interaction. • Staff deliver Talking Time and use NHS 'Let's Talk' resources; visuals support engagement and routines. • Staff listen effectively to children; children know their views are respected and acted upon. • Consistent routines, approaches and procedures that support predictable, secure interactions. • Staff are reflective on provision; peer observations and collegiate meetings to improve interactions. • Zones of Regulation used to support children to be in the optimal zone for learning; staff teach strategies to regulate. • Staff support EAL and speech and language needs to ensure individual interactions meet needs. • Staff are reflective on provision; peer observations and collegiate meetings improve interactions. Planning and assessment • All planning comes from pupil voice and is reviewed weekly; planning is responsive and based on observed learning and next steps. • Keyworkers complete responsive plans each week for their area and record observed learning and next steps. These are shared at planning meetings where next steps are discussed to create intentional planning. The source	develop early language and mathematical skills What evidence do you have of positive impact on learners? Children have independent access to the outdoor classroom daily throughout free flow play. Child-led and adult led experiences are 75:25. Children have around 4 hours 50 minutes in a 6-hour 30 minutes session of leading their own learning through play. All children observed as engaged in play. Almost all children are moving independently between play experiences and making choices about their own learning. All children have up to date Learning Journals with on average 5 individual observations per month reporting on progress and next steps in play and learning.		
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is always referenced so staff know where the interest came from. • Patterns observed across the environment may lead to a theme and creation of a floorbook to gather children's ideas. • Care plans and individual learning plans inform planning and transitions; care plans are reviewed throughout the year. • Staff use DMLO, CFE outcomes/benchmarks and Realising the Ambition to inform planning and assessment. • Staff participate in training to upskill pedagogy and apply learning to planning; play pedagogy rationale underpins practice. • Observation moderation by DHT is shared every second month. Observations are sampled with the team to discuss strengths and areas for development. This supports consistency across the team. Tracking and monitoring • Learning journal posts document observations of achievement and progress and include next steps and home learning suggestions. • Parent consultations twice a year to discuss progress and learning; ad-hoc conversations when keyworker's take turns at the door/cloakroom allows families to seek updates as required. • Termly meetings and transition reports document strengths and next steps; transition reports support continuity to school.	N5 learners 97% on track in thinking skills 94% on track in communication 100% on track in relationships 100% on track in motor skills N4 learners 100% on track in thinking skills 57% on track in communication 86% on track in relationships 71% on track in motor skills Significant Progress made/gaps closed N4 learners Thinking skills 57% to 100% on track Relationships 43% to 86% on track N5 learners Relationships 75% to 100% on track Communication 78% to 94% on track		
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• Weekly updates and nursery newsletter share learning with families and help parents support progress. • Responsive plans and observed learning are reviewed at planning meetings where next steps are agreed to ensure depth and challenge. • Tracking and Monitoring meetings each term provide a clear picture of cohort and individual development. • All staff keep DMLOs for each child in their focus key group and an individual learning plan; these are updated for each tracking meeting with next priorities and interventions. • Children are assessed three times a year using a black pen drawing kept as evidence; monthly literacy and numeracy focuses check progress. • Keyworkers make individual observations regularly (three out of four weeks) to provide consistent evidence each month. • Termly meetings with DHT and next keyworker discuss progress and next steps; DMLOs and individual plans are brought to these meetings. • Children are tracked as on track with support, on track or beyond track for each developmental milestone; DMLOs inform decisions and interventions. • Patterns are found across groups in the cohort e.g EAL, gender, N4/N5 learners. • Staff collect notes before parents meetings to inform reporting; parent consultations twice a year and ad-hoc conversations support monitoring. • Weekly meetings identify support and challenge across keyworkers so patterns across the cohort are recognised.	EAL learners Communication 63% to 88% on track Relationships 69% to 100% on track Low SIMD 1 learner from 3 of 4 milestones not on track to only 1 1 learner from 3 of 4 milestones not on track to only 2 Children's observations found to be positively written, identified learning observed, next steps shared with families. Variety of curriculum areas reported on to show breadth in child's experiences.		
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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			
What have we done? We said: Began Health and Wellbeing support from transition into nursery onwards. Assume support in this area and prioritise interventions as well plan for experiences, space, interactions. Focused in particular on skills for building relationships. Areas to develop are regulation, compromise, sharing, playing together in small groups, resolving conflict. <i>We did: Staff professional learning: Child development, Self-regulation using Zones of regulation. There is consistent language used across the nursery team now in relation to emotional literacy. Staff carry visuals on their lanyards and have visual keyrings in each area to support interactions with children requiring support to regulate. Staff feel skilled in supporting parents looking for support with the use of coloured zones at home.</i>			

Looked at settling process for new starts and created Welcome Padlet to support building confidence in the environment and developing trust in new relationships. Children were successfully settled by the end of the settling-in process with no adaptations to the process such as extra parent support, shortening session etc. Our Welcome Padlet was viewed 221 times. 89% of our children are settled and engaged in play within 10 minutes of arriving.

Developed our interactive emotion area with emotion talks resources/zone of regulation resources, colour monster interactive story, photos of children making different feeling faces, calm tent. Colour Monster story as storyline approach at the beginning of the year. All children are consistently using the language from zones of regulation at morning and end of the day check-ins, during play with each other and in restorative conversations. The feelings area is regularly accessed, and children were able to tell us that when they don't feel green they can 'go in the calm tent', 'look at the zones keyring, you can find them in the music area, house corner and playdough', 'squish your hands together and take deep breaths'. When asked what the colour mean they were able to give at least 4 different words to describe each colour. Whilst observing at small group time our N4 learners confidently shared the colour they were feeling at the end of the session and almost all could explain why.

Our N5 learners on track in relationships has increased from 72% to 100%. Our N4 learners on track in relationships has increased from 50% to 86%.

The number of incidents has decreased from 4 in a month to 1 or 0 demonstrating children have moved from physical to verbal resolution.

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?	
Positive relationships and wellbeing • Staff wellbeing and team support: Staff star and wishes meetings monthly; staff 1:1 meetings to discuss wellbeing and goals; staff are supportive and pull together during challenge. • Consistent caring relationships: staff move keyworker group each term to get to know all children; prioritise a consistent team and familiar supply staff; P1 EYP helps cover lunches daily to build relationships. • Nurturing culture and emotional support: nurturing principles understood; Zones of Regulation used for emotional literacy; emotional check in each morning; quiet areas and calm spaces available.	Most parents (88%) feel staff know their child well as an individual and help them to develop in the setting. Most parents (88%) feel their child is encouraged to be healthy and to be physically active Most parents (88%) think the setting supports their child's emotional wellbeing	Inclusion and Equality Inclusion and equality policy to ensure we Deepen equality beyond representation strengthen staff confidence support children to challenge unfairness ensure resources reflect all identities	Very good

• Warm daily routines and attachments: consistent routines; member of staff assigned to each area; adults sit with children at lunch to support conversation; adults in every area to support interactions. • Children feel safe, valued and respected: ethos of kindness, fairness and respect; positive reinforcement based on values; children's views listened to and acted upon. • Promoting resilience: regulation strategies, sensory toys, calm tent, feelings books; quiet time built into routine. Universal support • Inclusive access and predictable environment: outdoor classroom open to all; free flow between indoors and outdoors; visual timetable displayed prominently; consistent routine and timely transitions. • Everyday independence and life skills: play areas at child level; children serve and tidy snack/lunch; access to cloakroom from playroom to build self-care skills; mixture of child and adult led experiences with an adult in each area. • Universal language and communication support: Talking Time, play boxes, small group time; visuals to support routines; staff Hanen trained; staff use open questions and give children time to respond. • Universal wellbeing approaches: Zones of Regulation used across setting; visual supports, timers and now/next visuals used routinely; quiet areas and sensory resources available to all.	Almost all parents (94%) feel the setting encourages their child to confident. Almost all parents (94%) feel their child's behaviour is managed effectively. All parents reported that the setting organises activities where they can learn together with their child. All staff feel they work well together to understand children's behaviour All staff have a shared understanding of their 'responsibility of all' in relation to health and wellbeing What evidence do you have of positive impact on learners? Wellbeing: 90% of children settled and engaged in play within 10 minutes of arrival. 80% of our children have over		
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- Family engagement as universal support: Stay and Play every Friday; staff know families from Care Plans; termly parent/child evaluations and weekly sharing of achievements from home. Identifying and assessing learning needs and targeted support - Systematic observation and responsive planning: all EYPs complete weekly responsive plans; staff observe regularly and record personalised next steps; patterns across the environment lead to themes and floorbooks. - Tracking and data meetings: children tracked using DMLOs and individual learning plans; EYPs meet DHT three times a year to discuss tracking, interventions and priorities; tracking and monitoring meetings each term. - Targeted assessment tools and approaches: focused literacy and numeracy checks; three-times-a-year assessments (black pen drawing) kept as evidence; EYPs observe 10 children per week with personalised next steps. - Individualised planning and interventions: Up, Up and Away document and WB indicators used to identify barriers and plan strategies; child's plan organised by wellbeing indicators; interventions planned and reviewed. - Handover and continuity for targeted support: EYPs change keyworker children each term with handovers to share progress and next steps; care plans and individual learning plans reviewed throughout the year. - Staff development to support targeted work: staff participate in training (Hanan, trauma informed	85% attendance. Only 2 wellbeing concerns this session and 2 children with a Child Plan. Children name all staff and friends when asked who they talk to when they are upset or worried at nursery. Inclusion: All children can access the environment independently. Staff ratios 1:8 with staff evenly distributed across each area of nursery. Experiences adapted to meet children where they are e.g adaptations to gather, small group and mealtimes as appropriate so all children can be included at their level. In their relationship milestone, our N5 learners progressed from 61% on track in October, to 82% on track in May. Our N4 learner progressed from 50% on track in October to 86% in May. Our EAL learners progressed from 69% on track in October to 100% in May.		
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practice, nurture principles) to deliver targeted language and wellbeing support. Inclusion and equality • Policies and rights-based practice: UNCRC and equality policies upheld; child-led play pedagogy promotes right to play; infection prevention and changing policies in place. • Equity of opportunity: all children offered small group time, free play, outdoor play, snack planning and transition visits regardless of background; outdoor and woodland opportunities available to all. • Cultural and linguistic inclusion: bilingual books and resources; cultural festivals planned into long-term plan; parents invited to share languages and read in home language; fabrics and small world reflect cultures. • Challenging discrimination and fair representation: school values embedded; fair representation of cultures and languages across books and resources. • Accessible adaptations and inclusive routines: visual timetables, timers, sensory toys, calm spaces and flexible staff responses; adaptations made and reviewed as progress is made. • Staff training and legislative understanding: staff trained in ACEs, Hanen, trauma informed practice, nurture principles, unconscious bias, UNCRC; staff SSSC registered and understand SHANARRI/GIRFEC and safeguarding duties	After settling 11 of our learners had targeted interventions/supports above the universal offer with only 5 needing individual adaptations by May. All children using the language of 'colours' to identify how they are feeling. They can give words to describe what the colours mean. Emotional check-ins are now part of daily routine e.g beginning and end of day. Number of incidents decreased over the year from 3/4 in a month between September and December, to 1 or 0 between February to May. Inclusive environment: all staff wearing 'zones of regulation' and UNCRC visuals on lanyards. Visual timetable used throughout the session to support routines. Quiet spaces, emotions areas in regular use through the session. Fidget toys and timers accessed by children with planned interventions when required e.g in small group or class gather. Bilingual books present in story corner every day representing languages in nursery.		
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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			
What have we done? This wasn't one of our focused improvement priorities for this session but: We did: reviewed procedures and added new procedures as they developed to our procedures folder. Created a task on in-service day to ensure staff familiarised with procedures before the session began. Monthly quality assurance of risk assessments, incident/accident reports, medical information ensured improvements and adjustments could be made to maintain the safety and wellbeing of the children. This model supported timely intervention to decrease the number of accidents in our outdoor classroom. Regular weekly staff meetings maintained a strong culture of reflecting on how we are supporting children's wellbeing. Termly review and update to our support strategy plan for those requiring more than the universal offer kept a focus on individuals and their safety and wellbeing.			
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?	
Culture of safety and wellbeing Children have strong relationships with staff; relationships are trusting and respectful; all children are greeted individually at arrival points.	All parents feel their child is safe in the setting.	Culture of safety and wellbeing Wellbeing indicators used with children (started this through use	Very good

• Consistent caring relationships: staff move keyworker group each term, so staff get to know all children well; member of staff assigned to each area; P1 EYP covers lunches to build continuity. • Flexible drop off between 8:30–8:50 to support family check-ins and relationship building. • Staff communicate about wellbeing throughout the day and at staff meetings (focus child). • Nurturing practice and predictable environment: Listening and empathy are key to approach; quiet areas and busy areas; consistent routines; adults sit with children at lunch to support conversation. A safe and secure environment is provided. • Zones of Regulation and emotional check-ins used to develop emotional literacy and self-regulation, calm spaces, sensory toys and quiet time available. • Children taught independence and responsibility through snack and lunch routines, dressing, tidying and practical tasks. • Staff wellbeing practices: staff star-and-wishes meetings and 1:1s to reflect on wellbeing and goals; staff support each other and work as a team. • Trauma-informed approaches support wellbeing • Early help is offered to prevent escalating risks • Individual needs and risks are considered • Children’s rights guide all care Legislation policy and guidance in practice • Child protection and safeguarding: all staff complete Child Protection training; Headteacher and Depute	Most parents (88% strongly agree) feel that staff treat my child fairly and with respect. Most parents (88%) feel the setting provides helpful, regular feedback about how my child is learning and developing. Almost all parents (94%) feel that the setting gives ideas on how to support my child's learning at home Most parents (76%) feel the setting takes their views into account when making changes. Most parents (88%) feel they are encouraged to be involved in the work of parent groups. All staff understand how to apply the setting's procedures relating to child protection and safeguarding	of Unicorn ‘getting it right for every unicorn’) Legislation Policy and Guidance Create plan for reviewing policies across the year. Involve all stakeholders.	
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Head are Level 4 trained; procedures for raising concerns are displayed and shared. • Personal Care Plans and confidentiality: all children have Personal Care Plans organised by SHANARRI indicators; plans include child's voice and are accessible to staff; plans reviewed with families after six months. • Consent and medical procedures: photo consent, allergy paperwork and medication forms completed by families; accidents/incidents and medication recorded in line with council procedures. • Policies that uphold rights and equality: UNCRC and equality policies, infection prevention and changing policy are in place and shared with staff and families. • Transition and information management: DHT collates class overview information ahead of settling; updates from families are recorded and care plans amended; handovers ensure continuity. Transitions are handled with sensitive care. DHT liaises with transition primary to share information ahead of transition. • Use of national/local guidance: practice aligns with SHANARRI/GIRFEC principles and local council procedures for care, welfare and meal provision. Clear procedures protect children from harm. Empowerment of staff and children • Staff empowerment and leadership: staff hold lead responsibilities for play areas; practitioners are child-led rather than task-led; staff are encouraged to bring creativity and lead aspects of improvement.	Most staff feel they have regular opportunities to take on leadership roles. (2 of 7 staff didn't know, they are both part time EYAs) What evidence do you have of positive impact on learners? All children identify staff as who to approach if they feel worried or upset in nursery. This is observed throughout the nursery day. Careful monthly monitoring of accidents ensures timely interventions/risk assessments are made to reduce this. Lunchtime child friendly rules have decreased level of accidents at this time of day. Children's involvement in outdoor classroom risk assessment has increased awareness of safety. Almost all children are on track in relationships milestones (only 1 isn't) at the end of the year.		
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• Keyworker system and shared responsibility: keyworkers share information, follow up changes to support and hand over progress when groups change. • Children's voice and participation: children contribute to floorbooks, plan snack, reflect on learning and are involved in planning themes and activities. • Inclusive choice and agency: children free-flow between indoors and outdoors, choose activities (woodland, Play on Pedals, snack times) and lead aspects of their learning. • Practical strategies that enable empowerment: visual timetables, now/next visuals, timers and accessible resources support independence and decision-making. • Family partnership to empower children: personal care plans and regular updates with families ensure children's preferences and needs shape provision. • Children learn to assess and manage risks. Child friendly outdoor risk assessment is completed each day by children entering garden for first time.	Attendance is high (80% over 85%) demonstrating confidence in the setting. All staff know how to report wellbeing concerns and follow correct procedures. All staff observed as having nurturing relationships with all children. Rotating keyworker system has developed relationships further and supported children to feel different connections. A parent reported they feel their child gets something different from each adult. Adults lead responsibility ensure outcomes are improved in a systematic, consistent way.		
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Date of last Care Inspection: March 2019	Evaluation- please indicate overall for each question
Quality Indicator:	
Quality of care and support	5
Quality of management and leadership	6

Quality of environment	5 (remained from previous inspection)
Quality of staffing	5 (remained from previous inspection)