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

Summarised inspection findings

Broughton Primary School

The City of Edinburgh Council

24 November 2026

Key contextual information

Broughton Primary School is a non-denominational school serving the Broughton community within the North East locality in Edinburgh. At the time of the inspection the school roll was 368 children across 15 classes and 14 children in the enhanced support base (ESB). The majority of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 8 to 10. A minority of children live in SIMD decile 4 and a few children reside in SIMD deciles 1 and 2. A minority of children attending the school have English as an additional language. The school community is linguistically diverse, with more than 60 languages spoken by children, families and staff. Approximately 50% of children are recorded as requiring additional support with their learning.

The headteacher has been in post since 2019 and is supported by a depute headteacher and two principal teachers.

2.3 Learning, teaching and assessment	**good**
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

- The headteacher has led the school community very well to create a nurturing, positive and supportive ethos across the school. Children are very polite and welcoming to visitors and friendly and supportive in their interactions with staff and each other. Across the school, children understand and demonstrate consistently the school values of trust, respect, honesty, fairness, kindness and responsibility. These values support the daily life of the school and are recognised and celebrated regularly in class and assemblies. As a result, almost all children feel safe and happy in school and are ready to learn.

- Children learn in attractive, well-managed and resourced classrooms. Teachers make very effective use of learning spaces within the school building. They use the outdoor spaces in the school grounds and local community effectively to support children learning. Through experiences such as 'Muddy Mondays', 'Epic Day' and participation in a national award, children develop skills in teamwork, problem-solving, creativity and independence. Younger children have daily opportunities to learn through play, which supports their curiosity and creativity. As a result, almost all children are highly engaged, motivated and successful learners.

- Younger children have daily opportunities to learn through play. This is supporting them well to develop their independence, curiosity and be creative. As a result, almost all children engage very well in their learning and are motivated to achieve success.

 © Crown Copyright

- Almost all children behave well throughout the school day. They are kind, supportive and caring towards adults and other children. Occasionally, a few children engage in low-level, negative behaviour which can distract other children from their tasks. When learning is set at the appropriate level and pace, children sustain better concentration and demonstrate positive behaviour. Skilled support staff work very effectively with a few children who require significant support to remain included, engaged, and focused in class.

- Teachers across the school plan and deliver well considered and structured lessons. However, in the majority of lessons, the level of challenge is not yet matched consistently to the needs of all children. Senior leaders should continue to support teachers to ensure that all children experience learning set at the correct level of challenge. In doing so, they should re-engage with the school's helpful and recently refreshed learning and teaching policy. This should help ensure that all children experience a consistent approach to learning and teaching across the school.

- All teachers provide children with regular opportunities to work independently and co-operatively in pairs and groups. Teachers provide thorough and well-considered introductions to learning activities. However, in the majority of lessons, these introductory activities can be overly long resulting in a few children disengaging from their learning. Moving forwards, teachers should consider how to support children to settle to independent and group activities more quickly. This should help quicken the pace of learning for all children.

- Teachers provide children with very clear and helpful instructions and direction. As a result, almost all children understand what they are learning and what they need to do to be successful. Teachers have recently introduced meta-skills to help children reflect more effectively on how they learn and the progress they make. As a result, children are beginning to talk with greater confidence about their strengths and the skills they are developing. Staff should now build on this positive start by supporting children to track and record these skills over time. This will help children recognise more clearly their progress and achievements.

- Most teachers use questioning appropriately to check children's understanding of their learning. In a minority of classes, teachers use skilful questioning to extend children's curiosity, creativity and higher-order thinking. Senior leaders should now share this effective practice more widely to strengthen children's experiences across the school.

- Across the school, teachers use interactive whiteboards well to support children's learning. Younger children use matrix codes to access online games to reinforce learning in literacy and numeracy. Older children use the internet to support research and create presentations to demonstrate their learning. Moving forwards, teachers need to develop children's skills in digital literacy in a structured and well-planned way through a range of contexts. This should support children more effectively to build on their skills as they move through the school.

- Most teachers use praise and helpful verbal feedback which helps children to understand their next steps in learning. Children increasingly reflect on their learning and provide supportive feedback to their peers, helping them understand what good learning looks like. Teachers also provide children with regular written feedback. However, the quality of this feedback and the impact it has on children's learning, varies across classes. Staff should continue, as planned, to develop more consistent approaches to high-quality written feedback across the school.

 © Crown Copyright

- Across the school, teachers use an appropriate range of assessments to measure children's progress in learning. This includes summative, diagnostic and standardised assessments. Teachers use assessment information effectively to support their professional judgements about children's progress and achievement in literacy and numeracy. Moving forwards, senior leaders should support teachers to ensure children's assessment information is used robustly to inform planning. This should help ensure that all children are provided with appropriate pace and challenge in their learning.

- Senior leaders support teachers well to engage in moderation activities within and beyond the school. Teachers work well with colleagues to share practice and strengthen their understanding of national standards. Teachers moderated recently children's writing and discussed planning, resources and approaches to teaching writing. They should now extend this approach to moderation across all curricular areas to strengthen the consistency and reliability of their professional judgements.

- Teachers plan learning collaboratively with stage partners over a range of timescales and across the curriculum. They use local authority progression pathways for literacy, numeracy and health and wellbeing and a range of school planning formats for other curricular areas. Teachers also ensure that children's learning of modern languages is progressive and aligns with the national 1+2 policy. Children across all stages learn French with teachers introducing older children to Spanish. Teachers should now develop clear progressive pathways across all curricular areas. This should support children to build their knowledge and skills more consistently as they move through the school.

- Most teachers support children to engage meaningfully in planning their learning. Early years staff are developing their use of observations of learning well to inform planning that reflects children's interests. These observations support intentional planning and help ensure learning builds on children's needs and experiences. Across the school, children identify what they already know, what they would like to learn, and how they would like to learn it. This approach helps children have greater ownership of their learning.

- Senior leaders meet with teachers three times across the school year to review children's progress in literacy and numeracy. These meetings provide valuable opportunities to discuss children's attainment and progress over time. This includes detailed tracking of cohorts of children, such as those requiring additional support with their learning and children with English as an additional language. Teachers and support for learning staff use this information effectively to plan and implement in-class supports and targeted interventions for children. Staff support children who require additional support with their learning well and monitor the impact of interventions effectively. As a result, children make good progress in their learning. As planned, senior leaders and staff should now track and monitor children's progress across all curricular areas.

 © Crown Copyright

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

© Crown Copyright

3.1 Ensuring wellbeing, equality and inclusion	good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- All staff and children promote a very positive ethos across the school. They celebrate successfully the diverse range of cultures which form their school community. This positive approach supports children and their families well to feel included and have a firm sense of belonging. Children demonstrate positively the school vision of 'Reach for the Stars' through their confidence and motivation to succeed and do their best.

- Almost all children behave well and demonstrate respect for adults, visitors and their peers. Staff use a comprehensive relationships policy very well to support children to manage their behaviour and learning. A few children require more bespoke support to regulate their emotions and behaviour. Staff follow clear guidelines, including restorative approaches and de-escalation techniques to support individual children when required.

- Staff and children from the rights respecting working group promote successfully children's rights. Across the school, children reflect on their rights through class, dining hall, and playground charters. They talk confidently about their rights and explain clearly how these relate to their everyday lives and learning. Older children have a clear understanding of their role as rights holders and adults' roles as duty bearers. The school has achieved a national award for this work. Staff should now develop children's rights more explicitly across the curriculum and consider a whole-school approach to aligning children's rights and the school values. This would make these concepts more meaningful for children.

- Most children know that staff help them to understand and respect other people. Most children know they have a trusted adult to talk to if they feel upset or worried. However, a few of children are not sure if staff or other children treat them fairly and with respect. Senior leaders and staff should continue to discuss with children the concepts of respect and feeling safe. This should support children to recognise these attributes within themselves and others.

- Staff deliver a broad and progressive health and wellbeing curriculum to develop well, children's physical, social, emotional and mental health. They use a local authority resource which supports children well to understand the concepts of resilience and dealing with challenge. Most children have a firm understanding of the factors that contribute to a healthy lifestyle. Children take part in a survey three times a year to evaluate their wellbeing. Staff analyse the data gathered from these surveys to identify appropriate wellbeing support for individual children. As planned, senior leaders and staff should use this information more effectively to track children's wellbeing trends and themes across the whole school.

 © Crown Copyright

- Most children regularly take part in physical activity and participate in sports beyond the school day. For example, a minority of children participate in the weekly Edinburgh Park Run or the Edinburgh Junior Marathon which staff promote well during assemblies. These experiences support children's physical wellbeing effectively. Children also enjoy regular participation in a range of groups and clubs such as singing in the 'Glee club' and choir. These clubs build children's social skills and help them to feel confident about themselves.

- Senior leaders and all staff comply well with their statutory duties and codes of practice which relate to meeting children's additional support needs. Staff effectively identify children's learning, health and social needs in 'My World' folders. These folders outline individual strategies for children requiring targeted interventions. Staff have a consistent approach to meeting children's needs. As a result, most children requiring additional support in their learning progress well in their learning and wellbeing.

- Staff have recently started to use the new local authority format for recording Individualised Education Programmes (IEPs). Teachers document accurately a profile of need for children and strategies to overcome any barriers to their learning. Most children's targets are specific and measurable and set within clear timescales. In the strongest examples, children's plans consider information from allied professionals such as occupational therapists. In these examples, children benefit from planning that takes account of learning and health targets, including structured daily timetables. Senior leaders and staff should continue to work together to review their approaches to writing children's IEPs. They should ensure that all IEPs are of a consistently high-quality. Senior leaders need to ensure they always fully capture children and parents' views within IEPs.

- Senior leaders and staff provide strong support for care experienced children and for young carers. Senior leaders have appointed a Pupil Support Officer (PSO) using Pupil Equity Funding. The PSO engages very well with children and families to reduce any barriers. This includes help to access services and support to improve children's attendance and encourage them to participate in extra-curricular activities. The PSO and headteacher track the monthly attendance and participation of care experienced children and young carers. They promptly identify when any interventions are needed for these children. Most children demonstrate improvement in their attendance as a result of well-planned approaches to maximise their attendance. Young carers have participated in whole school assemblies and in a city-wide competition to raise awareness and understanding of being a young carer. Children are proud of their successes in raising the profile of young carers across the school and wider community.

- The number of reported incidents of bullying is low, with only a few cases recorded during the last session. However, a few children across P4-P7 do not feel that incidents of bullying are always dealt with effectively. To help children to feel more secure, confident and assured that their concerns will be listened to and acted upon, staff should continue to build on current whole-school approaches to promoting resilience and developing a shared understanding of anti-bullying practices. In doing so, they should highlight how children report concerns when they feel bullying may be an issue.

- The school's approaches to celebrating diversity are an important strength. This work is led admirably and enthusiastically by children in the 'Our Pupil Equalities Group' (OPEG). Children successfully lead aspects of school improvement. They recently enhanced class libraries by securing funding to purchase a more diverse range of fiction books. They effectively promoted these new books to their peers, encouraging wider engagement with reading. This has widened

 © Crown Copyright

children's exposure to different cultures and helped children to see their own lives reflected in texts. Children are rightly proud of their work in this area and have plans to further promote inclusion by updating the school's equalities policy. Across the school, children have a firm understanding of different cultures, races and beliefs, appropriate to their age and stage. Children feel confident to tackle discrimination and have the maturity to understand that in certain circumstances they should seek the help of an adult.

- All staff have a very secure understanding of the socio-economic context of their school. They recognise that their inclusive approach to the wide range of languages, beliefs and cultures within their school community is an important element of their work. Staff encourage children and parents to share their knowledge about their faith and religious celebrations, such as Eid. These approaches build a strong sense of community. As a next step, staff should ensure they maximise opportunities to include children from the Enhanced Support Base within the school as often as possible.

 © Crown Copyright

Quality of provision of Enhanced support base

Context

The ESB is located within Broughton Primary School. It is a local authority special unit that supports children with complex additional support needs, including language and communication needs. Children are placed within the ESB by the City of Edinburgh Council's Education Resource Group.

The ESB can accommodate up to 16 children, and the current roll is 14 children. The ESB is on the upper floor of a separate building to the main school and comprises two classrooms and a deck space learning area.

The headteacher has overall responsibility for the ESB. The principal teacher of the ESB has a three-day teaching commitment and two days allocated for management time. The base also has a full-time class teacher, two early years practitioners and three pupil support workers. Recruitment processes are currently underway for two pupil support worker posts.

Learning, teaching and assessment

- All staff in the ESB demonstrate positive, supportive relationships with children and have a good understanding of their individual needs. The ESB has a very welcoming ethos. Senior leaders and staff work well together to create a safe, welcoming and calm learning environment for almost all children. Staff make creative use of the learning spaces to engage and motivate children. Overall, children respond positively to the environment and approaches deployed by staff.

- Teachers use areas within the ESB and school grounds well, including the swimming pool, gym hall and playground. Most children enjoy and engage well when learning through sensory experiences, for example when exploring number through water play. Music is a key motivator for most children and staff use song signifiers effectively to support children when transitioning between activities. Staff should continue to develop the sensory curriculum within the ESB to meet the diverse needs of all children.

- The majority of children are accessing learning within the local community. This supports them well to further develop skills such as social interaction, communication and resilience. Senior leaders and staff should continue to develop meaningful links with the local community. They should also ensure community-based learning experiences are planned progressively, building children's knowledge, skills, and understanding over time.

- Staff use a range of effective strategies and approaches well to support the majority of children who can become dysregulated. They record and monitor incidents carefully, helping them to identify patterns, potential barriers and best supports for children.

- The majority of children across the ESB engage well with their learning. Staff help children understand the structure of their day and the purpose of their learning. They use established routines and visual supports, such as now-and-next boards, to do this effectively. Children respond positively to lessons being appropriately paced, with movement breaks incorporated into the day. Teachers ensure that the majority of children's learning experiences are matched to their needs and interest. Most children would benefit from further challenge in their learning.

© Crown Copyright

Teachers should ensure that children have regular access to meaningful tasks or workstations to consolidate and extend intended learning, for example within numeracy.

- Paper-based communication boards and visual cards support most children to communicate their wants and needs, for example when choosing an activity. Children would benefit from more regular and consistent modelling of how to use visual supports effectively throughout the day, for example when selecting their morning snack. Staff should further develop the consistent use of augmentative and alternative communication supports. This includes the use of electronic devices and sign language across daily routines for all children. This should further develop children's skills in effective communication and independence.

- Teachers assess children's progress on an ongoing basis. They do this through observations recorded in children's personal folders and through verbal and responsive feedback. Regular, helpful feedback is provided in children's jotters. Staff also record the level of support required using the continuum of engagement. Teachers use this range of helpful information to understand, monitor and report on the progress children are making. Moderation sessions within the cluster and visits to other ESB provisions support staff to develop a shared understanding of progress and achievement. Senior leaders should ensure protected time is available for staff to continue to work collaboratively with other colleagues.

- Teachers plan across the school year, termly and weekly. All children have Individual Educational Plans (IEPs) with targets for literacy, numeracy and health and wellbeing. Teachers' evaluations of children's progress support the setting of new targets for individual children. Teachers plan learning through meaningful contexts effectively. This helps children gain new knowledge and develop transferable skills. Children's interests and choices help shape the contexts for learning, ensuring children's experiences are meaningful and engaging. Moving forwards, staff should ensure that children's contexts for learning are planned progressively. This will help children build their knowledge and skills across a range of topics.

- Teachers track children's progress four times across the year using the whole school tracking system. They use a range of paper-based systems well to track individual children's progress. These systems help monitor children's progress across Curriculum for Excellence foundation milestones through to First Level. Senior leaders should continue to develop tracking systems to create a more streamlined and strategic approach to monitoring children's progress. This should include consideration of how children's IEP targets are tracked. It should provide a clearer overview of individual children's progress to better inform teachers' planning and identify children's next steps in their learning.

Ensuring wellbeing, equality and inclusion

- All staff understand the importance of positive wellbeing for children. As a result, almost all children's care and wellbeing needs are met effectively. Teachers ensure approaches to developing children's understanding of their feelings and wellbeing are embedded across a range of learning experiences. These include circle time and weekly reflection activities. As a result, the majority of children identify and talk about the emotions they experience. Children know which adults within the ESB can best support them to meet their needs.

- Relationships between children and with staff positive across the ESB. The majority of older children support their younger peers positively, for example whilst in the playground. Children are supported well to be responsible and resilient including during their building resilience

 © Crown Copyright

lessons. Most staff have undertaken appropriate training to build their skills in managing dysregulation. It is important that new staff access this training as soon as possible. Staff respond calmly and promptly to early signs of dysregulation. They use a range of effective strategies, including access to calm classroom areas and 'The Deck' space. These approaches help children well to regulate their emotions and remain engaged in their learning. Weekly ESB team meetings support staff well in ensuring consistency of support for children to meet their learning and wellbeing needs. Pupil profiles, risk assessments and behaviour plans provide helpful information on how best to support children with their learning and regulation.

- All children have individual health and wellbeing targets within their IEPs. Most children engage in a range of appropriate curriculum-based activities that promote their understanding of health and wellbeing, for example relationships and sexual health lessons and hygiene routines.

- Almost all children enjoy weekly physical education lessons, for example swimming, basketball and movement sessions. Most children participate well in these lessons, supporting the development of their skills in turn taking, listening, spatial awareness and gross motor skills. Staff work with partners to provide children with experiences such as dance and biking. Staff are strengthening their approaches to supporting children's sensory needs, for example by introducing sensory circuits.

- A few children have shared their wider achievements with the whole school via the big book of achievements, which are celebrated at assemblies. Children attain regular house points within class and 'Star awards' are shared with parents via home-school diaries, class newsletters and the school website. Children do not currently attend whole school assemblies. However, staff ensure that children's achievements are recognised and celebrated regularly within the enhanced support base. This helps children to feel valued and recognised for their successes.

- All children have a Child's Plan. Staff ensure planning meetings maintain a clear focus on children's individual needs and their next steps in learning and development. There are no children with a co-ordinated support plan (CSP) currently. Senior leaders should consider a CSP for a child where this would be appropriate. Parent's views are sought regularly during parent consultations and termly parent drop-ins. Staff should ensure they capture parent's and children's views within IEPs to support a holistic approach to planning for all children.

- The majority of children would benefit from more carefully planned opportunities to learn alongside their mainstream peers. This should support their social and communication development and strengthen their sense of belonging. Children should, where appropriate, be members of school pupil leadership groups and assemblies. A few children would benefit from additional challenge through opportunities to learn alongside their mainstream peers, where appropriate. Senior leaders and staff should work collaboratively to plan and extend inclusive learning opportunities for children.

 © Crown Copyright

Other relevant evidence

- Overall attendance for academic session 2025-26 was 93.0%. This is in line with the national average. This has remained constant over a three-year period.
- The rate of persistent absence (attendance below 90%) is 23.8%. This has decreased by 2.1% in the same three years.
- Staff regularly track and monitor carefully children's attendance data. This data demonstrates improved attendance for the majority of children receiving targeted support to improve their attendance. This targeted support includes children with attendance below 90%. A few children are on part-time timetables. Staff review these timetables regularly with support from the local authority to increase these children's time in school.
- As a result of regular tracking and the effective monitoring of attendance data, staff demonstrate improved attendance for the majority of children who receive targeted support. This targeted support includes children who are care experienced, young carers and children with persistent absence.

© Crown Copyright

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.

© Crown Copyright