

# Summarised inspection findings

**Craigroyston Primary School**

**The City of Edinburgh Council**

**28 April 2026**

## Key contextual information

Craigroyston Primary School is situated in the northwest of Edinburgh. It is a non-denominational school. Currently the school roll is 306 children. The headteacher has been in post for four years. She is supported by a deputy headteacher and principal teacher, who are both non-class committed. The school also benefits from two full-time development officers with responsibility for raising attainment and supporting the needs of children across the school. Around 90% of children reside in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2 and the remainder reside in SIMD decile 3-5. Around 41% of children are recorded as having an additional support need and 19% of children have English as an additional language.

| 2.3 Learning, teaching and assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | good |
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| <p>This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:</p> <ul style="list-style-type: none"><li>■ learning and engagement</li><li>■ quality of teaching</li><li>■ effective use of assessment</li><li>■ planning, tracking and monitoring</li></ul> |      |

- The headteacher and staff team create an ethos and culture where children are nurtured, respected and supported effectively to engage purposefully in school life. Almost all staff know children and families very well and have built positive, caring relationships with them. They have developed a positive relationship policy based on restorative approaches. This is helping most children to understand and follow the expectations of behaviour well. Staff's commitment to embedding the 'Craigie' values is helping most children to focus well during learning and aspire to do their best. As a result of this focus on nurture and clear standards, most children feel safe, settled and participate appropriately in learning, most of the time.
- Most children behave well and show care and consideration for each other and adults. Across the school, a few children need support to follow the school values and behave respectfully. Most staff are calm, consistent and patient in supporting children to regulate their emotions and behaviour. They use a range of interventions effectively to help children to manage their emotions and behaviour. Staff have created the 'Hive' as a nurturing and sensory environment. Staff use this resource to support a few children who require additional help with their wellbeing and learning. Senior leaders can evidence well the positive impact of these nurturing approaches on improving children's engagement and progress towards their own targets.
- All teachers use a variety of learning environments effectively to motivate children. This includes regular opportunities for outdoor learning, access to different learning spaces within the school grounds, trips within the local community and Edinburgh city. Children speak very positively about these experiences and the wide range of activities they take part in. These are helping children to gain a greater understanding of the world around them, enjoy learning, develop their confidence and skills for learning, life and work.

- The headteacher has supported staff well to develop the 'Craigie Clipboard' which incorporates staff's agreed elements of a successful lesson. All teachers use this clipboard meaningfully during learning and teaching to support their practice. All teachers engage in regular professional learning to improve learning and teaching pedagogy. For example, they engage successfully in practitioner enquiry to help test new approaches and reflect on and adapt their practice. Staff should continue to agree and embed consistent approaches to high-quality learning and teaching across the school.
- In almost all lessons, teachers share the purpose of learning and explain how children will know if they have been successful in their learning. Teachers regularly consider 'what a good one looks like?' to help children understand what they are aiming for in their learning. Most teachers are beginning to support children well to reflect on their learning at the end of a lesson, using traffic lights or grids to review their work. They should continue to support all children to engage in regular self- and peer-assessment. This aligns well with planned work on intentional feedback, to provide specific and supportive feedback to children on how to improve their work. This has the potential to support children to understand more clearly what they need to do to make increased progress.
- Staff have created 'enable stations' and helpful learning resources in all classes. These provide children with the appropriate tools to help them succeed in learning, for example, word mats, dictionaries, concrete materials and 'learning pits'. Children engage well with these resources, which help to encourage independent learning. Most children use digital tools appropriately to support their learning. This is particularly evident in the older classes, where children have individual devices. In a recent school survey, most children identified that using digital devices increases their engagement and enjoyment in learning. Almost all teachers are developing their confidence well in the use of more creative digital tools to support learning. They engage in purposeful professional learning and recently moderated digital learning with colleagues across the learning community to enhance practice in this area. Staff should continue to ensure children have access to a creative and progressive programme of digital learning to strengthen their digital skills.
- In a majority of lessons, teachers plan learning at the right level of difficulty to meet the needs and interests of most children. However, this is not yet consistent across all lessons. In a few lessons, the pace of learning needs to be increased, and children need to be more actively engaged in learning. At times, learning is too teacher led and a minority of children are too passive in learning. In a few classes, a few children display low level behaviours at times. This is most evident when learning is not well matched to their needs and interests. Senior leaders and teachers should continue to ensure learning experiences are well-planned to meet all children's needs and interests. This should include teachers planning more consistently the correct level of challenge and support required for children. Teachers should increase their levels of expectation in a minority of lessons. This has the potential to support all children to remain focused and maximise their progress.
- Staff work very effectively with a range of partners to provide high-quality experiences that successfully meet children's wellbeing and learning needs. This includes regular outdoor learning activities which are well-planned and help children develop skills progressively in problem solving, communicating and creativity. Partners support identified children through well-considered learning and wellbeing interventions. These help to build children's confidence and enable them to engage better in learning experiences. These activities include numeracy

interventions and social and emotional groups. Senior leaders and staff provide clear evidence of the impact of this work. As a result, identified children are sustaining concentration for longer, showing less dysregulation, and making progress towards their personal learning targets.

- Support for learning staff work effectively with teachers to plan additional learning support for identified individual children and groups in literacy and numeracy. These include numeracy revision, literacy interventions or one-to-one support based on agreed targets. Senior leaders and teachers review support and interventions regularly to ensure they are effective in closing gaps in learning.
- Teachers at the early stages provide children with attractive resources to support child-led play experiences. Children engage in sustained play in construction, craft and role play areas to develop their creativity and communication skills. Teachers should now build on these experiences to ensure an appropriate balance of child-led and adult-led play experiences. They should observe children during play to develop experiences further which extend children's thinking, provide increased challenge and incorporate more literacy and numeracy. As part of this work, they should engage with national guidance.
- All teachers gather a balance of both formative and summative assessment information. They use this data robustly to ensure appropriate breadth and depth of the curriculum and to plan children's learning progressively. Teachers and senior leaders meet regularly to track and discuss children's progress and attainment. They analyse assessment data effectively to measure children's progress, identify gaps and plan next steps in learning. Teachers use the outcomes of these meetings well to plan appropriate interventions and supports. These actions are successfully beginning to address identified gaps in children's learning.
- All teachers participate in planned opportunities for moderation across the learning community and within school. In recent years there has been a focus on moderating numeracy learning. Teachers found this very valuable in supporting their understanding of progress within and across Curriculum for Excellence (CfE) levels. Senior leaders should ensure teachers have continued opportunities to moderate standards across the curriculum both formally and informally. This will support all staff to build greater confidence in making decisions about children's progress against national standards.
- Staff have agreed a clear expectation for planning over different time scales. The school's 'Progression and Pathway' documents detail key aspects of learning to be taught and assessed at different CfE levels, and the school calendar outlines how teachers should take forward responsive planning. Tracking and monitoring meetings enable professional dialogue between teachers, senior leaders and support staff. During these meetings, staff agree interventions and support for identified children who are not on track with, or face barriers to their learning. All teachers should continue to plan opportunities for children to experience personalisation and choice, ensuring learning is meaningful for all.

## 2.1 Safeguarding

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

## 3.2 Raising attainment and achievement

good

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

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

### Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. The majority of children at early level are predicted to achieve national expectations in literacy and numeracy by June 2026. Most children at first and second level are predicted to achieve national expectations in literacy and numeracy by June 2026. Across the school, a few children are exceeding national expectations.
- Most children requiring additional support are making appropriate progress towards their targets in learning. This includes children who do not have English as their first language.

### Attainment in literacy and English

- Across the school, most children make expected progress from prior levels of attainment.

### Listening and talking

- The majority of children at early level, listen and respond appropriately to others. They would benefit from more practice to share their ideas, feelings and thoughts with each other to build their confidence. Most children at first level contribute relevant information and ideas well during group discussions. They share confidently their views and opinions with others. They would benefit from further group work to practice turn taking, listening and responding appropriately. Most children at second level build successfully on the contributions of others and offer their own viewpoint well in discussions. They ask relevant questions to clarify and extend their understanding.

### Reading

- The majority of children at early level know the difference between letters and words and recognise single letter sounds. They are less confident in using sounds and patterns to read sentences. Most children at first level identify well the main ideas in a text and suggest their purpose. They select books regularly for enjoyment. Most children at second level discuss the key features of fiction and non-fiction texts confidently. They distinguish fact from opinion successfully. Children at first and second levels need support to develop their confidence in explaining their preferences for authors with supporting detail.

### Writing

- The majority of children at early level use pencils with increasing control and confidence. They form most lower case letters legibly. They now need increased opportunities for emergent writing across the curriculum and through play. Most children at first level include relevant

information in written texts. They are developing well their use of interesting vocabulary alongside appropriate punctuation. Children at second level use appropriate and subject-specific vocabulary confidently for the intended purpose. They organise information logically and use a range of punctuation well. Children at all stages would benefit from increased opportunities to create both short and extended pieces of writing. Teachers should also support children to improve their handwriting and presentation of written work.

### **Attainment in numeracy and mathematics**

- Overall, across the school, most children make expected progress from prior levels of attainment.

### **Number, money and measure**

- At early level, the majority of children identify, recognise and order numbers up to 10 correctly. They use one-to-one correspondence with growing confidence to count a given number of objects to 10 and beyond. They do not yet have a sound knowledge of all coins to £2. At first level, most children demonstrate a strong understanding of place value and round numbers to the nearest 10 and 100 successfully. When adding and subtracting, they select from a growing range of known strategies and justify their choices. When using money, children are less confident calculating change from a given amount. At second level, most children have a developed understanding of number and number processes. They order numbers accurately including negative numbers, and complete money calculations confidently involving the four operations. They need support to develop further their understanding of the relationship between fractions, decimals and percentages. As children progress through the school, they need help to develop their confidence in applying strategies to mathematical word problems.

### **Shape, position and movement**

- At early level, most children successfully sort, describe and create patterns with two-dimensional (2D) shapes. They use the language of position and direction correctly during play, such as above, below and on. They are less confident identifying symmetry. At first level, most children describe accurately the properties of a range of simple 2D shapes and three-dimensional (3D) objects. They need to increase their understanding of applying the language of position and direction. At second level, most children describe 3D objects using specific vocabulary appropriately and have an increasing understanding of nets. They are less confident discussing the properties of circles and triangles or describing angles.

### **Information handling**

- At early level, most children use their knowledge of colour, shape and size to match and sort different items successfully. At first and second levels, most children extract key information from a range of graphs, charts and tables confidently and answer questions correctly. Across the school, children would benefit from collecting, displaying and discussing data more often, in a variety of contexts. For older children, this should include through the use of digital technology.

### **Attainment over time**

- In June 2025, almost all children at early level, and a majority of children at first and second levels, achieved national expectations in literacy and numeracy. However, senior leaders identify that attainment over time has been variable. There had been a dip in attainment at first level in previous years, and this shows recovery as children progress through second level. Overall, the school's current data shows that most children progress appropriately in literacy

and numeracy and attainment is improving. Moving forward, staff should continue to focus on raising attainment in literacy and numeracy across the school.

- Senior leaders monitor attendance carefully. They continuously monitor and track attendance for groups of children, including those who are impacted by socio-economic factors. Senior leaders act promptly where individual children's attendance dips below 90%. Staff work closely with families to support children to attend school regularly and increase attendance where this is a concern. They have worked with families to identify and understand barriers to attending school. In addition, a pupil support officer is assisting a few children and families where persistent low attendance is a concern. As a result of these approaches, overall attendance has improved from 86.1% last year, to 88% currently. Whilst this shows improvement, this is below the national average. Senior leaders should continue to work with families to improve overall levels of attendance and instances of late coming.
- A few children attend school on a part-time basis in line with local guidance. Senior leaders review these arrangements with parents and partners regularly to ensure they meet the needs of children effectively. This is supporting identified children to increase their time in school.

### **Overall quality of learners' achievements**

- Staff track and monitor children's participation in wider achievement experiences well. They regularly identify gaps in children's participation and take action to address these. This includes strong partnership working to support individual and groups of children to access well-considered activities which meet their needs and help them achieve success. The majority of children have a wider achievement shared from out with school and this is celebrated effectively within classrooms. This helps children to feel proud of their achievements. Most children participate in a range of activities which promote wider achievement. For example, they take part in gardening, football, choir, digital club and Wednesday night club. These activities are developing well children's individual achievements and are guided by their interests. Staff link skills development and wider achievement through the 'Craig, Roy and Stan' learning characters. They should continue to strengthen this positive work. This should support further children's understanding of the range of skills they are developing for learning, life and work.
- Staff recognise and celebrate children's achievements successfully through assemblies, class recognition systems and social media. These opportunities are developing well children's self-confidence and their understanding of what it means to be an effective contributor.
- A minority of children across the school have leadership roles within the classroom and the wider school community. For example, the Library Leaders recently selected a variety of books for the school, and the Pupil Leadership group is organising a whole school trip. This helps children feel valued and to become responsible citizens. Senior leaders now need to develop these leadership roles further, to incorporate more children in leadership activities across the school. They should aim to support all children to be involved in school improvements and develop further their leadership skills.

### **Equity for all learners**

- All staff have a well-developed understanding of the context of the school and the barriers to learning faced by children, including socio-economic disadvantage. The progress of children who are care-experienced, young carers and those likely to be impacted by poverty is tracked

carefully by staff. This helps to ensure children achieve and attain appropriately. Staff have taken effective action to reduce the cost of the school day. They are committed to ensuring family circumstances are not a barrier to children's access, participation, and inclusion. The cost of the school day has been minimised and learning excursions are fully subsidised. Staff provide families with access to free of charge amenities such as the 'Craigie Cupboard' and breakfast club. These supports and amenities are promoted well by staff, and as a result, children and families highly value these and use them well. This ensures that children are ready to learn and can participate fully in school life and have equity of opportunity.

- Senior leaders use Pupil Equity Funding (PEF) to enhance staffing and buy resources. This contributes to improving outcomes for children who require support with their learning, wellbeing and attendance. Senior leaders should now strengthen approaches to gathering more consistent and explicit measures of success to evaluate and evidence the impact of PEF. This should support senior leaders to demonstrate more clearly the impact of interventions towards closing gaps and accelerating progress for identified children.

## Other relevant evidence

- Children in P1 to P7 learn French progressively as they move through the school. Staff should now ensure children in P5 to P7 receive their entitlement to learn a further language, in line with the national '1+2' languages initiative.
- The Parent Council supports the work of the school effectively. They help to fundraise and discuss the use of PEF. Across the school, a few parents would like increased communication from the headteacher about children's learning and progress, and school updates.
- All children receive their entitlement to two hours of quality physical education each week.
- Children access an attractive school library and class libraries with a wide range of books. This helps promote reading for enjoyment.

# 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.