

Summarised inspection findings

Trinity Primary School

The City of Edinburgh Council

4 November 2025

Key contextual information

Trinity Primary School is a non-denominational school situated in the North East of Edinburgh.

The school roll is 544 children organised over 21 classes. The headteacher has been in post for over twenty years and is supported by two deputy headteachers. There are around 43% of children who reside in Scottish Index of Multiple Deprivation (SIMD) deciles 9 and 10. There are 33% of children who reside in SIMD deciles 2 and 3. There are 16% of children who are registered for free school meals. The school reports that 33% of children require additional support with their learning. Eighteen percent of children have English as an additional language.

There have been a series of significant building works over several years which were completed for the start of this session.

2.3 Learning, teaching and assessment

very 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

- Across the school, children thrive in a nurturing, inclusive and calm ethos. This is an important strength of the school. Staff have a very strong understanding of their local context. They have built kind and mutually respectful relationships with children and families. Staff set high expectations for children who respond well and are very well behaved. At this early stage in the new session, children present as very settled in their new classes. Children's wellbeing and the strong focus on promoting children's rights sit at the heart of the school's work. Staff have a strong focus on children's rights. As a result, they have achieved gold accreditation for their rights-based approach. They ensure that the school values of, respect, kindness, creativity and perseverance are shared and understood by all across the whole school community. Children and staff demonstrate the school values in a meaningful way. They are very proud of their school and strive to realise the school's vision of 'going above and beyond in all that we do'.
- Staff work very well together to provide children with creative and engaging learning environments and experiences. For example, in 'the secret garden' children experience learning in a unique context. They plant and grow herbs, observe the life cycles of frogs in the pond and take responsibility for the chickens. Through these experiences, children develop skills for life, learning and work. Across the school, almost all children display a very positive attitude to learning. They are highly motivated and engage successfully in a wide range of rich learning experiences.
- Staff encourage children and support them very effectively to lead their own learning. They use a range of approaches to encourage children's independence in learning. For example, establishing agile working spaces. Across the classes, children work very well together in pairs and small groups. All children contribute to the wider life of the school through learning

about and leading on one of the school's 'rainbow groups'. For example, children plan whole school charity events and 'wellbeing Wednesday' activities. These roles support children very well to develop teamwork, leadership and communications skills. Older children play a key role in driving forward school improvement as part of leadership groups and sharing their learning at regular 'Trinity together' sessions.

- Senior leaders work successfully with staff to ensure all children experience high quality learning and teaching. This results in all children benefitting from a consistently high standard of teaching. Teachers collaborate very well with each other to continually improve and reflect on their practice. They engage effectively in professional learning to enhance their pedagogy. Staff have developed a wide range of agreed strategies and approaches which they use routinely to support children's learning. This includes, for example, establishing learner-friendly classrooms and the consistent use of a learning and teaching toolkit. Across the school, staff promote skilfully the language of learning. This is helping children to have a better understanding of themselves as learners.
- In almost all lessons, teachers' explanations and instructions are clear which leads to high levels of engagement and successful outcomes. Staff are skilled in using questioning to revisit and build on prior learning. In almost all lessons, staff share the purpose of learning and how children will be successful very well. In a few lessons, children help to co create the steps to success. Teachers make very effective use of plenaries to support children to reflect on and consolidate key learning points.
- Staff set ambitious aspirations for children and work very well together to secure the most positive outcomes for all children. They have a very clear understanding of children's needs. Overall, staff match tasks and activities successfully to children's individual needs. A few children would benefit from a brisker pace and greater challenge in their learning. Senior leaders have established very effective approaches to support children who require additional support with their learning. Across the school, there is a strong ethos of teamwork. Support staff work very well together and alongside teaching staff to maximise learning for children both in and out with classrooms. As a result, almost all children are making very good progress in their learning.
- Across the school digital technologies are used very effectively to enhance children's learning. Staff ensure digital technologies are an integral part of planning and support delivery of learning, teaching and assessment. The range of technology and learner skills are built on progressively across the school. Teachers use digital technology well to remove barriers to learning and help children who require additional support. Staff demonstrate a commitment to their own digital literacy and engage well in professional learning opportunities provided by colleagues and older children.
- Staff work well together to embed a play-based approach to learning across P1 and P2. Teachers have created learning environments and activities to support children to develop their skills through play. The planning of play is responsive to children's interests and provides opportunities for children to contribute their ideas. Children interact very well with each other during play and demonstrate confidence in working independently. They use digital devices to capture their learning for individual learning galleries. Staff are well-placed to develop further approaches to learning through play throughout the school.
- Staff across the school have developed outdoor spaces that promote curiosity and interest in the natural world. They utilise spaces such as 'the secret garden' to deliver experiences that encourage a sense of wonder. Staff ensure that outdoor learning is a key feature of all children's learning across the year. Through the use of the outdoor environment, children are

developing a range of capabilities and skills for life and learning. Staff plan experiences well to ensure children build on their skills and knowledge as they move through the school. Staff should continue to develop their knowledge and understanding of outdoor learning and the opportunities it can provide.

- Staff make effective use of the school's assessment framework to measure and assess the progress children are making. Almost all teachers use formative assessment strategies routinely to check children's understanding. They also use summative and standardised assessments. Teachers use assessment data to inform planning and to help identify children's next steps in learning. Positively, children have regular opportunities to talk about their 'Trinity learning journey' with staff. As a result, children talk confidently about their learning. They collaborate well with staff to identify and plan their next steps in learning. Staff share and report on children's progress regularly with parents. Teachers take part in moderation activities with colleagues in their own school and across the learning cluster. Staff value the opportunities they have to work with their stage partners to plan and assess children's work.
- Teachers plan well over a range of timescales using progression pathways. They produce a detailed weekly plan which is shared with children and parents. Staff are increasing the opportunities children have to influence what they will learn in class. For example, the weekly plan is assessed by children at the end of each week to enable them to help direct what they will learn in the following week. Staff have developed effective ways to share key information with new class teachers when children move on to a different stage. This helps children build effectively on prior learning.
- Senior leaders have established effective approaches to track and monitor children's progress. This session senior leaders are implementing a new authority tracking tool. They are confident that this will provide a comprehensive picture of children's progress and attainment. Class teachers and support for learning staff meet with senior leaders termly to discuss children's progress and attainment. Together, they analyse data to identify potential gaps and barriers to children's learning. They plan a range of effective interventions to support children. Senior leaders work with staff to help evaluate the impact of interventions. As a next step, senior leaders and staff should now work together to develop ways to track children's progress across all areas of the curriculum.

2.1 Safeguarding and child protection

- 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.

3.2 Raising attainment and achievement

very 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, children's attainment is good. In session 2024/25 most children at P1, P4 and P7 achieved the expected Curriculum for Excellence (CfE) levels in reading, writing and numeracy. Almost all children at P1, P4 and P7 achieved expected levels in CfE for listening and talking.
- Across the school a few children are working beyond national expectations in numeracy and literacy.
- Children who require additional support with their learning make very good progress against their prior levels of attainment.

Attainment in literacy and English

- Overall, most children make very good progress from prior levels of achievement in literacy and English.

Listening and talking

- Across the school children are articulate and confident. Almost all children listen well to instructions and participate appropriately in partner and group discussions. At early level, children discuss sounds and rhymes and show appropriate listening and talking skills. They should now develop sharing their ideas with wider groups. At first level, children speak confidently, participate well in group discussions and answer questions accurately. At second level, almost all children contribute very effectively when discussing learning in a group. They share their views articulately with evidence to justify their opinion. They respect and build effectively on the ideas of others.

Reading

- At early level, most children show an interest in texts and are able to discuss them. They are able to engage with a wide range of texts which they enjoy. A few children should develop their knowledge of sounds to read tricky words confidently. At first level, most children read aloud fluently and with expression. Most are able to discuss their reading book and answer questions to show their understanding of the text. A few children should continue to develop their understanding of different types of texts. At second level most children enjoy reading and discuss their preferred author with clear reasons. They read aloud with expression and fluency. They know very well the techniques writers use to influence or engage a reader. A few children are less familiar with the purpose of a glossary and an appendix in non-fiction books.

Writing

- At early level, most children form most letters correctly and are beginning to use capital letters and full stops accurately. They enjoy exploring interesting materials and different ways of recording their feelings and ideas. They should continue to be given regular opportunities to write for a range of purposes. At first level, most children spell commonly used words correctly and use full stops, capital letters, question marks and exclamation marks accurately. They write in a variety of genres and use appropriate vocabulary in their writing. Most children at second level write successfully and use language, structure and style well to suit the purpose and engage the audience. They use technology well to support and improve their writing. A few children should continue to build their understanding of key features of specific genre including layout and presentation.

Numeracy and mathematics

- Across the school, most children are making very good progress in numeracy and mathematics.

Number, money and measure

- At early level most children identify, recognise and order the numbers 0-20. They add and subtract within 10 and use these skills well when working with money. At first level, most children round numbers to the nearest 10 and 100. They tell the time using half past, quarter past and quarter to, using both analogue and digital clocks. At second level, most children add and subtract numbers to 10,000 and beyond with accuracy. They divide using multiplication facts, with remainders. They confidently apply their number skills in real-life contexts. Across all stages children would benefit from developing a greater range of strategies to solve calculations.

Shape, position and movement

- At early level, most children recognise and describe common two-dimensional shapes. During games, children discuss and demonstrate their knowledge of position and direction, including left, right, forwards and backwards. They are less confident in creating a range of symmetrical pictures with one line of symmetry. At first level children accurately identify and name a range of angles. Most children understand the properties of three-dimensional objects and describe them using the correct terminology. At second level, most children describe, identify and measure a range of angles with accuracy. A few children should further develop their knowledge of complementary and supplementary angles and use this to calculate missing angles.

Information handling

- At early level, children confidently sort a range of objects by colour, size and shape. At first level, most children accurately use tally marks to create helpful bar graphs. They are confident in answering a range of questions from a variety of data sets. Almost all children at second level have a very-well developed understanding of how data is collected and used in real life contexts. They create and display their learning through pie charts, bar graphs and Venn diagrams demonstrating strong digital skills. Most children talk confidently about how they apply their knowledge and skills to answer questions based on real-life situations.

Attainment over time

- In session 23-24, there was above the national average at 95.1%. Attendance has increased by 2% since 2022. Senior leaders promote the importance of attendance through regular communication with families. They monitor children's attendance very well. They identify children who have patterns of absence including the minority of children who attend school less than 90% of the time. Senior leaders monitor cohorts of children very effectively. For example, in session 24-25, interventions to support children who are Young Carers, resulted in almost all having attendance above 85%. They work well with partner agencies to improve attendance for identified children and families. For example, support workers provide practical advice and strategies to improve routines and engagement.
- Senior leaders and staff meet regularly to discuss children's progress in learning and identify appropriate interventions to support learners. Staff effectively track and monitor the progress of individual learners and specific groups. This includes for example, children who are care-experienced, or children who have English as an additional language and young carers.
- Senior leaders have supported staff well to develop their moderation processes. This has strengthened the reliability of data. Over the past three years, the number of children achieving national expectations in literacy and numeracy has remained consistently high. Overall, most children make very good progress as they move through the school. Senior leaders should now consider how to develop further their current systems and processes to track children's progress across all areas of the curriculum.

Overall quality of learners' achievements

- Children are proud of their achievements both in and out of school. Staff celebrate children's success through certificates in class and at Trinity together times. Parents appreciate the regular opportunities to join their children to celebrate success at house coffee mornings.
- Children experience a range of high quality, engaging opportunities to achieve wider success at school. This includes pupil leadership within the 'rainbow school' groups where children take leadership of an aspect of the school, for example, responsibility for the care of the chickens which supports children develop their understanding of being responsible citizens. Children benefit from the whole school music, art, dance and drama (MADD) learning block. Staff make strong and effective links between learning and children gain confidence in performing in front of an audience at the MADD end of term performance.
- Staff provide a wide range of clubs to support children to develop their confidence, teamwork and communication skills. Children speak enthusiastically about their participation in clubs which include cheerleading and parkour. Staff track children's attendance at these clubs and achievements in and outside of school to identify any gaps and ensure no child is at risk of missing out.
- Children have high levels of confidence through the opportunities and achievements they have at school, in particular through those which encourage them to speak publicly or perform. Senior leaders and teachers should now develop their tracking of the skills children are developing when engaging in these opportunities.

Equity for all learners

- All staff have a strong understanding of the social, cultural and economic context of their school. With the support of the Parent Council, staff have taken positive steps to reduce the cost of the school day. They are proactive in applying for funding and sponsorship to reduce or remove costs. The 'pay what you can' initiative and additional funding ensures that financial

challenges do not prevent any child from participating fully in activities. These include providing a preloved clothing bank, Christmas craft days and a range of free trips.

- The headteacher provides sensitive support to families when they require it. As a result, families feel very well supported by the school. Senior leaders use Pupil Equity Funding (PEF) effectively to support children who are at risk of becoming disengaged with learning. Staff funded through PEF provide targeted interventions and resources which support very successfully identified children's progress in literacy, numeracy and health and wellbeing. School data demonstrates that these interventions are beginning to close the related attainment gap. Senior leaders should continue to involve parents further in decision-making about the use of PEF.

Other relevant evidence

- All children receive their full entitlement to two hours of high quality physical education (PE) each week.
- Children across the school learn French and children in P5 to P7 learn Spanish progressively as part of the 1+2 approach to modern language.
- Children are receiving their entitlement of religious education and observance in line with national expectations.
- Senior leaders consult with parents, pupils and staff on how best to invest Pupil Equity Funding. This ensures that the school community share their thoughts and ideas on how funding could be spent.
- Across the school, children enjoy reading and choose books from class libraries which can be taken home. There is a well-stocked outdoor library, situated in a phone box in the playground.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

Explanation of terms of quantity

The following standard Education Scotland 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.