

Summarised inspection findings

Forthview Primary School

The City of Edinburgh Council

19 May 2026

Key contextual information

Forthview Primary School is a non-denominational school serving the West Pilton area of Northwest Edinburgh. The headteacher, two full time depute headteachers and a seconded depute headteacher serve as the school's leadership team. The headteacher has been in post for six years. There has been a significant change in teaching staff within the school recently. There are 380 children on the school roll, taught across 14 classes. Approximately one half of all children are recorded by school staff as requiring additional support with learning. Around two fifths of children have English as an additional language (EAL). There are 44 different languages spoken by children within the school. The school population fluctuates throughout the year. Almost all children live within Scottish Index of Multiple Deprivation data zones 1 to 4. Currently, forty-five percent of children reside in data zones 1 and 2.

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

- Most children enjoy school and are motivated and enthusiastic learners. They interact well in lessons, including when helping others. They are welcoming, polite and proud of their school. Most are becoming resilient. Children are developing an increasing range of strategies to overcome different challenges. They are pleased when teachers acknowledge their perseverance and efforts when learning. Children have been involved very well in developing a pupil friendly poster about 'Learning at Forthview'. Most teachers take account of children's views and interests when planning learning activities. Children value this inclusive approach.
- Teachers and support staff work very well together to support and nurture children's learning and progress. They organise classes and open areas effectively to support children's varied needs. They use the available space well to help children access safe, calm and purposeful places. Staff help children access these areas to regulate behaviour. In most lessons, most children are well behaved. Most teachers manage incidences of low-level disruption sensitively and with respect. Teachers respond carefully and nurture children who feel dysregulated. Children feel comfortable to share feelings with trusted adults. As a result of these strategies and approaches, children learn in supportive and well-organised learning environments.
- Together, staff have developed a helpful 'Forthview Learning and Teaching Framework' which details effectively senior leaders' expectations. Staff use the framework well to help ensure greater consistency for delivering effective learning and teaching across the school. In most lessons, teachers use clear explanations which help children to understand their learning. In the majority of classes teachers involve children effectively in lessons to share information with

other children or to model actions. The majority of children contribute well to lessons, sharing their thoughts, ideas and opinions.

- Most children work well in pairs, trios and also on their own. A few need to be supported to improve their concentration. Most children know what is expected of them in lessons and have an increasing understanding of how to be successful in their learning. Teachers encourage children to peer- and self-assess each other's work, including identifying the progress they are making, their strengths and what they need to do next. Children use the school's marking scheme well to support their approaches to self- and peer-assessment in their written work. This helps children to develop as successful learners. Children, with the support of their teachers, set targets in literacy, numeracy and in an area of personal development. Consequently, children have a growing awareness of how personal targets help them make progress. Overall, teachers should support children further to develop these aspects of their work.
- Teachers match learning well to children's needs and interests in most lessons. This is enhanced through bespoke interventions for children who have additional support needs or English as an additional language. Most staff deliver learning experiences at the right level of challenge for most children. This supports most children to engage and participate positively in their learning. When children's learning is not effectively matched to their needs and levels of ability, they do not concentrate well. A few children need greater challenge and increased pace in their learning in lessons. Across the school, a few children need to be supported to make even better progress.
- Children use digital technology very well to help them access learning in different curricular aspects, including in science, technology, mathematics and engineering. (STEM) They use a wide range of digital technology tools successfully to support their writing and understanding. For example, they use digital technology purposefully to carry out research tasks across the curriculum. All teachers use digital technology effectively when teaching, including to share planned learning. Children use digital matrix bar codes effectively to access websites and games. They develop skills in computer coding and programme robots to follow their instructions. Children develop these digital skills progressively. Consequently, children are becoming increasingly skilled in using digital technology and this is supporting them well to become independent learners.
- Senior leaders and teachers work very effectively with a wide range of partners to enhance children's learning and wellbeing throughout the year. Children learn key facts about cultural and performing arts through informative outings and excursions, including attending the Edinburgh Fringe and Children's Festivals. Teachers work collaboratively with an outdoor learning specialist to provide children with increasingly progressive, challenging and engaging outdoor learning experiences. This supports children well to develop resilience and important skills in communication, problem solving and teamwork.
- Teachers are supporting children to take more ownership of their learning. They are supporting children to co-create appropriate and helpful steps to success in lessons. This helps children shape planned learning linked to their interests and needs. Children are leading increasingly, aspects of their learning. This includes working with partner groups that collaborate with the school. Together, they plan learning both within and outwith the local area linked to real life contexts. As a result, children understand more about their rights, and skills

associated with learning, life and work. Teachers recognise the importance of children leading more of their learning. Teachers should continue to take positive steps to strengthen this further.

- Most teachers use questions well to check children's understanding and further their learning. Almost all children feel that teachers and support staff help them well in lessons. Most teachers use praise, encouragement and positive verbal feedback regularly to aid children's day-to-day progress and development. Most teachers use written feedback well to help children improve their learning.
- Staff have undertaken a range of helpful professional development which is having a positive impact on children's learning and progress. For example, teachers have enhanced their practice in areas such as digital technology, aspects of health and wellbeing, numeracy and in literacy, particularly in writing. They share their knowledge with others within the school well. This is helping to ensure greater consistency in the quality of teaching and is improving outcomes for aspects of children's attainment, such as in writing
- Teachers use national guidance appropriately to plan play experiences for younger children. They use available space in the open area and in P1 classrooms to deliver different play experiences, including role play and construction activities. Through these successful approaches, children develop skills well, such as curiosity and exploration. Children have different opportunities to develop literacy and numeracy skills through taking part in play experiences. Staff observe children during play to assess progress and identify next steps in learning. Teachers need to ensure there is an appropriate balance of adult directed, and child led play and respond thoughtfully to children's interests. Senior leaders and teachers need to continue to develop their approaches to play, including identifying clearly, the role of the adult. A next step is to develop approaches to play which supports and extends learning across all curricular areas.
- Teachers undertake a variety of assessments to identify strengths and areas to develop in children's learning. They work well with stage partners to assess the impact of their teaching on children's progress and learning. They undertake helpful moderation activities with other staff within the school and from across the learning community. This helps teachers to review and validate their professional judgments of children's progress against national Benchmarks and standards.
- Teachers have effective systems to plan, track and monitor aspects of children's progress. They use information gathered from these arrangements effectively to plan further learning. This includes identifying specific interventions for individuals and groups, particularly in literacy and numeracy. In addition, senior leaders meet termly with teachers to review and amend planning to help ensure children's progress. Teachers use Edinburgh City Council's progression pathways well, in addition to those developed in school. These help to provide greater consistency for teachers when planning children's experiences. They use the local authority's pupil tracking system and report that this is increasing their confidence when monitoring and reviewing children's progress.

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, most children make good progress in literacy and numeracy from their prior levels of attainment. Due to the school's context, end-of-year Curriculum for Excellence (CfE) attainment data does not fully capture individual learners' progress in attainment. Important factors such as deprivation, a fluctuating school roll, those children new to English and high levels of additional support needs, all influence overall attainment outcomes. When staff analyse these factors alongside individual progress data, they identify correctly that most children make good progress from their prior levels of attainment.
- Senior leaders and staff identify gaps promptly and implement effective targeted interventions. As a result, across the school, most children achieve expected CfE levels in listening and talking. The majority of children achieve expected CfE levels in reading, writing and numeracy. A few children exceed expected CfE levels.
- Most children who require additional support with their learning, including those with EAL, make good progress towards their individual learning targets.

Attainment in literacy and English

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

Listening and talking

- At early level, most children share their thoughts, ideas and opinions effectively. They listen well to adults during lessons and follow simple instructions. They are developing their skills well in forming their own questions. At first level, most children contribute their views effectively in discussions. They distinguish successfully between fact and opinion. They should continue to be supported to develop their skills in identifying the main ideas in spoken texts. At second level, most children are developing their presentation skills well when delivering to a range of audiences. They should continue to be given opportunities to enhance their skills in asking and answering a range of questions.

Reading

- At early level, the majority of children use their knowledge of sounds, letters and patterns to read simple words. They select books based on their interests. A few children are not yet confident in using text and picture clues to predict what may happen next in a story. At first level, the majority of children discuss effectively characters and settings within texts. They read

with increasing fluency. They should be supported to develop their skills in using punctuation and grammar to read with greater expression. At second level, the majority of children describe successfully the features of a range of genre. They need opportunities to develop their knowledge of writers' style and use of language to engage the reader.

Writing

- At early level, the majority of children write a simple sentence well using basic punctuation. They form letters with increased accuracy. They should be encouraged to apply their writing skills in role play activities to provide a clear purpose for writing. At first level, the majority of children use an increasing range of vocabulary, punctuation and grammar with accuracy. They need more practice to develop skills in producing texts for a range of purposes. At second level, a majority of children, plan and write a range of different texts across different genres. As yet, children are not yet fully competent in drafting and editing their own writing and need more support to do this well.

Attainment in numeracy and mathematics

- Overall, most children make good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- At early level, the majority of children halve shapes confidently and explain this as sharing equally. A few children need support to develop their confidence in simple addition and subtraction. The majority of children at first level round numbers to ten and a hundred successfully. They are not yet confident in using money to calculate change within £10 in real life situations. At second level, the majority of children convert between decimals and fractions accurately. Their skills in mental agility are less well developed, and they should continue to be supported to strengthen these, particularly when calculating budgets.

Shape, position and movement

- At early level, the majority of children identify well the properties of common two-dimensional shapes. A few are less confident in their knowledge of common three-dimensional (3D) objects. Children at first level are aware of how area is calculated in real-life contexts. They need more practice to develop their ability to name common 3D objects and describe their properties using the correct mathematical language. At second level, the majority of children use mathematical language correctly to identify a range of angles. They need support to develop skills in using supplementary and complementary angles to find missing angles.

Information handling

- At early level, the majority of children use pictograms successfully to answer simple questions. They should be given opportunities to use their knowledge of colour, shape, size and other properties to sort data. The majority of children at first level have explored different methods of displaying and classifying data. They should now be given more challenging tasks to develop their skills in interpreting more complex data sets. At second level, the majority of children are confident interpreting and creating bar and line graphs. They extract key information from a variety of data sets well. As a next step, they need to now have opportunities to develop these skills in wider, real-life contexts.

Attainment over time

- Senior leaders monitor children's attendance carefully. They recognise that low levels of attendance are a barrier to promoting positive wellbeing and raising attainment. Staff work closely with families to support children to attend school regularly. They meet with families to discuss trends in absence and explore strategies to increase attendance. Consequently, the number of children with attendance below 85% has halved in recent years. Staff offer a free breakfast club to all children. This is helping to support children's positive time keeping and attendance. Senior leaders share children's attendance percentages with families each month. As a result, attendance has improved from 89.3 % last year, to 92.5% this session. This remains just below the national average. Senior leaders should build on this positive work to keep improving children's overall levels of attendance.
- A few children attend school on a part-time basis. Senior leaders work well with families and partners to create appropriate plans that aim to increase the amount of time individual children spend in school. They should now ensure that they record the impact of these plans on children's attendance at school more explicitly. This should help senior leaders evidence more fully the progress they are making in supporting children to return to full-time education.
- Staff have clearly added value to children's attainment over time through providing a range of effective interventions. Overall, children's attainment in literacy and numeracy increases as they progress through school. Senior leaders have a strong understanding of the reasons behind slight dips in children's attainment and have taken positive steps to address these. For example, teachers' targeted interventions in writing have impacted positively on children's attainment at first level. Children's attainment predictions for this academic session correctly show further improvement. Staff should continue to focus on raising attainment in literacy and numeracy for all across the school.

Overall quality of learners' achievements

- Staff work very well with a wide variety of partners to provide interesting activities that build and extend children's experiences beyond the school and local area. Children engage purposefully in STEM activities and useful outdoor learning tasks. They compete in a wide range of lunchtime and after-school clubs. These include judo, archery and boxing. The school choir worked with musician Ed Sheeran as part of a community project. This has inspired children to participate creatively in a range of singing activities. This is helping to successfully build and develop children's skills in teamwork, creativity and problem solving.
- Children participate enthusiastically in a broad range of educational experiences and trips. These experiences help children to develop their understanding of skills for learning, life and work. Staff should now support children to understand how these activities contribute directly to their skills development. This should help children to develop further as successful learners.
- Children develop useful leaderships skills through engaging in school improvement groups. This helps children recognise that they have a positive contribution to make to the life and work of the school. Children in P3 to P7 represent the school on a variety of groups and committees. These include the 'Climate Changers' and 'Equalities Group'. Children are rightly proud of their recent national award for their work on children's rights. Senior leaders should now provide a greater range of meaningful and authentic leadership roles for younger children.

- Staff recognise and celebrate children's achievements, in and out of school, at assemblies. This develops successfully children's sense of self-worth. Senior leaders track levels of participation across the school to review levels of children's engagement in activities. They should now use this data in a more targeted way to identify children who may be at risk of missing out.

Equity for all learners

- Senior leaders and staff have a deep awareness of the socio-economic background of children and their families. Staff know children and families very well and have created a climate of mutual trust, respect and genuine partnership. Staff take sensitive and effective action, working closely with local partners, to mitigate against financial barriers children and families face. For example, children and families access the Forthview Pantry food bank, free breakfast club, clothing provisions and support from local and national charities. This helps support all children to access all aspects of school life positively.
- The headteacher uses Pupil Equity Funding (PEF) very well to provide additional staff to deliver useful interventions for individuals and groups of children. This helps to accelerate children's learning in literacy, numeracy and wellbeing. By P7, the gap in children's attainment, including those impacted by poverty, has significantly closed.

Other relevant evidence

- Across the school, children learn French from P1 to P7 and Spanish from P5 to P7, in line with the national '1 + 2' modern languages initiative.
- Staff, children and parents are consulted effectively in determining how best to invest PEF in order to deliver positive outcomes for children.
- All children receive two hours of high-quality, progressive physical education each week.
- Children engage in progressive and interesting activities related to religious and moral education. This is helping children to develop a positive understanding of a wide range of faiths and cultures.
- Children enjoy visiting the school library regularly, where they borrow books to take home, read and enjoy.

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