

Summarised inspection findings

Duddingston Primary School

The City of Edinburgh Council

16 June 2026

Key contextual information

Duddingston Primary School is a non-denominational primary school located in the North East of Edinburgh. It serves the communities of Duddingston and the surrounding area. There are 338 children arranged across 14 classes. The headteacher has been in post for over five years. She is supported by two deputy headteachers, a principal teacher and a business manager. Over half of children live in Scottish Index of Multiple Deprivation deciles 9 and 10. The headteacher reports that approximately 35% of children require additional support with aspects of their learning. The number of children registered for free school meals in P6 and P7 is below the national average.

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	

- Senior leaders work very effectively with all staff to create a welcoming, nurturing and inclusive ethos where most children feel supported and safe. This is underpinned well by the school's values of 'be kind, be proud, work hard'. All staff know and care for children as individuals and as learners. As a result, relationships between adults and children are very positive. Staff have developed effective approaches to adapt the learning environment to meet the needs of learners. Where children need support to manage their emotions, staff sensitively offer a range of strategies and interventions. These help children to regulate their emotions and engage in their learning. Skilled pupil support assistants provide well-timed and bespoke support for children. As a result of all staff's consistent approaches, almost all children are very well-behaved and engage positively in their learning.
- The headteacher and staff have developed a useful learning, teaching and assessment policy, 'The Duddy Dozen'. This is supporting teachers to deliver consistently high-quality learning and teaching across the school. Senior leaders continue to engage with teachers effectively to further develop approaches to high-quality learning and teaching as children move through the school. In doing so, they provide opportunities for teachers to observe each other to support and improve practice.
- Most teachers routinely share the purpose of planned learning and make clear connections to prior learning. They ensure children understand what they need to do to be successful. Teachers are increasingly working with children to co-construct the steps for success in their learning. This ensures children reflect very well on their own success in learning, and what they need to do to improve. In almost all lessons, teachers provide clear and helpful explanations and instructions. Most children are attentive and co-operate very well in pairs and groups. Most children show a positive attitude to learning and engage well in experiences across the curriculum. They are keen to achieve. In the majority of lessons, teachers maintain a brisk and

engaging pace through the lesson input, tasks and activities. Senior leaders should continue to support all teachers to ensure that all children are fully engaged in their learning. Most children are highly motivated when given choice and take responsibility well for aspects of their learning. Teachers should continue to develop approaches for all children to take appropriate leadership in their learning.

- In the majority of lessons, teachers provide learning at the right level of difficulty for most children through adult support, scaffolded resources or the range of activities provided. This is particularly evident in planning for learning in literacy and numeracy. In a minority of lessons, teachers' use of whole class learning occasionally results in activities being too easy for a few children. Almost all teachers use questioning effectively to check for understanding and consolidate children's learning. Most teachers use questioning very well to extend children's thinking and develop their higher-order thinking skills. This helps children to have greater responsibility and an increased ownership of their learning.
- In most lessons, staff use verbal feedback very effectively to support children's learning. A minority of teachers share effective written feedback to help children improve their learning. Teachers should now work together to develop a shared approach to ensure greater consistency in feedback across the school. In a minority of lessons, children are encouraged to use peer- and self-assessment to assess their own and each other's work. Across the school, children set whole class targets for literacy, numeracy and health and wellbeing. Moving forward, staff should support children to set individual targets for their learning. This should support all children to understand what they need to improve.
- Almost all teachers make very effective use of a variety of high-quality digital technologies to enhance and support learning. All children routinely use a wide range of programmes and software flexibly to meet their needs. All teachers use interactive whiteboards and most use visualisers very well as a teaching tool. Across the school, all children regularly use devices to play games to enhance learning, research relevant topics, showcase learning and use programmable toys. For example, children in P2 use digital software to create and edit presentations with appropriate video and sound embedded within. These presentations are linked very well to their literacy learning. Across all stages, all children are developing very effectively their digital skills progressively. Older children flourish as digital leaders and help the development of digital skills across the school. They are proud of receiving national accreditation for their work in this area.
- Staff at the early stages work very well together to support and consolidate children's learning through play. Their planning of play is highly responsive to children's interests and provides very good opportunities for children to contribute their ideas, which they do very well. Most staff at the early stages make very effective use of attractive learning spaces to provide a range of stimulating, high-quality and relevant learning zones to develop children's creative and social skills. Almost all children interact very well with each other during play and demonstrate confidence in working independently and in groups. Most teachers balance child-initiated, adult-initiated and adult-directed activities very effectively. They use regular observations of children during play with increasing confidence to assess progress and identify next steps in learning. Senior leaders should, as planned, continue to support staff to ensure greater consistency of high-quality play experiences across all classes at the early stages.

- Senior leaders have supported teachers in the development of effective, refreshed approaches to planning. This is leading to effective learning across the curriculum at all stages. Teachers plan learning using local authority progression pathways for literacy and numeracy. As a result, most teachers have a shared and consistent understanding of pupil progress and attainment in these areas. Teachers use school progression pathways to plan across all other curricular areas. This ensures that children build on their knowledge and skills across all aspects of the curriculum.
- The headteacher and leadership team have established an effective system to track and monitor children's attainment. Teachers are becoming increasingly skilled in using information about children's learning to track their progress. As a result, senior leaders and teachers confidently identify gaps in children's learning and plan effectively to address these. As planned, senior leaders should support teachers to track children's attainment across all curricular areas to ensure they attain as well as possible.
- Teachers use a variety of approaches to assessment that are planned throughout the school year. Most teachers use summative and formative assessment effectively to inform next steps in children's learning. Teachers engage effectively in moderation activities with colleagues in school and across the learning community. This is supporting very well teachers' increased consistency and accuracy in their professional judgements of children's attainment.
- School leaders use data very well to identify any children who require additional support. Teachers implement the assessment process for early intervention and plan very effectively for universal and more targeted support, within classroom learning and planned intervention programmes. This is leading to high-quality approaches that support learners facing challenges in literacy, numeracy and health and wellbeing. This helps children requiring support to make good progress in their learning.

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.

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 English and numeracy and mathematics is good. Almost all children in P1 and most children in P4 and P7 achieve expected Curriculum for Excellence (CfE) levels in reading. Most children in P1, P4 and P7 achieve expected levels in writing. Most children in P1 and almost all children in P4 and P7 achieve expected levels in listening and talking. Almost all children in P1 and most in P4 and P7 achieve expected levels in numeracy. Across the school, a few children are exceeding national expectations at each level.
- Senior leaders track the progress and attainment of different groups of children well, such as those with additional support needs. They employ a range of effective interventions and measure their impact well. As a result, most children who need additional support are making good progress from prior levels of attainment.

Attainment in literacy and English

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

Listening and talking

- Across the school, most children listen and respond appropriately when talking to others. They speak clearly and confidently to adults and their peers. At early level, most contribute well to discussions and share ideas. At first level, most children discuss the main features of a text and confidently share views. At second level, most children build upon the ideas of their peers by asking questions, clarifying points, or supporting opinions. Across the school, children would benefit from further support in taking turns appropriately when talking.

Reading

- At early level, most children are building fluency and expression and developing their knowledge of sounds in text. At first level, most children demonstrate knowledge of a variety of questions such as literal, inferential and evaluative questioning. They should now be encouraged to develop a deeper understanding of the different features of fiction and non-fiction texts. At second level, most children share opinions and ideas about structure, characters and setting. They confidently explain their reasons for choosing texts and favourite authors. They would benefit from further opportunities to ask and answer different types of questions about texts.

Writing

- At early level, most children make an attempt to write a sentence. They would benefit from increased opportunities to write, including in their play. At first level, most children organise writing and use increasingly complex vocabulary appropriately. They need reminding to apply a range of punctuation correctly. At second level, most children have opportunities to write in a range of genre. They edit work to make improvements. A few children would benefit from being supported to understand features of different genre. Overall, children at second level would benefit from increased opportunities to produce more extended pieces of writing.
- Across the school, children should be supported to take pride in the presentation of their written work. They would benefit from further support with handwriting skills.

Attainment in numeracy and mathematics

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

Number, money and measure

- At early level, almost all children confidently order and count numbers to 20 and beyond. They add and subtract accurately numbers within 10. At first level, most children round whole numbers to the nearest 10 and 100. They identify accurately the place value of digits within three-digit numbers. They discuss, compare and order fractions using appropriate mathematical language. At second level, most children demonstrate a strong understanding of place value, confidently explaining the relationship between digits, their position and value. They simplify fractions, order fractions, and convert fractions to decimals and percentages accurately. Children are less confident when applying skills to simple conversion calculations, including measures and the calculation of durations of activities.

Shape, position and movement

- At early level, almost all children create symmetrical pictures with one line of symmetry. At first level, most children name common three-dimensional objects and explain their properties using appropriate mathematical language. Most children at first level are less confident in describing the properties of a right angle. At second level, most children use acute, obtuse, straight and reflex to describe and classify a range of angles. Most children are less confident when describing the properties of different triangles.

Information handling

- At early level, almost all children interpret information from a simple chart and use tally marks to record information accurately. Most children at first level confidently extract key information from data sets to draw accurate conclusions. They are less confident in identifying the key features of graphs. At second level, most children understand the concept of probability to predict the likelihood of given events. Children across the school would benefit from further increased opportunities to use their well-developed digital skills to create tables and pie charts to organise and share information.

Attainment over time

- Overall, most children make good progress from prior levels of attainment over time. Teachers are increasing their use of a range of assessment data to inform their judgements on children's progress and attainment. Senior leaders meet with teachers regularly to discuss and analyse

assessment information. This is supporting teachers to make robust, professional judgements on attainment in literacy and numeracy.

- Children's attendance is above both the local authority and national averages over the last few years and is increasing. Staff work closely with families to support attendance. A few children attend school on part time timetables. Senior leaders monitor closely the attendance and progress of these children. They review support plans regularly to ensure that children receive their entitlement to an appropriate education.

Overall quality of learners' achievements

- Children's achievements, both within and beyond the school, are regularly recognised and celebrated in a way that reflects the school's values. Senior leaders and staff share achievements effectively through 'shout outs' during weekly assemblies, displays of 'wonderful work' and through the presentation of house cups. Children are proud to have a wide range of their achievements, and positive examples of their work recognised. This is contributing well to most children feeling confident and motivated to succeed.
- A minority of children across the school take part in a range of groups that help them to develop well their leadership and teamworking skills. Participation in these groups helps those children to recognise how they can impact their community in line with school values. Senior leaders should, as planned, consider how all children can experience leadership roles and opportunities to develop these important skills.
- Children enjoy taking part in a range of clubs and activities provided by school staff and partners. These include sporting, artistic and social activities. All children have the opportunity, at specific stages, to take part in swimming and in 'bikeability' sessions. These activities are supported by parent volunteers and develop effectively children's physical skills. Senior leaders currently track the participation and achievements of specific groups of children. They are beginning to use this data to ensure that children in these groups, who may face barriers to participation, are supported to engage and be successful. As planned, senior leaders should now extend this approach to identify other children who may require support to participate and achieve. Senior leaders and staff should develop further approaches to helping children reflect on the skills they are developing through the experiences and achievements they take part in.

Equity for all learners

- Almost all staff understand the socio-economic context of the school and know children well. They share information effectively and support children and families sensitively to access resources to mitigate the impact of any potential socio-economic disadvantage. This includes through uniform and snack banks.
- Senior leaders and staff track carefully the progress of all children who may be impacted by socio-economic disadvantage. Senior leaders plan the use of Pupil Equity Funding (PEF) well. They ensure that specific groups of children are supported in their access to, and engagement with learning. They use PEF funding effectively to provide additional staffing. This is allowing identified staff to lead targeted interventions skilfully. This includes providing effective support for improving children's attendance at school and improving engagement in learning through appropriate nurture approaches. Staff measure the impact of these interventions well for individual children and can demonstrate that their actions are making a

difference. All children who take part in these interventions are making good progress toward their individual targets.

- Parents raise funds to support the work of the school. Senior leaders work effectively with parent-led groups to enhance children's school experiences. Recently, this has included the funding of enhancements to the playground environment, digital learning resources and engaging theatre productions in school to support wellbeing. These groups also support an inclusion fund that senior leaders use well to ensure children do not miss out on enriching experiences for financial reasons.

Other relevant evidence

- Staff are at the early stages of ensuring that children's rights permeate all aspects of school life. Senior leaders discuss children's rights during assemblies, and the rights respecting pupil group have enhanced school displays to increase awareness of rights across the school. Children are beginning to talk about their rights and give examples of what these mean and how they are relevant to their lives. As planned, senior leaders and staff should develop this work further to ensure all children understand fully their needs and rights under the United Nations Convention for the Rights of the Child (UNCRC). This should support staff and children further to agree expectations about experience and learning.
- Children across the school learn French progressively as part of the Scottish Government's '1 + 2' modern language programme. Children enjoy language learning and are confident and eager to greet visitors and share their learning in these languages. Older children learn Spanish at set times throughout the year. They are unable to recall this learning. Senior leaders should now ensure that older children receive learning in Spanish more often to allow them to build effectively on their prior learning.
- All children benefit from progressively planned physical education lessons for a minimum of two hours per week.
- Teachers plan religious and moral education discretely and through learning across a few areas of the curriculum. Children learn about Christianity and world faiths. This is supporting them well to develop their understanding of religious diversity across the world. Children across the school receive their entitlement to religious observance through a range of planned experiences and events.

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.