

11 November 2025

Dear Parent/Carer

In September 2025, HM Inspectors published a letter on Tullos School. The letter set out a number of areas for improvement which we agreed with the school and Aberdeen City Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Teachers need to improve the quality of learners' experiences across the school. This should include planning more enjoyable, challenging and relevant learning experiences.

Overall, all staff have made significant progress in improving the quality of children's learning experiences, across the school.

Since the first inspection, teachers have worked together to review classroom environments and make improvements. Classroom environments now meet the needs of the children well. Children now access resources easily and independently. They take pride in their space and work well. Almost all children demonstrate good behaviour and maintain positive relationships with their peers. This is helping all children to learn together in calm environments.

All teachers have engaged well in professional learning about high-quality learning and teaching. Together with senior leaders, teachers agreed and developed the 'learning and teaching at Tullos' policy which includes a set of 'non-negotiable' key features of high-quality learning and teaching. Senior leaders make effective use of this policy to review the quality of learning and teaching across the school. This has helped improve the quality and consistency of learning and teaching across all classes.

Teachers give clear instructions and explanations in almost all lessons. All teachers share the purpose of learning and steps for success in all lessons. This is helping children to be clear about what they are learning. Teachers have engaged with professional learning about high-quality questioning. However, their questions are primarily to assess children's knowledge. Teachers now need to ask questions more regularly which require children to explain their thinking and understanding. Most children do this well when given the opportunity to do so.

Children assess their own and each other's writing and numeracy regularly. Teachers have improved significantly the quality of feedback they give children about their work, especially in writing. Older children explain well how they use teacher feedback to help them improve their writing. Teachers now need to improve their feedback about children's work in all curriculum areas.

In P1 to P3, children are beginning to learn through play. Teachers have developed classrooms and outdoor areas which have attractive 'zones' where children can develop their curiosity and creativity. For example, P1 children explore size and shape by creating structures with blocks. Teachers are starting to observe play closely to help them involve children in planning their own learning. As a next step, teachers should continue to develop a balance of child-led, child-initiated, and adult-led learning throughout the school day.

All teachers use local authority progression frameworks linked to Curriculum for Excellence experiences and outcomes to plan learning which meets the needs of children effectively. Senior leaders monitor teachers' plans and give helpful feedback. This consistent approach to planning and quality assurance is helping teachers to plan learning which supports most children to make progress in all curriculum areas. Children enjoy helping to plan their learning. This makes learning more relevant and enjoyable for all children.

Most children use digital technology more regularly now to enhance their learning. Older children benefit from using digital technology to support their writing. They describe how this helps them write longer texts with more accurate spelling and grammar. Children also use laptops to research topics. For example, they studied children's life in South Sudan and North Korea and shared their findings. Teachers should now look at how to use technology for a wider range of learning experiences across all curriculum areas.

The headteacher has introduced family learning events, such as 'Tullos Twinkles' where families read books together and spent time outdoors with each other. Parents, children and staff say these events are fun and help children enjoy learning. Teachers should now offer more planned outdoor learning during the school day. They should also create an outdoor learning progression framework to help children develop skills as they learn outdoors.

School leaders should work with teachers to ensure strategies to promote positive relationships and behaviour are applied consistently across the school. There is a need to improve attendance of children to school.

After the original inspection, all staff agreed and introduced rigorous, consistent approaches to improve behaviour and relationships. Staff worked with children to review these approaches and create a new positive relationships policy linked to children's rights. They developed a useful child-friendly version which helps children to be clear about expectations for positive behaviour. Children say they are respected by staff and other children, and understand what behaviour is expected of them.

Staff across the school have worked well together to improve behaviour and relationships. They now use agreed strategies consistently to support children to behave. As a result, almost all children behave well and have positive relationships with staff and each other.

Senior leaders have developed robust approaches to check children's attendance daily. They identify and check why children are absent each day and ensure they are safe. Senior leaders track and monitor children's attendance carefully. They identify effectively targeted support for families, such as working with partners to support families who require it to improve children's attendance. This is helping more children to attend school regularly. Across the school children's attendance is improving. Senior leaders should develop further approaches to continue to increase children's attendance at school.

All staff use the school's values well to support children's behaviour and relationships. Almost all children understand these values and staff refer children to them often. This helps almost all children demonstrate the values as they learn and play in school. Teachers have worked well together to provide environments within the school and playground which meet the needs of all children. All staff use consistent language to promote a positive culture. This helps almost all children treat each other fairly and with respect.

All staff have engaged in training on trauma-informed practice and anti-bullying. They use the newly developed anti-bullying policy consistently to help them support children to understand and reduce incidents of bullying behaviour. Senior leaders now monitor bullying incidents closely and make effective use of information gathered to identify trends and patterns. For example, they identified a trend in bullying featuring racist language. Senior leaders led assemblies to help children understand and challenge racism. Almost all children feel the school handles incidents of bullying well now.

Children benefit from the very positive school culture and ethos. Staff offer a range of clubs and activities to all children. Children are more involved in decisions about their school and learning through committees and the pupil council. They are proud of their new library which the pupil council and staff created, and they enjoy celebrating their achievements with their peers.

Teachers should, with the support of the local authority, ensure that they quickly and consistently identify the needs of individuals and groups of children. To support this, teachers should plan tasks, activities and resources more effectively to meet the identified needs of children.

All teachers have made strong progress in identifying and supporting children's learning needs. They do this quickly and consistently for individuals and groups. Senior leaders have reviewed and prioritised staffing to improve support for learning.

Senior leaders carefully track and monitor children's progress in literacy and numeracy. Together with teachers they identify quickly children who require additional support to make the best possible progress in their learning. Staff provide effective targeted support and interventions successfully for children who require additional support. Senior leaders review fully the impact these interventions and support are having on children's progress. They plan and provide effective support to meet children's changing needs accordingly.

All teachers now plan most children's learning to meet their individual needs more effectively. For a few children, teachers need to provide more challenge in their learning. Children who require additional support have clear plans in place which are regularly reviewed and updated as required. These plans include specific learning targets and are shared with parents and children. As a next step, teachers should involve parents and children more regularly in setting these targets and reviewing children's progress.

Teachers and pupil support assistants work well together to provide high-quality support for individual children who may require it. Together, they plan and review the work pupil support assistants are undertaking with children. This helps all staff to have a clear picture of how children are learning and progressing and how best to support children's individual learning needs.

Senior leaders and staff need to work together to raise attainment in literacy and numeracy across the school. Staff should develop and implement approaches to track children's progress, attainment and achievements more effectively. This will help them to better monitor children's progress and evaluate the impact of interventions to remove barriers to learning.

Teachers have improved children's attainment in literacy and numeracy. They work well with senior leaders to track and monitor children's progress, attainment and achievements more effectively.

Teachers use a range of assessments to check children's knowledge and understanding successfully. They use information gathered from these assessments, along with classwork, to make accurate judgments about children's progress. Teachers and leaders now need to develop assessments further to check how well children use their skills in new and relevant contexts.

Senior leaders and teachers meet every term to track children's progress in literacy, numeracy and health and wellbeing. Together, they identify if children are on track, not on track, or exceeding expected levels. This helps teachers understand each child's progress clearly. Together, teachers and senior leaders identify successfully children who are not making enough progress. They plan effective targeted work to support children who may require additional help in their learning.

Teachers and senior leaders now have a clear understanding of each child's progress over the last two years. Senior leaders need to look closely at how different groups of children are progressing in their learning. For example, children who receive free school meals or have English as an additional language. They should check for gaps between these groups and others, and plan support to close those gaps.

Teachers and leaders are starting to track children's achievements beyond the curriculum. This includes clubs at lunch or after school, and achievements at home. All children now have opportunities to attend a lunchtime or after-school club. Children enjoy sharing their achievements from home with their teachers and peers on the school's achievement board. For example, a child's photo may be displayed if they win a certificate or trophy out of school.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Aberdeen City Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Katharine Crombie
HM Inspector