

Summarised inspection findings

Gylemuir Primary School

The City of Edinburgh Council

19 August 2025

Key contextual information

Gylemuir Primary School is a non-denominational primary school situated in the North West of Edinburgh. The school roll is 422 children arranged across 15 classes. Most children reside in Scottish Index of Multiple Deprivation (SIMD) deciles 7 to 10. A minority of children reside in SIMD 5. Approximately 50% of children require additional support with their learning. Over one quarter of children have English as an additional language. A few children are entitled to free school meals.

The school has experienced a number of changes in staffing in recent years, including within the senior leadership team. The headteacher has been in post for 12 years. Last academic session she was on secondment as acting headteacher to a neighbouring school. She is supported by one full-time equivalent (FTE) depute headteacher and one 0.8 FTE acting depute headteacher.

Gylemuir nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

1.3 Leadership of change	very good
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

- The headteacher provides highly effective, strong and caring leadership. She has led the school very well following a period of significant change. She is aspirational for all children and has a clear, ambitious vision for the school. She is leading and managing the direction and pace of change successfully, supported well by the senior leadership team. Senior leaders have clear remits, taking effective account of their strengths and skills, to lead effectively on individual areas. They work closely as a strong team. Together, their enthusiasm and determination they motivate and empower staff and the wider school community to improve outcomes for children.
- The headteacher has involved the whole school community very successfully in the recent review of the school's vision. They worked together effectively to create a vision that is relevant and meaningful for the school. The new vision is highly visible throughout the school. Staff and children have created a vision video and song. These help to reinforce the core values of welcoming, supportive, creative and happy. Children and staff use these values as a common language and they are clearly visible in all aspects of school life. As a result, almost all children apply the school values very well in their day-to-day interactions.
- There are strong connections between self-evaluation, improvement planning and professional learning. Senior leaders have established effective quality assurance approaches to monitor and evaluate the work of the school effectively across the year. They support and challenge staff thoroughly to self-evaluate in order to improve further children's wellbeing, progress and

attainment. This includes, observations of learning and teaching, monitoring evidence of children's work and tracking and monitoring children's attainment and progress. Senior leaders use evidence effectively to work with staff systematically on improving agreed aspects on pedagogy. Teachers would welcome increased opportunities to observe learning and teaching in classes other than their own as part of this process. This is an important next step for the school. It should support strengthening the consistency of high-quality learning and teaching and sharing of good practice across the school.

- Senior leaders and staff are committed to change and improvement through informal dialogue and more focused self-evaluation activities. They use How good is our school? 4th Edition challenge questions very well to evaluate the work of the school at key points across the year. This is helping senior leaders and staff develop a shared understanding of the school's strengths and areas for improvement. Senior leaders consult with children and parents regularly in a variety of ways, including through surveys and focus groups. They use this information well to inform school improvement. For example, senior leaders hold regular 'bingo ball' learning conversations with children across the school. They use the reflective questions in 'How good is OUR school?' to gather children's views on their learning and the life of the school. Children speak positively about their increased involvement in decision-making and influencing improvement. Senior pupils are currently working in partnership with the catering team to improve lunch times. This includes children painting the dining hall and agreeing shared expectations of behaviour during lunch time.
- The headteacher considers carefully and manages the pace of change skilfully. Senior leaders work well with staff to develop a relevant school improvement plan (SIP). They use a range of data confidently to inform improvement areas. This helps to ensure that there is a clear rationale for improvement. Senior leaders ensure the plan identifies measurable outcomes which focus on learning, achievement and wellbeing. As a result, improvement priorities are leading to improving outcomes for children. Senior leaders create a parent friendly SIP. They share this widely with parents on the school website and at Parent Council meetings. Going forwards, senior leaders should develop further their approaches to sharing updates on school improvement with children and parents on a regular basis. They should support children and parents in better knowing how the work of the school is improving outcomes for children.
- This session, senior leaders and staff have prioritised further improving learning, teaching and assessment, increasing children's leadership in the classroom and across the school and embedding learning for sustainability across the curriculum. All teachers have participated successfully in learning activities to develop further their understanding of what constitutes leadership of learning. They are at the early stages of engaging in professional research and enquiry to develop their approaches in supporting children to take greater responsibility for their own learning and progress. Teachers appreciate the opportunities they get to trial new approaches. These are based on their interests and link appropriately to current priorities.
- Senior leaders and staff work very effectively with colleagues from other schools in their learning community. The headteacher is currently leading the work across the learning community. She collaborates successfully with senior leaders from other schools to create a learning community improvement plan which focuses on shared areas for improvement. This includes planned opportunities for teachers to work with colleagues across the learning community. This session they have focused on moderating writing and sharing good practice in teaching numeracy. This is leading to improved consistency and higher standards across schools.
- Senior leaders promote leadership at all levels, encouraging and empowering staff to take responsibility for leadership of change. Staff work together very effectively as a team and are keen to support each other. This is a strength of the school. All teachers have responsibility for

pupil leadership groups and specific areas of school improvement including writing and supporting children with English as an additional language. As a result, children feel valued and involved in the life and work of the school. All teachers and support assistants undertake annual professional reviews and have professional learning plans linked to the national standards and guidance. Staff professional learning records demonstrate clear links with school improvement priorities and the development of skills through leadership responsibilities. Support staff engage in high-quality professional learning to support their effective delivery of targeted interventions. Teachers and support staff undertake ongoing professional learning which supports them well to improve their practice. They have regular opportunities to share their learning with others both informally and formally during collegiate time.

- Children talk very positively about pupil leadership groups such as the House Captains, Equalities Ambassadors, Sustainability Superheroes and Digital Leaders. The work of these groups is having a positive impact on the life and work of the school. For example, the Sustainability Superheroes are working with staff to improve the playground and local community areas. They have organised successfully whole school litter picks in the local area. They have established positive links with local partners to help develop a school allotment to support children in learning about planting and growing crops. The work of Sustainability Superheroes is supporting children to have a firm understanding of sustainability. The wide variety of leadership opportunities provide relevant contexts for children to contribute effectively to improvement, while developing skills including communication, teamwork and environmental awareness. Senior leaders should continue to increase leadership responsibilities for more children across the school.
- All staff have a strong understanding of the social and economic context of the school. The headteacher has a strategic plan for using additional funding including Pupil Equity Funding (PEF) to address poverty related attainment gaps. She has allocated funding effectively for additional staffing to support children with their attendance, wellbeing and learning. Senior leaders should continue to use a range of data to inform strategic decision making and to evidence that the school is accelerating progress for identified children. The headteacher should now involve staff, parents and pupils more fully in consultation of the PEF spend.

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

- Across the school, senior leaders and staff have positive, caring relationships with children which are underpinned by children's rights and reflect the school values. Almost all children are polite, respectful and kind to staff, visitors and each other. Almost all children across the school display consistent and high standards of positive behaviour. Staff support children very well to consistently demonstrate the school values in their actions throughout each day and follow the school rules. Staff respond to and support any children who present with low level disruptive behaviours using positive approaches to resolving difficulties. This supports children to learn in a calm and purposeful environment. A few children require more intensive support to manage their behaviour. Staff create individual plans for identified children. These plans set out clearly the strategies for staff to follow, early signs and triggers and preventative strategies. As a result, behaviour is supported and managed well across the school.
- Across the school, most learning environments are well-organised and attractive. Children access a wide range of resources easily to support their learning. Most teachers use displays effectively to highlight helpful learning strategies and celebrate children's learning and achievements. Almost all children are enthusiastic and engage well in their learning. They are increasingly motivated when learning is linked to real, challenging and meaningful contexts. Almost all children learn well both in groups and on their own, displaying confidence, independence and the skills of successful learners.
- All teachers use interactive boards to communicate learning with children. They use digital technology effectively to support children's learning. This includes the use of electronic learning logs and using digital software to create musical soundtracks. Older children confidently use online platforms to complete class-based learning and homework activities. A group of pupil digital leaders successfully support younger children with their digital skills development. Teachers use a range of digital accessibility tools to effectively adapt and personalise learning for individual children.
- Staff in the early stages are continuing to develop the learning environment to deliver play pedagogy. This is providing children with opportunities for creativity, discovery and curiosity. Children would benefit from more open-ended enquiry tasks that promote greater challenge and independence in learning. Senior leaders should continue to work with teachers to develop this practice further. As a next step, they should give careful consideration to the balance of child led and adult led experiences.
- In most lessons, teachers provide well-planned and appropriate learning experiences for most children. However, in a minority of lessons, the pace of learning is too slow and learning activities are not sufficiently challenging for all children. Where lessons are too teacher led or the pace is too slow, children can become distracted and lose focus. Teachers should ensure

that all learning tasks are set at the right level of difficulty to motivate and engage all children. Senior leaders should support teachers to ensure that all children experience learning which provides appropriate pace and challenge.

- In almost all lessons, teachers give clear explanations and instructions to help children to understand their learning. They share the purpose of learning and use 'steps to success' to support children to know what they need to do to be successful. In the most effective lessons, children and teachers work together to co-create what this success will look like. Most teachers use questioning well to check children's understanding. A minority of teachers use higher-order questioning appropriately to extend children's learning. As identified, teachers should develop further their use of effective questioning. They should incorporate higher order thinking skills to further develop children's curiosity, creativity and independence in leading their own learning.
- The pupil support assistants work well with class teachers to support children with their learning in class. They also support a range of literacy, numeracy and health wellbeing targeted interventions for individuals and groups of children.
- In most classes, teachers use a range of formative assessment strategies appropriately to check children's understanding. In a few classes children self- and peer-assess their work regularly. Children use prompt sheets successfully to keep their assessment focused and accurate. Most teachers use plenary sessions well to support children to review their learning. Children use the 'skills sack' to help them reflect on the skills they have been developing during learning. Teachers now need to incorporate the language of skills in the planning and delivery of lessons. They should support children to make better connections between what they are learning and the skills they are developing. Most teachers provide useful 'in the moment' verbal feedback to support children to be successful in their learning. Teachers should develop further the quality of their written feedback to ensure it is clear and specific and supports children's understanding of their next steps.
- Teachers use a range of standardised and diagnostic assessments, including National Standardised Assessments, to gather information about children's progress in literacy and numeracy. Teachers now need to use this assessment data more robustly to ensure planning effectively meets the needs of all children. The senior leadership team, as planned, should support teachers to develop a shared understanding of how assessment information is used to inform planning for learning and teaching.
- Teachers have engaged well with moderation activities with colleagues in school and across the learning community to support their professional judgements of children's attainment. Senior leaders should now provide further moderation activities across all areas of the curriculum. They should support teachers to develop increased confidence and reliability when making judgements against national standards and improve outcomes for children.
- Teachers plan learning across the curriculum over the long and short-term. They use progression pathways in literacy, numeracy and other aspects of the curriculum to plan progressive and relevant learning experiences. Across the school children have regular opportunities to share their views on what they would like to learn. This includes at the start of a new context for learning, in P1 and P2 play sessions and during 'Feedback Friday'. Going forward, teachers need to plan more clearly for different groups within the class to enable all children to make appropriate progress in their learning.
- Teachers use class trackers to monitor the progress children are making in literacy and numeracy. Senior leaders and teachers use this information termly during attainment meetings

to identify children who are on track and those who require additional support. This includes children who may have additional challenges and barriers to learning. Senior leaders and teachers plan appropriate interventions for individuals and small groups of children who require additional support with their learning. Interventions are tracked regularly to ensure evidence of impact is gathered. Senior leaders and class teachers should now work together to consider how this information could be used to plan for universal interventions at a classroom level.

2.2 Curriculum: Learning pathways

- All teachers make effective use of progression pathways linked to CfE experiences and outcomes and national Benchmarks to plan children's learning in literacy and numeracy. This is helping children to build on what they have already learned. Teachers make appropriate use of both school and local authority learning pathways to inform their planning for some curricular areas including digital technology and French. Teachers should now develop progression pathways for all curricular areas. They should ensure children experience appropriate breadth and progression across the curriculum.
- Staff have created a 'Gylemuir calendar of events'. This supports teachers to deliver a curriculum that includes meaningful links to local and global issues and events. For example, children learn about different religious festivals that are important to them including 'Holi'.
- Staff plan a range of outdoor learning approaches to engage children in their learning. Younger children enjoy playing and learning outdoors during their weekly 'Fresh Friday' sessions. During these sessions children complete a risk assessment to ensure they keep themselves and others safe. As planned, staff should continue to develop outdoor learning ensuring a consistent, progressive approach at all stages.
- All children receive their entitlement to a 1+2 approach to modern languages. Teachers use a progression pathway effectively to develop children's knowledge and skills in French. In addition, children in P5 to P7 learn Spanish.
- Children benefit from well-stocked class libraries and a school library that provide a range of fiction and non-fiction texts. Children visit the school library and borrow books for reading for enjoyment within their classrooms. This is having a positive impact on children's attainment and engagement in reading.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have developed positive relationships with parent/carers. Most parents/carers agree that their child likes being in school, is treated with respect and known as an individual.
- Parents/carers appreciate the regular communication from the school through weekly newsletters, class newsletters and digital platforms. The majority of parents feel they are provided with advice about how they can support their child's learning. They have opportunities to visit the school for learning conversations and celebration of learning events. For example, stay and play events in the early years provide an opportunity for children to learn with their parents/carers. These events are well-attended. Staff share 'achievement jotters' with parents at key points in the year. These jotters reflect the work being done in class and show progression in learning. Parents/carers would like increased opportunities to learn with their children across the school and more information about their child's learning and progress.
- The Parent Council represent parents/carers effectively at regular meetings with the headteacher and senior leaders. Senior leaders consult with the parent group on improvement priorities and other important decisions. The parents/carers group organise successfully a range of events to raise funds for resources and activities which support and enhance learning experiences. For example, funds were raised to purchase PE equipment and musical instruments. They are in the process of contributing towards a new reading scheme for younger learners.

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.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The shared, well developed understanding of children's rights is central to children's learning experiences at Gylemuir PS. Children talk knowledgeably about the relevance of the rights to their everyday lives and their role in respecting and promoting the rights of others. Staff reinforce learning about rights through rights-based topics, assemblies and school events. This is leading to an increasingly respectful ethos where diversity is celebrated. Most children recognise that the school is helping them to understand and respect other people.
- Children display a strong understanding of the wellbeing indicators. They learn about these in class and through assemblies. Children reflect on their wellbeing regularly through the use of wellbeing webs. Staff review these and talk with individual children about any concerns. Almost all children have a trusted adult they can talk to. As a result, this is helping most children to feel confident that staff understand them as individuals and are able to help.
- Senior leaders use Health and Wellbeing (HWB) surveys to respond effectively to issues raised by children. Most children feel safe in school and say that school helps them to feel safe. A few children recently raised concerns about playground safety. Staff and children have delivered assemblies focused on the school values and the rules of ready, respectful and safe. The 'Sports Skippers' pupil group have worked successfully to introduce new activities in the playground. They have been supported well by sports partners to create games. This is improving enjoyment and engagement with games and activities for younger children and is leading to increasing feelings of safety in the playground.
- Senior leaders monitor incidents and allegations of bullying well and take appropriate steps to mitigate these. They record this appropriately. Most children say they have never experienced bullying and agree that the school deals well with bullying. A minority of children and parents do not feel that bullying is dealt with well. Senior leaders should continue to develop a shared understanding and an increased awareness of anti-bullying education.
- Children learn through a progressive programme of planned HWB learning. This includes a focus on building resilience and how to be safe and active. Children talk confidently about learning in school that supports them to live healthy lifestyles. This includes healthy eating, managing risks and how to develop and manage friendships. Children enjoy taking part in two hours of planned physical education each week which is helping to develop their physical wellbeing. Almost all children take part in an increasingly wide range of activities. This includes lunchtime and after school clubs. Engagement with local clubs and coaches is helping to increase the number of children taking part in physical activity.
- All staff know children very well and have a clear understanding of their statutory responsibilities for child protection and Getting it Right for Every Child (GIRFEC). They support

children well as they address any emerging wellbeing concerns. Senior leaders and support for learning staff monitor closely the progress of children requiring additional support. This includes care experienced children and those children impacted by factors relating to poverty. The support for learning team delivers a range of high-quality learning experiences in a caring and nurturing environment. As a result, most children receiving additional support with their learning are making good progress against their individual targets.

- The quality of planning for individual learners requiring additional support is not yet consistent. Where this is working well, the voices of children and parents are included, and outcomes are clearly linked to wellbeing and learning. In these plans, targets are measurable and achievable, and progress is regularly reviewed. Staff should review approaches to planning to include shorter term, targeted work with clear, planned and measurable outcomes. This will enable senior leaders and staff to clearly evidence progress for all children requiring additional support. This should help ensure an appropriate balance of in class and out of class targeted support.
- Senior leaders monitor children's attendance robustly. This includes analysing data and identifying any children who show a pattern of absence. This is supporting an improvement in children's attendance. The recently introduced approach to inclusion with identified children, is effectively led by the Learning Community Pupil Support Officer. This has led to an increase in attendance for the majority of targeted children. Overall, attendance is currently 93.4%. This is in line with the national average. A few children have an absence of 10% or more. There are no children on a part-time timetable. There have been two exclusions this session.
- Children and staff celebrate diversity well. The Equalities Ambassadors group successfully lead assemblies, school events, competitions. They recently created a video celebrating the home languages of families across the school community. Staff have introduced a bank of dual language books in the library along with access to online translation resources. This, along with the work of the 'Rights Knights' group, is leading to increasing awareness of the importance of respecting difference. Almost all children who have moved into the school in the last year felt well supported.
- Children regularly present to classes and assemblies about their own religious and cultural traditions and about festivals and faiths they have been learning about. This is supported through learning in religious and moral education and a calendar of significant cultural events. Senior leaders share with parents the learning and success of children in relation to cultural heritage and diversity. This is supporting increasing children's confidence as they share their own heritage, as well as increasing understanding of diversity across the school community.

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, children's attainment in literacy and numeracy is good. At P1 and P4 most children are on track to achieve expected CfE national levels in literacy and numeracy. At Primary 7, almost all children are on track to achieve second level in literacy and numeracy. Across all stages a few children are working beyond national expectations in numeracy and literacy. With increased challenge a greater number of children could achieve more.
- Most children who require additional support for their learning, are making good progress against their individual targets for learning.

Attainment in literacy and English

- Overall, most children are making good progress from prior levels of attainment.

Listening and talking

- At early level, children are developing well skills in talking and listening through their learning experiences in play. At first level most children demonstrate the skills needed to listen well, take turns and share ideas. At second level, almost all children interact respectfully with each other and build on ideas of their peers. A minority of children are developing skills in presenting, through for example, their speeches to become house captains. Across the school, children would benefit from wider experiences to talk and listen for different purposes and audiences, for example, debating.

Reading

- At early level, most children use knowledge of sounds, letters and patterns with increasing confidence to read simple words. At first level most children read aloud well a familiar piece of text adding expression. They are confident in answering literal and inferential questions. They should now develop their understanding of evaluative questions. At second level, children use a range of reading skills successfully to read and understand texts including, predicting, skimming and scanning. Across the school, children would benefit from further engagement with non-fiction texts. Older children should practise making notes and use them to create new texts that show their understanding of a topic or issue.

Writing

- At early level, most children are becoming increasingly confident in writing simple sentences using capital letters and full stops. A few children are beginning to add more detail to their sentences including using connectives. At first level, most children spell commonly used words correctly. They write for a range of purposes independently, punctuating most sentences accurately. At second level, children use alliteration and repetition for effect in narrative texts. They understand how persuasion is used in real-life contexts, for example in advertising. They

should now develop skills in using a wider variety of tools in digital writing. At first and second level, a few children need to be challenged further. They would benefit from regular practice to write about personal experiences, describing feelings, thoughts and events.

Numeracy and mathematics

- Overall, most children are making good progress from prior levels of attainment.

Number, money and measure

- At early level, most children count forwards and backward with accuracy to 20 and beyond. They add and subtract confidently within 10. A few children are less confident in recognising coins up to £2 and applying addition and subtraction skills when using money. At first level, most children use their knowledge of addition, subtraction, multiplication and division well to solve problems within 1000. They confidently tell the time using half past, quarter past and quarter to. The majority of children would benefit from further developing their knowledge of the units of measure and make simple conversions. At second level, almost all children confidently round whole numbers to 100,000. A few children would benefit from further practice in calculating simple fractions of a quantity when problem solving. Children calculate accurately the area of two-dimensional shapes. They are less confident in calculating the volume of cubes and cuboids.

Shape, position and movement

- At early level, most children accurately describe and sort two-dimensional and three-dimensional objects. At first level, children confidently name, identify and classify two-dimensional shapes and three-dimensional objects. They are less confident in using appropriate mathematical language to describe these. Children know and use their knowledge of compass points well to describe and follow directions. At second level, children use the language of acute, obtuse and straight to draw accurate angles in shapes.

Information handling

- At early level, most children successfully collect and organise data for a specific purpose. They interpret well simple graphs. At first level, children are confident in extracting key information from charts, bar graphs and tables to answer questions. At second level, children display data appropriately choosing a suitable scale when creating a graph. They analyse, interpret and draw conclusions well from a variety of data. Across the school children would benefit from more practical information handling tasks using digital technology to create graphs and charts.

Attainment over time

- Senior leaders track children's progress in literacy and numeracy over time. Attainment over time is variable for different cohorts of children. Staff do not yet have a shared understanding of national standards. Teachers need to continue to engage in regular high-quality moderation activities to help them make more accurate judgements about children's progress.
- Senior leaders use data well to identify improvements required in learning and teaching to improve attainment. For example, the implementation of a whole school focus on the pedagogy of writing is beginning to increase children's confidence and engagement in writing.
- Senior leaders and teachers identify promptly gaps in children's progress. They identify individual children who require targeted support to accelerate their progress in literacy and numeracy. The support for learning team delivers a range of appropriate interventions to support children's early reading skills, reading comprehension strategies and mental maths strategies. As a result, most children who require additional support are making good progress from prior levels of attainment.

Overall quality of learners' achievement

- Children's achievements both in and out of school are regularly celebrated and shared through class golden books, displays, recognition boards and at assemblies. Children are proud to share their successes. They enjoy receiving certificates for a range of achievements.
- There are a wide range of pupil leadership roles within the school which all children can apply to be a part of, including House Captains, Rights Knights, Sports Leaders, Junior Road Safety Officers and Digital leaders. Children talk confidently about the positive contributions these groups are making to the life and ethos of the school. For example, children have noticed improved social skills during breaktimes, and interactions with peers through the introduction of games skills.
- Staff, children and partners offer a wide range of clubs and activities for children across the school. Children have regular opportunities to share their ideas and views on clubs and activities, through assemblies and surveys. Staff track children's participation in activities and use this data to identify children who are at risk of missing out. Senior leaders work well with partners to remove barriers preventing participation, for example offering lunchtime clubs and taster sessions. As planned, senior leaders and staff should now consider ways to track children's skills development and link to learning in classes and further develop skills for learning, life and work.

Equity for all learners

- All staff have a strong understanding of the social and economic circumstances of children and families. Senior leaders work well with staff, partners and the Parent Group to reduce the cost of the school day. Together they have reduced the cost of school trips. Staff are supporting all children to apply for a bus pass. This will allow children to use public transport for free to explore the local area. Partnership with Edinburgh Police supports families with funding towards school uniform to alleviate financial hardship. Senior leaders ensure, as needed, children are provided with digital tablets for use at home. This is supporting children well to complete homework and build on digital skills taught in class. The school newsletter signposts families appropriately to local and school-based supports.
- Senior leaders have a PEF plan aimed at supporting improvement in children's health and wellbeing and in raising their attainment. Pupil Support Officers run nurture groups which provide appropriate support for individual children to help them manage their emotional and social wellbeing. The Learning Community Pupil Support Officer has worked with a group of children to support them in participating in after school activities and to go on school trips. This has been a successful intervention. All identified children now participate in wider school activities with growing confidence. Senior leaders monitor the effectiveness of PEF interventions at key points across the school year. This supports them to measure the impact of these interventions on children's attainment and achievement.

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.