

Context of the School and Nursery

Longstone Primary School is a non-denominational primary school built in 1957, serving an area of southwest Edinburgh. Our catchment includes areas of local authority housing, private housing, private lets and Ministry of Defence housing. We are proud of our diverse school community.

The school is situated in the southwest of the city, near the Water of Leith and the Union Canal. The school has spacious grounds which are very well used to support and enhance pupil learning. Due to certain aspects of the school's Art Deco design, the building was listed in 2016. Following a 2020 HMI Inspection, the school has been recognised for its strong links with local community groups and organisations.

The school continues to work closely with the Parent Council PALS (Parents At Longstone School) this session, who have supported the school this session through funding, events, and improvements in the areas of equity and sustainability.

In 2025-2026 Longstone Primary had 10 classes from P1 to P7, including two composite classes. The new nursery, opened in 2017 accommodated 55 2–5-year-olds. In 2025-2026, the school roll was approximately 240 (excluding nursery) 295, including nursery. This year the school was led by the Acting Headteacher, Acting Deputy Head Teacher and an Acting Principal Teacher during a period of change and uncertainty. The school's previous Head Teacher moved to become Acting Head Teacher and then subsequent substantive Head Teacher at another CEC school. The Longstone PS Acting Head Teacher became substantive at the beginning of 2026. The Acting DHT and PT posts continued until the end of session.

Staffing consisted of 15 class teachers, 4 of whom worked part-time, alongside an Acting Principal teacher, Acting Deputy Head teacher and a Head teacher.

Additional funding from the authority supported a P7/S1 Transition teacher, to support learners transitioning to Firrhill High School, and a Pupil Support Officer to help maximise attendance. Other staff included a part-time Support for Learning Teacher, a full-time teacher of non-class contact and a visiting specialist violin teacher. This year we have had support from 2 teachers from the Inclusion Support Team.

The school's Support Team comprise Pupil Support Assistants, a clerical, administrator and Business Manager. In the nursery, a large team of staff included Early Years Practitioners, Early Years Assistants, Early Years Domestic and two Newly recruited Early Years Officers, one fixed term.

In session 2025-2026, two classes experiences change in teacher(s) mid-session. This was for a variety of reasons including a teacher returning from maternity leave, a teacher taking a career break and one fixed term Teacher who secured a permanent position elsewhere. Our delivery of NCCT was impacted by a long-term absence of a member of staff. Our Support for Learning teacher moved on to take up another post and The PSA team were reduced in capacity by 2 long-term absences this session.

This session we have finalised our new refreshed Vision and Values. In August, we will share across the whole school community. Our new shared vision is Longstone Primary School aims to be a place where ***'We nurture all our children, so they can thrive in their learning and contribute to their communities, now and in the future'.***

Our vision will be underpinned by five school values agreed - we are **kind**, we **include everyone**, we are **creative**, we **always give our best**.

THE LONGSTONE PRIMARY SCHOOL VISION

Longstone Primary School aims to be a place where:

We nurture all our children, so they can thrive in their learning and contribute to community now and in the future.



At Longstone Primary School

We are **KIND**

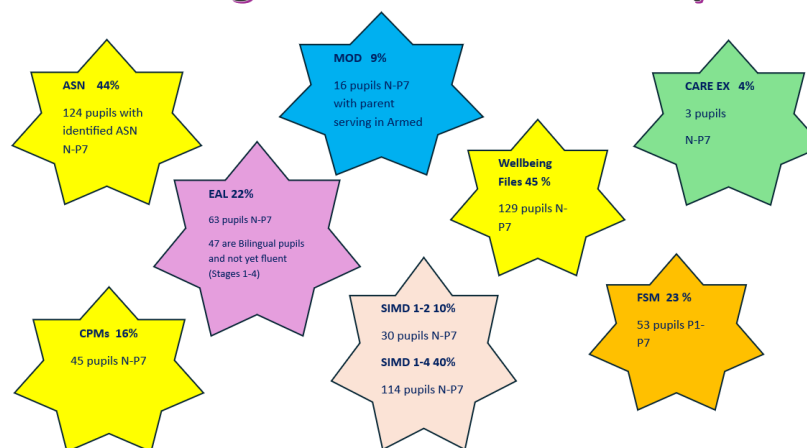
We **INCLUDE EVERYONE**

We are **CREATIVE**

We always **GIVE OUR BEST**



Longstone PS and Nursery



A key driver for our improvements has been our continued focus on collaborative improvement through practitioner enquiry. We have a shared understanding of our methods of school improvement which include practitioner enquiry, small tests of change, lesson study, Teaching Sprints scaling up and collaborative approaches. Pupil leadership also continued to be a key driver for improvements in 2025-2026. The Rights Respecting group moved forward our learning and culture in Equalities. Their work culminated in the achievement of the Silver Rights Respecting Schools award for the first time. We have this year also been awarded our first Green Flag through the pupil ECO Group. Our Sports Leaders were also pivotal in helping our school secure the Sports Scotland Gold award for the first time last year and continue to work as a group to enhance equity through access to a wide variety of sport opportunities across the school.



Standard and Quality Report 2025-26

School				
What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI ?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
a) We have finalised our shared Vision and Values. b) A practitioner enquiry approach for taking forward improvements is well embedded. This session Lesson Study was used to develop use of CPA approaches in numeracy. We used a Teaching Sprints approach to develop the Teaching of Writing. High-quality Learning, Teaching and Assessment were supported through the use of our LTA framework.	a) Our refreshed Vision and Values will be meaningful and relevant as created in consultation with whole school community. b) Teaching staff are confident in the use of a variety of improvement methodologies. The LTA framework has proved to be a useful reference for supporting staff to continue to offer High Quality LTA.	a) All stakeholders were consulted during a review of our school Vision and Values. House Captains led on the pupil consultation. In a recent survey most (85%) parents believe that the school well led. b) In almost all classes CPA approaches were evidenced during SCE. P6 Pupils reported that the use of concrete materials (cuisinière rods) helped support their learning. The percentage of children on track in writing remained consistent or showed	Vision and Values Share our refreshed Vision and Values across the school community. Leadership of Change Use a collaborative improvement approach to strengthen an identified area of LTA specific to class/ teacher (context teaching of reading). To look at reciprocal reading a possible approach. Use a collaborative improvement approach to strengthen whole school approaches in writing. Drawing Club in P1- P3 and Talk4Writing approaches in P4-7. To broaden and deepen our understanding and development of Metaskills for learners across the school (N-P7).	Good

c) We continue to raise awareness among learners of the Metaskills. We are supporting this through curriculum and learners leading in a variety of contexts. d) We offer all staff including support staff opportunities to lead on school improvements.	c) Learners are beginning to use the language of Metaskills. House Captains meet regularly leading on aspects of school improvement. Pupil groups are well established. Our P6 Leadership programme offers opportunities for pupils to develop Metaskill learning.. d) Almost all staff lead on areas of school improvement that have had a significant positive impact on our school culture in the areas of Equalities, Equity, Sustainability and HWB.	improvement in 50% of classes. c) We've introduced the Metaskills. In SCE most (82%) teachers referenced Metaskills explicitly. The work of pupil groups such as ECO and RRS have been externally validated. This session we achieved our first Green Flag and RRS Silver Award. d) Through staff PRDs almost all staff have indicated that they would like to continue to support pupil groups across the school. Our groups and initiatives support the school in Learning for Sustainability, by improving equity, supporting inclusion, equality and attainment and achievements.	Sustainability Champion - To support teacher development and delivery of High-Quality Learning in the Outdoors. To develop a Metaskills progression for Outdoor Learning (Outdoor Classrooms). Work with Social Enterprise Scotland to offer opportunities for children to develop the 4 CfE capacities and utilise Metaskills through Social Enterprise. Pupil Groups Staff to continue to lead pupil groups across the school. To offer more opportunities for pupils to establish pupil led groups.	
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1.3 Key Achievements

★	Pupil leadership systems are well-embedded and pupil views meaningfully inform and drive forward change.
★	Staff, at all levels, lead on aspects of school improvement and are meaningfully involved in developing improvement priorities.
★	Pupils are developing understanding of meta skills in different learning contexts.
★	All staff are confident in using a range of practitioner enquiry approaches as a vehicle for improving practice.

*As a result of the
CPA CLPL
I am more aware of
expected learning
within each of the
Progression Pathways.*
Teacher

It helps to see things in
3D instead of seeing it
on paper all the time.
Pupil

*I am proud of all I have
achieved for the children
through 1:1 interventions.
I like that the breakfast club
encourages children and
supports parents to get their
children into school.*
PSA

Getting our Green Flag this
year validates all the hard
work of the children in this
area. It encourages me to
continue to lead
developments
PSA

Using online manipulatives
on the iPad has been a good
pictorial representation, and
these have been especially
good to visualise
exchanging in addition and
subtraction.
Teacher

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

a) We continue to embed use of LTA framework to support effective differentiation and pedagogy. The use of a rubric has allowed for more robust (quantitative) data collection during SCE. b) We continue to make use of our LTA framework to support pedagogy and differentiate effectively. c) Staff now planning termly in core areas across curriculum. d) IDL bundles now incorporate UNCRC, SDGs. e) Pupil and family friendly LTA framework are ready to share with families	a) Staff continue to differentiate effectively to support learners. Challenge in learning is an area to be further developed. b) Staff know their learners, their barriers and progression in learning over time. c) Through Strategic Planning Meetings, staff support each other across stages to plan for consistent experiences at each stage, reduce workload to moderate planning of Learning and Teaching and pedagogy.	a) Universal supports were in place in less than half of classes observed SCE, September 2025. Differentiation was evident in almost all classes (Jan / May 2026 SCE). b) SCE indicates that staff in almost all classes are differentiating (through delivery / what learners do). In the majority of classes during SCE (May 2026) there were opportunities for challenge. c) Teachers report that planning across stages is effective in reducing workload. Consistency in experiences is achieved across stages. Attainment	Universal Support To support staff to implement and encourage learner use of universal supports in class. Continue to support effective use of CPA for numeracy. Broaden opportunities for challenge in learning - through application (problem solving, across contexts, differentiate for challenge). Targeted Support - Planning and Attainment Tracking. Termly Strategic Planning Meetings to continue. Staff to be trained in the Pupil Tracking System. Update termly at attainment meetings. Ensure planning closely aligns with progression pathways. Learning for Sustainability. To embed Metaskills/ UNCRC / SDG. Increase opportunities to develop Metaskills through pupil groups and pupil-led groups in school. To develop a Metaskills progression for Outdoor Learning (Outdoor Classrooms CLPL).	Good
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and evaluate in the forthcoming session. f) SCE has shown there is a need for a more consistent approach to target setting and sharing targets with learning. g) Staffing changes interrupted SfL this year. SfLtermly liaison meetings to continue. h) Protected time termly for planning across classes.	d) Our teaching staff and pupils are becoming more explicit in sharing the UNCRC and SDGs associated with specific learning. e) Pupil and Family friendly LTA frameworks have been shared with new P1 Pupils last session. To broaden this and evaluate the impact in the coming session. f) Target setting is evident but inconsistent implementation is evident across the school. g) New SfL teacher supporting our .3 progressing pupils currently.	Meetings are effective in tracking individual learner progress allowing for effective support/challenge to be planned for. d) Metaskills discussed in most classes (77%) during SCE May 2026. UNCRC and SDGs referred to where appropriate. e) Pupil and Family LTA framework to be shared. To evaluate impact next session. f) SCE highlighted a need for a focus on feedback and target setting in core areas. g) Continue support in place.	To support development of Metaskills through Social Enterprise. (Social Enterprise Scotland CLPL). Family Learning Pupil and family friendly LTA frameworks to be shared with families. Agree how and when. Profiling Improve use of feedback and target setting for effective support and challenge for learners (Edinburgh Learns CLPL). To use of The national achievements profiling tool Celebrate your achievements My World of Work in P6 and P7. To create opportunities for learner conversations. SfL liaison To continue to support .3 progressing learners. Learning Community focus - moderation of how schools identify Dyslexia.	
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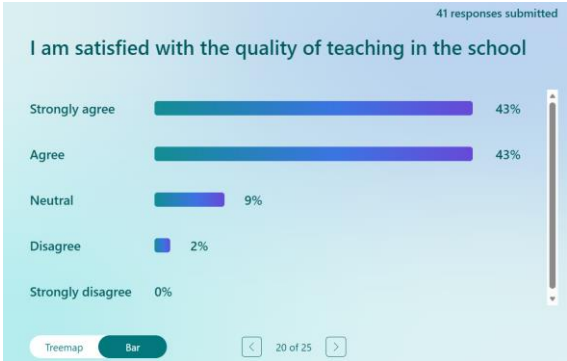
2.3 Key Achievements

★	Professional learning, systems and processes continue to have a positive impact on attainment of learners over time.
★	Regular Practitioner enquiry and collaborative planning are leading to greater, shared understanding of high-quality learning, teaching and assessment.
★	We are making use of our Learning Teaching and Assessment Framework to support high-quality learning, teaching and assessment.
★	Our data from SCE is more rigorous enabling us to identify precisely areas for improvement.

From our CLPL on CPA I now look for opportunities to incorporate more concrete or pictorial resources to support learners.
Teacher

'Working with a partner helps to confirm you are doing it right'
Pupil

The story mapping is fun and helps me to remember the story
Pupil



QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

a) Relationships across the school community are strong in almost all cases. b) Each child is treated as an individual and any additional support needs are identified and supported by staff. c) We have a wide range of supports in school to support children's health and wellbeing, both universal and targeted. d) We are a Rights Respecting School and our pupil group has worked hard to support equalities and equity work through social enterprise this year. e) We are an inclusive school and have continued to ensure that all learners feel included, engaged and involved in the life of the school.	a) Staff create an environment where children feel safe, listened to and cared about. Relationships could be strengthened across the staff team. b) Staff track the wellbeing and progress of each child, and interventions are implemented and evaluated to address barriers. c) Targeted support include; Place2Be, Rise and Shine, Baking groups, farm groups and pupil led art and kitbag groups. d) The whole school continues to deepen its shared understanding of the UNCRC,	a) An IPR (2024) and prior external scrutiny exercises all identify Positive relationships and behaviour as a strength. Visiting partners often note how respectful relationships are in school and how welcoming the school feels. b) In tracking and liaison meetings, staff are able to share, in detail, strategies they use to support learners facing a range of barriers to learning. c) Place2Be reporting show that pupils have been supported with a range of social and emotional issues and the service is improving outcomes of children and families. A number of families have benefited from our Rise and Shine	Positive Relationships and Wellbeing. We are reviewing our Positive Relationship Policy. Prioritise staff wellbeing and consult on team building events. Inclusion - Removal of Barriers - Universal supports / Differentiation Continue to develop K&U of effective intervention strategies, to ensure that across all classes, tasks and activities are effectively differentiated and offer appropriate pace and challenge for all learners. Place2Be Increased cost next session. PALs and PEF funding enabling continued provision. Equalities Continue to support the work of the RRS in developing assemblies around protected characteristics broaden out to include additional protected characteristics. Wellbeing Develop opportunities next session for learners to have learner conversations with a key adult, helping them set appropriate targets and next steps.	Very good
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f) Our Rights Respecters pupil groups helped plan this year's International Month. g) We continue to follow council systems in relation to the fulfilment of our statutory duties.	protected characteristics and equalities. e) Learners are involved in pupil groups, house meetings and pupil led groups with opportunity to affect change. f) The RRS group lead on equalities assemblies. This session a member of our nursery team supported children to lead an assembly for families about Ramadan and Eid. g) Our pupils and families feel valued and know that we value equalities and diversity.	breakfast club. This is supporting pupil attendance, wellbeing and parental access to work. d) We have been awarded our Silver RRS award. e) Children continue to have opportunities to be part of pupil groups and/or run pupil led groups. 93% of 41 families who completed a recent survey felt that the school encourages children to be respectful. 94% felt that school helped their child to develop confidence and thought staff treat their children fairly. 85% felt that the school supported their child's emotional wellbeing effectively. f) Our RRS group have had success in achieving their Silver	Develop a progression of Metaskills across our Outdoor Learning programme. Continue to offer opportunities for leadership through pupil led groups. Family Partnership To continue to build links with community by representing all our families in events across the school calendar. Children continue to lead assembly on Ramadan for families. Continue with well received International Week. Refresh our restorative approaches in supporting children navigating relationship issues and managing conflict. Make use of Relationships and RRSA guidance to support. Relationships-and-RRSA_handout_March-2024v2.pdf	
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Award for the school.
Our RRS led on our
International Week.

- g) Almost all families felt the school encourages children to treat one another with respect and that staff are fair and treat children with respect. The majority of families say the school deals with bullying well (63%).

2.3 Key Achievements

★	Our pupils, staff and families are valued and meaningfully contribute to improving our school.
★	Ours pupils experiencing barriers to learning are well supported and make progress in their learning.
★	We have supportive processes in place to enhance pupil wellbeing.
★	Our RRS pupil group continue to lead and develop our shared understanding of equalities and the protected characteristics.

A particular strength of the school is the extent to which the diversity of the school's community is considered within curriculum planning and whole school events.
RRS report



One Place2Be councillor on completion of her placement at school expressed how welcome the school had always made her feel.
Place2Be Spring Report 12026

‘Rights are for every child in the entire world. You do not have to do anything to have them.’
Pupil

QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
a) We continue to have a strong focus on raising attainment, tracking at whole school, class, group and individual level. Our systems for tracking attainment progress support this. b) We know learners well, and any barriers they may face, using robust data to help identify gaps in learning. c) We continue to offer a wide range of leadership opportunities and opportunities for personal achievement within the curriculum: OL, performing arts, sports, leadership groups / roles.	a) At whole school level there is a slight dip but we have broadly maintained CfE attainment in literacy and numeracy. b) We track attainment and progress of key groups who are vulnerable/face barriers. c) All children contribute to school improvement. P6s have leadership training. All P7s have a leadership role. Through these roles, children have opportunity to	a) i The majority of children are on track in reading (77%) and writing (78%) and most in T&L (88%) and in Numeracy (83%) The % of learners on track in has decreased in all except writing this session compared with the previous session. a) ii At year group level apart from in P5 our Reading is down on last year. Writing is up or the same in P3, P5 and P6. T&L is down in all except P5. a) iii In NSA assessments at P7, almost all (91% and 80%) learners achieved band 9 or above in reading and writing respectively. More than half of these learners achieved bands 10 and 11 in both areas of literacy.	Raising Attainment Support staff in achievement of a level judgements (CLPL) next session. Continue work on improving Writing using Talk 4 writing approaches. Continue improvement of numeracy with a focus on problem solving and challenge (LC focus). Based on SS for SWST this session. We will review the school spelling Programme. Training in Pupil Tracking System to track attainment. Input SfL data into pupil tracking system and look at pupil tracking system for achievements. Track attendance of pupils below 85% and improve supports and tracking for those between 86-89%. Targeted Support Continue to focus support using PEF for children in Q1/FSM who	Good

d) Our whole-school tracking of achievements has paused as we are looking at moving staff to the new Pupil Tracking System. Teacher currently track at class and individual level and this year data has been input into tracking system and shared with staff. e) Due to staffing changes this year we have not monitored attendance as closely as previously.	develop Metaskills. Pupils can talk about the Metaskills. d) Achievements previously tracked closely using our own system. To revisit the tracking of achievements using the new Pupil tracking system in the coming session.	In P7, in numeracy, almost all (90%) learners achieved band 9 or above. In P4, the majority of learners (73% and 60%) achieved bands 7-9 in reading and writing respectively. In numeracy, the majority (68%) of learners achieved bands 7-9. 80% of P1 children achieved bands (5 and 6) in NSA assessments in Literacy. Of these 45% scored well above the National Average in the Highest Band 6. In numeracy, 65% of P1 children scored in the Highest Band 6 – Well above that of the National Average. b) i Almost all (91%) of learners who received SfL have increased or maintained their SWRT scores. 40% of these by more than 10 points.	are not on track in literacy and / or numeracy <i>Superstar children</i>	
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b) ii
74% of learners across the school are within average bands for SWST. **26%** below average.

SWST standardised scores this year compared to last year have shown a downward trend for 61% of learners in P3, 33% of learners in P4, 39% of learners in P5 and 66% and 69% of learners in P6 and P7 respectively.

Poverty related attainment Gap

Approximately 26% of children in school either live in Q1 and / are registered for FSM.

Of the children not on track in literacy across the school 40% are in Q1/ registered for FSM. The majority 60% are not in this group.

Of the 40% of children who are in Q1/registered for FSM approximately half are on track.

There doesn't appear to be a poverty related gap.

Of those not on track 42% made progress in the SWRT and 36% increased their SWST SS. This would indicate that although not on track some of the children are showing improvements as indicated by these measures.

EAL

- **22%** of our learners are **EAL learners**.
- Of these **62% are on track** and **38% are not** which is slightly elevated relative to the **17% not on track across** the school as a whole.
- **In P2**, 11 children scored below Average in SWST. Of these, 7 are EAL children. However, of these 3 also have ASNs. So no significant gap.
- **In p3**, 6 out of 14 pupils scoring below

average in SWST are EAL.

- **In P4**, 4 out of 12 pupils scoring below average in SWST are EAL.
- **In P5- P7** EAL learner numbers were minimal among those scoring below Average in SWST.
- No significant EAL gap in attainment overall.

3.2 Key Achievements

	The majority of learners are achieving expected levels of reading (77%), writing (78%) and Numeracy (83%) .
	In almost all measures there is no poverty-related attainment gap in National Standardised Assessments and CfE attainment.

We have children now with higher and more complex need than we have had in the past. We strive to support them and each other working collaboratively as a team.

Teacher

I will continue to work hard to raise attainment using the data to identify who needs supported and tracking children closely along with their teacher to ensure progress.

SfL Teacher

QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)

• We have a clear child protection policy that is shared with staff annually. • Effective systems are in place for record keeping and in line with CEC guidelines. a) All staff have taken part in the appropriate child protection training, in addition to the annual update. • We have continued to ensure that our vision, values and curriculum support and develop inclusion, resilience, citizenship and wellbeing.	Our policies, systems, procedures and records are clear and well-kept. Staff appropriately and proactively follow systems and children are appropriately supported. Our children can identify adults they trust in school to talk to if they had a complaint. Our Place2Be service supports children's wellbeing and safeguarding.	Pupil wellbeing and parent survey results were positive with most or almost all responding positively to related questions.	Continue to ensure procedures are robust and staff training is up to date.	N/A
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QI 2.2 Curriculum: Theme 3 Learning pathways

• We have completed a review of our vision, values and aims. This session we will share this widely. • We have started to create family-friendly curriculum documents. • We continue to embed and further develop curriculum changes in performing arts, skills and outdoor education that were in line with the feedback of families. • Play pedagogy is embedded at P1 and we have consolidated coherence of learning and experiences across the Early Level. • We continue to	a) All families are valued as key stakeholders in our school improvement plans and their views help drive change. b) Through our curriculum review, we were aware we needed to inform families more about our curriculum. c) Increased opportunities for children at second level to participate in drama/performance and in adventure education, are helping them to develop skills and build confidence. d) Levels of engagement in play are high and children are making good progress in their learning, particularly in and numeracy. e) Our IDL bundles reflect a range of world viewpoints	a) In a recent survey families 37% of those who responded said they were satisfied with the school overall. b) New family friendly curriculum guides (for literacy, numeracy, experiences and outcomes) were well received by our new P1 families and this session will be sent out to all families. c) Learners feedback on their participation in Shakespeare Schools was highly positive. d) Overall, the majority of learners are on track in reading (77%) and writing (78%) and most learners are achieving expected levels in T&L (88%) and in Numeracy (83%). In NSAs, all learners achieved within the expected bands for numeracy, with the majority (60%) scoring in the top two bands.	Curriculum, Vision & Values Share family-friendly pathways for all curricular areas. Share finalise refreshed vision and values. Continue to provide opportunities for parents/carers to lead on curriculum developments (As is the case for our sustainability improvements). UNCRC Continue to embed children's rights work across the curriculum through IDL. Encourage learners to become involved in campaigns to promote the rights of others, locally and globally. In addition to our support of Rwanda project and local foodbank work this session. We will partner with Social Enterprise team in the coming session. Play Finalise our play policy. Reflect on attainment data in literacy – how can we raise attainment in writing and provide challenge in literacy through our play pedagogy? Metaskills/World of Work Widen these into learning in class, linking to IDL.	Good
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prioritise an inclusive curriculum that represents and celebrates our unique school community. • We widened our use of Metaskills further through introductory lessons across P1-P7. Opportunities through house meetings, pupil groups and P6/7 leadership roles continue to raise awareness and develop Metaskills.	and perspectives. Termly planning meetings and our International Week continue to have a focus on ensuring our curriculum is inclusive. f) All children have been introduced to the Metaskills and have developed these through participation in pupil groups, house meetings and pupil led groups.	In Literacy, 81% of P1 learners scored in the top 3 bands. In Reading 91% of P7 learners and 63% of P4 learners scored in the top 3 bands. In writing, 80% of P7 learners and 60% of P4 learners scored in the top 3 bands. e) Our inclusive curriculum was identified as good practice during our IPR and shared with HTs across the City of Edinburgh. f) Children are beginning to use the language of Metaskills across the school.	P6/7 to track Metaskills using national achievement profiling tool: https://www.myworldofwork.co.uk	
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QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
a) We continue to work closely with our Parent Council on school improvements. This session, we have worked together to further develop the farm and to create art to decorate our outdoor classroom. b) We carried out a holistic survey to gather families views on the quality of our school. HGIOS survey. c) We continue to develop approaches to effectively communicating with our parent body. We review our current communication procedures with our Parent Council.	a) We have made improvements to the school grounds, particularly this session the school farm development and gazebo has progressed. b) Our families are valued by the school and increasingly contribute to school improvement. c) Our weekly sway newsletter is read widely by our families.	a. In our Pupil Wellbeing Questionnaire 23-24, almost all children (95%) said that they liked playtimes. b. 41 families completed our recent survey. The results are very positive: c. Our Sway newsletters in the month of May have had, on average, 300 views each week.	Track Participation Improve tracking of family participation in consultations, and school life, to ensure there is representation from across our whole school community. Collaborate on Improvements Work with identified parent/carers to review our digital/e-safety policy and procedures and road safety in and around the school. HGIOS Survey Agree priorities for improvement with Parent Council following joint analysis of the survey.	Satisfactory

Main Sources of Data:

Demographic

- *School Roll*
- *SIMD*
- *Equity Groups*
- *Staff*

Perception

- Shared Classroom Experience
- Inclusive Practice review
- Meetings: Attainment, Strategic Planning, SfL Liaison, CATs
- Sampling Pupil Work
- Views of Pupils: Pupil Groups, House Meetings, Focus Groups, CPM meetings, Pupil Wellbeing Questionnaire
- Staff: PRDs, SIP Survey, Professional Dialogue
- Practitioner Enquiry data
- Parent Views: Surveys (Vision and Values, HGIOS), PALS meetings, Informal

Performance

- Attendance
- CfE Attainment
- Standardised Assessments
- NSA
- Progress data for groups of pupils and individuals e.g. IEPs, CPM targets, progress of pupils in Support for Learning Groups

Input

- Professional learning: Tom Sherrington's 'Rosenshine's Principles in Action', High-quality LTA CLPL, Breakspear's 'Teaching Sprints'
- Curriculum improvements: Talk for Writing, Inclusive Curriculum (Edinburgh 900)
- Quality Assurance procedures: see self-evaluation calendar
- Increased Leadership: Staff, Pupils, Parents

ELC/Nursery Standard and Quality Report 2025-2026

Please self-evaluate the 5 identified quality indicators from Quality Improvement Framework for ELC ,*linking the impact of the improvement priorities from 2025-26 to each within the first column. Please ensure a qualitative and or quantitative statement for each theme within the quality indicator.				
*What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	Evaluate using the six-point scale from the Quality Improvement Framework?
Leadership- Leadership of continuous improvement: Pedagogical leadership; Leadership and professional learning; Planning and continuous improvement				
a)We have finalised our shared Vision and Values. b)A practitioner enquiry approach is used to take forward improvements. We have used a Teaching Sprints approach to look at adult-child interactions in previous years. c)Staff ensure continuous improvement in the setting and have opportunities to lead on areas aligned to the nursery improvement priorities. Our EYOs have supported a range of improvements in responsive planning, next steps, children's voice and children led learning. They have led improvement in staff team	a)Our refreshed Vision and Values have meaning and relevance as they were created in consultation with whole school community. School Values / SHANARRI / UNCRC are well embedded in the everyday life of the setting and inform practice. b)Staff have prior knowledge of the lesson study approach. c) All staff are aware of areas of responsibility for improvement. Staff take forward improvements in pairs with e.g. UNCRC work being led by staff	a)All stakeholders were consulted during a review of our school Vision and Values. In a recent survey most (85%) parents believe that the school well led. b)Staff have found a Sprints approach useful to improve aspects of practice in previous years. c)Staff feedback on the leadership in the setting is positive as evidenced in staff PRDs. Floor books evidence clear child led learning with	Leadership Vision and Values To share our refreshed Vision and Values across the whole community. Continuous Improvement Use a Sprints approach to support the introduction of Metaskills in the setting. Aligns with the work of the school and Learning Community. Offer staff and children opportunities to join in the wider life of the school through	Good

building and cohesion across nursery as a whole.	from each of the rooms. This working together has led to greater consistency in approaches across the nursery and staff cohesion. Staff are delivering high Quality provision as a result of better team working. Children are thriving and well supported.	immediate and planned responses by staff in response. Floor books evidence clear learner journeys. Children have opportunities to plan spaces in the nursery. Children's voice and next steps evidence child centred learning which offers progression and challenge. Overall, across the nursery 86% of children are on track across all areas of learning and development. Staff and learners reflect on progress using floor books and these are shared with families.	involvement in pupil groups e.g. JRSO, RRS, ECO etc. Staff to continue to have responsibility for leading aspects of Nursery Improvement. Continue to Self-evaluate using the quality improvement Framework for Early Learning and Childcare Sectors and the SE audit toolkit to support across QIs relevant to nursery improvement next session.	
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Leadership - Key Achievements

★	Staff, at all levels, lead on aspects of nursery improvement.
★	Staff team working and cohesion is strong evidenced in joint working across nursery.
★	We are child-centred in our approaches. Our responsive planning enables us to meet learner needs effectively.
★	Most staff are confident in using practitioner enquiry approaches as a vehicle for improving their practice.

Both of us (EYOs) have worked very hard to build the nursery team. It's so rewarding to see the outcome of this hard work paying off. We have improved practice and outcomes for our children and families.

EYO

I have enjoyed using my prior experience of working within an ESB to children in the nursery this session.

EYP

We developed SIMOA themed activity bags for use across the whole nursery. We want parents to be more involved now that the children have awareness. We made resources for families to take away to enhance the children's understanding of safety at home too.

EYP

Children play and learn- Curriculum: Curriculum rationale and design; Continuity and progression in the curriculum; Partnerships; Skills for life and learning				
a) Our curriculum rationale and design is driven by context, partnerships with families, children and partners and underpinned by UNCRC. b) Curriculum progression is child centred and responsive planning supports progression in learning and development for children. c) We continue to improve responsive planning approaches with focus on planning next steps and evaluation of those next steps. d) We ensure continuity and progress through robust transition processes. e) We work with partners to provide as contexts for learning out with the nursery.	a) We continue to raise awareness among learners and families of the UNCRC. We evidence our learning underpinned by the rights of the child in a floor book which is shared with children and families. b) Almost all staff are able to support progression in learning and development using a responsive planning approach to plan for progression in learning. c) Our EYOs have introduced a more robust methods of ensuring that intentional planning of next steps are acted upon and evaluated. d) We have transition meetings in May/June. We plan and implement enhanced transitions through CPMs as required. Our transition programme followed the EYs sustainability plan. We liaised well with PPN for children coming to us from these nurseries. All children and	a) Children are using the language of rights. Families review the UNCRC floor books with their children. We have a visual display of the Right of the Month and a Rights Display in nursery. b) Children are progressing well in learning. 86% of children on track for all areas of learning and development. Floor books evidence improved responsive planning. A recent survey found that all families (100%) felt that nursery staff know their child and support learning at their pace. c) Evidence of the learner's journey through responsive planning is clearly outlined in floor books. Attainment is	Continue to support our new families and children to understand the UNCRC and to ensure rights underpin our approaches. Continue to Self-evaluate our responsive planning approaches to continue to ensure high-quality next steps incorporate pupil voice and adequately support or challenge. Survey parents from this year's cohort on Transition to P1. To continue our relationship with partners and look for further opportunities in the local area to support extending children's experiences and learning.	Very Good

	families were offered the opportunity to come in to the school for our transition programme. This was very well attended this session. All except 1 child attended. e)Links with partners in the local area developing well with visits to the Water of Leith centre this session. Our children also visited the Chinese supermarket in our area to celebrate the new year.	higher or comparable to last year's cohort. d)Transition to P1 and across setting is well established. All families (100%) surveyed reported a positive transition into P1. Over 80% had adequate information about the transition events. 85% attended the Family Information Session. 94% attended the P1 dining experience and of these 94% rated the experience highly (4/5 stars). e)Staff and parents on outings spoke positively about the children's experiences outside of the setting.		
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Children play and learn - Curriculum

★	Learning and responsive planning is well embedded and firmly underpinned by UNCRC and child centred approaches.
★	Transition process support effective progression and continuity of learning into P1.
★	We are developing good partnerships within the local community to broaden children's experiences.

Looking with the child at the floor books helps me to reflect on the quality of the responses to each of the different learning opportunities. When you look back, you recall the context and you know you are facilitating child led learning offering just the right amount of challenge and support.

EYO

I enjoy working with children who need support to develop. It's rewarding to see them through to the P1 stage and to have the opportunity to join them in the first days of P1.

EYA

I very much enjoy the process of incorporating children's ideas to developing next steps and have seen that work well with my focus on tuff trays.

EYP

We have felt so lucky to pick a nursery that just gets our child. We have been so happy with how well he has done.

Parent

Children play and learn- Learning and Teaching and Assessment: Children's learning and engagement; Interactions to support learning; Planning and assessment; Tracking and monitoring

a)All practitioners are confident in the setting's approaches to responsive planning. Responsive Planning is more robust with improved tracking of next steps tracking. b) Garden free-flow play is more frequent across the week offering more opportunities to support children's social and emotional development and enhancing the range of learning opportunities across the space. c)We continue to offer a Forest Kindergarten experience for all our children. d)The children's improved free-flow lunch experience continues in the big room. In the small room this has been modified in response to need. Snack time is free flow and children are successful. At lunch the experience offered is one sitting. This is because of an increase in the number 2 year olds in the room. One sitting allows children to be more supported and has resulted in improved participation and a better overall experience.	a)Adult - child interactions and skilled observation responses carried out across the setting reflect the nurturing relationships which underpin practice. Observation next steps are tracked in floor books, offering more clearly than before a tracked learner journey. b) More garden free-flow enhances greater cohesion across the nursery. It allows the staff team to get to know all children which is then supportive at transitions between playrooms. c)Time in smaller groups in another outdoor space on school grounds offers a uniquely different experience for the children which is so beneficial to supporting many aspects of HWB and social development. d)In our small room, younger learners benefited greatly from the change to the lunch routine. They were able to be supported more effectively by	a)Observations consistently evidence high levels of learner engagement (Leuvan scale) and of learners leading learning. Children have opportunities to be involved in the development of nursery spaces. Spaces are rich, well-resourced and well thought out. Floor books evidence the learner journey and track next steps. b)Practitioner observations during free flow show that learners benefit from the social experience. This has impacted on learner's attainment in the area of relationships and motor skill (92% and 96% of children on track in these areas). Practitioner interactions with learners were skilled, warm and nurturing,	Use a Sprints approach to support the introduction of Metaskills in the setting. Aligns with the work of the school and Learning Community. Offer staff and children opportunities to join in the wider life of the school through involvement in pupil groups e.g. JRSO, RRS, ECO etc. Forest Kindergarten provision to continue with parent support. Staff to continue to have responsibility for leading aspects of Nursery Improvement.	Very Good
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	the adult at their table. They are participating and are eating better. It's an overall more relaxed social experience now. e)This enquiry is very child led and responsive and the tuff trays have been adapted regularly to remain purposeful, inclusive and responsive to the developmental needs of the children. .	facilitating learners to explore ideas and supported social development when learners needed this. c) d)The development of child led learning experiences focussing on the tuff trays has enabled the EYP to become more confident in following the children's lead and in observing their responses to next steps as noted in the EYPs PRD.		
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Children Play and Learn - Learning Teaching and Assessment

★	Professional development and supportive collaboration are effective drivers of improvement in nursery.
★	Regular Practitioner enquiry and collaborative planning lead to greater shared understanding of high-quality practice.
★	Our observations allow for us to identify areas for improvement.

My colleague is a fantastic leader and it is a joy to support her and the children in the forest.
EYP

'I like the forest because I like all the trees.
Child

Tracking of the Next Steps helps to ensure that we avoid revisiting prior learning and so offering more challenge in children's experiences.
EYO

Children are supported to achieve- Wellbeing, Inclusion and Equality: Positive relationships and wellbeing; Universal support; Identifying and assessing learning needs and targeted support; Inclusion and equality

a) Relationships across the nursery community are strong in almost all cases. b) Each child is treated as an individual and any additional support needs are identified and supported by staff. c) Information from families is gathered to provide a Personal Plan for each child. d) We provide a wide range of supports in nursery to develop children's health and wellbeing. e) Well-being indicator characters are now well-embedded in the setting. f) The equalities lead EYP supported children to deliver a whole school assembly on Eid and Ramadan this session. This session we continue to involve families in celebrating our nursery community's cultural heritage. g) Our plans to establish PEEP has been delayed due to staffing capacity. The training of our Terrific 2 champion has started.	a) Staff create an environment where children feel safe, listened to and cared about. b) Staff track the wellbeing and progress of each child, and interventions are implemented and evaluated to address barriers. c) Personal plans support smooth transition into nursery. They are reviewed and updated with families (and this year with the children) to ensure effective support of changing needs. d) Children benefit from universal supports e.g sensory room, predictable routines and warm supportive relationships. Sensory Circuits have been established this session to offer additional targeted support. e) Staff, children and families speak about the well-being indicator characters on a daily basis. Children like to receive a WB indicator award.	a) Recent nursery observations support CI report (2025) which highlighted how children were nurtured and supported throughout their daily experiences. b) Progress for children with more complex barriers has been observed and recorded (CPMs) as having positive impact on children's communication particularly. c) A recent CI highlighted that <i>'children's overall wellbeing was supported through personal planning to a very good level.'</i> d) The sensory room is well-utilised. The sensory circuits group has positively impact. Staff report it can be helpful for supporting	To survey families of children who have CPMs in nursery to get feedback on how well they find the CPMs support them. To review the value of the child input mid-session to Child's Plan. Evaluate if this is the best way for children to contribute towards effectively meeting their need. To monitor closely the attainment of EAL learners next session and ensure appropriate supports are in place. To ensure our nursery environment reflects the diversity and cultural backgrounds of our families. To continue to encourage our families to come into nursery to share traditions, festivals and cultures.	Very good
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h) We meet all statutory duties with regard to Safeguarding.	f)All children contributed ideas for the Ramadan assembly and were very excited to share. Nursery children enjoyed taking part in international week this session with a (Daf) drums workshop, aswell as scottish dance sessions. Pupils enjoyed a diversity dress up day, where the could express their personality, interests or culture – almost all pupils participated in this. g)Staff member leading on PEEP is returning from Mat Leave and will establish PEEP groups this session. h)Child Protection updates are undertaken yearly. CLPL for practitioners recorded and kept individually. National and Local Codes of Practice are known and adhered to. Induction processes for new staff are in place and staff update and maintain SSSC registration. We will develop further our training and implementation programme for PEEP this session. PEEP training is complete for one staff	children’s schemas as well e.g. trajectory. e)An EYP observed that <i>‘Children’s ability to speak about the wellbeing indicators has been enhanced through the introduction of the characters.’</i> f)This session saw more parents take the opportunity to come in to share their heritage and culture with children in nursery. We had two families who shared their experience of Diwali, as well as families from the Muslim community who shared food and traditions at Eid and this year, one Chinese family who shared experiences of their traditions around Chinese New Year. This was significantly more contributions than in previous years.	Staff training continues and we will establish PEEP groups this session. Continue to use and further develop approaches from Terrific 2 training. Self-evaluate using EAL EYs self - evaluation document and A Quality Improvement Framework for Early Learning and Childcare.	
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	member. T2 champion training almost complete. Staffing reduced our capacity to ensure attendance at courses			
Children are supported to achieve- Safeguarding and Child Protection: Culture of safety and wellbeing; Legislation, policy and guidance in practice: Empowerment of staff and children				
- We have a clear child protection policy that is shared with staff annually. - Effective systems are in place for record keeping and in line with CEC guidelines. a) All staff have taken part in the appropriate child protection training, in addition to the annual update. - We have continued to ensure that our vision, values and curriculum support and develop inclusion, resilience, citizenship and wellbeing.	Our policies, systems, procedures and records are clear and well-kept. Staff appropriately and proactively follow systems and children are appropriately supported. Our children can identify adults they trust in school to talk to if they had a complaint. Our Place2Be service supports children's wellbeing and safeguarding.	Pupil wellbeing and parent survey results were positive with most or almost all responding positively to related questions.	Continue to ensure procedures are robust and staff training is up to date.	Very Good

Date of last Care Inspection: February 2025 Quality Indicator:	Evaluation- please indicate overall for each question
Leadership - Leadership of continuous improvement	Good
Children Play and Learn - Curriculum	Very Good
Children Play and Learn - Learning Teaching and Assessment	Very Good
Children are supported to achieve - Well-being, Inclusion and Equality	Very Good
Children are supported to achieve- Safeguarding and Child Protection	N/A