Tollcross Primary School
Standards and Quality Report
2024 to 2025

Context of our School

Tollcross Primary is a co-educational, non-denominational school serving the Tollcross and Fountainbridge community. We have 9 classes P1- P7, this includes 1 composite P4/5 class. Our building provides accommodation for one Nursery class (Tollcross Room) and Tollcross Community Centre. One Nursery class (Lochrin Room) is located in our playground.

Our School Values - safe achieving creative supportive happy kind

Learners **achieving** and exploring **creativity** in a **supportive** and **safe** learning environment where everyone treats each other with **kindness** and helps to create a **happy** school environment for all.

Our School Aims

To provide an inclusive child centred learning environment of the highest quality.

Support every child to become a responsible, successful and confident lifelong learner.

Place the social and emotional wellbeing of our school community at the heart of all we do.
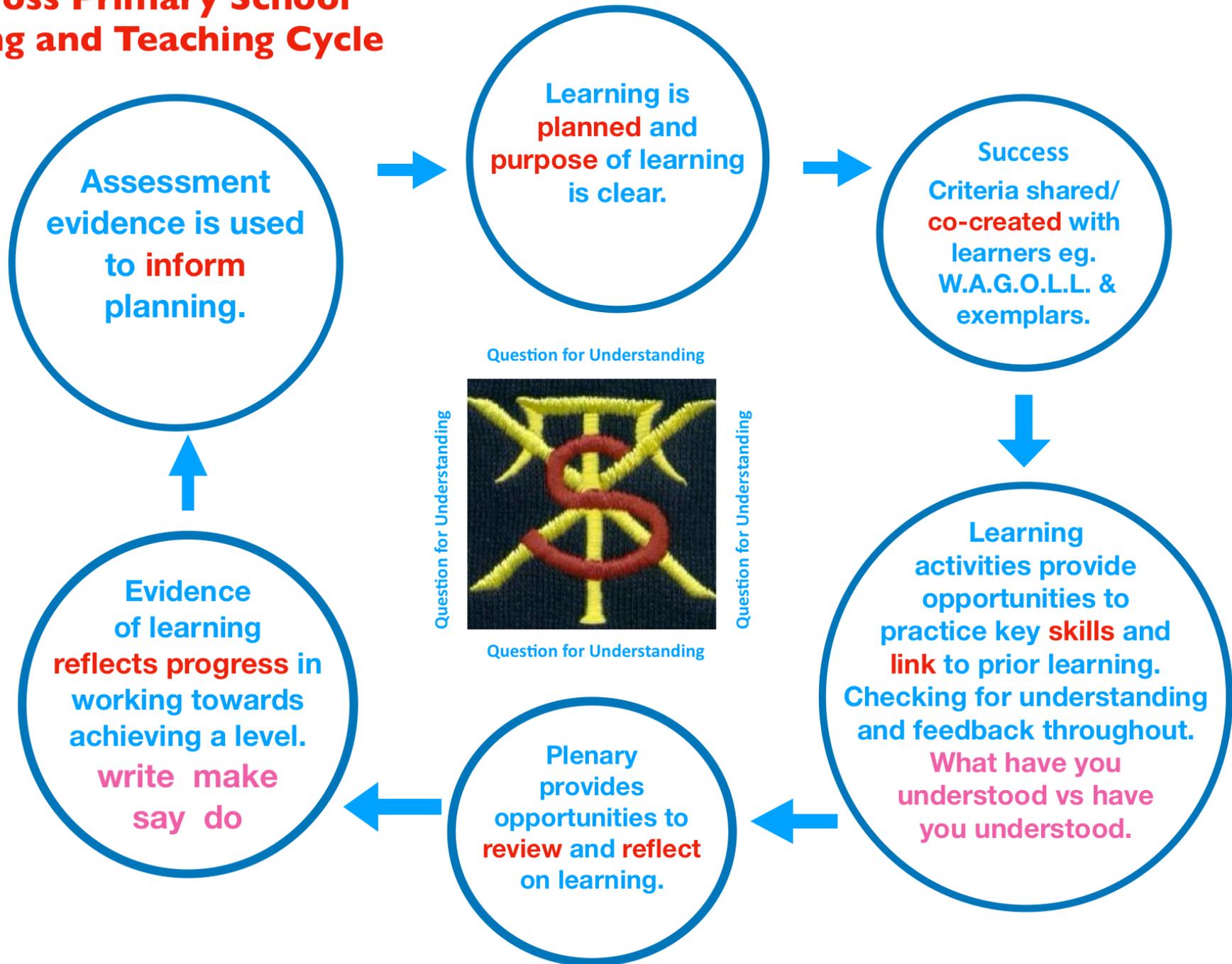
Promote active home, school and community partnerships to enrich pupil experience and achievement.

Context of our School

- Tollcross Primary sits firmly within the community, we have strong partnerships locally.

- Tollcross Primary was inspected by Education Scotland (HMI) in January 2025.

- Parents are very supportive of the school and we have a high level of trust in our school community.

- We have strong partnerships with our campus nursery classes and an Early Years Practitioner supporting play based learning in our P1 class.

- Tollcross Primary is exceptionally well placed to continue to develop as an excellent place to learn.

- Equity is central to our school ethos, pupils and families have not paid for trips and visits for many years at Tollcross, this is a significant strength of the school.

- Developing digital literacy has been a key focus this year, this is part of the CEC Empowered Learning strategy. Our approach to digital learning was highlighted as a strength during our recent Education Scotland (HMI) inspection in January 2025.

- We have a team of very dedicated Pupil Support Assistants who provide high quality support to many pupils through a variety of successful interventions. These interventions are reviewed and adapted to meet the needs of our children.

- We work closely with our colleagues in the James Gillespie's High School Learning Community.

- We continue to seek support from partner agencies and local partners to offer the best service to our children and their families.

- CLPL is well embedded with staff having opportunities to share expertise and engage in professional learning across our learning community

- We have a Pupil Support Officer who has a wellbeing, family support and improving attendance remit.

- 52% of our children have English as an additional language, 50 different languages are spoken by the families in our school.

- 10.2 % of our families reside SIMD 1, 2 and 3.   22.8% of our families reside in SIMD 8, 9 and 10.

- 0.8% of our children are care experienced.

- Our school roll changes significantly throughout the session due to high mobility in the city centre, our current school roll is 246.

- The Head Teacher is currently supported by a Deputy Head Teacher and Principal Teacher.

Tollcross Primary School Learning and Teaching Cycle

you do

we do

I do

Assessment evidence is used to inform planning.

Learning is planned and purpose of learning is clear.

Success Criteria shared/ co-created with learners eg. W.A.G.O.L.L. & exemplars.

Question for Understanding

Question for Understanding

Question for Understanding

Question for Understanding

Question for Understanding

Evidence of learning reflects progress in working towards achieving a level.

write make say do

Plenary provides opportunities to review and reflect on learning.

Learning activities provide opportunities to practice key skills and link to prior learning. Checking for understanding and feedback throughout. What have you understood vs have you understood.

Strategies and Capacity for Continuous School Improvement

At Tollcross Primary we use a range of data to focus on improvement through self-evaluation:

• Views of families, children and staff are gathered and used to inform school improvement planning.

• We have a very supportive Parent Council who support the work of the school.

• Data is used to help identify school improvement priorities and learners who require targeted support.

• All staff participate in an annual performance conversations to identify opportunities for career long professional learning.

• Termly Planning and Attainment meetings track individual progress in learning and identify the impact of targeted interventions.

• Sharing classroom practice is used to identify and share effective teaching and learning across our school.

• A team from Education Scotland (HMI) visited our school on the 7th, 8th and 9th January 2025 to support our school self-evaluation process.

• The Education Scotland (HMI) team visited every class and led focus groups with a range of stakeholders; pupils, parents, partners and staff to gather evidence and data.

• The Education Scotland (HMI) report for Tollcross Primary was published on 18/3/2025 and identified key strengths and next steps for school improvement planning.

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)

Developing a shared vision, values and aims relevant to the school and its community.				
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 using the HGIOS?4/HGIOELC? sixpoint scale?
Our Equalities Group have planned four celebration Assemblies this session: **Diwali** **Christmas** **Lunar New Year** **Eid** The Celebration Assemblies aim to share information about how key festival are celebrated in our school community. Parent and carers have attended our celebration assemblies this session and have supported children at home.	The diversity of our school community is recognised as a key strength. Our Celebration Calendar has been recognised as an effective approach to supporting equalities and inclusion across our school community. We have shared our approach with Equalities Co-ordinators across the city. Our Equalities Group participated in the City of Edinburgh council Equalities review. The group surveyed staff and pupils to identify next steps in our approach to anti bullying.	Celebration assemblies have supported our learners to share their lived experiences and have provided opportunities for all children to learn from each other. This has helped to create a sense of community and belonging. During Ramadan children were supported while fasting and a space was provided for prayer during the school day. Families and children shared that this was a positive and inclusive experience. Data gathered indicates that all of the children participating welcomed a space to pray together during Ramadan. Staff feedback indicates that the celebration assemblies have helped to raise awareness of cultural diversity in our school community. Our recent Education Scotland (HMI) inspection report highlighted that all children understand the importance of our diverse school community and their role in making everyone feel welcome.	The Equalities Group will use the data gathered from the Equalities review to adapt our anti bullying policy and plan an assembly to share the revised policy with all children in our school. The policy will be shared in a poster format to support access and engagement. Explore opportunities to link with the Equalities Groups in our JGHS learning community and to look at how we can share and work collaboratively.	**5**

Strategic planning for continuous improvement.				
All teaching staff have participated in Short Life Working Groups this session. This has involved working collaboratively to take forward our school improvement priorities. Clear and concise guidance was shared with each Short Life Working Group at the beginning of the process and feedback was provided to support the work of the group.	Short Life Working Groups have provided opportunities for teachers and PSAs to lead school improvement through a collaborative learning approach. This session we have focused on: Assessment and Moderation of Numeracy Rights Respecting Schools Creating a Culturally Inclusive Curriculum Family Engagement Data gathered from teaching staff shows that all teachers consider Short Life Working Groups to be a very effective approach to school improvement.	The work of the Short Life Working Groups is clearly aligned to our school improvement priorities outlined in our school improvement plan. A numeracy assessment tracker was created to monitor learner progress across CfE levels. Right of the Month was introduced and has raised awareness of UNCRC across our school, all classes engaged in the activities related to exploring the right of the month across the school year. The Creating a Culturally Inclusive Curriculum group attended the Education Scotland Anti Racist training in November 2024. Data gathered from Family Fridays indicates that parents enjoyed sharing classroom learning and participating alongside their child.	To work as a whole staff team in CfE Levels next session. Identify an approach to moderation of numeracy that can be built into our existing collaborative planning. Review our approach to high quality assessments. Work towards UNCRC Gold award and continue to build on Right of the Month. Introduce a child led Rights Respecting Schools club. Develop a whole school approach to Anti Racist education using the Education Scotland resource - **https://antiracistedscot.squarespace.com** Build on the strengths of family Fridays using parental feedback to improve communication and planning for session 2025 to 2026	

Implementing Improvement and Change				
All teaching staff participated in Digital Learning Hubs this session with a focus on improving digital literacy. This is part of our Empowered Learning Strategy. The hubs were planned to meet the CLPL needs identified by teachers. We have worked closely with the Edinburgh Learns Digital Development Officer to support the Digital Learning Hubs and build capacity in our staff team. We have introduced a new electronic pupil tracking system this year.	Teachers are using ipads to enhance teaching and learning in the classroom. Digital learning was highlighted as a strength of our school in our recent HMI inspection visit. Technology is being used to support bilingual learners. Translator apps were shared with parents to support home/school communication - Text to Speak, Microsoft Translate, Immersive Reader. All learners in P6 and P7 have access to 1:1 ipads to record and share their learning.	Working with the Digital Development officer has provided high quality digital learning opportunities for our teachers. Almost all teachers have developed their digital learning skills this session. Based on teacher feedback a more flexible learning approach will be introduced next session and we will make use of the new digital training units. In our recent HMI inspection report digital learning was highlighted as a strength of our school with all teachers participating in effective professional learning in the use of digital technologies.	To use the feedback gathered from teachers to improve the Digital Learning Hubs going forward and adopt a more flexible approach to developing digital skills. To create a one page digital learning guide to share with families to ensure we are clear about how devices are being used to enhance teaching, learning and assessment in the classroom. To plan a digital information session for P6 families to provide clear guidance prior to ipads being used in P6 next session.	
All teaching staff plan collaboratively; share resources, plan high quality lessons and build assessment into curriculum planning. All teachers plan collaboratively with colleagues, time has been allocated in our WTA to support this.	All teaching staff are positive about the impact of collaborative planning. This approach has reduced teacher workload and improved the quality of resources used for teaching and learning in the classroom. Teacher feedback is positive with almost all teachers planning collaboratively . This approach improves the quality of lessons and supports teachers to discuss pupil interests and engagement in learning.	Collaborative planning has supported a more consistent approach across CfE levels and improved learner engagement. " Teachers plan learning and teaching effectively with stage partners and this is leading to more consistent approaches throughout the school." HMI inspection March 2025	Continue to support teaching staff to plan collaboratively in planning pairs/trios and allocate time in our WTA to support this. To consider pace and challenge when planning lessons and learning activities. To collate and share resources created as part of collaborative planning to build a collective resource to support curriculum planning across our school.	

Levels of Understanding Scale

Level 1	Level 2	Level 3	Level 4	Level 5
I need help with this.	I am starting to get it.	I am ready to try this on my own with an example.	I can do this independently.	I am confident that I can do this and can explain it to others.

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

Learning and Engagement				
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 using the HGIOS?4/HGIOELC? sixpoint scale?**
Termly Tracking and Attainment meetings monitor and track learner progress and attainment in Literacy, Numeracy and Health/Wellbeing.	Summative and formative assessment data is used to inform teacher judgement. Meetings track and review the interventions in place to support individual children to make progress in their learning. All teachers are able to identify barriers to engagement and identify targeted interventions to support learners to make progress in their learning.	All of our Pupil Support Assistants are trained to deliver targeted interventions in literacy and numeracy. Small group and individual targeted support have resulted in improved progress and increased engagement for almost all learners. Targeted interventions are supporting an increased number of children to achieve expected CfE levels in both literacy and numeracy in P1, P4 and P7. Increased progress in learning for almost all learners being supported through targeted interventions.	To monitor the systems in place to track progress in learning for children who require support to achieve expected levels and children who are working beyond a level. We will update the new electronic pupil tacking system prior to termly planning and attainment meetings. In session 2025 to 2026 sharing classroom learning will focus on pace and challenge in learning. This was highlighted as a next step in our recent HMI report.	**4**
All teachers plan for differentiation to support children to access the curriculum and make progress in their learning.	Differentiation is planned as part of our collaborative planning approach. Differentiation was a key focus in sharing classroom learning this session, identifying strategies in place to support individual learner engagement. Effective strategies were identified and shared as part of the professional dialogue following classroom observations.	Data gathered from classroom observations indicates that differentiation strategies are being used to support individual children to access the curriculum.	Opportunities to share classroom practice across our Learning Community with a focus on differentiation in session 2025 to 2026. To build capacity across and beyond our school.	
Culturally inclusive planning questions have been added to our curriculum planners to meet the needs of our diverse learning community.	The culturally inclusive planning questions have been fully integrated in to our collaborative planning approach.	All teachers use the culturally inclusive planning questions to consider the context and resources for teaching and learning in the classroom.	All staff to participate in the Anti Racist education training using the Education Scotland resource - **https://antiracistedscot.squarespace.com**	

Learning for Sustainability Teaching staff participated in the LfS launch session in February 2025. Staff audited our current practice and agreed an action plan. DHT delivered training on the Global Goals. Resources to support high quality learning and teaching around LfS were shared. The whole school participated in the air pollution project created by Parents4Future Scotland. All classes investigated the causes and solutions to pollution in our playground. And presented their findings. P3 and P6/7 took part in the consultation on the future of Princes St Gardens. Recycling has been improved, battery recycling and packaging recycling have been introduced.	**Learning for Sustainability** There is an increased awareness of the Global Goals at Second Level. There is an increased awareness of air pollution and its impact across the school.	**Learning for Sustainability** Learners at Second Level are able to talk about the Global Goals. Learners from all classes were able to talk confidently and knowledgeably when presenting their learning about the impact of air pollution and what we can do to and improve it.	**Learning for Sustainability** Develop learning around the Global Goals at First Level. Continue to implement LfS action plan: developing opportunities for growing and planting and increasing our sustainability with regards to recycling and resources. Liaise with Douglas Finch (Geosciences UoE) to install air pollution sensors at school. Continue to work with agencies including Parents4FutureScotland.	
The Levels of Understanding Scale in used through out our school to support engagement and progress in learning.	Children work well with others to progress in their learning and use the Levels of Understanding Scale to share and talk about their learning.	Sharing classroom learning identified the Levels of Understanding Scale as an effective strategy to support learning and engagement. The scale supports individual learners to talk about their learning, progress and next steps using a five point scale. Feedback gathered from learners indicates that this approach is supporting children to identify where they are in their learning and what they need to do next.	To use feedback from learners to inform our approach going forward. To identify how we can use the five point scale to gather pupil feedback on pace and challenge in learning next session.	

Quality of Teaching and Learning				
Our Tollcross Writing Strategy is fully implemented across our school, providing a consistent approach to the teaching of writing. Core Skills Trackers are used to support children to talk about their progress and identify how they can improve the quality of their writing.	Our Tollcross Writing Strategy was shared with schools across our city at the Edinburgh Primary Head Teacher Association meeting in March 2025. All staff are using our Writing and Feedback approach from P1 to P7. All staff are using our adapted moderation guidance. Our feedback approach will be reviewed in session 2025 to 2026 to consider how we provide both verbal in lesson feedback and written feedback to support progress in learning. This was highlighted as a next step in our recent HMI report.	Shared classroom learning evidences high engagement in writing tasks and strong evidence of teacher collaborative planning across Early, First and Second Levels. Our attainment in writing shows that most children in P1, P4 and P7 are achieving expected levels. Our Core Skills trackers support children to identify the key skills they are developing in genre specific writing. The Levels of Understanding Scale supports learners to talk about the progress they have made and next steps in learning.	Whole staff Oracy training is planned for session 2025 to 2026 to inform and improve our approach to writing. We will look at how we can implement Oracy strategies to provide opportunities for children to share and develop their ideas through talking activities linked to writing. Review use of our Core Skills tracker. Pupil focus groups will be used to identify the feedback strategies that the children find helpful to support progress in writing. Professional book group to identify and discuss feedback strategies to support progress in learning - " The Teacher Toolkit Guide to Feedback" - Ross Morrison McGill	
As part of our engagement with the Teachers' Charter we focused on Leadership of Learning across our learning community.	Teachers across our learning community met for 2 sessions. In session 1 all staff worked with Shelly Graham (Quality Improvement Officer) who provided an overview of the key aspects of Leadership of Learning. In session 2 teachers shared an approach they had tried in their classroom with learning community colleagues.	We used Padlet to gather information from each group to share Leadership of Learning strategies and to build capacity across our learning community. Most teachers shared that the session had provided a context to look at the approaches to Leadership of Learning at their class stage, to share ideas and identify some approaches to try going forward.	Our Learning Community focus for next session will be differentiation with a plan to support teachers to share strategies and effective practice across our learning community.	
In session 2023 to 2024 sharing classroom learning focused on learner engagement and the strategies in place to support children to access the curriculum and make progress in their learning. The Leuven Scale was used to measure learner engagement.	The focus for lesson feedback included; pupil engagement in learning, developing independence and the strategies used in the classroom to support individual to progress in their learning. Children were identified through our planning and attainment data.	Based on data gathered from sharing classroom learning; in all classes the learners were able to use a range of strategies to access learning and develop independence.	To continue to plan opportunities for sharing classroom practice and peer observation to improve the quality of teaching and learning across our school. To focus on pace and challenge in learning next session and to identify successful strategies and approaches.	

Effective Use of Assessment				
Teachers worked collaboratively to plan a cycle of moderation using our adapted moderation guidance. Teachers planned a writing lesson collaboratively, identifying success criterion to support moderation. We adapted our writing standard to support moderation of writing this year. A Moderation Guide was created to provide clear and concise guidance for teaching staff to support the moderation process. P7 and P4 SNSA assessments were carried out in March to inform teacher judgement of achievement of a Level.	Moderation of 2 pieces of writing for every learner in session 2024 to 2025. Summary feedback was shared and used to identify learners who were on track/ not on track with writing. All written work moderated was numbered and unnamed to ensure that the writing was assessed without any prior knowledge. Moderating in groups helped to built teacher confidence in assessing achievement of a level, engage in professional dialogue and develop a shared understanding of achievement of a level. The SNSA data was used with evidenced gathered through out the school year to inform teacher judgement of achievement of a level and identify support required.	Our adapted moderation guidance provided a clear structure and plan for moderation across our school. Assessment evidence gathered through moderation supported teacher judgement of achievement of a level. In session 2024 to 2025 most children in P1, P4 and P7 achieved expected levels in writing. SNSA data was used to support professional discussions about learner progress and next steps during Planning and Attainment meetings in May 2025.	To use feedback from session 2024 to 2025 to improve our moderation approach going forward. Include 3rd Level in our writing standard to capturing the progress of learners working beyond 2nd Level. To use our experience of moderation of writing and high quality numeracy assessment to inform our approach to moderation of numeracy across our school. To continue to plan for SNSA assessment to be carried out in March and April for P4 and P7.	

Planning, Tracking and Monitoring				
Staff assess, track and monitor progress in literacy and numeracy using the CfE benchmarks, SNA data, ongoing assessments, class work, and teacher observations. We allocated time in our WTA to implement the new City of Edinburgh Council electronic pupil tracking system .	All staff use data to inform next steps in learning. Cohorts of pupils have been identified to ensure learning needs are being met through planned interventions. Interventions are reviewed at termly Planning and Attainment meeting to ensure that they meet learner needs.	Attainment meetings evidence that all staff have a good understanding of the needs of the learners in their class and use data to plan interventions and targeted support. Targeted PSA support in P7 this session has increased learner progress and achievement in numeracy with 93% of children achieving Second Level.	Allocate time in our WTA to engage with the new electronic tracking system and link tracking data with Planning and Attainment meetings. Consider how we use the electronic tracking system to monitor learner progress over time and progress within a level.	
We have implement responsive IDL planners across our school. We have shared our IDL planners with other school across the city.	All staff have been positive about the benefits of responsive planning at Early Level, First Level and Second Levels. All teachers are using responsive planners to plan interdisciplinary learning experiences that meet the needs and interests of learners at Early, First and Second Levels.	Evidence gathered through consultation with teachers indicates that the responsive planners capture pupil voice in the planning and learning process. The planners have supported planning in composite classes.	To use responsive curriculum planners to plan interdisciplinary learning experiences that meet the needs of learners and capture pupil voice.	

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

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 using the HGIOS?4/HGIOELC? sixpoint scale?
Our Wellbeing Planners have been updated to include the RSHP resource. We have completed a 3-year cycle of the CEC Resilience resource across our school campus from nursery to P7. Health Week provided lots of opportunities for children to engage in a range of physical activities.	Our Health and Wellbeing committee meet once a week to plan the Wellbeing and Resilience Assemblies. We have worked closely with individual families to support participation in RSHP. Parents and community partners have contributed to our health week programme and offered workshops.	Positive engagement in Wellbeing assemblies and Health Week. Children use the language of the Resilience programme to talk about strategies to support their wellbeing.	To continue to work with families to support engagement in the RSHP resource. To continue with the CEC Resilience programme across our school campus, nursery to P7. To review our approach to sharing the RSHP resource with parents to improve communication.	**4**
Rights Respecting Schools Group established in August 2023 to embed children's rights across our school community, nursery to P7.	Rights Respecting Schools Working Wall created to share learning from all classes. Planned whole school activities linked to the Right of the Month. Right of the Month shared with families in weekly newsletter. Collaborative working across our campus, nursery to P7. Rights Rangers meet once a week to plan monthly activities to support understanding of the 'Right of the Month' All classes have their class charter agreed and displayed in their classroom.	Right of the Month has raised awareness of children's rights across our school community. The Rights Respecting Schools Working Wall is regularly updated and is a source of information for children across our school. Positive feedback from nursery colleagues, children are enjoying and engaged in the activities planned by the Rights Respecting Schools Group.	Rights Respecting School - Gold Award To make the Rights Respecting Schools group sustainable and fully child led. Introduce a RRS lunch club next session. To work with nursery colleagues and families across our campus to embed children's rights across all areas of our work. Create a Right of the Month section on our school website.	

A Pupil Support Officer with a family link and attendance remit provides both targeted and universal support for families. The Pupil Support Officer and Head Teacher meeting monthly to review the impact of additional personalised support to improve attendance for children with attendance below **85%**	Attendance is tracked monthly to identify children with persistently low attendance. Our PSO works directly with families to identify barriers to attendance with the aim of offering support to increase attendance at school.	Our Attendance data shows that we are making progress in reducing absence below 85%. Our attendance overall for all pupils is currently 93% which is the average for Edinburgh schools. Attendance data shows a 60% increase in overall attendance (85% or above) by June 2025. Implementation of appropriate interventions and support has resulted in increased attendance for most children whose previous attendance was below 85%.	To monitor attendance monthly and identify strategies that support children and their families to improve attendance at school. To monitor attendance and support families to access services from partner services.	

QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)

Attainment in Literacy and Numeracy				
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 using the HGIOS?4/HGIOELC? sixpoint scale?**
We have a full time Pupil Support Assistant and Early Years Practitioner in Primary 1 to help raise attainment in literacy and numeracy.	Baseline assessments in P1 help to identify children who require targeted intervention and support.	Attainment in Literacy and Numeracy in P1 is very good with 90% of learners achieving Early Level in Numeracy and 86% achieving Early Level Literacy by the end of P1. Improved attainment levels and progress of learners requiring additional support demonstrates the positive impact of targeted intervention strategies.	To monitor the impact of planned interventions through termly Planning and Attainment meetings.	**4**
Stretch Aims Termly tracking of attainment and progress in learning for children in SIMD 1, 2, and 9, 10.	Planning and Attainment meetings track progress in learning and the impact of planned interventions.	All children in SIMD 1 and 2 have achieved expected levels in numeracy and literacy in P1, P4 and P7. All children in SIMD 9 and 10 have achieved expected levels in numeracy and literacy in P1, P4 and P7.	To continue to monitor and track attainment data for SIMD 1, 2, and 9, 10. To use Stretch Aim data to track attainment, plan support and reduce the poverty related attainment gap.	
Planning and Attainment meetings help to identify individual children requiring support and to plan appropriate interventions e.g., Read, Write Inc, 6-minute SEAL groups, Toe by Toe. All individual pupil data is updated throughout the year and reflects progress in numeracy and literacy learning.	Targeted interventions are planned to meet the learning needs of children who require additional support, this support is evaluated at Planning and Attainment meetings to ensure it continues to meet the needs of all learners. This data is shared with our Support for Learning teacher to identify children who would benefit from planned targeted support.	All staff have shared that learners being supported through planned interventions have made progress in their learning.	To monitor the impact of planned interventions through termly Planning and Attainment meetings.	

Attainment over time				
We have reviewed and updated our tracking system to ensure that data gathered builds a clear picture of learner attainment in literacy and numeracy over time. We have used the City of Edinburgh electronic pupil tracking system this year. Effective transitions are in place from nursery to P1, stage to stage and P7 to high school.	All staff demonstrate confidence in using data to make judgements about attainment levels. Summary attainment and progress data is shared with all staff in June to support planning for continuity in learning and effective transition between stages.	Most learners continue to make appropriate progress in both literacy and numeracy over time. The FOCUS tool shows that we are in line and in some areas above our comparator schools. Summary attainment data forms the basis of teacher transition conversations to ensure continuity in learning and support. *"Overall, most children make strong progress from prior levels of attainment over time."* HMI Report, March 2025	Allocate time in our WTA to develop our use of the new electronic tracking system.	

Overall quality of learner's achievements.				
Young Leaders Programme 	All P7 learners have taken part in the Young Leader Programme with our PE specialist this session.	96 % of P7 children enjoyed taking part in the Young Leader's Programme. The children shared that they developed the skills of team work, communication and problem solving through participating in the programme. 93% of children shared that participating in Young Leaders helped them to build positive relationships with others.	To use the data gathered from P7 learners to identify strengths and improvements for the Young Leader Programme next session. To provide opportunities for leadership of learning between P1 and P7.	
Monitoring Wider Achievement across our school has enabled targeted support for children not attending clubs and activities outside school. We have developed a variety of new community partnerships to provide wider achievement opportunities for all learners this year including; Korean, Chess, Coding Running and Knitting Club. We have developed closer partnerships with the King's Theatre this year. This has resulted in all classes working with a professional artists.	We have used Wider Achievement data to target children who would benefit from participating in clubs and activities after school and worked with families to support participation.	Wider achievement data shows that most children are involved in wider achievement opportunities both in and out of school. We have used the data gathered to support the participation of individual learners and allocated priority spaces to support this. We have worked in partnership with Active Schools to increase participation for children identified through Wider Achievement tracking data.	Engage with community partnerships to support wider achievement. Gather Wider Achievement data and use it to plan interventions to support wider achievement opportunities for all children. To increase use of our individual Wider Achievement Skills tracker to include experiences beyond Master Classes. Continue to develop our partnership with the King's Theatre next session to develop skills and experiences across our school.	
Tracking pupil achievement has been linked to the skills for learning, life and work.	Master Classes are planned in five week blocks each term to build on the interests of the children and provide an opportunity to learn new skills and support wider achievement. Feedback has been very positive and the activities on offer are based on what the children would like to learn/try/improve.	Learners are encouraged to consider the skills they are developing through participation in Master Classes. This involves identifying the skills being developed, progress made and how this impacts on the wider skills needed for learning, life and work.	To continue to develop the master class programme based on learner feedback. To consider how we introduce a master class experience for our younger children. To track skills being developed across a wider range of learning opportunities both in and out of school.	

Equity for all Learners				
All staff clearly understand the socio-economic background of our children and their families. They demonstrate well their shared vision for every child to have equity of opportunity within an inclusive learning environment. Tollcross Primary school have well established approaches to reducing the cost of the school day.	A range of data including free school meals, clothing grant eligibility and additional support needs is used to inform approaches to provide targeted support. Staff and local partners provide free extra curricular clubs. Financial support through Pupil Equity Funding is used to ensure that all children in receipt of free school meals, have experienced care or living in SMID 1 and 2 receive full financial assistance to attend Benmore Outdoor Education Center in P7.	Planning and Attainment meetings track health and wellbeing. Targeted interventions are put in place and reviewed termly. Our extra curricular clubs are well attended. We have developed effective links and partnership with our local community. All children in receipt of free school meals, are care experienced or living in SMID 1 and 2 attended Benmore Outdoor Education Center in session 2024 to 2025.	To make links with local partners to offer a wide range of clubs and wider learning experiences. To involve families in identifying future PEF priorities for session 2025 to 2026.	

QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
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 using the HGIOS?4/HGIOELC? sixpoint scale?
As a school we recognise the needs of our care experienced pupils and track attendance and attainment to support relationships, belonging, attainment and wellbeing. We work closely with partner agencies to ensure that our Care Experienced children receive the help and support they need to thrive.	Interventions to support attainment and achievement opportunities are planned and reviewed termly. We seek to build positive relationships with our care experienced families and identify any support that we can offer to make sure that we are continuing to meet learning and wellbeing needs. Pupil Equity Funding is used to support all Care Experienced Children to attend Benmore Outdoor Centre.	All care experienced children have a named trusted adult who provides weekly check ins. All care experienced children have made progress in their learning through targeted interventions, support and inclusion in wider achievement opportunities in and out of school. All Care Experienced children in P1, P4 and P7 have achieved expected CfE levels in numeracy and literacy this year.	To track the attainment and attendance of Care Experience children and plan interventions to support participation, learning and wellbeing.	**4** the promise scotland

The head teacher is the designated Child Protection lead

All staff completed the mandatory Level 2 Child Protection Training on 8/09/2023 and the Child Protection update in August 2024.

The HT, DHT, PT and PSO have completed Level 4 child protection training.

The Business Manager records and updates Child Protection training for all school staff.

Wellbeing Concern Forms are readily available in the school office, staffroom and HT's office. Emergency telephone numbers are clearly displayed in the Head Teacher's office. The Wellbeing Concern Flowchart is clearly displayed to support staff to complete Wellbeing Concern Forms. | All staff are aware of the procedure for raising a child protection concern. Raising a Child Protection Concern posters are displayed in all areas within the school including the reception area, classrooms, GP spaces and staffroom. The posters provide clear information for staff and visitors regarding who the child protection lead is and provides emergency contact details for Social Care Direct.

We follow the CEC Child Protection flow chart. This provides guidance on sharing information and taking appropriate action to safeguard the children in our care.

Child Protection and Wellbeing files are kept up to date and stored securely. | We have regular Child Planning Meetings that follow the GIRFEC approach to identify key strengths, needs and action points.

Referrals have been made to Child Community Health and CAMHS to ensure children are being supported. Additional support needs are identified and strategies implemented and regularly reviewed.

Partner agencies contribute to Child Planning Meetings, by sharing updates, classroom observation and support strategies. | To update and review our safeguarding and child protection procedures.

To take account of new guidance and make any necessary changes.

To include children's views in the child planning meetings.

To use the new City of Edinburgh Child Planning document piloted this year. | |

QI 2.2 Curriculum: Theme 3 Learning pathways

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 using the HGIOS?4/HGIOELC? sixpoint scale?
High Quality Numeracy Assessments are planned by all teachers.	High Quality Numeracy Assessment data is used to inform progress and attainment.	The data gathered is supporting professional dialogue and informing teacher judgement of achievement of a level. Learners are able to demonstrate their application of numeracy skills in different contexts.	Review how we can use High Quality Numeracy Assessments to moderate numeracy attainment across our school.	**4**

Formative Assessment posters are used in all classes. Our Assessment toolkit was updated to include key numeracy assessment strategies and used in session 2024 to 2025. 	All teachers are familiar with and are using a range of formative assessment strategies in the classroom. The Assessment Toolkit is supporting the inclusion of learner voice in the assessment process. The Levels of Understanding Scale was included in assessments to support pupils to reflect on their progress and identify next steps.	Children are familiar with the 6 key formative assessment strategies and these strategies are integrated into classroom teaching, learning and assessment. The Assessment Toolkit identifies the strategies used to assess literacy and numeracy learning across our school. The Understanding Scale is supporting learners to talk about their progress and next steps in numeracy learning.	Introduce an Assessment Tracker across our school next session. Include the Levels of Understanding Scale in class assessments to support the use of learner voice in the assessment process. Use White Rose Maths resources to support collaborative numeracy planning.	
Number of the Day guidance has been created and shared to build capacity in numeracy teaching. All classes use Number of the Day to support key skills development in numeracy.	Number of the Day is supporting children to identify, share and talk about the numeracy strategies they are using.	A Numeracy and Learning survey was carried our to identify the supports and strategies children find helpful to support their numeracy learning. The feedback shows that learning different strategies, using concrete materials and the class numeracy working wall are strategies that the children find helpful. *"Children use displays to support their learning and to help them reflect and build on what they already know."* Education Scotland (HMI) 2025 Numeracy attainment data for session 2024 - 2025 shows that 90% of learners in P1 achieved Early Level, 91% of pupils in P4 have achieved First Level and 93% of children in P7 have achieved Second Level.	To share Number of the Day approaches across our school to build capacity and support planning, pace and challenge across Early, First and Second Levels.	

QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

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 using the HGIOS?4/HGIOELC? sixpoint scale?
We provided English classes in partnership with EPOL this session. The classes aimed to support families with learning English in a familiar environment.	The classes have provided opportunities for parents to improve their English and build supportive friendships. Data gathered shows that some parents attending the beginners class went on to more advanced English classes provided in the local community.	Parents shared that the classes helped them to learn English, feel welcome in the school and meet other parents.	We plan to relaunch our EPOL classes in August 2025 and will use SEEMIS data to identify families who may wish to attend.	**4**
We surveyed families to review our approach to sharing information about children's learning. This involved considering how we use Learning Journals and Teams to share learning information with families. We introduced Family Fridays to share learning with families across our school.	Learning Journals are providing regular learning updates to families in P1 to P5. Teachers are using Microsoft Teams to share learning and updates in P6 and P7. Parents shared that the timing of school events can impact their ability to attend. Family Friday events are well attended, classrooms are busy and engaging.	Feedback shows that Learning Journals were popular with parents and staff. Use of Microsoft Teams was considered more appropriate for children in P6 and P7. Feedback from Family Fridays was very positive with families welcoming the opportunity to share classroom learning, learn with their child and gain an understanding of what learning looks like in the classroom. Families asked for event reminders to be shared. All most all families shared that they enjoyed attending events in school.	Share our Family Learning Strategy at our Meet the Teacher session in September 2025. Launch our virtual classroom resource to share information and approaches to numeracy and literacy learning with families. Learning Journals used to share learning updates with families (P1 to P4) and Microsoft Teams used to share learning, resources and updates (P5 to P7).	