

**Primary stages****Strengths:****Theme 1: The rationale and design of the curriculum**

- Implementation of Curriculum for Excellence is very well established and all staff are confident and articulate in describing how they have embraced and implemented curriculum change very effectively.
- Health and wellbeing is being developed exceptionally well across all stages in the school and is a focus for all. Around the school the displays show that health and wellbeing, literacy and numeracy are core to the work of the school.
- The curriculum is designed exceptionally well to meet the needs of all learners. There are an excellent range of focused, very well planned interventions to improve children's progress in literacy and numeracy. These interventions are tailored exceptionally well to the needs of individuals and groups. Planning for literacy and numeracy is excellent overall.
- The four aspects of the curriculum are very well developed and underpin the overall curriculum structure in the school exceptionally well.
- Staff are developing the curriculum very well based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice. Staff and partners are delivering an outstanding and motivating curriculum which offers a range of experiences designed to improve children's life chances and to help address the effects of high levels of social deprivation.

**Theme 2: The development of the curriculum**

- The curriculum is exceptionally well developed to take account of the local context and children's needs. Teachers have been systematically developing the curriculum very successfully over a number of years, to take full account of all aspects of Curriculum for Excellence.
- Curriculum development is excellent overall. It is based on self-evaluation, is teacher led and reflects the context of the school and the children's needs.
- Teachers are confidently planning across the eight curriculum areas in detail and opportunities for interdisciplinary learning are very well developed. Overall, planning for learning is outstanding and is of a consistent quality across the whole school. Weekly plans identify very clear learning intentions and take forward plans very well in all classes.
- School staff work with a range of partners exceptionally well and are finding different ways to engage with parents and the community. Overall, the curriculum provides an outstanding range of opportunities to extend children's achievements and improve their life chances.
- Staff demonstrate an excellent capacity in leading curriculum development; also in their professional discussion and their ways of working with children. Staff regularly talk, plan and share ideas together at school and cluster level. Support staff feel communication is very good and enables them to support children fully. Support staff are well informed and work closely with teaching staff to plan the curriculum.
- The curriculum is enhanced through an excellent range of focused, targeted interventions. Children and staff describe the positive outcomes for learning from the 'Fresh start' programme for all of the children involved. Staff and pupils



are involved in evaluating the work. Monitoring of the programme is showing real gains for the children. The entitlements are being delivered successfully for all children.

### **Theme 3: Programmes and courses**

- Staff are designing and refreshing programmes and courses exceptionally well using the experiences and outcomes to plan a coherent approach to learning, teaching and assessment and to ensure the development of the knowledge, skills, attributes and capabilities of the four capacities. They have a clear rationale for change and the expected outcomes for all children. They have been developing new programmes successfully and in depth for a number of years, taking full account of the design principles.
- The improvement plan shows clear priorities and teachers plan to achieve breadth, depth and application of skills across all curriculum areas, e.g., use of Bloom's taxonomy across all stages impacting on children's understanding. There is excellent use of the experiences and outcomes across all curriculum areas to provide motivating and challenging learning experiences, which are tailored to the needs of groups and individuals. Learning pathways are followed for literacy, numeracy and health and wellbeing ensuring consistency. Across the school, children are developing skills in literacy, numeracy and health and wellbeing very well and have excellent opportunities to apply the skills across other areas of the curriculum in relevant contexts. There are very high expectations and standards achieved for learning for all the children. Staff also achieve high standards of practice further enhanced through quality professional collaboration, dialogue and a commitment to career long learning.
- Working in partnership with the community, staff are supporting the children to grow as citizens and to develop skills for learning, life and work through a range of interdisciplinary topics which provide stimulating, challenging, relevant and enjoyable experiences.
- All children in P6 and P7 benefit from excellent opportunities to develop skills in listening, talking, performing and presenting through working for Historic Scotland at Craigmillar Castle as tour guides. This curriculum initiative has an outstanding impact on children's confidence and sense of self-worth. It has won a range of local and national awards.
- The school has arrangements in place to fulfil all children's entitlement to 2 hours of very high quality physical education. The school provides equipment including appropriate clothing to remove potential barriers to participation. For example, purchasing bike and helmets for children to take part in the Bike-ability programme and outdoor clothing to take part in outdoor activities.
- Working with partners, the school is providing children with excellent, relevant and challenging opportunities to apply their learning about health and wellbeing. For example, working with Nairn's biscuits to design packaging for a new product and running a tuck shop to promote different choices of snack.

### **Theme 4: Transitions**

- Excellent, very well planned arrangements enable smooth transition from stage to stage and across levels.
- Staff are forming very positive relationships with Holyrood High School. Children are very well supported when they move from P7 to S1 at Holyrood High School.
- Transitions for vulnerable groups, such as gypsy traveller children, are very well planned.

### **Aspects for development:**

- Continue to seek ways of building partnerships with Castlebrae Community High School to support children who move there for secondary education.