Summarised inspection findings

Lorne Primary School

The City of Edinburgh Council

20 May 2025

Key contextual information

Lorne Primary School is a non-denominational primary school in Leith, Edinburgh. The current roll is 145 children arranged across eight classes. Most children reside in deciles 4 to 7 of the Scottish Index of Multiple Deprivation (SIMD). A few children reside in SIMD deciles 1 and 2. Approximately 18% of children are registered for free school meals. Across the school, 46% of children have a recorded additional support need. The school community is diverse, with 40% of children having English as an additional language.

There have been significant staffing issues in recent years. The acting headteacher took up post in August 2024. Prior to her appointment, the school had three different headteachers over a two-year period. The City of Edinburgh Council is in the process of recruiting of a permanent headteacher for the school. The principal teacher took up post in November 2024.

2.3 Learning, teaching and assessment	good
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

■ The acting headteacher and staff have created a caring, respectful and positive environment which reflects well the school's values of diversity, equity, achievement and respect. Children's rights are understood well and embedded by staff and children in the life and work of the school. The rights are displayed in classroom charters. Children are able to identify a few rights and talk about why these are important. Almost all staff know children and their families well and demonstrate care and compassion in their interactions with children. As a result, most children feel safe at school and say they have someone they can talk to if they are worried or upset. Almost all parents feel staff know their child as an individual and staff treat their child fairly and with respect.

■ Almost all children across the school display consistent and high standards of positive behaviour. Almost all staff have clear expectations of children's behaviour and make effective use of the house system to recognise and encourage positive relationships. Staff respond to and support any children who present with low level disruptive behaviours using positive approaches to resolving difficulties. These approaches are summarised in a 'Better relationships, better learning, better behaviour' policy. This clearly sets out a rationale, expectations, staged approach to positive behaviour, restorative practice and how to respond to dysregulated behaviour. A few children require targeted support to regulate their emotions. The acting headteacher and staff create individual plans for identified children that include detailed risk assessments. The risk assessments set out clearly the strategies for staff to follow, early signs and triggers and preventative strategies. As a result, behaviour is supported and managed well across the school.

■ Across the school, children experience a calm, purposeful learning environment. Almost all teachers use displays effectively to highlight helpful learning strategies and celebrate

children's learning and achievements. Teachers provide regular opportunities for children to work independently, in pairs and in groups. Most children engage positively with their learning, listen attentively during lessons and interact positively with each other when completing tasks. When given opportunities to lead and direct aspects of their learning, children respond well. However, the majority of lessons are too teacher directed. Teachers should provide children with increased opportunities to lead their own learning and apply new skills in meaningful, real-life contexts.

■ The acting headteacher has supported staff very well to develop a shared understanding of the features of a quality lesson. They have used this shared understanding well as part of their ongoing professional development to improve consistency of practice across the school. In most classes, teachers provide well-planned and structured learning experiences. However, in a minority of lessons, the pace of learning is too slow and learning activities are not sufficiently challenging. Across the school, children would benefit from further challenge in their learning to enable them to make greater progress. Senior leaders should support teachers to ensure that all children experience learning which provides appropriate pace and challenge.

■ In almost all lessons, teachers provide clear explanations and instructions. They share the purpose of learning effectively with children and explain clearly what children need to do to be successful in their learning. As a next step, children across the school need to take increased ownership of their learning by co-creating their success criteria. In almost all lessons, teachers use questioning well to elicit key information and to check on children's understanding. In a minority of classes, teachers ask questions that develop children's curiosity and creativity. In these classes, children are developing well their higher order thinking skills. Teachers now need to ensure this practice is shared more widely across all classes.

■ There is a very strong sense of teamwork across the whole staff team. All staff have a strong commitment to professional learning. They participate in collaborative activities and draw upon educational partners to improve pedagogy. This includes areas such as literacy and dyslexia; and supporting children with English as an additional language. They use this learning effectively to reflect on how best to support children's progress. Staff work closely together to share ideas and good practice. In most classes, support staff provide skilful and well-timed support for children who require it. They provide prompts, commentary and modelling for children who require additional support. This support is having a very positive impact on children's readiness to learn, engagement and motivation to learn.

■ Most teachers use interactive whiteboards well to display instructions and to present information to children. Teachers use a digital skills progression to plan appropriate experiences to support children's digital literacy. Children access websites and online resources independently to support their learning. They use digital technology well to develop skills in coding, research and creating infographics. In a few classes, staff use digital technology effectively to help children who require additional support in their learning, for example an online translation programme. This helping to increase children's independence as they learn.

■ Staff at the early stages are engaging well in professional learning on play pedagogy. They have adapted their classroom to promote and encourage children's play. Staff are at the early stages of planning appropriate play experiences that link to current literacy and numeracy, as well as being responsive to children's interests. Teachers track children's learning well using observations, learning journals and planning tools. This is helping staff to be responsive to children's needs and ensure that they experience a breadth of positive learning outcomes. Staff should continue to develop experiences that help children build further independence in their learning.

- In most lessons, teachers use verbal feedback positively to support children in their learning. In a minority of these lessons, teachers also use self- and peer-assessment and written feedback effectively to support children's next steps in learning. Most teachers support children to set targets for literacy and numeracy termly. This provides children with opportunities to discuss their strengths and what they need to do to improve. Senior leaders and teachers should now work collaboratively to develop more consistent approaches to providing children with high-quality feedback. They should ensure that all children understand the progress they are making and support them in identifying their next steps in learning.

- Teachers use a range of assessment data to measure the progress children are making in literacy and numeracy. This includes standardised and ongoing class assessments. These approaches are outlined in an assessment overview. Teachers should develop their skills further in using data to inform their planning. This should help ensure all children are provided with appropriate pace and challenge in their learning.

- Teachers work well with staff across the school and other schools to moderate standards of children's learning, particularly in listening and talking and writing. This is supporting staff to have a shared understanding of national standards. Teachers should continue to develop their skills and confidence in using moderation evidence so that they improve further their professional judgements across all curricular areas.

- Senior leaders and teachers are working collaboratively to review and update their approaches to planning. They have developed guidance which sets out clear expectations for medium- and long-term planning. Teachers use progression pathways for a minority of curricular areas including literacy and numeracy. The pathways link to the experiences and outcomes of Curriculum for Excellence (CfE) and national Benchmarks. Children have opportunities to shape what and how they learn using 'what I know' and 'what I want to learn' frameworks. As planned, senior leaders should work with teachers to develop progression pathways for all curricular areas.

- Senior leaders and teachers monitor and track children's progress and attainment in numeracy, literacy and health and wellbeing. Senior leaders meet with teachers termly for tracking meetings. They discuss progress of individual children in literacy and numeracy and make predictions of children's projected levels of attainment. Senior leaders and teachers successfully identify those children requiring additional supports to progress their learning. Teachers and pupil support assistants provide a range of interventions for children. Staff now need to review interventions more regularly to ensure they are accelerating children's progress and closing any poverty-related attainment gaps.

2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement	good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

■ attainment in literacy and numeracy
■ attainment over time
■ overall quality of learners' achievement
■ equity for all learners

Attainment in literacy and numeracy
■ Overall, the quality of children's attainment in literacy and English, and numeracy and mathematics is good. Across the school, most children are on track to attain national expectations in listening and talking and numeracy. The majority of children are on track to attain national expectations in reading and writing. In some stages, a few children exceed national expectations in aspects of their learning across literacy and numeracy. A minority of children could be achieving more.

■ Most children requiring additional support in their learning or have English as an additional language are making good progress towards their individual learning targets.

Attainment in literacy and English
■ Overall, most children are making good progress in literacy and English.

Listening and talking
■ At early level, most children take turns and wait for appropriate points in a conversation to speak. They enjoy listening to stories and talking about illustrations. At first level, most children listen and respond appropriately to others in class and group discussions. They contribute relevant ideas and information during group discussions. At second level, most children share their opinions on books they are reading confidently. They express their views clearly and build upon the contributions of others by clarifying points or supporting others' opinions during group discussions. Across the school, a few children require further support to listen to others and join in as appropriate during group and class discussions. As planned, children across the school should develop further their listening and talking skills through a planned, structured approach, such as solo talks and presentations.

Reading
■ At all stages, most children talk eagerly about books they have read. They enjoy reading in the class and at home. At early level, children read, hear and say single sound words. They use their knowledge of sounds, letters and patterns with increasing confidence to read simple words. At first level, most children read familiar texts with expression and increasing confidence. They should be supported to strengthen their understanding of key features of a non-fiction text such as index, headings and subheadings. At second level, most children are developing well, skills in scanning texts to find key information. They are less confident in answering inferential and literal questions about texts. Across the school, children would benefit from developing further their reading fluency.

Writing

■ Across the school, all children have regular opportunities to write for a range of purposes. At early level, most children use their knowledge of letters and sounds with increasing confidence to spell familiar words. A few are able to spell unfamiliar words accurately. They need to continue practising forming letters correctly. At first level, the majority of children plan and organise their ideas using appropriate formats. They link sentences successfully using common conjunctions. Children need to develop further their skills in using punctuation, spelling and vocabulary to engage the reader. At second level, most children use language well to engage and influence the reader. They make effective use of digital tools to support them to create texts. Across the school, children should revisit their writing to edit and improve their work based on feedback given. Children would benefit from further focus on presentation and handwriting.

Numeracy and mathematics

■ Across the school, most children are making good progress in numeracy and mathematics.

Number, money and measure

■ At early level, almost all children read and write successfully numbers to 20. They are developing confidence in adding and subtracting within 10. They name the days of the week and months of the year correctly and talk about the features of the four seasons. At first level, the majority of children read, write and order numbers correctly to 1000 and beyond. They are developing their confidence in explaining fractions using appropriate mathematical vocabulary. They would benefit from more experience of solving addition and subtraction problems using three-digit whole numbers. At second level, most children calculate decimal fractions successfully to the nearest whole number and to one and two decimal points. They are less confident at calculating the area and perimeter of two-dimensional (2D) shapes.

Shape, position and movement

■ At early level, most children identify successfully basic 2D shapes and use these to make patterns. They understand and use positional language correctly, such as 'in front', 'above' and 'below'. At first level, most children name, identify and classify confidently a range of 2D shapes and three-dimensional (3D) objects. They identify symmetrical patterns in pictures and 2D shapes. They are less confident in using grid references. At second level, most children use mathematical language including acute, obtuse, straight and reflex well to describe and classify a range of angles. They require further practice in measuring and drawing a range of angles.

Information handling

■ At early level, almost all children ask simple questions to collect data for a specific purpose. They sort objects successfully using set criteria, for example colour or size. At first level, the majority of children answer questions and extract key information confidently from charts, bar graphs and tables. They create simple bar graphs accurately. At second level, most children describe how to gather, organise and display data in a variety of ways. They would benefit from learning how to use digital technology to display data.

Attainment over time

■ The acting headteacher monitors children's attendance closely. This includes analysing data and identifying any children who show a pattern of poor absence. Attendance is 91.6% which is below the national average. However, attendance levels have improved over the last four years. The acting headteacher has used pupil equity funding (PEF) appropriately to employ pupil support officers (PSO), who support school attendance as part of this role. Senior leaders and the PSOs have built strong, trusting relationships with identified families and liaise effectively with them to improve children's attendance. They support families well to understand and overcome the barriers a child may face if they do not attend school regularly. A

range of targeted approaches including a walking bus, Fun Time Friday and daily check-ins are helping attendance levels to improve. There are currently no children who attend school on a part-time timetable.

- Senior leaders use the local authority's system to track and monitor children's attainment levels over time. Senior leaders have correctly identified that the school has a diverse population with families moving in and out of the school community for a wide variety of reasons. Whole-school attainment data is affected by this constantly changing school roll and the number of children who require additional support. This includes children whom English is not their first language. Overall, children are supported well to make good progress over time in literacy and numeracy from their prior levels of attainment. Senior leaders recognise that there is a need to raise attainment further, particularly at first level in writing and numeracy. Staff have taken productive measures to address this. For example, the implementation of whole school changes to writing pedagogy is leading to improvements in children's writing attainment. Staff also plan a range of literacy and numeracy targeted interventions to support children within and out with class. Staff review the effectiveness of interventions regularly. Senior leaders should continue to support all staff to analyse accurately the progress made by children as a result of targeted interventions.

- Senior leaders and staff now need to develop approaches to tracking and monitoring children's progress across all curricular areas. This should help staff identify trends and gaps in children's learning across the curriculum and further enhance approaches to teachers' planning for children's learning.

Overall quality of learners' achievements

- All staff value and celebrate children's achievements from both in and out of school. Children's achievements are celebrated in class, at assemblies, and on displays around the school. These approaches are helping to build children's confidence and self-esteem. Staff should now develop a tracking system. This should support them to track the achievements of children both in and out of school and identify and highlight any child who may be at risk of missing out.

- In P4-P7, children have a range of opportunities to take part in clubs and activities within the school day and after school. These have included Glee Club, chess, music and outdoor learning. Children are developing their confidence and resilience well through participating in these opportunities. Staff work effectively with partners to offer all children across the school a range of after-school clubs such as rugby, parkour and multi-sports. Children enjoy attending these clubs. They are learning new skills, including teamwork, and game strategy. All children in P7 are offered the opportunity to attend a residential outdoor experience.

- Children in P4-P7 contribute to improving the school through a range of pupil leadership groups including technology, equalities, eco committee and pupil council. As a result, children demonstrate skills in leadership and communication. Staff should now provide opportunities for younger children to assume leadership roles. This will support all children to develop their skills for learning, life and work. Older children speak enthusiastically about leadership responsibilities such as house captains and being buddies to younger children. They recognise the confidence this experience gives them. As a next step, staff should support all children to understand, talk about and profile the various skills for learning, life and work they are developing through participating in the wide range of clubs and groups.

Equity for all learners

- The acting headteacher and staff have a clear understanding of the socio-economic needs of the school community. They understand the challenges faced by families and recognise potential barriers to learning caused by economic disadvantage. The acting headteacher

ensures financial constraints do not prevent any child from engaging in opportunities for learning and achievement. Families benefit from a range of approaches offered to them. For example, the school subsidises trips and parents have access to a clothing bank, providing uniforms for families throughout the year. Staff are proactive in promoting and accessing supports discreetly for families such as signposting and accessing specific funding to support individual families.

- The acting headteacher uses PEF to enhance staffing and resource interventions to improve children's attendance, health and wellbeing and attainment in numeracy. These interventions focus on children who require additional support in their learning. Senior leaders should monitor the effectiveness of PEF interventions more regularly. This will support them in identifying the interventions that are having the greatest impact on accelerating progress and reducing the poverty related attainment gap.

Other relevant evidence

- In all classes, children are receiving high-quality learning experiences in physical education. The school is meeting the national minimum expectations.

- Children have access to both a school and a class library where a variety of interesting and relevant texts are located. Children talk positively about the variety of texts available to celebrate the diversity of their school community. Classes are timetabled to visit the library each week and children enjoy borrowing books to read in class and at home.

- Children at all stages learn French. From early level onwards, they experience progressive lessons that develop their knowledge of the French language. Older children also learn Spanish.

- The acting headteacher needs to ensure that children, staff and parents are consulted on plans and evaluations for the allocation of PEF funding.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.