



Blackhall Primary School 2025-26 Standards and Quality Report



School Name Blackhall PS

Standards and Quality Report for School Year 2025-26

Context of the School

Blackhall is a primary school in the Royal High Learning Community in the Northwest of the city with 370 pupils over 15 classes. Our Senior Leader Team comprises:

- Headteacher;
- Depute Headteacher;
- Principal Teacher;
- Business Manager.

We have a teaching staff of 21 full time and part time professionals, including a Support for Learning Teacher. Our children are also supported by a strong and dedicated team of 12 Pupil Support Assistants. We have a committed and engaged parent body who give generously of time and talents to be active partners in our school life. Effective communication between school and home is very important to us and our staff and administrative team work hard to achieve this.

The school has an established and active Parent Carer Council and Parent Staff Association which ably support the work and life of the school. We work with Active Schools and other agencies to provide a variety of opportunities for our children, with particular emphasis on providing for those children who may be affected by poverty. Active Schools support has had a positive impact on some children with additional needs: ASD, ADHD, SEBD. Our school has 3 children in SIMD 1 and 1 child in SIMD 3: approx. 1% of our school role. We are committed, however, to addressing the Poverty Related Attainment Gap (including poverty that is hidden behind higher SIMD Bandings) and raising awareness of the 1 in 5 agenda throughout the school community.



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School				
What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? e.g. professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	How well are you doing? What's working well for your learners? (Consider the full QI, self-evaluative statements against each theme)	How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.)	What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale? (Use the drop-down menu to select your evaluation)
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)				
- We have involved our stakeholders in evaluating our vision, values and aims, to ensure a firm commitment to equity, equalities and inclusion, for all learners. - Parents and Carers were invited to share their ideas for the school development and progress in the Building of the SIP. - HT met with Parent/Carer representatives to discuss their views on how the school should focus its priorities. - Parents/Carers are invited in each term to discuss and share ideas,	- Almost all staff have demonstrated a clearer understanding of the socio-economic context of the school. - Recent attainment meetings with class teachers evidence that almost all have an enhanced understanding of the need to identify attainment gaps for all learners and to plan appropriate interventions. - Recent surveys undertaken with parents/carers and pupils show that the majority have an understanding of the school's	- Parents/carers who attended the meeting with HT reported favourably on the process and were keen to be involved further. - Our attainment remains steady at 90-98% across stages. There was a slight dip in P4 and this was explained by 3 new children joining the year group who were not on track. This	- Further develop the understanding and connection of the school's vision, values, and aims for all stakeholders, through clear communication and continued "Coffee Mornings" - Consider the feedback from Bingo Balls to address those learners who feel the learning is not	Good



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strategies and plans for home and school. • Consultation activities included 100% staff participation, pupil focus groups and a 82% parental response rate. • Majority of our parents (58%) report that they understand the school's vision however less than half can clearly articulate how this is demonstrated in daily practice. There is improved awareness but the need for further embedding. • 100% of teaching staff have engaged in Moderating Assessment of Writing CLPL across our RHS Learning Community. • High Quality teaching of writing is not evident in all classes. • All staff have completed the mandatory Equalities training. Evidence of impact is found through attainment meeting dialogue and improved targeting of interventions. • Regular opportunities are planned for, within the collegiate calendar, to ensure time for practitioners to reflect on their practice with colleagues to inform planning (3 x 2 hours)	vision but are not fully clear about how this can be seen in our daily work. • Regular 'Coffee Mornings' with parents/carers have shown a growing engagement in the processes of Nurture and Teaching and Learning in school. This is evidenced through questions and discussions at Parent Carer Council Meetings. Our Parent Staff Association is also focused on raising money to support the school's visions for Nurture and a Capable Learning Environment. • All teaching staff participated in The Edinburgh Learns Teachers Charter focusing on Leadership for Learning. • This has had a positive impact on staff knowledge and understanding of how to tailor their teaching to meet the diverse needs of learners. • Staff regularly review data in tracking meetings to monitor the impact of interventions. • The involvement of young people and parents/carers in the school improvement process has resulted in increased engagement and ownership. • Weekly meetings between DHT and PSO have helped	accounts for 5.45% of the total number. • Positive feedback from staff regarding the Differentiation CLPL and its impact on their practice. • "Bingo Balls" conversations with SLT (Writing, Numeracy and Resilience) show that the majority of pupils (62%) feel that their learning is challenging but achievable. • 28% of pupils reported that Numeracy could be more challenging. • 10% find the numeracy too challenging.	challenging enough 28%. • Continue to offer professional development opportunities for staff to further enhance their skills in addressing the diverse needs of learners. • SCE evidence indicates that our next area of focus on the Teachers' Charter should be "Skills". • Involve learners, parents/carers, and the wider community in the ongoing review of the school improvement plan. • Foster a culture of continuous improvement, where all members of the school community feel empowered to contribute to positive change. • Work with staff to create and foster our "Capable Environment" to enable development for	
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	identify those children who are approaching 90% attendance and helping to increase our attendance across the school. Attendance average is 95%, a slight increase on last year's 93%. • Staff collaboration and reflection sessions have led to the sharing of effective practices and professional growth.		all pupils, ensuring all needs are included and supported.	
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring) Improve attainment in writing through teacher understanding of how to moderate assessment of a level (building on Oracy work from 24-25).				
Work and actions undertaken within the priorities from BPS SIP 25–26 Literacy pathways & benchmark trackers (jigsaws) • We have maintained continued engagement with the Edinburgh Learns Teachers Charter – this year building on Leadership of Learning as we work to improve our ability to assess writing levels with greater confidence and accuracy.	• All staff engaged well in the writing moderation session, bringing work they were unsure about and using the updated jigsaws together to reach shared judgements. This shows a positive collegiate approach and the moderation was a useful, practical process. • There is stronger practice for almost all staff and better understanding of tracking learner achievement in writing.	• Pupils have shared that they feel more involved in the assessment of their writing through regular Bingo Balls feedback. • Attainment has increased in most stages for writing. • There are more children ahead of track than was previously measured. This is not necessarily shown in ACEL Data. • SCE Discussions have shown that staff find	• Create a Writing Policy for Blackhall — to include guidance on writing in the classroom, use of literacy pathways, consistent assessment practice, and potentially: cursive handwriting, spelling, and writing frequency. • Develop a bank of good practice ideas to	Good



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• Updated literacy pathways saved to the Staff Hub Team for whole-school access. • Reviewed and updated benchmark trackers (jigsaws) to align with the new literacy pathways across Early, 1st, 2nd and 3rd levels, using a new linear format for consistency across stages. • Created a whole-class overview document for Early and First level to allow tracking of class progression on a single page. • Held a writing moderation CAT session (22.1.26): all staff brought pieces of work for discussion; broke into cross-stage groups of four; used updated jigsaws and benchmarks to assess whether work was on track. Discussed and revisited the moderation circle of assessment. • Discussion at working party meetings highlighted the tracker's value in making progress visible and supporting informed decisions about intervention and next steps.	• The distinction between pathways (for planning teaching and learning) and jigsaws (as a broader assessment overview) is well understood by children and staff and all staff reported that it is working effectively in practice. • This coherence between planning and assessment supports a more consistent approach to learning • Cross-stage moderation groups allowed staff to develop consistency in assessment, directly benefiting the reliability of on-track/not-on-track decisions for learners. • Staff used the updated benchmarks and jigsaws during the moderation CAT to make and discuss judgements about real pupil writing — the process demonstrated growing shared understanding of standards across the school.	the updated jigsaw format is working well. Its linear, level-by-level structure is making assessment conversations and attainment meetings clearer and more consistent across stages, helping staff make well-evidenced judgements about learner progress. • Children are more aware of their own successes and next steps in writing. • Pupil feedback (through Bingo Balls and Pupil Groups) express more direct involvement in the planning process. • When co-creating Pupil Reports, pupils are encouraged to talk about their own learning in terms of “on track” and “next steps.” • Almost all staff's approach to tracking learner progress	accompany the writing policy. • Consider whether to introduce baseline writing assessments across the school. • Quality of Learning, Teaching and Assessment: Continue to improve our learning and teaching culture through improved practice, systems and consultation. • Improving practice for the teaching of writing. • Using James Clements, “On the Write Track” as professional reading steer. • CAT Sessions and INSET CLPL planned. • Edinburgh Learns, Amy McIntosh, to come in and lead staff.	
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	• The tracker format is having a clear positive impact on staff confidence in monitoring and understanding learner progress at both individual and class level. This supports a more consistent and informed approach to tracking pupil attainment and identifying next steps across the school. • The tracker is well-regarded by staff as a reliable resource for transition planning and for ensuring that learning is revisited to support retention. This demonstrates an intentional approach to continuity and progression, with assessment information being used actively to shape future learning rather than simply to record attainment (HGIOS4 QI 2.4). • The move to stage-based trackers is a well-considered and practical	shows clear signs of continued improvement.		
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	improvement. By moving away from class-based tracking, the school has addressed the real challenge of class reorganisation between sessions, ensuring that progress information remains useful, accurate and transferable (HGIOS4 QI 2.3, 3.2). • Most staff have well-designed, practical tools that support confident, informed professional judgements about attainment and next steps.			
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring) Numeracy				
Numeracy progression trackers Numeracy working party shared a self-evaluation Form to gather evidence of current level of staff confidence with tracking and monitoring. SLT signposted staff to the overview from the Numeracy	• All teaching staff are now using the Numeracy Progression Pathways for planning. • Teaching staff began to use this tracker from January.	• Excel format shows teachers are tracking attainment more effectively. • There is clarity of purpose in the numeracy learning.	• Embed the Numeracy Tracker use in all planning and assessments approaches. • Develop Numeracy Resources 'Wish	



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Progression Pathways to support planning, tracking and monitoring. Numeracy working party created a Numeracy Progression Pathways tracker for colleagues to track if children are on track and not on track. Shared the Numeracy Progression Pathways tracker with teaching colleagues at January inservice day. Working party modelled how to use new tracker. Time allocated during CAT 7 (11th February) for teaching staff training on Pupil Tracking – All staff will input tracking data for the February Attainment and Tracking meeting. • Pupil names have been populated into year-group tracker files, enabling staff to begin identifying on-track/not-on-track status at an individual level from January in-service.	• Almost all staff now using tracker to planning and assessment. • Majority of staff are comfortable with data input for Pupil Tracker. The RAG/colour-coded system is an effective tool for identifying gaps in learning, enabling staff to respond promptly to the needs of both individual learners and whole classes. This strengthens the school's capacity to use data meaningfully to inform planning and intervention, reflecting good practice in using assessment information to improve outcomes	• Majority of staff able to input correct data in Pupil Tracker. (Guidance is often updated or changed and mistakes can be made.) All staff are now tracking more effectively. Attainment meetings with class teachers are showing an articulate understanding of level assessment. • All staff able to identify gaps in learning during attainment discussion.	List' ' and explore funding for Maths Trolleys via enrichment fund from PSA. • Full whole-school rollout of trackers from August 2026. Quality of Learning, Teaching and Assessment: Continue to improve our learning and teaching culture through improved practice, systems and consultation. Attainment in Literacy and Numeracy: Review and update our assessment and moderation activities, engage with more robust data knowledge and analysis. Numeracy focus will be core skills and pupils' mental agility.	
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• Created benchmark trackers for Early, First and Second level using the new numeracy progression pathways, with separate sheets/tabs per curriculum organiser. • Converted trackers to Excel format with conditional formatting: inputting 1 turns a cell green; blank indicates not yet on track. • Created seven versions of the master file, one per year group, each populated with pupil names. • Agreed to trial trackers from January, with full whole-school implementation planned from August 2026. • Created a Microsoft Teams channel within BLAC-StaffHub (K1 SIP channel) for the numeracy working party. Numeracy staff baseline survey • Created a Microsoft Forms survey to gather baseline information on staff use and confidence with Numeracy Progression Pathways. (October 2025)		• More informed planning of next steps/interventions. Microsoft Forms data show increase from 69% of staff using tracker for transition in November 2025 to 100% when reviewed in May 2026.		
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QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality) Resilience Toolkit

QI 3.1 – Ensuring Wellbeing, Equality and Inclusion

Resilience framework and resources

- Created a framework outlining 8 steps to resilience in child-friendly language.
- Created a set of posters for each of the 8 steps, designed for use at school assemblies and for display around the school.
- Each step has been given a distinct colour and character to ensure it is easily recognisable across all documents and resources.
- Started a “Foundations for Resilience” document for class teachers, outlining a definition of resilience and factors that can have an impact.
- Created a resilience framework overview.

Lesson resources and planning

- Gathered stories and video clips linked to each of the 8 steps.

- A coherent, school-wide resilience framework is taking shape, with consistent language, characters and colour-coding that make the 8 steps recognisable and memorable for pupils across all stages. This is true for Most staff.
- All learners are able to access the content in an age-appropriate way due to the differentiated and pupil-friendly content.
- The steady delivery of the Resilience Toolkit over several assemblies has helped the children to accept and understand the messages.

- Through evaluative questions on Bingo Balls, pupils were able to identify and discuss strategies that support their resilience.
- Fewer playground or classroom incidents where children could not manage their emotions effectively for their age and stage.
- An increase in pupil ability to use the language and strategies of the Resilience Toolkit.
- Pupils recognise which strategies would help in a challenging situation.

- Embed the Resilience Toolkit through daily class learning and whole school assemblies.
- SfL teacher to Finalise and complete all differentiated learning approaches for Early, First and Second level.
- Continue working towards the Gold Rights Respecting Schools Award, ensuring resilience work is connected to RRS values and articles where relevant.
- Continue to

Good



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• Researched lesson ideas linked to each step and began creating worksheets suitable for Early, First and Second level. • Created a lesson resources grid including Learning Intentions and Success Criteria for class teachers. 1. Take Charge 2. Accept Yourself 3. Positive Relationships 4. Reflect 5. Find Your Sense of Purpose 6. Accept Change 7. Become a Continuous Learner 8. Super Skills • Whole-school display linked to the resilience framework. • Rolled this programme out to whole school through fortnightly assemblies. • Class teachers have			gather evidence of impact on learners through pupil voice, staff feedback, and class observation. • Through Staff meetings (both Teaching and PSA) discuss and action ways to improve resilience among our learners	
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started to use the language of the 8 steps in everyday learning and teaching. Zones of Regulation Training				
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
- We have reviewed our tracking system to ensure pupils are tracked at an individual level in Literacy and Numeracy. - Through our Referral to Nurture process, children are also tracked and assessed in HWB. - Staff meet regularly with SLT/PSO/SfL throughout the session to evaluate the impact of teaching and learning approaches, to identify individual pupils requiring support and to plan appropriate interventions e.g., Read, Write Inc, Fresh Start, 6-minute SEAL groups. - All individual pupil data has been updated to reflect changes in family circumstance e.g., increase in FME, families living in homeless accommodation. - Predictions about pupils' attainment levels, submitted in November and March, have been used as a valid source of assessment information to plan	Attainment in Literacy and Numeracy - Tracking meetings demonstrate that almost all Class Teachers are confident in using data to ensure that pupils' needs are met with appropriate interventions at an early stage. Attainment Over Time - Most pupils continue to make appropriate progress in both Literacy and Numeracy over time. Attainment data shows drop in attainment for literacy and numeracy in P1 and P4. P1 has dropped from 94-90% in literacy but maintained 94% in Numeracy. P4 has dropped from 98% to 95% in literacy and from 98% - 93% in numeracy. P7 attainment has increased from 95% to 98% in literacy and from 91% - 98% in numeracy. - In all measures we are in line or above our VC. - Almost all staff have reported increased confidence in planning and assessing	- Improved attainment data narrowing of the attainment gap reflecting the effectiveness of early interventions and targeted support. - Increased staff confidence in using assessment data and benchmarks to inform their practice, as evidenced by feedback from tracking meetings and professional development sessions. - Consistent progress for most pupils in both Literacy and Numeracy, as evidenced by the updated tracking system and teacher assessment. - Increased staff confidence in planning, assessing, and making judgments about pupil progress, as reported in staff feedback and professional development sessions. - Identification of individual learners who require targeted support for wider achievement, enabling tailored interventions to be planned and implemented.	- We will plan opportunities at school, and learning community levels (at least 2 sessions), to engage in moderation activity focused on either Literacy or Numeracy - Arrange system for the DHT and BM to share equity profiles with PSAs on a regular basis (fortnightly meetings) to update information from ongoing targeted interventions.	Good



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for all children and young people with gaps in literacy and numeracy skills. • P7 teachers were working with RHS Maths and English teachers to provide more challenge for those children who are significantly ahead of track. • Attainment Over Time • We have improved our overall arrangements for tracking individual pupils' attainment over time with regular DHT/SFL led attainment meetings each term. This is aimed at supporting staff in making effective use of assessments, and developing their shared understanding of standards, to make confident professional judgements about pupils' progress and attainment levels. • Moderation activity has focused on Literacy/Numeracy across the Learning Community (virtually) where colleagues have planned learning experiences, including assessment opportunities engaging with Benchmarks and CEC Numeracy Planners. • We have a Looking Inwards, Looking Outwards Team that is now a platform for home and school to share regular achievements.	Numeracy/Literacy using Experiences and Outcomes and the associated benchmarks. Almost all demonstrated a much higher degree of confidence in making judgements about pupils' attainment levels following our CLPL on Moderating Assessment of Writing. • Most staff are more confident in using Pupil Tracking System to help with a consistent approach to tracking and monitoring, including practitioner engagement with data. Overall Quality of Learners' Achievement • Using our LILO Teams page has given the opportunity to engage in wider achievement opportunities. This will enable a better focus of support for those pupils falling into this category. • Our Energise and Exercise Week, Netball Team, Cross Country Running Team, Weekly Running Club and Athletics involvement has improved pupil awareness of the benefits of physical activity and sports. Equity for all Learners • All staff now have a much deeper understanding of the impact of poor health, wellbeing and attainment,	• A significant increase in the number of pupils reporting motivation to participate in physical activity, as evidenced by the recent pupil survey showing an increase from 70% to 92%. This demonstrates improved engagement in wider achievement. • Enhanced staff understanding of the impact of ACES on pupil health, wellbeing, and attainment, leading to more responsive and creative planning of interventions. • Improved attainment levels for learners requiring additional support, demonstrating the positive impact of targeted interventions and support strategies.		
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- We have updated our analyses of a range of data to demonstrate our attainment gaps. (Attendance, attainment and achievement, inclusion/exclusion, engagement and participation.) - There has been a particular focus on Poverty-Related gaps as our school demographic becomes more diverse. This has enabled us to update our profiles for each pupil living in Quintile 1 and 2, and include other pupils now known to be living in poverty. All staff, including support staff, contribute to the information held in the profiles for each pupil and these are discussed at the termly attainment meetings which have been embedded.	through engagement with data. They are able to identify the impact of individual pupil barriers to attainment and plan interventions in a more responsive and creative way. Most pupils met predicted levels of attainment. Learners who require additional support with their learning are making good progress due to the targeted interventions which are in place through one to one support and targeted SfL.			
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
				Choose an item.
QI 2.2 Curriculum: Theme 3 Learning pathways				
				Choose an item.
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
				Choose an item.



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