



Carrick Knowe Primary School

Headteacher: Mrs Gail Canning

Carrick Knowe Primary School Standards and Quality Report for 2025-26

**Our successes and achievements throughout 2025-2026 and what
we will focus on next**

Summary for Parents and Carers

A positive year of learning and improvement

Carrick Knowe Primary School has had a busy and successful year. The school continues to provide a welcoming, inclusive and nurturing environment where children are encouraged to learn, contribute and develop confidence. In the year 2025-26 our school had 289 primary pupils across 13 classes, supported by an Additional Support for Learning base and a range of support staff who provide targeted and individual support.

This year the school has had significant heating and lighting improvements taking place. These works have meant that classes and other spaces have sometimes had to move, but the work is expected to be completed in August 2026. In December 2025, HMIE visited the school and Nursery class with the Care Inspectorate also visiting the Nursery class. The reports, published in February 2026 can be found on our school website.

What is working particularly well?

Positive relationships and school values

The school values are well established and are used consistently by staff and pupils. They underpin the school's approach to relationships and behaviour, helping to create a calm and respectful environment. Almost all pupils can explain the school values and what they mean in everyday life.

This is reflected in feedback from families: 98.28% of parents/carers who responded agreed or strongly agreed that staff treat their child fairly and with respect. The HMIE inspection in February 2026 also found that relationships and behaviour were very positive across the school.



Learning and teaching

During our HMIE visit in December 2025, learning environments were described as welcoming, positive and nurturing. Most children are eager and active participants in their learning and are developing resilience, motivation and independence. We make good use of outdoor spaces, digital technology, creative approaches and learning through play, particularly in the early years.

As set out in our School Improvement Plan for last year, we introduced 'Talk for Writing' across the school. This new approach to teaching writing provides a more consistent approach to teaching writing and has already increased pupils' confidence, enjoyment and engagement with writing. We recognise that it is still too early to measure the full impact on attainment, but early evidence is positive.

Attainment

HMIE confirmed that overall, attainment is strong. The school's final 2025–26 data shows:

- **P1:** Almost all pupils achieved the expected Curriculum for Excellence levels in Literacy and Numeracy.
- **P4:** Most pupils achieved expected levels in Reading, Writing and Numeracy, with almost all achieving expected levels in Talking and Listening.
- **P7:** Most pupils achieved expected levels in Reading, Writing and Numeracy, with almost all achieving expected levels in Talking and Listening.
- Almost all learners across the school are making progress from their previous levels of attainment.

We track children's progress carefully and use assessment information to identify pupils who may benefit from additional support. HMIE highlighted that staff use assessment information very well to plan interventions that raise attainment in Literacy and Numeracy.

Children's wellbeing, rights and inclusion

Children's wellbeing is a high priority. We regularly gather children's views through questionnaires and other approaches and use this information to identify where additional support may be needed.

During the HMIE inspection:

- 89% of P4–P7 pupils agreed that they feel safe at school, with no pupils disagreeing.
- 85% agreed that they have someone in school they can speak to if they are worried or upset.

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- School staff continue to follow up with pupils who were unsure about these questions.

The school has also continued its work towards the **Gold Rights Respecting Schools Award**, building on its Silver Award achieved in 2024. Children's rights, equality and diversity are incorporated into school life, including assemblies, pupil groups and class activities.

Attendance and safeguarding

Attendance has improved significantly over the past four sessions. In January and April 2026, only 3.9% of pupils were recorded as having attendance below 85%, the lowest level since the school began tracking this measure. The school continues to work with families where attendance or punctuality is a concern.

Safeguarding remains an important priority. All staff receive regular child protection training and understand their responsibilities for keeping children safe. During the inspection, 100% of staff agreed or strongly agreed that they understood how to apply the school's safeguarding procedures.

Outdoor learning and wider experiences

Outdoor learning is a particular strength in Carrick Knowe. Children have access to extensive school grounds, including playing fields, woodland, an allotment, a trim trail and other outdoor resources. We ensure there are regular opportunities for children to learn and play outdoors. HMIE highlighted that all children benefit from highly effective opportunities to learn across the curriculum through the school's progressive approach to outdoor learning. Parents and carers also gave positive feedback about this aspect of school life.

Children also have opportunities to develop leadership skills through groups such as Eco, Equalities and UNCRC (United Nations Convention on the Rights of the Child) groups, as well as House and Sports Captain roles.

Working with parents and carers

We communicate with families through our website, newsletters, ParentPay, class blogs and electronic Learning Journals. Parents/carers also receive information about progress through Pupil Progress Meetings and trackers sent home during the year.

Family learning opportunities include sessions such as 'Read, Write, Count', 'Families Connect' and Digital Technologies Sharing Day, as well as sessions on topics including anxiety, sleep, toileting and first aid. We introduced Friday morning family learning sessions based on areas parents/carers said would help them support learning at home. Feedback from those who attended was very positive, although attendance remains lower than we would like.

Our Parent Council continues to make an important contribution, including fundraising for Smart Boards, play equipment, outdoor learning resources, P1 book bags, P7 activities and school events.

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What will the school focus on next?

The main priorities for continued improvement include:

1. **Writing** – embedding Talk for Writing across the school to further improve attainment, confidence and enjoyment in writing.
2. **Pupil participation** – widening opportunities for children to have their voices heard and take on leadership roles, particularly younger pupils.
3. **Assessment and tracking** – further developing consistent approaches to planning, assessment and tracking across different areas of the curriculum.
4. **Equity and inclusion** – continuing targeted support to remove barriers to learning and improve outcomes for all children. Development of our 'Wider Equalities' policy, in line with City of Edinburgh and Education Scotland guidance.
5. **Family engagement** – increasing opportunities for parents and carers to take part in family learning and providing sessions based on the issues and topics families identify as useful.

If you would like a copy of the full Standards and Quality Report and/or the School Improvement Plan for session 2026-27, please contact the school office who will be happy to provide you with this.

