



Fox Covert Primary School Standards & Quality Report 2025/26 Summary for Parents & Carers August 2026

Fox Covert Primary School is a non-denominational primary school which is located in the north-west area of Clerwood, in the city of Edinburgh. Our school shares a campus with St Andrew's Fox Covert RC Primary School, with which we share a large playground with a range of equipment on both concrete and grass, a 3G pitch, and a wildlife garden; we also share the indoor hall and dining facilities. Fox Covert Early Years Centre is also part of our shared campus site, and most children who attend nursery go on to attend Fox Covert Primary School.

The school roll for the 2025-2026 session is approximately 263 pupils, with ten classes in total. The Senior Leadership Team consists of the Head Teacher, two Principal Teachers and our Business Manager. Our school is part of the Craigmount Learning Community, which comprises Corstorphine PS, Roseburn PS, Hillwood PS, East Craigs PS, Fox Covert Primary School, Maybury Primary School and Craigmount High School. Almost all pupils live within the school catchment, with a small number attending from out with this area.

Our school vision statement underpins all that we do at Fox Covert Primary School, and we aim to cultivate and develop our children as global citizens of the 21st century through a vibrant and challenging curriculum. We were a GOLD Rights Respecting School in 2022 and were re-accredited with this status in March 2025. We aim to deliver high-quality learning experiences for all and equip children with the skills and abilities to foster their enthusiasm and passion as lifelong learners. Our newly developed school values of **Kindness, Inclusion & Achievement** are embedded throughout our learning, teaching, wellbeing and inclusive practices, and we work in partnership with the school community to ensure equity and equality for all.

Fox Covert Primary School has 6% of pupils living in the first two deciles of the Scottish Index of Multiple Deprivation, which is well below the local and national averages. Approximately 9% of our pupils are entitled to Free School Meals (FSM); however, in the current economic climate, this figure is likely to increase. We support parents and carers with other essential costs, such as school uniforms and school trip costs, with school trips funded through our supportive and active Parent Council.

Literacy and Numeracy attainment data sit above the local and national averages at Fox Covert Primary School. Ongoing areas for development include ensuring that high levels of attainment in Literacy and Numeracy are achieved, maintained, and continuously improved.

At Fox Covert Primary School, we remain committed to working closely with our close-knit community of parents and carers and all other stakeholders who support the education and inclusion we provide for our children. Together, we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximise their potential.

We continue to work closely towards local and national improvement standards in order to support and develop the young people in our care. Through this document, we hope that you will get a sense of our developments, successes and aspirations.

Each year we evaluate the work of our school and plan for the year ahead. In session 2025/26 our identified areas of development were broad and covered the following aims in line with the Scottish National Improvement Framework and Improvement Plan:

- To raise attainment and improve achievement for all learners, particularly in literacy and numeracy.
- To identify and work towards closing the attainment and achievement gap between the most and least disadvantaged children.
- To improve children's health and well-being.
- To place human rights and needs of every child at the centre of education.

Attainment & Achievement:

- Staff leadership roles and associated Career Long Professional Learning (CLPL) as part of the annual Professional Review & development linked closely to the 2025-2026 Improvement Plan and led to further school improvement.
- A range of effective Quality Assurance processes have been deployed to improve the quality of Learning & Teaching offered to our pupils.
- Pupils led improvements in their learning and within areas of the school improvement plan.
- All staff have reflected upon and self-evaluated throughout the session to identify areas for school improvement.
- **All** our P1 learners achieved Early Level in Listening & Talking, Reading and Writing.
- **All** our P1 learners achieved Early Level in Numeracy.
- **Most** of our P4 learners have achieved First Level in Numeracy, Writing and Reading.
- **Almost all** our P4 learners have achieved First Level in Listening & Talking.
- **Almost all** our P7 learners have achieved Second Level in Reading and Listening & Talking.
- **Most** of our P7 learners have achieved Second Level in Writing and Numeracy.
- Play pedagogical approaches through a play-based curriculum have been embedded in our Early Years.
- Digital technologies are used consistently amongst classes to support learning.

Closing the Attainment and Achievement Gap:

- Planned and delivered high-quality interventions in Literacy, Numeracy and Health and Well-being through both Support for Learning provision and Pupil Equity Funding.
- Early identification of learners with Additional Support Needs (ASN) ensures we are able to support children through planning with relevant partners and professionals, with the correct targeted and universal support offered to children.
- Attendance and lateness have been closely monitored throughout session 25-26 to ensure that interventions are in place for children to maximise their learning time.
- Senior Leaders of the school have undertaken Leadership for Equity training.

Children's Rights:

- We have continued our journey as a Rights Respecting School (Gold) with children's rights underpinning all our approaches to inclusion and equity.
- We continue to fulfil our statutory duties, ensuring the highest standards of Child Protection processes for all staff and visitors to our school.

Health & Wellbeing:

- We have maintained a sustained focus on identifying and supporting children and families through holistic and multi-agency approaches, working collaboratively with all agencies to ensure better outcomes for children and families.
- Transition arrangements at key points such as (but not limited to) from nursery to P1, and from P7 to S1 are thorough, ensuring children are well known to all professionals through quality of contact provision, and effective sharing of communication.
- The session 2025-26 has had a range of wider curricular offers in place for identified pupils who would benefit from support such as pupil-led groups, gardening groups, Active Schools led groups, teacher-led groups and breakfast and wrap-around care for pupils who need this most.

Our continuous improvement and reflection processes are inextricably linked with our school improvement plan priorities and are continually reviewed throughout the academic year, where we evidence the impact of our development work on children's learning and progress.

We ask staff, pupils, parents/carers and our partners across a variety of services for feedback to improve our work.

We value our partnership with parents and carers and the partnership work we undertake together to improve outcomes for children.

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