

# Standards and Quality Report

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2021/22



**PARK PRIMARY SCHOOL**

HIGHLAND COUNCIL , ACADEMY ROAD, INVERGORDON, IV18 0LD

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

### **Our School/Cluster/ASG** (Delete as required)

Since the school fire in February 2020, Park Primary School has been relocated to accommodation within the Invergordon Academy campus. In August 2021 Park ELC joined us on the Invergordon Academy following the provision of a new modular unit. Our Accommodation comprises 6 modular units and a refurbished annex on the first floor of the academy building. The annex houses P5, P6 and P7 along with The Pier and we make use of Academy PE facilities and the Leisure Centre, conveniently located next door. Our cabins create space for 3 classes plus The Rainbow Room, a purpose-built canteen and a newly set up school library which was opened on 15th March 2021 by local celebrities, the Stoltman Brothers. We also have an administration cabin where the school office and the Leadership Office is located.

In School we are experiencing a reduced roll of around 135 pupils and can have up to 40 children in our new Nursery building which offers flexible placements for 3- and 4-year-old children. Nursery sessions typically run between 9am and 3pm but these hours can be extended through use of the Breakfast Club and Out of School Club. These clubs also provide wrap around care for school children attending Park Primary and South Lodge Primary.

The catchment area of the school is the seaward area of Invergordon, (the area from the railway line to the shore), Inverbreakie Estate, Saltburn, Birchwood, Seaforth Crescent, Bermuda Road and Rosskeen. In 1971 an aluminium smelter was constructed in Invergordon and sparked a massive population explosion but also caused high unemployment when it shut down after just a decade. Various oil related industries operate in the town and surrounding area but employment is at the mercy of the fluctuating oil industry and much of the workforce is transient.

We will have six classes from August 2022 with some of these classes being very close to capacity. We aim for all our staff to get to know our children quickly and to use this knowledge to identify individual needs and trends that effect attainment. 19% of our pupils are classed as Level 3 or 4 using the Matrix of Additional Support Needs. We take care to implement strategies to meet these needs and monitor carefully how effective these are in partnership with parents and appropriate professionals.

We have put plans in place to break the pattern between attainment and identified risk factors. Within the current school population, a number of learners' experience socio-economic disadvantage as measured by Free School Meals. 19% of our children currently receive free school meals.

Attendance continues to be a barrier to learning for some of our pupils; 19% of our children have less than 85% attendance across the academic session.

The school has been allocated funds through Pupil Equity Funding.

## Our School Vision, Values and Aims

### School Vision Statement

Welcome to Park Primary, a caring and safe environment. At our school, everyone is included and nurtured, encouraged to be resilient and respectful, whilst learning, achieving and having fun.

### School Values

**Positive:** It is so important to have a positive mental attitude. We encourage all our pupils to be positive and find solutions to any problems that may occur.

**Achieving:** Supporting and guiding our children in the development of skills for learning, life and work to allow them to achieve their full potential.

**Respect:** We are respectful to everyone at Park Primary.

**Kindness:** We are trying to 'colour our school with kindness' by being kind to others.

Our School Motto reflects our vision & core values:

"Hand in hand, together we can" September 2016

### Park Primary aims to:

- Create a positive ethos for pupils, staff, parents, outside agencies and the wider community, which reflects our core values.
- Promote achievement by developing skills for learning, life and work and encouraging pupils to achieve in its widest sense.
- Develop positive attitudes in our pupils, which promote achievement, inclusion, respect, resilience and a sense of caring for others.
- Deliver a broad, balanced and differentiated curriculum within Curriculum for Excellence to reflect our local context and to strive towards equity and excellence for all.
- Look inwards, look forwards and look outwards to improve and develop according to the self-evaluation reflected in our School Improvement Report and Plan.
- Contribute to, and benefit from, our partnership and close links with allied professionals and partner schools in Invergordon Associated School Group.

## Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

Classes were asked 'What has gone well this year' and 'What changes would we like to see'. Here are their responses:

- Infant classes commented on how they feel independent when using their sounds to help them read and write. They also said that they liked SAMSON maths and like being timed on their strip sheets.

- Some classes commented on their learning within Science saying that 'It was fun doing different experiments. This has made me interested in Science'. Another child commented 'I enjoyed Science so much that I got a microscope'.
- Classes commented on enjoying the new library saying that 'It is fun and interesting' and that it is 'a relaxing environment'. They liked being independent and having the opportunity to scan books as Junior Librarians. As part of the library development, children in the upper classes learnt about The Dewey System and they enjoyed this.
- Due to our unique location within Invergordon Academy, P6 and P7 classes were lucky to have PE lessons with one of the Academy teachers as part of transition. Both classes really enjoyed this and could see the benefit for transition. The P7 class felt that their transition activities had been worthwhile and they felt more confident as they are part of the building.
- All classes commented on the development of the Outdoor Environment. They especially like 'The Shed' and P7 pupils enjoyed being involved in painting it. We have also developed Loose Parts Play which pupils said they enjoyed as they had 'freedom and fun' and they enjoyed using their imagination. Younger classes said they enjoyed 'making dens' as part of a cooperative learning lesson.
- Classes spoke about their outdoor learning opportunities including learning about fractions using resources from the environment, using twigs to make links with their learning by seeing patterns and learning colours in Gaelic.
- One of our PSAs ran a dodgeball and football tournament which children said was 'good as it gave other pupils the opportunity to be included'. They liked the competitiveness and they felt like they belonged.
- Children said they enjoyed all the activities that we did for the Queen's Jubilee Celebrations.
- P6 and P7 classes took part in the JASS Awards last session which they said they enjoyed learning different and new skills.
- Upper classes that are in the main school building enjoyed working in small groups for Numeracy and Literacy and liked the use of The Pier for this.
- Last session, teachers and pupils created 'Maths Showcase' videos to share learning activities in Numeracy with parents. Pupils said they enjoyed being part of this.
- Classes commented on enjoying opportunities to learn and develop skills outwith the school grounds such as the Newton Room, Dunrobin Castle and Evanton Woods.
- Classes also commented on how much they enjoyed The Learning Festival as they liked the variety of activities on offer.
- Last session we had our canteen established which children are enjoying accessing.

### **Pupil Voice: what changes would you like to see made?**

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- Children commented on the space available for PE and that they would like more space.
- Some children commented that they would like opportunities to learn a different language other than French or Gaelic.
- Some classes said that they would like to do more work and activities with Feis Rois and Eden Court.

- There used to be an after school Robotics Club that children commented they would like to see start again as well as the opportunity to go to Robotics events/competitions.
- Further development of the outdoor environment required such as a tarmac/basketball court and a garden area to play. They would also like proper football goals. They also said that they would like to continue with more outdoor learning.
- Some classes commented on the school values not being followed by all children – particularly respectful and kind.
- Some pupils expressed that they would like assemblies to be together again instead of virtual.

## Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

### Improvement Project 1: Recovery from Covid 19 school closures and the School Fire

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** *The aim of this improvement plan was to recover from Covid 19 and the school fire by rebuilding our curriculum, understand data relating to Attainment to identify gaps in learning, increase teacher knowledge in using replacement resources and prioritise health and wellbeing for learners and staff.*

**Progress and impact:**

- ✓ We have made good progress in this area.
- ✓ We have replaced resources lost in the fire with updated resources which are linked to the Scottish Curriculum. These allow teachers to easily make direct links with experiences/outcomes and benchmarks which supports teacher judgement in attainment. Staff engagement with core resources support a consistent approach.
- ✓ We continue to refresh our Curriculum Rationale in line with the new resources available to teachers.
- ✓ The working time agreement allowed time for Teachers across the school to become familiar with all the new Numeracy and Mathematics resources. These are now being used effectively to support attainment at expected levels. We find a range of core resources across the school supports progression when used alongside progression frameworks.
- ✓ Online training was given to support teachers with finding their way around Heinemann Active.
- ✓ Pupils report that they like and enjoy the new resources which help them to learn through interesting activities. They provide challenge but help them to learn "step by step". Some pupils commented on the Challenge Boxes in the Leckie Maths books which they find challenging but are still able to do. Pupils talked about learning Intentions but were not always aware of the relevant benchmark.
- ✓ During Covid Restrictions, classes posted videos on Seesaw to share our new Numeracy resources with parents and to explain how they are supporting learning.

- ✓ We have used data to identify and run interventions to support children's attainment and wellbeing. Although absence continues to be a barrier to achievement, our most recent PEF data shows that the identified interventions have been successful at improving attainment at children's individual level and, sometimes, this is at expected levels.
- ✓ *Our Additional teacher has supported learning in Literacy and Numeracy and data shows this has enabled targeted pupils to meet expected levels.*
- ✓ We purchased Scottish Online Formative Assessments (SOFA) to assess pupils not in the year groups taking SNSA. SOFA is very similar to SNSA and enable us to track progress and learning gaps in every year group- not just P1, P4 & P7. Teachers have found that they support their judgement in awarding attainment in, and through, a level.
- ✓ Two of our teachers attended Numicon Training and subsequently cascaded the key messages to colleagues during a Collegiate session. This was very well received by staff and promoted the use of Numicon to develop Numeracy concepts.
- ✓ Transition meetings have supported teaching staff to be familiar with levels and related gaps before the start of the new session. This will support effective planning.

**Next steps:**

- ✓ Continue to purchase and use SOFA assessments in P2, P3, P5 & P6 to support teacher judgement in achievement of levels.
- ✓ Teachers to reflect next steps from SOFA and SNSA in their planning and monitoring of pupil progress.
- ✓ Improve moderation and continue to support Teacher Judgement. Identify any training around this. (See improvement plans)
- ✓ Continue to embed Emotion Works to develop pupil's emotional literacy. Include cogs in assembly programme.
- ✓ Use CPD budget to allow a further two teachers to attend Online Numicon training.
- ✓ Numeracy should continue to feature in our Improvement plans. Teaching Sprints will give teacher's ownership and leadership of change and learning. Some staff may like to focus their teaching sprint on the use of Numicon, or other concrete materials, to support understanding of Numeracy concepts.
- ✓ Teachers have identified the need to clarify the Mental Maths progression and which resources are most effective at different levels.
- ✓ Teachers have identified that it is not always possible to cover all of the curriculum relating to Shape, Measure, Time, Money and Information Handling at each stage. This needs to be mapped out across Early, First and Second level.
- ✓ Review and tighten Attendance Policy. Guidance may come from Highland Council.
- ✓ Increase focus on pupil's ability to talk about their learning.

**Improvement Project 2: Outdoor Learning from ELC to P7**

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** *Develop our school and Nursery grounds to ensure all children are able to experience learning outside on a regular basis all year round. Outdoor experiences will be part of learning in discrete subjects and interdisciplinary learning contexts.*

**Progress and impact:**



- ✓ Over the academic session our outdoor spaces have improved as the building works have been completed. We have purchased picnic tables and planters which have resulted in our playground being much more appealing. Pupils have enjoyed experiences in gardening in the school grounds but also in the main street by taking over the maintenance of town planters. This contributes to the JASS Award for P6 & P7.
- ✓ There are covered areas in our playground, such as The Cabin and Bandstand, to use when the weather is wet or cold.
- ✓ Parent Council have fundraised to purchase planters and picnic tables to enhance our playground.
- ✓ We have made good progress in using the outdoors as an approach to learning. Classes experience outdoor learning at least once per week with younger classes using the outdoors most days. We are meeting our Children's Entitlement to outdoor learning using school grounds and opportunities for experiences further afield but need to develop use of the local area.
- ✓ Teachers are becoming more confident when delivering outdoor lessons. They have researched and compiled a wide range of outdoor learning activities which are saved on the shared drive.
- ✓ Nursery provides a free flow environment where children can move between indoors and outdoors as they choose. Quality learning experiences are planned for both environments.
- ✓ Nursery regularly visits the school playground to extend their outdoor learning environment. The Adventure trail is a favourite!
- ✓ Class trips with an outdoor learning focus were organised in term 4: we travelled further afield, and partners were identified as part of these experiences. ELC included.
- ✓ Teachers and pupils identified resources to be purchased and learners have written letters to local businesses to obtain items to develop our Loose Parts provision. Children continue to identify resources which they would like to add to Loose Parts.
- ✓ Children are aware of risks related to Loose Parts and can take steps to reduce these.
- ✓ We share learning outdoors with parents via Seesaw posts.
- ✓ Outdoor learning is particularly motivating and engaging for some of our pupils and is often mentioned as a highlight of their learning. Teachers note that outdoor learning improves retention of learning.
- ✓ Children are spending more time outdoors and experiencing the benefits this brings.

**Next steps:**

- ✓ Identify and develop partnerships to enhance our outdoor provision. Set budget aside to support this.
- ✓ Make more use of the local area beyond our school grounds to enhance learning.
- ✓ School staff to create a "Pathway towards the Outdoor Learning Vision" to inform continued development next year. Two Collegiate sessions and time on the September Inset day to be set aside to support the continuation of this development. Teachers will identify a teaching sprint to enhance their practice.
- ✓ Outstanding action for first level: RSPB accredited award (or something similar) in P3 & P4.

- ✓ Consider how Loose parts can be available at playtimes. A PSA has taken the lead in organising The Yard and displaying photographs illustrating safe moving and handling procedures. There is also a protocol for taking out Loose Parts and putting them away. This now needs to be embedded.
- ✓ Where staff deployment allows, ELC to plan regular weekly opportunities to visit the local places of interest that are within walking distance.
- ✓ Maintain and extend the Playground Parliament despite the loss of a key staff member.
- ✓ Continue to develop outdoor area- sensory garden, music wall, Infant garden area. Tarmac area to be created in the summer holidays.

### Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator		School self-evaluation
<b>Leadership of Change</b>	<b>1.3</b>	Satisfactory
<b>Learning, teaching and assessment</b>	<b>2.3</b>	Good
<b>Ensuring wellbeing, equality and inclusion</b>	<b>3.1</b>	Very good
<b>Raising attainment and achievement</b>	<b>3.2</b>	Satisfactory

Quality Indicator		ELC Self-evaluation
<b>Leadership of Change</b>	<b>1.3</b>	Good
<b>Learning, teaching and assessment</b>	<b>2.3</b>	Satisfactory
<b>Ensuring wellbeing, equality and inclusion</b>	<b>3.1</b>	Good
<b>Securing children's progress</b>	<b>3.2</b>	Satisfactory

Our children and young people believe we have made the following progress this session:

<b>Theme 1</b>	Good
<b>Our relationships</b>	



**Theme 2** Good  
**Our learning and teaching**

**Theme 3** Good  
**Our school and community**

**Theme 4** Good  
**Our health and wellbeing**

**Theme 5** Good  
**Our successes and achievements**

Our overall evaluation of our school's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

### Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.