
2022/23



PARK PRIMARY SCHOOL
HIGHLAND COUNCIL | ACADEMY ROAD, INVERGORDON, IV18 0LD

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Karen Cox
Head Teacher
School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 90.57%	Average Class Size 21.8	Meeting PE Target Target Met
Pupil Numbers (Inc Nursery) 131 (+32)	Teacher Numbers 9	Pupil Teacher Ratio 14.6

N3 XX%	N4 XX%	P1 13.4%	P2 8.2%	P3 10.4%	P4 17.1%	P5 12.6%	P6 14.1%	P7 23.8%
SIMD Q1¹ 10-20%	SIMD Q2 40-50%	SIMD Q2 XX%	SIMD Q3 40-50%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 50-60%	No ASN 40-50%	FSM³ 60-70%	No FSM 30-40%	EAL⁴ 0-10%	No EAL 90+%			

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project was developed in response to dips in attainment in both Literacy and Numeracy across Highland. We aimed to improve our teacher confidence in creating High Quality Assessments, in using benchmarks and professional judgement in achievement of levels.

Progress:

- ✓ We have focused our moderation arrangements on Writing and deferred moderation of Reading and Listening/Talking until next session. This means that we have not completed our ASG plan for moderation but have successfully addressed moderation in one aspect of literacy.
- ✓ We have made very good progress in our arrangements to moderate writing across the Associated School Group (ASG) and compiled a folder of examples of Writing at each level to support teacher judgement across the ASG.
- ✓ Teachers have made very good progress in using Literacy benchmarks to judge attainment in a level. Together with moderation processes, we have increased teacher confidence in their own judgement and that of others.
- ✓ We have made very good progress in collaboratively creating an Assessment and Moderation Policy which includes an Assessment Calendar.
- ✓ Teachers have made very good progress in creating High Quality Assessments (HQA) which match the criteria developed by Education Scotland.
- ✓ High Quality Assessments were shared with parents during an Open Day and sent home with pupils to share achievement by adding stickers and comments. Feedback demonstrates this was a successful way of sharing achievement with parents.

Impact:

- ✓ We worked with the Attainment Advisor (Lorna Harvey) to look at the Experiences and Outcomes in Literacy and clarified that we use only the Literacy Benchmarks, and not English benchmarks, to judge attainment in a Level. This has led to an improvement in Literacy attainment across our school.
- ✓ Teachers across the ASG have written and moderated HQAs to assess writing. This has led to a shared understanding of achievement within and of a level.
- ✓ Matching the ASG writing criteria to benchmarks helped to clarify expectations for ACEL and improved teacher confidence in their judgements. Teachers found it extremely beneficial to see other examples of writing from other schools. This has contributed to a shared understanding of effective assessment and moderation across the ASG.
- ✓ Class Teachers meet with the Head Teacher to discuss attainment in September, November, March and May. These meetings are effective in identifying interventions to improve attainment.
- ✓ We use PSA support, funded through PEF, to provide literacy and numeracy interventions alongside class-based strategies. These have proved to be effective in raising attainment for identified children.
- ✓ All pupils in Park Primary complete a Standardised Assessment in each academic year. (Scottish Online Formative Assessment for P2, P3, P5 & P6 & National Standardised Assessments for P1, P4 & P7.) Results are part of a quality body of evidence to support achievement within a level or, of a level.
- ✓ We have created an Overview of Attainment Document which provides data about attainment over time. This information allows us to track pace of progress and pinpoint when attainment begins to drop off.
- ✓ The Assessment and Moderation policy provides guidance on manageable processes in

Assessment and Moderation and ensures consistency across the school.

Next steps:

- Extend moderation practices to include other aspects of literacy. The ASG plans to moderate Reading and Listening/Talking during Session 23-24.
- Include ASG Moderation dates in the Working Time Agreement Calendar.
- Add writing examples from our ASG to the Writing Folder of examples.
- Replace the ASG Writing Criteria with a format which more closely aligns with the Literacy Benchmarks.
- All teaching staff to access Stephen Graham training on Explicit Teaching of Writing.
- Purchase PM Writing and provide time within the Working Time Agreement for teachers to become familiar with the resource.
- Review and consult with parents about how we can better share pupil progress with them.

School Priority: Plan 2

Pedagogy and Progressions in Numeracy and Mathematics

Purpose:

The plan will look at research to inform pedagogy in relation to outdoor learning, numeracy and/or mathematics and address pressures in the curriculum identified by class teachers.

Progress:

- ✓ We have made good progress in developing an effective learning culture within our school. All Staff have been involved in Teaching Sprints training and have been successful in taking forward research based small changes in relation to Outdoor Learning and Numeracy Pedagogy.
- ✓ We have made progress with more effective use of the numeracy resources available to us as a result of the Teaching Sprint model.
- ✓ We continue to recognise and embed opportunities to make more use of our school environment and maximise the potential of learning outdoors.
- ✓ **Strike days** have resulted in this plan not being completed in respect of progressions relating to Shape, Time, Money and Information Handling. We also planned to map this aspect of the curriculum for each level and add information to the Curriculum rationale.

Impact:

- ✓ Teachers identified individual, researched based, small changes to their practice. Time was identified in the Working Time Agreement and staff have found the changes to practice manageable, sustainable and report they have added value to their teaching.
- ✓ Staff evaluations report that teachers have felt involved in the small changes made and appreciated having ownership in developing their practice.
- ✓ The majority of teachers focused their numeracy small change on using concrete materials to develop learners' ability to visualise numeracy concepts. A variety of resources, online and physical, were used and resulted in more effective use of existing resources. Teachers also report in their evaluations that there was an impact on some pupil's numeracy attainment.
- ✓ The Head Teacher observed Primary 6 learners create Numeracy assessment activities in the school grounds and noted how pupils were able to apply learning in angles and measure. Most teachers felt that using outdoor opportunities for learning has become more embedded in their planning of learning and teaching.

- ✓ Outdoor learning was noted in Teacher's evaluations to be particularly motivating for some pupils. The increased engagement produced more secure learning.

Next steps:

- ✓ Use Teaching Sprint Strategies to take forward small changes in the way we deliver the teaching of writing as part of the Improvement Plan for 2023-24.
- ✓ Create the Year 3 Outdoor Learning Pathway to record how we plan to take outdoor learning forward during the new session. Pupil Participation Groups could be part of this.
- ✓ Continue to develop our school grounds through a Pupil Participation decision making group.
- ✓ Complete this sessions plan in respect of progressions relating to Shape, Time, Money and Information Handling.
- ✓ Map the above aspects of Mathematics for each level and add information to the Curriculum rationale.

School Priority: Plan 3

Responsive and Intentional Planning in ELC

Purpose:

We changed the system of planning to reflect the guidance in Realising the Ambition- Being Me. Staff learnt about and practised their skill in planning responsively and including children's voice through the use of Floor books. Intentional planning records the adult voice in planning and ensured depth in numeracy. Experiences in Literacy and Numeracy will always be available

Progress:

- ✓ We have made good progress in addressing the shortfalls in our intentional/ responsive planning and learning processes through staff training and rigorous support and supervision.
- ✓ All Staff have upskilled their ability in responsive and intentional planning and made, as a minimum, satisfactory progress. Support and Supervision meetings indicate that at least half of the staff have made good or very good progress in the quality of their planning.
- ✓ We have begun to embed approaches for following the child's lead in play and learning. We plan to continue to make progress in this aspect next session.
- ✓ Intentional planning in numeracy has increased the opportunities for children to develop mathematical concepts. We have made good progress in this aspect of planning.
- ✓ Our Profiling development will be carried forward to next session as we have needed to address our action plan following a Care Inspectorate visit in November 2022. We have made unsatisfactory progress in

Impact:

- ✓ Staff understand the difference between intentional and responsive planning which has improved the quality of play and learning in our provision.
- ✓ Developmental Overviews are used to track progress and identify gaps in learning. This feeds into intentional planning to allow us to address gaps in child development and learning.
- ✓ We have reviewed and streamlined our paperwork to improve the planning process and make it more manageable. We will continue to review this.
- ✓ Increased Numeracy experiences have added breadth and depth to children's learning.
- ✓ We have raised expectations relating to the quality of staff observations to inform the context and content of planning. Overall, we have raised the standard of our processes to ensure we plan appropriately for children's play and learning.
- ✓ Ideas for families to support learning at home are shared weekly. Parents acknowledge content through "likes" but we need to gather further data to verify if this is having an impact.
- ✓ Care Inspectorate visited us on 29th May 2023. At the time of writing the Report was

profiling over the current session due to other priorities.

not yet available. Feedback was very positive. We have made good progress in this area.

Next steps:

- Survey staff to review what is going well in our planning processes and what we are going to do next.
- Review and implement Staff Planning Guidance.
- Continue to use Support and Supervision meetings to set individual targets with the aim to upskill staff in planning processes.
- Introduce Literacy Intentional Planning.
- Identify training to support staff in children leading their learning.
- Capture Children's Voice to inform play and learning.
- Training on Observations and Profiling.
- Review and implement Staff Guidance on Profiling.
- Introduce Termly Progression Statements to inform parents of children's progress- October, December, March and June
- Create a Family Engagement Calendar.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our plan for our Pupil Equity Spend was for 6 areas of improvement during 2022/2023. These areas were literacy, numeracy, attendance, health & wellbeing, wider achievement and family engagement. We have seen progress in all these areas, some more significant than others. Our focus for our literacy intervention groups was to increase fluency within reading which included phonics input for some children. Most children made significant improvements in this area. For our numeracy interventions we were focussing on improving basic facts for number, especially for the 4 main operations and to improve the confidence of children with regards to numeracy. Almost all children made progress in this area too. Attendance remains an issue for children in our school and this has had a negative impact on the attainment for some of our children. We will continue to monitor attendance across the school, and we will use the Highland Council's New Attendance Policy to keep on top of this next session. The family engagement sessions for literacy and numeracy were very successful but we would like to reach more families with this type of support in the future. Many children have taken up an instrument during this session or attend the after-school clubs on offer at the leisure centre. The responses we collected from the pupils using The Glasgow Wellbeing Profile shows that children have high opinions of themselves and our school with 8/10 as the lowest average rating for the questions or statements.

Wider achievements

Coileanaidhean nas fharsainghe

- P6 & P7 take part in the JASS award accreditation Scheme and achieve Bronze and Silver Levels respectively.
- P7 take part in a ASG trip involving some adventurous outdoor activities.
- P5 are involved with Rotakids, an organisation linked to The Rotary Club. They support their school by running Book Fayres and the local community by collecting items for Blytheswood Shoe boxes.
- P5 have also created a sensory garden for the school and have achieved the Level One Award in the Royal Horticultural Society School Gardening Awards.
- P1 & P2/3 were recognised by the Lord Lieutenant in the recent Coronation Art Competition and received certificates.
- P1 & P2/3 sold tickets and performed a Nativity Play for in the Christmas Term.

- The whole school take part in the Winter Fayre as an Enterprise Initiative. Classes choose products, conduct market research, attend a business meeting with the Head Teacher to secure funding, advertise their goods, produced the items and sell products to raise school funds.
- Following the Easter holidays, all pupils have the opportunity to take part in the “Walk to School” challenge run by an organisation called Living Streets. Badges are awarded monthly to pupils who use an active method of getting to school at least once per week.
- We enter teams in a two large Football Tournaments and have reached semi finals in our groups.
- We take part in the County Sports, and Swimming Gala run by Ross-shire School’s Sports Association.
- We take part in some of the local Cross-Country Events organised by Active Schools.
- All classes have an outdoor learning trip or visit in Term 4.
- Annually, we fundraise in order to provide our children with the experience of a Panto from M & M Theatrical Productions.
- P5, 6 & 7 were able to link with Invergordon Bowling Club and experience taster sessions promoting the sport.
- Our infant classes will attend a free performance from Scottish Opera called “Puffy MacPuffer and the Crabbit Canal” in June 2023.
- At the end of Term four, P5-7 will attend a project sponsored by Creative Scotland featuring some experimental performances of environmental music. The songs are about about specific places in the Cromarty Firth using environmental sounds, smells and audience participation to bring the songs to life.
- This year’s Learning Festival focused on developing the young workforce. We invited many local businesses to come and share information about careers in their sectors during a Career’s fayre and then classes linked with partners to look more closely at employment sectors.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghaichean, luchd-ùidhe is luchd-obrach

Feedback from Partners following our recent Learning Festival around the theme of “Building the Young Workforce”:

All visitors for our Learning Festival were very impressed by our pupils. They were delighted with the children’s engagement and behaviour during the sessions they led. See below for names of partners... All partners were keen for this to be the first of many visits to our classes.

Ruth Adams – RKJ Adams (Author) – Behaviour was impeccable, children were engaged, questions were excellent. Ruth was very impressed by the whole school’s attitude & behaviour.

Compass – Compass enjoyed having the children on site and said they were asked some great, valid questions, keeping the Compass staff on their toes!

Graham Grant from Port of Cromarty Firth- *We’d like to thank you for your hospitality yesterday and giving us the opportunity to share some of our experience and knowledge.*

We had a great time! It was so nice to see the children so interested and engaged and there was a very positive vibe from everyone we met. It’s obviously a very well-run school and a credit to you all.

The questions were so relevant and a pleasure to answer. I was really taken with a number of them but there was one in particular that struck a chord – when I was asked who had inspired me to do what I do. I took that away and had a long hard think about it last night and I was surprised when I realised the impact of the 2 people who had inspired me to go to sea. I haven’t thought about for many years and it’s given me a renewed recognition of the people who do inspire you and the impact we can all have on young people – without even realising it!

Brian Macleod
Child Smile
K-Style
Tomich Café
Janine Bain DHT Academy
DYW
Port of Cromarty Firth – see separate email from Graham
Skills Development Scotland
Moneysense
Robertsons Construction
Fire Service

Members of staff had the following comments to make about our school:

- Staff have shown resilience in the face of challenge.
- Staff support each other: a member of the team will support another if they need it.
- Behaviour on school is of a high standard.
- Pupils are increasingly emotionally literate in showing empathy, understanding of their own emotions, supporting each other and articulating their feelings.
- Pupils are keen to be part of a buddy system. Relationships remain even when the more formal role of being a buddy has finished.
- Our focus on Wellbeing has benefitted pupils. We see this through pupil's interactions with each other.
- We need to continue to build resilience and a growth mindset.
- Staff create a welcoming environment for new staff, pupils, parents, stakeholders and agencies.
- Learners are encouraged to meet their personal targets and goals; our focus is on doing your best rather than comparing yourself against others.
- We provide lots of opportunities for personal achievement – JASS award in P6 & P7, Royal Horticultural Society Award, Harvest Festival, Art Competitions, Writing Competitions to name but a few!
- We have worked hard to develop our playground to include Mud Kitchens, Loose Parts, Sensory Garden, planters and a No Mow area and continue with plans to improve further- Basket Ball Hoops, mud kitchen area.
- Our biggest challenge with our temporary accommodation remains access to gym hall space. Assembly space and adult toilets.
- We have excellent resources.
- Our accommodation is bright, clean and in good condition. We strive to make our spaces welcoming.
- We continue to develop links with partners and welcome their support- Feis Ros, Off the Wall, Invergordon Bowling Club, Kody, new business and Community partners every year to support our Learning Festival.

Parents have made the following comments about our school:

- "I feel my child is in great care when he is at school, they are all very welcoming and my child loves going to school, that just proves it is enjoyable and comfortable environment for him. I can't fault anyone or anything within the school, from class helpers to the Headteacher."
- "Considering the upheaval staff and pupils have had over recent times, staff have done very well to keep the "Park Family" morale positive.
- "Park Primary is an excellent school, and we feel we have been so warmly welcomed as a family since arriving last April. The staff are always approachable and helpful."
- "Being in temporary accommodation has obvious identity issues for the school itself. On the plus side, good for older students to get used to the academy so less daunting for them. The teachers seem to be friendly and helpful. My child has grown in confidence since starting Park Primary and they have done a great job with the situation they are in with the school being in the academy grounds."
- "Good school reputation."

- “Academy crossover for P7 leavers is a positive due to the shared facilities.”
- “The learning opportunities within the school are brilliant. The communication from school is second to none.”
- “The school is doing good despite that lack of an actual school building. The porta-cabins are nothing more than glorified huts which I feel are detrimental to staff and pupils, especially three years on from the fire Park suffered. This is not a reflection on staff but of Highland council dragging their feet. Park staff lovely.”
- “A school surrounded by history in Easter Ross that goes beyond the two world wars. There is evidence of the Picts, the Celts, the Vikings, migration of people from all over the world during the wars and then the industrialisation of the town followed by the economic migration of Eastern Europeans who now make up large parts of our community.”
- “From losing a full school to moving into a shared learning campus has been exceptional in my eyes. And would suggest that a nursery to sixth year building would be absolutely superb opportunity for Invergordon to set an example.”
- “The outdoor facilities are great.”
- “The Learning Festival is a great opportunity provided for Park Pupils.”

We issued a Parent Survey in May 2023. Parents provided the following key messages about what we need to work on.

- There is an indication that families may prefer homework to be in physical packs rather than online.
- 8 Grades of below GOOD indicate that we could make improvements in how we keep parents informed of pupil progress.
 - One comment indicated that a parent felt that a teacher could have provided more information about progress during a Parent Contact meeting.
 - There is a lack of consistency in the way teachers use Seesaw.
 - A few parents indicated that they would like more opportunities to see how their child is doing at school
- 4 parents scored the school below GOOD for the following statement: “I feel staff really know my child as an individual and support him or her well”. *We will seek further information around this to inform how we could improve.*
- We should continue to engage with local businesses and communities to develop links to enhance learning and gain support for projects.
- We should develop outdoor learning beyond the school playground and make more use of our local area.

We have plans to address all of the above parent comments from August 2024 onwards.

Link to Video sharing a summary of Pupil Views:

<https://drive.google.com/file/d/1GiBV3hLJTV4gN1yZHtBpSPHbTH8zMZC/view?usp=drivesdk>

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change	Very good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Very good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Review how we teach writing across the school.
- Access training in Writing Pedagogy for all teachers. Begin to implement training using a three year plan.
- Access training in delivering Highland Numeracy Diagnosis Assessments across the class and use related paperwork as a result of the training.
- Teachers to raise their awareness of the Literacy Road Map and how to access materials held within the site.
- Continue to develop Outdoor Learning- Teachers to create the Year 3 Outdoor Learning Pathway.
- Evaluate Pupil Participation across 4 arenas~ Learning, Teaching and Assessment ~ Personal Achievement ~ Decision Making Groups ~ Wider Community.
- Set up Pupil Groups, who will meet regularly, to develop pupil participation. Gain the Bronze Award in Rights Respecting Schools accreditation as part of Pupil Participation Groups.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website www.parkprimary.wordpress.com or by contacting the school office