



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Park Primary School



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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

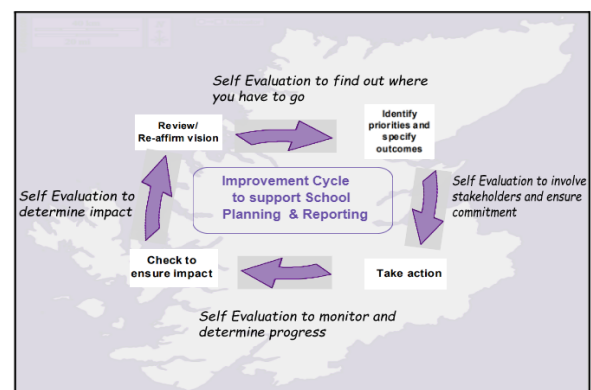
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Name
Head Teacher
School

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 91%	Average Class Size 19	Meeting PE Target Target Met
---------------------------------	--	---

Pupil Numbers (inc nursery) 117 (+13)	Teacher Numbers 6	Pupil Teacher Ratio 1:20
--	------------------------------------	---

N3 %	N4 %	P1 14%	P2 20%	P3 12%	P4 10%	P5 11%	P6 18%	P7 14%
-----------------------	-----------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

SIMD Q1¹ 20%	SIMD Q2 32%	SIMD Q3 49%	SIMD Q4 XX%	SIMD Q5 XX%	Unknown XX%
--	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------

ASN² 41%	No ASN 59%	FSM³ 23%	No FSM 77%	EAL⁴ 6%	No EAL 94%
--------------------------------------	-----------------------------	--------------------------------------	-----------------------------	-------------------------------------	-----------------------------

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

The small number of exclusions that occur in schools may lead to individual pupils being identified; therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision Statement

At our school, we aim for everyone to feel included and nurtured. We encourage our pupils to be positive, resilient and respectful, whilst learning, achieving and having fun.

Our 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.

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

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"

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](#).

School Priority:

Improving Literacy Outcomes

Purpose:

The Making Sense Report 2020 recommends the use of a wave approach to supporting young people experiencing difficulties with literacy development where interventions are informed by individual assessment results and often delivered within the regular classroom. Young people with dyslexia benefit from early identification, appropriate intervention, and targeted, effective support at the right time. Assessment for dyslexia should be a process rather than an end product. This is the model of support used in Literacy for All.

Progress:

Content:

- ✓ Teachers will make positive changes to the way they teach writing.
- ✓ We will begin to see the impact of explicit teaching in writing reflected in children's attainment.
- ✓ Identify the underlying issues that are preventing a learner from mastering aspects of literacy.
- ✓ 9/14 achieved writing in P1 64%
Prediction 29%
- ✓ 8/12 achieved writing in P4 67%
Prediction 42%

Impact:

- ✓ P1 have successfully introduced Drawing Club which has significantly improved detail in their black line drawings and has seen an increase in children's written work.
- ✓ November predictions for Early Level prior to the introduction of Drawing Club were at 29%, after successfully introducing Drawing Club this rose to 64% of children achieving Early Level Writing. Out of the remaining 5, 3 children should meet the level at the beginning of P2.
- ✓ National Improvement Writing Programme has made positive impact across P3/4 and P4/5 where teachers feel more confident at focusing/planning for the key areas of learning. Children are more aware of targets and what they need to do to achieve them. Children in P5 previously not attaining First Level have now been able to achieve it.
- ✓ Having started involvement in National Improvement Writing Programme in January where predicted achievement in Writing in P4 was 42% the number of children achieving Writing rose to 67% in June.
- ✓ All classes have adopted a tighter focus on the key areas of success criteria and are writing daily with specific targets set. Nearly all children are much clearer on the purpose of their writing

and on their next steps – this was evident during recent learning walks/observations.

- ✓ Staff have begun to use the Literacy for All trackers to help discuss and analyse children who are presenting with persistent literacy difficulties alongside our Additional Support for Learning Teacher. This has helped to improve teacher ability to identify strategies that can be put in place and share with parents what is being done to support their child.

Next steps:

Continue use of Literacy for All trackers to identify barriers and the strategies that we can use to support our learners. These need to be revisited during attainment discussion and form 1s used to keep track of the success of these strategies for moving forward.

Ensure that we have coverage of all genres/purposes for writing and that at the end of each session all areas have been covered. Use Scottish Government to ensure that we are teaching the necessary skills, but use the focus of National Writing Improvement Programme to hone in on particular areas that need to be targeted i.e. punctuation.

School Priority:

Rights Respecting Schools Award – Towards Silver

Purpose:

During 2023-24, one of our Pupil Participation Groups (The Bright Rights) have focused on the Bronze Level of the UNICEF Rights Respecting Schools Award. They have created a plan detailing the actions required to develop rights respecting practice across our school and achieve the Silver level – Rights Aware

Progress:

Content:

- ✓ All pupils have an awareness of Children's Rights and can talk about them.
- ✓ We have shared information about our Rights Respecting Journey with Parents – through Seesaw and school newsletter.

Impact:

- ✓ All classes have their own class charters and refer to them regularly to support restorative conversations which has reduced the number of disruptive incidents in almost all classes.
- ✓ The playground charter was created as a whole school project and is displayed in our playground and on staff lanyards. As a result, most pupil's understanding of playground expectation has improved.
- ✓ Restorative conversations in the playground are based on this charter and disruptive behaviour in the playground from almost all pupils has reduced.
- ✓ Most children regularly able to identify linked articles that match the themes that arise during assembly, and this is slowly becoming more visible across most classes.
- ✓ Senior pupils are regularly given opportunities to be involved in decision making at a class and whole school level and most reported that they

feel they have a voice when it comes to decisions in school e.g. P6 planning out new playground zones.

- ✓ Parental awareness of the Rights Respecting Process has increased.

Next steps:

- We still need to look at the articles of the UNCRC and link them to our annual calendar of events. This will then be built into our planning and lessons.
- We still need to request that the Parent Council include an agenda item so that the steering group can provide information about the award and UNCRC and progress towards the Silver award- rights aware. HT has been updating but would benefit from being a regular item on the agenda.
- 'Right of the Month', this needs to be increased from once a term to once a month. Assemblies are used to introduce 'Rights' and ideas for following up, but a calendar of the Right for each month and a link to celebrating this/reflecting upon our new understanding linked to our 'dress down day' (last Friday of the month)
- Apply for our Silver Award accreditation.

School Priority:

Enriching Literacy Provision in ELC

Purpose:

Profile monitoring shows that learners have more key observations in Numeracy than in literacy. During self-evaluation, staff felt that their responsive and intentional literacy planning was significantly weaker than the numeracy planning. Staff see the need to develop intentional literacy planning.

Progress:

Content:

Literacy Planning-

- ✓ We have an intentional Literacy Planning format which is embedded in Practice and used confidently by all staff.
- ✓ All verbal children will have a voice in their learning pathway.
- ✓ All staff are confident in creating and using Talking Tubs with small groups of children.
- ✓ Children will have a voice which will promote ownership of their learning.

Impact:

- ✓ Most staff are using the literacy planner more confidently and are beginning to become more consistent in carrying forward next steps or focusing on areas of interest through children's inputs
- ✓ Pupil voice is more evident in the use of speech bubbles or comments which are being added to planning to show why the learning is heading in a particular direction.
- ✓ Pupil interest is also more evident in short- and long-term planning.
- ✓ Most children appear more engaged in their play and learning as evidenced in their focused observations.

Next steps:

- We need to make planning more 'child-centred' using a floorbook approach so that children can be involved in helping to record their learning and share their interests directly.
- Continue to build on the use of children's interest to inform our short- and long-term planning.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We have funded a Pupil Support Assistant for 17.5 hours this session to enable us to provide interventions in literacy and numeracy for identified children. The interventions have successfully supported children to make progress in aspects of their learning.

Wider achievements

Coileanaidhean nas fharsainghe

- Swimming Gala P4-7
- Football Tournament (Boys and Girls Festival) P5-7 Girls Team Runners Up
- Community Links with Isobel Rhind Centre – P6
- Rotary Quiz P6-7
- Cross Country P4-7
- County Sports P4-7
- Health and Wellbeing Showcase
- Infant Classes Nativity
- End of Term Assemblies
- P7s in Invergordon Academy Pantomime
- P7 Highland Games with Invergordon Academy
- Daily Mile Challenge 'Walk to Glasgow'
- Winter Fayre

Comments from learners, families, stakeholders and staff

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

How do you know that everyone is treated fairly and with respect in our school?

A lot of kind people in our school, PSAs around that help us out as well.

We are all kind to people, if someone was upset we would know that someone was being unkind. Playground charter/class charters help us agree.

Can you give some examples of how our school praises good effort and celebrates success?

When you have been good round the week achievement awards at assembly, end of the year achievement certificates.

By giving good work keyrings and certificates at end of term. Sing good work songs as well.

Good work bands, end of term certificates, class economy..

How do you know what is expected of you in how you learn and behave towards others in our school?

You have a list of what you need to do in the day, playground charter, charter of class jobs.

What makes a good lesson?

If you are stuck teachers help you. A mix of hard and easier bits.

The help of the teachers, partner work helps – if you are stuck you can ask them.

What do your teachers or other children do to help motivate you to learn?

They tell you if you work hard now you will get a good future. If you pay attention in school you will be successful.

Thinking about the future and the job you might be able to get.

Sometimes it is making the lessons quite fun, games that help you

How are you supported to be an independent learner? What does your teacher do to help you with this?

Gives hardish work but not too hard, set us off working by ourselves. Once I have worked out what is expected, I find it quite easy.

Helps me with my words and helps with maths and things. All my teachers have been good at helping me.

What does your teacher say/how does your teacher communicate with you to help you understand what you are learning?

Sometimes if we have a question that's tricky the teacher will work through a similar question to show us how to do it.

If you are stuck they will understand and try to help you. Talks about the maths work, the more we do it the better I get at it.

Tell me about success criteria. Why are they used?

To help us set next steps and improve, helps us practice what we need to use. Helps us to see where we need to work so if it was amber or red we would need to work on those.

So you can see what you have achieved or not achieved – maths, writing, reading.. If you haven't achieved it helps you to see what you need to focus on the next time.

Green, Amber or Red to show where we are in our work. In writing we can also circle the examples of what the success criteria is. Or show an example next to the success criteria to show we have improved.

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
QI 1.3 Leadership of change	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

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

1. Raise standards in Numeracy – a focus on core areas within numeracy and increase understanding of what is required to achieve a level
2. Health and Wellbeing – develop a positive relationship and inclusion policy and achieve our Rights Respecting Silver Award.
3. Floorbook Planning – to increase children’s contributions and ownership and to allow staff to plan more reactively to children’s needs and interests.

Planning ahead

A’ planadh air adhart

Full details of the school’s 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://parkprimary.wordpress.com/school-improvement/> or by contacting the school office.