



# STANDARDS AND QUALITY REPORT 2025-26

## AITHISG INBHEAN IS CÀILEACHD

### Park Primary School

### PRIMARY/ELC



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% |

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## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scot.nhs.uk/). 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**  
**20.6**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**119 (16 ELC)**

**Teacher Numbers**  
**5**

**Pupil Teacher Ratio**  
**1:20**

|                         |                        |                        |                         |                         |                         |                         |                         |                         |
|-------------------------|------------------------|------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>N3</b><br><b>12%</b> | <b>N4</b><br><b>7%</b> | <b>P1</b><br><b>7%</b> | <b>P2</b><br><b>19%</b> | <b>P3</b><br><b>27%</b> | <b>P4</b><br><b>15%</b> | <b>P5</b><br><b>15%</b> | <b>P6</b><br><b>17%</b> | <b>P7</b><br><b>21%</b> |
|-------------------------|------------------------|------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|

|                                         |                             |                             |                              |                              |                              |
|-----------------------------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|------------------------------|
| <b>SIMD Q1<sup>1</sup></b><br><b>6%</b> | <b>SIMD Q2</b><br><b>0%</b> | <b>SIMD Q3</b><br><b>2%</b> | <b>SIMD Q4</b><br><b>14%</b> | <b>SIMD Q5</b><br><b>14%</b> | <b>Unknown</b><br><b>XX%</b> |
|-----------------------------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|------------------------------|

|                                      |                             |                                      |                             |                                     |                             |
|--------------------------------------|-----------------------------|--------------------------------------|-----------------------------|-------------------------------------|-----------------------------|
| <b>ASN<sup>2</sup></b><br><b>50%</b> | <b>No ASN</b><br><b>50%</b> | <b>FSM<sup>3</sup></b><br><b>21%</b> | <b>No FSM</b><br><b>79%</b> | <b>EAL<sup>4</sup></b><br><b>6%</b> | <b>No EAL</b><br><b>94%</b> |
|--------------------------------------|-----------------------------|--------------------------------------|-----------------------------|-------------------------------------|-----------------------------|

2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

|                |                |                              |                 |
|----------------|----------------|------------------------------|-----------------|
| <b>Reading</b> | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| Majority       | Majority       | Most                         | Majority        |

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

Overall children are making the following progress:

**Reading**

Satisfactory progress

**Writing**

Satisfactory progress

**Listening and  
talking**

Good progress

**Numeracy**

Satisfactory progress

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

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#### 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.

**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

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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 1: Add title                                                                                                                                                     |                   |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------|
| <b>School Improvement Plan Priority 1</b> Raise standards in Numeracy - a focus on core areas within numeracy and increase understanding of what is required to achieve a level. |                   |                          |
| <b>Summary of progress</b>                                                                                                                                                       | <b>Next steps</b> | <b>Stakeholder Views</b> |

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| <ul style="list-style-type: none"> <li>✓ Numeracy results have improved in two key stages. Looking at previous years attainment the P1 cohort has increased by 7% and similarly the P4 cohort has increased by 15%.</li> <li>✓ HNP assessments are being used effectively across all of P1-3 and for children experiencing numeracy difficulties in P4-7 to help inform planning and next steps.</li> <li>✓ Counting collections are being used across almost all classes to develop mathematical concepts such as one-to-one correspondence, subitising, skip counting, place value, multiplicative thinking, estimation strategies and data recording.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Time being allocated in P1-3 to ensure every child has a fully completed HNP assessment profile has made it easier to plan interventions for children. This has shown a positive impact on attainment across this cohort.</li> <li>• Counting collections have been used to support children with mathematical concepts in the early years – children have used it to develop their one-to-one correspondence, understanding of cardinality and for subitising. In P4-5 It has helped with skip counting, visualising place value. In P6-7 it has supported the development of multiplicative thinking, estimation and data recording.</li> </ul> | <p>Although this year's P4 cohort met the target set of 60%, P7 results dropped this session by 8% (compared to last year's P7) and P1 didn't make the progress we had hoped falling short by 10%. We can see more work needs to be done to accurately assess and moderate our numeracy work.</p> <p>HNP is going to be rolled out across the school year by year. This year we will have whole class results up to P4 and in P5-7 we will continue to use the assessments to support children experiencing difficulties.</p> <p>We need to focus on getting the assessments done promptly, so that they are ready to be used in attainment meetings when we are discussing those borderline or children who are not predicted to achieve. The interventions need to be clear, targeted and regularly reviewed.</p> <p>Consistent use of the HNP tracker in all classes – in order to see clearly where progress has been made for example with the implementation of counting collections in P1/2.</p> | <p>Please see section below.</p> |
| <p><b>Impact</b></p> <p>All staff find it clearer to plan next steps for individual children by targeted use of HNP results. We need to make sure that we are getting the assessments done promptly, so that they are ready to be used in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |

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| <p>attainment meetings when we are discussing children who are borderline or children who are not predicted to achieve. The interventions need to be clear, targeted and regularly reviewed.</p> <p>Counting collections in P1/2 – have improved addition and subtraction through counting on – almost all of the P1 group moved from Early ** to Early *** over a term, Grouping and Place value – almost all of the P1s moved from Early* to Early ** over a term.</p> |  |
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| School Priority 2: Add title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |
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| School Improvement Plan Priority 2 – Health and Wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |
| Summary of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Next steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Stakeholder Views |
| <p>We have made good progress within this priority, almost all children have become familiar with the SHANARRI wellbeing indicators and are regularly asked (3 times over a session) to record where they are for each of the indicators. All class teachers have become more confident and skilled at having conversations with children around their wellbeing and at putting in any necessary interventions to support.</p> <p>We now need to look at how to make recording and tracking of scores simpler and more effective.</p> <p>All class teachers regularly update pastoral notes on SEEMiS to ensure that children's needs are being met and any concerns recorded appropriately. This has meant we have robust chronological records that are easily accessible and available as needed.</p> <p>All PSAs come with concerns to be recorded and are integral in supporting children going forward – observing and feeding back any other key information.</p> <p>Our playground charter is visible in our playground and this allows for most adults to engage in conversations with children regarding their behaviour and to support restorative conversations.</p> <p>Encouraging all support staff to use lanyard versions of the</p> | <p>Improved tracker to record SHANARRI Wellbeing Web results.</p> <p>Playground charters added to lanyard and used consistently by ALL staff out in the playground to support restorative conversations with children.</p> <p>Re-apply for our Bronze Rights Respecting Schools Award and follow up by submitting the evidence we have to complete our Silver Rights Respecting Schools Award by end of Term 2.</p> <p>CIRCLE Framework – continue to embed the use of the classroom audit to ensure our learning environments are meeting the needs of our learners. Include classroom audit questions in SMT learning walks to check the</p> |                   |

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| <p>playground charter, so that it is easily referred to in these conversations needs to happen going forward.</p> <p>Class charters are also visible in all classrooms and are being used to support restorative conversations between adults and children within the class setting.</p> <p>Fortnightly Rights Respecting Assemblies continue to take place, with all staff following up on the key messages the following week. Most children are Rights Aware and are confident to share their views during assemblies and in class.</p> <p>We have made progress through use of the CIRCLE Framework in identifying ways in which to make our classrooms better matched to the needs of our pupils. Audits were carried out and changes implemented. Going forward staff will use the audit tool to assess the classroom environment and check that it meets the needs of their learners and Learning Walks will have an area focusing on looking for these changes.</p>                                                                                                                                       | <p>environment continues to meet the needs of our learners.</p> |  |
| <p><b>Impact</b></p> <p>As a school we are much more aware of where our children are in terms of their wellbeing and the SHANARRI indicators. This is evidenced through the 'Wellbeing Webs' allowing children to increasingly share any concerns they have and to discuss the support that they feel they might need.</p> <p>Children and staff are much more confident around the schools journey to being a Rights Respecting School and the UNCRC articles are referred to regularly in planning for and in implementation of learning. This has been seen more consistently during learning walks. Restorative conversations in the playground and classroom are often underpinned by our co-created charters. The majority of children are finding it easier to accept another viewpoint when looked at through the lens of 'all having rights' and those rights being respected.</p> <p>Our classrooms are much more individualised and staff can explain what has led to the decisions to set things up in a certain way through the use of the CIRCLE framework and classroom audit. It is important</p> |                                                                 |  |

that classroom environments continue to evolve to meet the needs of our learners and that we use peer support and learning walks to help develop this.

### School Priority 3: Add title

**School Improvement Plan Priority 3** - To raise standards in children's play, learning and development through child-centred planning.

| Summary of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Next steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Stakeholder Views |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <ul style="list-style-type: none"> <li>✓ All staff have moved onto using a floorbook to plan learning with the nursery children. All nursery children have been encouraged and most now participate in adding their thoughts to the floorbook or ideas for what they will learn next.</li> <li>✓ Most children are keen to look back at the floorbook when opportunities are presented and the majority could share what was happening, but perhaps not aware of the 'learning' that was taking place.</li> <li>✓ The curriculum overview is highlighted and shows effective curriculum coverage, as evidenced in planning meetings and auditing nursery plans. Staff now need to look at creative ways in which they can bundle Es and Os and link these with children's areas of interest.</li> <li>✓ Parental contributions are still lacking in terms of feedback around progress and more needs to be done to get them</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to build on good practice in our floorbook plans – encouraging further 'lines of enquiry', use of materials/objects to engage interest and illicit conversations with children.</li> <li>• Encouraging children to access floorbook plans independently to share with parents and visitors to the nursery.</li> <li>• Actively engage parents through conversations with their child during stay and play sessions, having the floorbook out at the door for parents to be looking at and adding their child's home experiences to at the door on drop off and collection.</li> <li>• Make sure that we are using the language of 'learning' with the children, so they can connect the new skills they are developing as learning.</li> </ul> |                   |

|                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |
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| involved – opportunities to bring out the floorbook plans during stay and play sessions so that children and adults can add to the planning perhaps encouraging contributions to ‘experiences at home’ related to the plans. EYPs to try and sit with families and ask these questions – adding these to the plans and encouraging further contributions.                                           |  |  |
| <b>Impact</b>                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
| Almost all children are actively engaged in activities during observations in the nursery. Majority of children are able to talk about what they are experiencing when looking at photos or looking back at learning activities in the nursery. We need to use the language of ‘learning’ more often with the children, so that they can make the connections about new skills they are developing. |  |  |

## 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. We have children in 2 of the groups now able to join in with the class groupings and no longer requiring the additional PEF support. We were also able to fund an additional 6 hours of PEF Pupil Support Assistant time to support children with nurture and building positive relationships with peers. This has had a positive impact on supporting and helping maintain friendships for key children who struggle with social and emotional situations. A whole school trip was funded to allow all children to experience either outdoor learning or a fun social experience.

## Wider achievements

### Coileanaidhean nas fharsainge

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- 
- Football Tournament (Boys and Girls Festival)
  - Community Links with Isobel Rhind Centre – P6
  - Rotary Quiz P6-7
  - Cross Country Club P4-7
  - County Sports P4-7
  - STEM Week
  - Infant Classes Nativity
  - End of Term Assemblies
  - P7 Residential Trip to Loch Insh
  - P7 Highland Games with Invergordon Academy
  - Winter Fayre
  - Star Award Assemblies
  - Ross County Football Sessions P1-4
  - P1-3 School Trip to Ness Farm
  - P4-7 School Trip to Hollywood Bowl

## Comments from learners, families, stakeholders and staff

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

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Parents agreed that they were satisfied with the quality of the teaching in the school. Parents also agreed that staff knew their child as an individual and that they treated their children fairly and with respect.

Pupils felt that they had someone in school they could go to if they felt upset or worried about something. They felt that school encouraged them to lead a healthy and active lifestyle. They also felt that they had the opportunity to discuss their achievements outside of school with an adult in school that knows me well. Almost all children felt that they had a say in what and how they learn.

Our partner agencies reported that they felt there were effective arrangements for jointly delivering provision within the school. They felt strongly that they were able to work in partnership with the school on a regular basis. They also reported that there are effective arrangements in place for jointly planning provision with the school. Importantly they were aware that the school valued the contribution made by their service or organization.

**Our Relationships** – Do we look after each other? Are staff helpful, and do children treat each other with kindness and respect?

P5 - We all make sure that if someone is hurt that we get an adult – we look after them and try to help them to feel better.

P6/7 – We could be more respectful of each other during football and tag games.

P4 – There are always people to help you if you need it.

P3 – If someone is hurt we know to tell a teacher.

**Our Learning and Teaching** – Are our lessons interesting and fun? Do you get the right help when your work is tricky, and do you know how to improve?

P3 – I like when we get to play with blocks and sticks for building and making things. We had a secret mission and it was to make the Titanic. We got to paint the Titanic and then we used different papers to make the waves, the sea and the icebergs.

I like doing maths with whiteboards.

P4 – We use self-assessments when we finish our work. The teacher then marks it, and she shows us what we have done well and what we can work on to improve next time.

P5 – Mr C.M is always good at helping us in class if we are finding things difficult. He will show us that he is working out the problem too in maths, so we can see that even adults need to do the maths.

We have been taught a new technique for multiplication using a number line. We have also been shown how to use 10 when adding/subtracting 9 or 11 – it makes it so much quicker.

I like that we can do some homework every night and that we have our packs to take home with us.

P7 – You definitely get help if you need it.

I like the P.E. we get, I am hoping to do more badminton and other sports as well.

I would like another maths group with a bit more challenge, as I love maths but think it can be too easy in the group I am in at the moment.

I like getting homework, but would prefer more paper based than digital homework or maybe more of a mix.

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P6 – It is sometimes frustrating to do online activities on our Chromebooks as the internet is really bad over in the academy where our classroom is.

**Our Health and Wellbeing** – Do you feel safe and happy at school? Are you active, eating well and learning how to look after your mind and body?

P7 – We get fruit in our school desserts, the meals are pretty healthy. I am not sure how they could be healthier.

P6 – P.E. is going well and the opportunity to do Junior Leader Training is good.

P5 – I feel happiest when in the classroom learning and doing maths work.

I feel happiest when in the playground and able to play with my friends and have a break from learning.

I think the playground could be even safer if the football was marked out or maybe over in its own space again.

P4 – I feel safe in the playground because there is lots of space to run and play and a lot of adults watching you and keeping you safe.

P3 – I feel safe and happy at school when I play with my friends.

I feel happy when I play trains with my friend.

We get to be active in P.E. I liked doing basketball, but I would also like to do gymnastics.

**Our School Community** – Do adults listen to your ideas? Do you get a say in making choices for your class, and do we help the environment or local area?

P7 – We get to make some decisions like the topic we are doing or what to find out about. We couldn't really make too many decisions about lessons because some people would only ever want to do art, or some people wouldn't want to do maths or writing and that wouldn't work.

It would be good if we could bring back more of the pupil groups like Bright Rights and Playground Parliament, as we all got to share our ideas more then.

P6 – More choice in sports we do in P.E., but maybe leave football out, as that usually just causes arguments.

P4 – Adults listen to us when we fall out or fight in the playground. They are good at hearing both sides of the argument and helping us to fix things. I think maybe we need to look at the playground charter more when we fall out, sometimes we forget the rules even though they are on the fence.

P5 – We got to choose the theme for our classroom charter. We chose a flower pot and we included things like teamwork, creativity etc. I think every class needs another poster of all the rights so that we can remember all of them.

## 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      |
|---------------------------------------|--------------|--------------|
| <b>QI 1.3</b><br>Leadership of change | Satisfactory | Satisfactory |

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|                                                                                  |              |              |
|----------------------------------------------------------------------------------|--------------|--------------|
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Satisfactory | Satisfactory |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Good         | Good         |
| <b>QI 3.2</b><br>Raising attainment and achievement/Securing children's progress | Satisfactory | Satisfactory |
| <b>Other QIs reviewed</b>                                                        |              |              |

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

**Priority 1:** Strengthening Learning, Teaching & Assessment with a focus on numeracy

**Priority 2:** Embedding approaches to Health and Wellbeing and positive inclusion practices.

**Priority 3:** Strengthen strategic planning with a focus on ASG moderation and Developing the Young Workforce.

## Planning ahead

### A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website ?? or by contacting the school office.

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