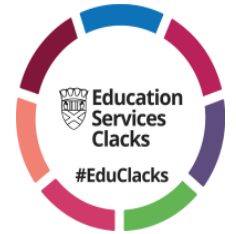
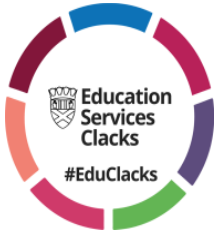


Standards and Quality Report 2022/2023



Park Primary School





Standards and Quality Report 2022-2023

Establishment Name: PARK PRIMARY SCHOOL

This report reflects progress made towards achieving our priorities, session 2022- 2023.

Section B1 - School Context

Park Primary School is an urban, co-educational school situated in Alloa, Clackmannanshire. Our school role is 340, with 15 classes. Our Senior Leadership Team consists of a Headteacher, Depute Headteachers and 5 Principal Teachers. Three of these Principal Teachers are partially funded through the Pupil Equity Fund. The school is very much the heart of the community having been attended by many parents and grandparents. Our relationships with parents and carers are very good with 97% of parents/carers connected to Class Dojo which is the school's main form of communication. In addition to teaching and support staff, our families are supported by a Children and Families Worker (CFW). We also fund a Music Therapist for one day a week as part of our supports for emotional wellbeing.

Our school is situated in an area of high deprivation. Using SIMD data, 72% of our children and families are living in Deciles 1 and 2.

10% of children have English as an additional language and are supported by EAL outreach support teacher. 41% school aged children are on Staged Intervention. 52% of our learners in P4-7 receive Free School Meals. A few of our learners are Care Experienced, primarily as part of a Kinship care arrangement.

Attendance – Whole School				
18/19	19/20	20/21	21/22	22/23
93.06%	92.5%	95.01%	91.33%	89.26%

Over the years, attendance has been good, and presenting only slighter above or below the Local Authority average. This session, we are below the local authority stretch aim of 94.3%. We continue to support attendance with a particular focus on few children and families. The Cluster Welfare Officer and our Children and Families Worker will continue to monitor and support children and families next session to improve engagement and attendance.

Section B2 – Performance Information

The percentage of children in P1, P4 and P7 meeting or exceeding national expectations across all aspects of literacy was 63%, 56%, 83% and in numeracy was 81%, 42% 72% respectively. Almost all children made good progress in their learning. We will continue to implement appropriate interventions and additional teaching support is planned for cohorts of identified children. A focus on improving the consistency of high quality learning and teaching approaches, will underpin improvement planning for next session and beyond.

The local authority stretch aim for literacy is 68%. Our combined literacy attainment data of 63.4% shows an increase of 17.6 % in meeting that stretch aim (40.9% to 63.4% this session.) The local authority stretch aim for numeracy is 74.9%. Our combined numeracy attainment data of 64.6% shows an increase of 11 % in meeting that stretch aim (54.1% to 64.6% this session.)

All of our Care Experienced children are making good progress and the majority are meeting National Expectation. Their progress is tracked as part of a whole school attainment and tracking process.

Section B2 - Review of Progress

<p>NIF Priority 1:</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>School Improvement Priority: HEALTH AND WELLBEING</p> <p>A health and wellbeing curriculum will be developed, which is underpinned by UNCRC, R4L and a consistent approach to supporting regulation, self-regulation, empathy and resilience across the school community. As a result, our learners will be more engaged in their learning for sustained periods of time. This will impact on their progress in learning.</p>
<p>NIF Driver:</p> <p>Teacher Professionalism</p> <p>School improvement</p> <p>Parental Engagement</p>	<p>HGIOS4 QIs:</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p>

Progress and Impact

Links to Children's Rights are included in the IDL planners and as an area of focus on the Annual Overview planning. Almost all children are able to name a few rights which are relevant to their age and stage. Links are now more visible on class/corridor displays. Further opportunities for pupil leadership groups, including the use of HGIOURS will be further developed next session. Our curriculum refresh has ensured that UNCRC, R4L and emotional wellbeing are planned within our learning and teaching approaches. Almost all (89%) teachers are confident in supporting children effectively through trauma informed practice whilst acknowledging the wider context of our school community. 92% of parents/carers are confident/extremely confident that their child would know who to speak to in school if they were feeling worried. 92% of parents also felt that any questions/concerns regarding their child's wellbeing were dealt with effectively and in a timely fashion. We will strive to further improve on this feedback.

Children engaged well participated in a range of activities exploring anxiety as part of Children's Mental Health Week. Almost all children were able to talk about strategies and triggers to support their mental health. This linked with the whole school approach to Emotion Works. Staff have Emotion Works cogs on their lanyards to develop a shared language when discussing emotions and dysregulation. This needs to be further embedded next session.



As you know the class have been working with the Children's Parliament on the Dignity in Schools Project. The class came up with a plan to improve the outdoor space around our school. To make this happen the class came up with a bid for £10,000. Four members of the class went to Alloa Town hall to bid for funding, this was done in a room full of approx 200 guests. They done a fantastic job and we're successful and have received glowing praise from everyone there! Well done!



As part of Mental Health Week we looked at anxiety. We talked about things that worry us and read a book called Silly Billy about a boy who worries about everything. Billy has a worry doll that he puts under his pillow to take away his worries.

We made our own worry dolls who we're very excited to bring home tomorrow!



Emotion Works

Parent/Carer and Partner Feedback:

“Staff really care for the children and their personal growth. They are supportive through difficult issues and personalising their approach per child.”
Parent of P1

“XXXX's confidence and independence has come on so much since being at school, this shows teachers must be caring and encouraging towards her. I feel teachers go the extra mile and nothing ever seems too much.” Parent of P1



“Staff at park Primary are really good at providing support for both children and families. They ensure appropriate measures are in place to support the extra needs of children.” Parent of P7

“It's like stepping into a warm bath.” Educational Psychologist

Children's Feedback:

The Pupil Consultation Group shared that getting feedback helps them get better in their learning and they enjoy working in a range of ways including in groups, pairs and using digital technology. They would like more opportunities for learning outdoors and increased choice within the wider curriculum. All children felt their opinions and views were listened to.

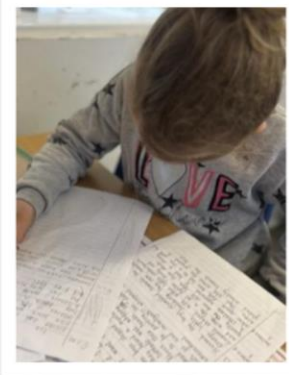
Next Steps

- Staff will further embed UNCRC, R4L and Emotion Works to support the wellbeing of learners.
- Provide further opportunities for children to explain how their brains work and how they can manage stress and anxiety using a shared language and appropriate strategies.
- Further develop the Health and Wellbeing curriculum with a particular focus on emotional, social and mental wellbeing to build resilience and increase aspirations of our children and families.

<p>NIF Priority 2:</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>School Improvement Priority/Priorities: LITERACY – writing focus</p> <p>Through improved and consistent approaches to teaching writing, including digital technology, a whole school literacy rich culture will be developed. Robust moderation and tracking processes will evidence increased progress.</p>
<p>NIF Driver:</p> <p>School improvement</p> <p>Assessment of children's progress</p> <p>Parental Engagement</p> <p>Teacher Professionalism</p>	<p>HGIOS4 QIs:</p> <p>1.3 Leadership of Change</p> <p>2.3 Learning, teaching and assessment;</p> <p>3.1 Ensuring wellbeing, equity and inclusion,</p> <p>3.2 Raising attainment and achievement</p>
<p>Progress and Impact</p> <p>Staff have an increased confidence when teaching writing based on high quality training including a Talk For Writing approach. Almost all staff are able to demonstrate the impact of these improved teaching approaches on children's progress and attainment through tracking and attainment meetings and learning and teaching observations. Increased opportunities for moderation across classes and stages has improved teacher dialogue to further develop confidence and expertise when teaching writing. Further opportunities for collaboration within school and outwith will continue to support developments in this area.</p> <p>The percentage of children in P1, P4 and P7 meeting or exceeding national expectations for writing was 81%, 70% and 91% respectively. Almost all children across the school made good progress in writing. We will continue to implement appropriate interventions and additional teaching support is planned for cohorts of identified children. A focus on improving the consistency of high quality learning and teaching approaches, will underpin improvement planning for next session and beyond. Across the school, the majority of children within Quintile 1 met national Expectations within Literacy.</p> <p>An improved approach to teaching writing in the early years, particularly Primary 1, has shown early evidence of increased attainment and progress within a level. Further opportunities for wider literacy learning and teaching approaches will be the priority moving forward.</p> <p>Across the school almost all children are more motivated to write and consider themselves as writers. They are keen and proud to share their successes. This will be further developed as a whole school, wider achievements next session.</p>	



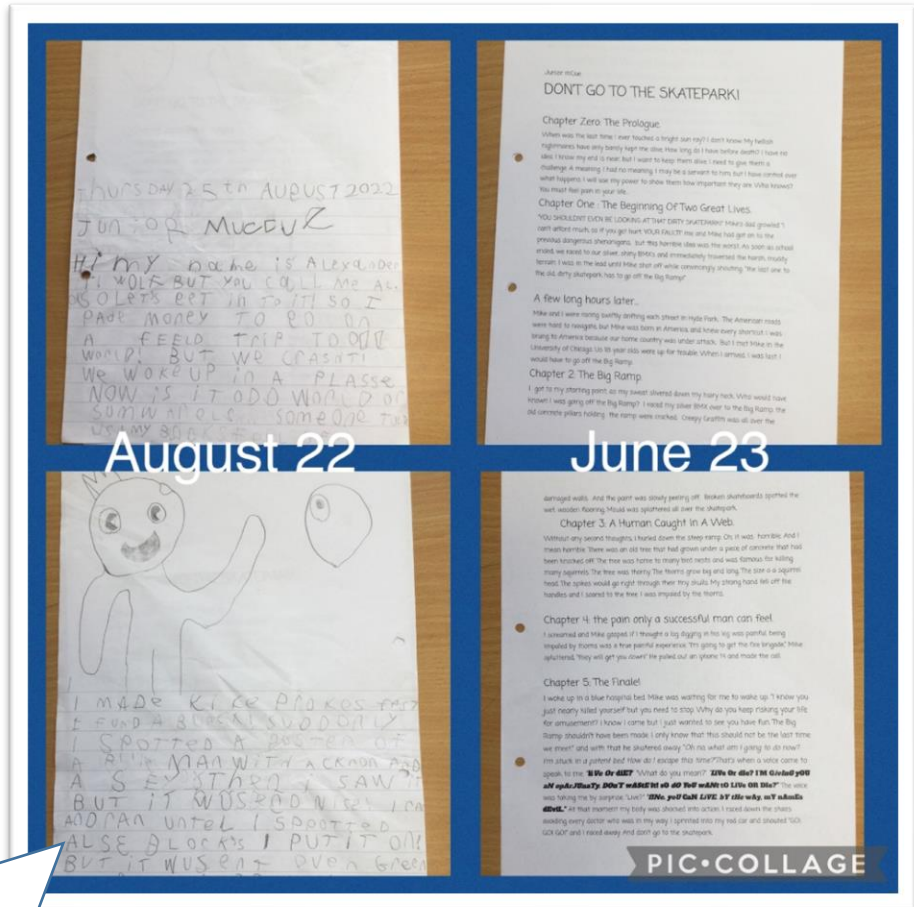
Today we had a superb, active and fun Talk for Writing session. We are story mapping - turning words into pictures and pictures into actions. Great effort and commitment by all 🌟🌟



“Improve your writing, impress your teacher!”



“I never used to like writing but now that I have more confidence, I really enjoy it and one day I want to be an author. I have become more confident because I can make my stories more interesting as I can use adjectives and openers. Using my Chromebook also really helps me. I love sharing my stories with Mrs Strang as she is proud of me which makes me confident. I really want to start my own writing group to help others who enjoy writing to feel confident.”



Next Steps:

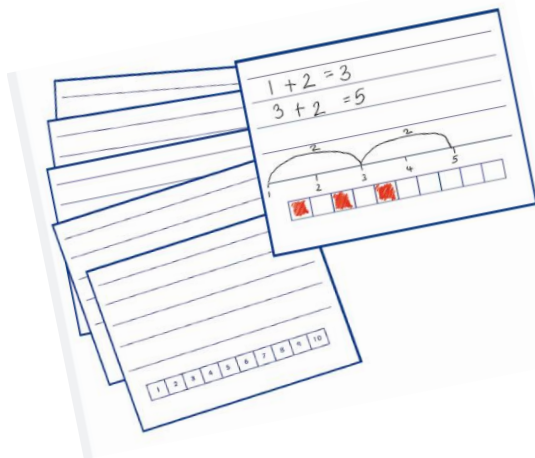
- Continue to develop a consistent teaching approach to improve attainment in writing.
- Provide opportunities to develop a culture of on-going moderation of the writing process.
- Develop consistent use of assistive technologies to further support identified children with their writing.

<p>NIF Priority 3:</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>School Improvement Priority: <u>Mathematic and Numeracy</u></p> <p>Through improved and consistent approaches to teaching numeracy, including digital technology, there will be a 10% increase from P1-7 learners who are on track to achieve national expectations within numeracy.</p>
<p>NIF Driver:</p> <p>Teacher professionalism</p> <p>School improvement</p> <p>Assessment of children's progress</p> <p>Parental Engagement</p>	<p>HGIOS4 QIs:</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.2 Raising attainment and achievement</p>
<p>Progress and Impact:</p> <p>The percentage of children in P1, P4 and P7 meeting or exceeding national expectations for numeracy was 85%, 48% and 74% respectively. Across the school the majority of children are on track to achieve National Expectations within numeracy. Almost all children across all classes have made good progress in numeracy. We will continue to implement appropriate interventions and additional teaching support is planned for cohorts of identified children. This will include a non-class committed numeracy lead to close the gaps and support children's progress. A focus on improving the consistency of high-quality learning and teaching approaches, will underpin improvement planning for next session and beyond. Further opportunities for moderations and additional staff training will be supported by the numeracy lead.</p> <p>Almost all teachers are making effective use of whole school numeracy trackers. Further engagement with national benchmarks will support pace and challenge. Almost all staff are more familiar and confident in their judgements of progress. Most teachers are more confident in planning differentiated tasks in numeracy with appropriate support. The majority of staff feel there is scope for further challenge for the more able group of learners.</p> <p>Parent workshops and home learning will be a focus for next session to increase parental engagement and support progress and attainment.</p>	



Feedback:

A Pupil Consultation Group shared that they have a range of resources to support numeracy including visuals, digital technology and CPA (concrete, pictorial and abstract resources.) They like the range of resources available and the element of choice as to how and when they access them. A few children commented that they did not like the use of textbooks. However, this was not a view shared by all as some preferred to learn this way.



“Maths is great as it makes me think a lot and I enjoy the challenge. I know that it’s okay if I don’t get it right as I can use other strategies and use things like a whiteboard to help. I like learning different strategies because if one doesn’t work then I can try something else.”

Next Steps:

- Further develop a range of learning and teaching approaches that support and challenge all children to increase pace and improve attainment within numeracy.
- Develop parent workshops and home learning to increase parental engagement and support progress and attainment in numeracy.

<p>NIF Priority 4:</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>School Improvement Priority: Assessment and Moderation</p> <p>All teachers will monitor, track and moderate individual learners' progress to ensure appropriate progression in learning and maximise attainment.</p>
<p>NIF Driver:</p> <p>Teacher professionalism</p> <p>Parental Engagement</p> <p>Assessment of children's progress</p> <p>Performance information</p>	<p>HGIOS4 QIs:</p> <p>1.3 Leadership of Change</p> <p>2.4 Personalised Support</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p>
<p>Progress and Impact:</p> <p>All teachers are using revised planning formats, although further rigour and moderation is required to ensure opportunities for depth and application of learning across all classes. Following learning and teaching observations of writing, almost all classes have group writing targets visible in classes which most children are using effectively to improve their writing. Further consideration is required with regards to feedback and how this is used to support progress. A Pupil Consultation group shared that they prefer verbal feedback as this allowed them to improve their work in the moment.</p> <p>Almost all staff are more familiar and confident in their judgements of progress. Most teachers are more confident in planning differentiated tasks in literacy and numeracy with appropriate support. The majority of staff feel there is scope for further challenge for the more able group of learners. All teachers are using revised progress trackers. These need further moderation next session as part of the planning and progress meetings.</p> <p>The percentage of children in quintile 1 who are meeting National Expectations across P1, 4 and 7 has increased from 58.6% in to 71.9% in Literacy, exceeding the Local Authority stretch aim of 59.3%. In Numeracy these figures increased from 59.5% to 61.4% showing improvement towards meeting the Local Authority's stretch aim of 68.3%.</p>	
<p>Next Steps:</p> <ul style="list-style-type: none"> • Develop more consistent approaches to Assessment is for Learning strategies to provide on-going feedback. • Further moderation within Literacy and Numeracy to develop a rigorous and consistent understanding of progress and achievement of a level. • Develop planned assessments to track children's progress within an IDL context. 	

Section B4 - Evaluation of Quality Indicators		
Quality Indicator	School Self-Evaluation (1-6)	Inspection Evaluation Date: June '23
1.3 Leadership of change	4	
2.3 Learning, teaching and assessment	4	
3.1 Ensuring wellbeing, equity and inclusion	4	
3.2 Raising attainment and achievement	4	

Headteacher: Kay Strang

Priority	Long Term Improvement Outcome	Accountable Person
1	<p><u>Health and Wellbeing</u></p> <p>A health and wellbeing curriculum will be developed, which is underpinned by UNCRC, R4L and a consistent approach to developing coregulation, self-regulation, empathy and resilience across the school.</p>	<p>Yvonne Green (Depute Headteacher)</p>
2	<p><u>Literacy and Languages</u></p> <p>Through improved and consistent approaches to teaching writing, a whole school literacy rich culture will be developed. Progress will be measured in increments through a level. E.g. F1D, F1C, F1S Most children will progress through 3 increments over the session.</p>	<p>Shannon Gamble (Principal Teacher)</p>
3	<p><u>Numeracy</u></p> <p>Currently, across the school, 62% of children are on track to achieve National expectations. Through improved and consistent learning and teaching approaches, there will be an 8% increase in the number of children who are on track to achieve national expectations in Numeracy.</p>	<p>Linzi Barr (Numeracy Lead)</p>
4	<p><u>Assessment and Moderation</u></p> <p>All teachers will monitor, track and moderate individual learners' progress to ensure appropriate progression in learning and maximising attainment. (LA Framework)</p>	<p>Kay Strang (Headteacher)</p>