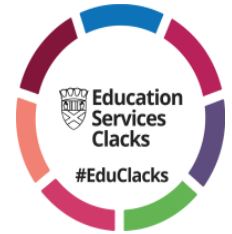
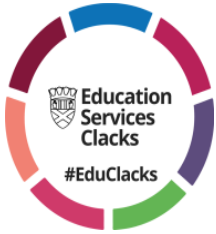


Standards and Quality Report 2024/2025



Park Primary School





Standards and Quality Report 2024-2025

Establishment Name: PARK PRIMARY SCHOOL

This report reflects progress made towards achieving our priorities, session 2024- 2025.

Section B1 - School Context

Park Primary School is an urban, co-educational school situated in Alloa, Clackmannanshire. Our school role is 306, with 14 classes. Our Senior Leadership Team consists of a Headteacher, Depute Headteachers and 6 Principal Teachers. Four 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 99.3% 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 and a Play Therapist for a half day a week as part of our supports for emotional wellbeing.

Our school is situated in an area of high deprivation. Using SIMD data, 71% 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. 48% of our learners are entitled to receive Free School Meals. A few of our learners are Care Experienced, primarily as part of a Kinship care arrangement.

| Attendance – Whole School | | | | |
|---------------------------|--------|--------|--------|--------|
| 20/21 | 21/22 | 22/23 | 23/24 | 24/25 |
| 95.01% | 91.33% | 89.26% | 88.74% | 93.47% |

Over the years, attendance has been good, and presenting only slighter above or below the Local Authority average. There was a dip between 2022 and 2024 but with a continued focus on supporting attendance this has risen back to being only slightly below the Local Authority stretch aim. The Depute Headteacher and our Children and Families Worker will continue to monitor and support children and families next session to improve engagement and attendance. Pupils equity funding will support the cost of a Walking Bus next session.

Section B2 – Performance Information

Literacy:

Our current attainment levels in Literacy in P1, 4 and 7 is 67% with the majority of children making good progress. Our overall attainment levels across the school are: Reading 68%; Writing 65%; and Listening and Talking 84%.

In session 2004-2025, P3 to P7 engaged in the National Writing Project. This had a particular impact on P4 and P6 with an increase of 14.7% and 8.4% respectively. As anticipated, the high level of attainment of P4 (88.6%) dropped slightly to 80.4% moving into second level. Following analysis, the small gains in P7 are due to the project being introduced at such a late stage.




We will have a continued focus on consistent pedagogy for teaching writing and improved attainment levels across all stages so that most children are on track. Through the use of the revised Local Authority Literacy Progression pathways, and the Local Authority's Learning, Teaching and Assessment policy, all teachers will provide consistently high quality learning experiences across all aspects of literacy.

Our stretch aim is for 75% of children across the school to be on track for literacy and our TPJs to increase from 66.7% to 76% for children in P1, 4 and P7.

Numeracy:

Our overall attainment levels across the school within Numeracy and Mathematics is 71.6%. Our stretch aim is for 76% of children across the school to be on track for numeracy and our TPJs to increase from 74.4% to 80%. Next session, staffing has been strategically planned to allow for the numeracy lead to be released from class two days a week to support improved pedagogy and increased levels of attainment.

A recent Education Scotland thematic inspection on Mathematics highlighted the need for more consistency in the accurate use of mathematical language and further opportunities for application of learning in a range of meaningful and relevant contexts. Through the use of the Local Authority's Learning, Teaching and Assessment policy and progression pathways, all teachers will provide consistently high quality learning experiences across all aspects of Numeracy and Mathematics.

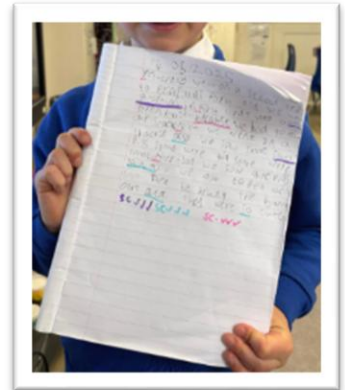
| Section B2 - Review of Progress | | | | |
|---|---------|--|-------------|--|
| NIF Priority 1: Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy | | School Improvement Priority: 3.2 Raising Attainment in Literacy Using a consistent approach to planning, teachers will deliver high quality lessons using varied, differentiated and active approaches to meet learners’ needs within a literacy rich environment. As a result, all learners will make good progress, raising attainment across the school from 60.6% to 70%, with most children achieving expected national levels. | | |
| NIF Driver: School Leadership Teacher Professionalism School Improvement | | HGIOS4 QIs: 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/securing children’s progress. | | |
| Progress and Impact Attainment across the school: | | | | |
| | Aug '24 | June '25 | Added Value | |
| Literacy | 60.6% | 65% | 4.4% | |
| <p>Throughout session 24-25, many families moved in and out of the area which affected our projections and impacted on our overall attainment figures.</p> <div><div></div><div><div><div>Literacy Across the Curriculum</div></div></div><p>Teaching staff use the Local Authority progression planners to plan differentiated learning for all children. Almost all stage partners plan and moderate the pace and coverage of outcomes. Assessment data is being gathered across year groups and includes standardised and diagnostic data. This will be further developed next session to include profiling and ensure interventions are purposeful and administered at the right time. Additionally, trackers are used by all teachers to evidence progress with most teachers using data to inform their professional judgements. All teachers at P3, P4, P5 and P7 have attended the National Writing Project and implemented the programme consistently at these stages. There have been early signs of improvement at these stages. As a result, and with a change in methodology further improvement is anticipated next session.</p></div> | | | | |

Quality of Teaching:



Most teachers ensure that the purpose of learning is clear and most children can articulate when and how they will be successful. Most teachers use a wide range of questions effectively to develop understanding and provide opportunities for higher order thinking.

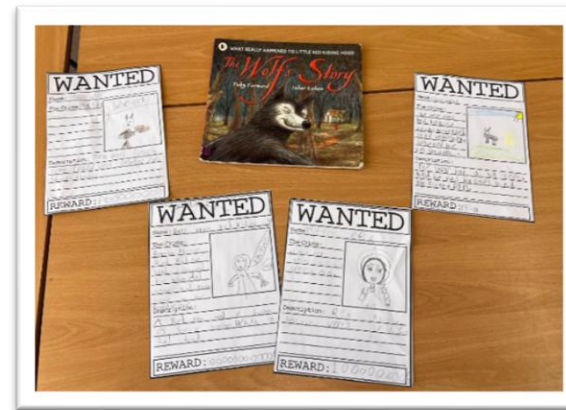
Almost all teachers have an increased confidence when teaching writing since participating in a number of high quality training experiences such as Talk for Writing and the National Writing Programme. The majority of children have responded well to feedback as part of the National Writing Programme with increased attainment in P4 and P6.



Writing for a purpose and with clear success criteria



"The High Quality Lesson policy isn't prescriptive but it does set clear expectations. The feedback from our learning observations is based around the policy and allows for quality professional dialogue which is consistent across the school." P2 Teacher



All staff were involved in the development of the school High Quality Lesson policy document. Staff discussed the importance of consistency across the school, this was highlighted in the success of the National Writing Programme and progress learners are making. Next session, this will continue to be a priority and training will be made available for identified staff.

The majority of children are engaged through well matched learning activities to meet their needs and interests. Learning from mistakes is actively encouraged.

Learning and Engagement – Digital Technologies:

Across the school, almost all children are motivated by the use of Digital Technologies to enhance their learning. Almost all children are able to access learning using a range of digital tools, such as accessibility features, to help meet their needs and support differentiation. The school is well resourced with Chromebooks and iPads allowing children to learn through a range of digital platforms.

“My Chromebook has lots of things that make it easier for me to do my writing. I don’t need as much help from my teacher now.” P4 pupil



Teachers are planning more varied and creative approaches to learning and teaching which can be enhanced through digital technologies. Digital Learning and Teaching guidance has been developed which will be used next session to ensure breadth, coverage and application of digital skills.

“Sometimes we play games to learn new things. We use the iPad for reading too but sometimes we use a book. I like using different things to help me learn. P2 child



Differentiation to meet learners needs and suit differing learning styles

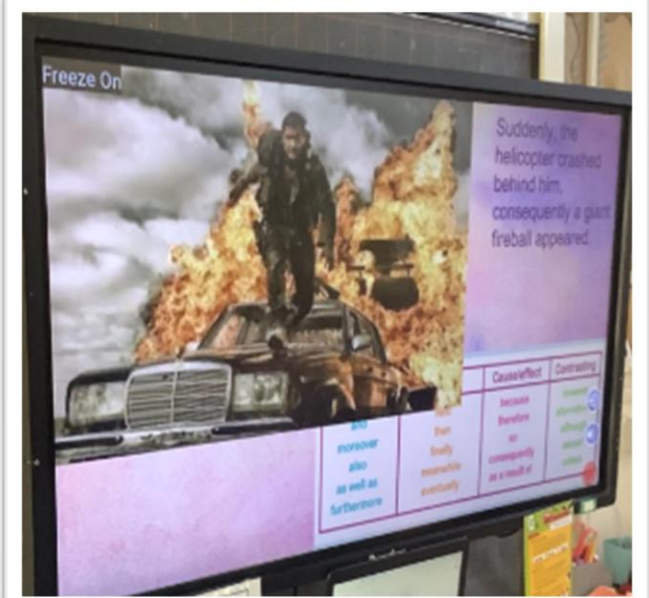


Almost all teachers feel they are engaging in more professional dialogue, engaging more with benchmarks to support professional judgements and found the writing moderation events very useful. Increased opportunities for moderation across classes and stages has improved teacher dialogue to further develop confidence and expertise when teaching writing.

The screenshot shows a Microsoft Excel spreadsheet with a data table. The table has 17 columns and multiple rows. The columns are labeled as follows:

- Column 1: Name
- Column 2: Class
- Column 3: SWST
- Column 4: YARC
- Column 5: Reading Learning Conversation
- Column 6: SNAG
- Column 7: Writing Assessment
- Column 8: Phonics Awareness
- Column 9: Dyslexia Screener / Profile
- Column 10: Phonics Reading Assessment
- Column 11: PM Benchmarking
- Column 12: Sandwell
- Column 13: Early Numeracy Trajectory
- Column 14: Phase Assessment
- Column 15: SNAG
- Column 16: Year Learnt

The first row is a header row. The second row contains the text 'Name' in the first column and 'Class' in the second column. The subsequent rows are empty, indicating a list of students to be recorded.



Parent/Carer and Partner Feedback:

"Recently, my son was feeling anxious at home about not meeting writing goal at school. I contacted his current teacher, who spoke with him and set more realistic, achievable targets. That small change made a big difference, and he's felt much more positive since."

Parent

"A fantastic learning culture, lots of inclusivity. Definitely child focused not numbers focused."

Parent

"Good variety of learning opportunities in classroom."

Parent



Next Steps

- Continue to develop moderation in literacy across the school to ensure there is a shared understanding of expected standards.
- Continue to embed National Writing Project across P3-P7.
- Continue to embed High Quality Lesson Guidance to ensure consistency and high quality learning and teaching.

| | |
|--|---|
| NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy | School Improvement Priority: 3.2 Raising Attainment & Achievement Using a consistent approach to planning, teachers will deliver high quality lessons using varied, differentiated and active approaches to meet learners’ needs within a numeracy rich environment. As a result, all learners will make good progress, raising attainment across the school from 70.9% to 76%, with most children, achieving expected national levels. |
| NIF Driver: School Leadership Teacher Professionalism School Improvement | HGIOS4 QIs: 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement / securing children’s progress |


Progress and Impact:

Attainment across the school:


| | | | |
|----------|---------|----------|-------------|
| | Aug '24 | June '25 | Added Value |
| Numeracy | 70.9% | 71.6% | 0.7% |

Learning and Engagement - Digital Technologies:


Almost all children are able to access learning using a range of digital technologies and are motivated by the use of these to enhance their numeracy learning. The school is well resourced with Chromebooks and iPads allowing children to learn through a digital platform. Learners are provided with a range of opportunities to use technology and develop skills and a variety of digital tools and accessibility features are used to support differentiation within classes.



“Having access to digital tools that directly replicate the concrete materials used by the children in our class allows us to model workings before our learners try things for themselves.” P4 Teacher



“I like that my teacher sets me challenges on Sumdog and I can earn rewards when I complete them.” P7 pupil

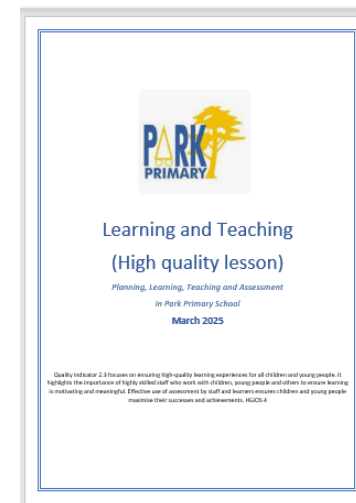


Quality of Teaching:

High Quality Lesson Guidance was developed with staff and this has formed the focus of lesson observations and feedback providing consistency across the school. Most teachers ensure the purpose of learning is clear and most children know when they have been successful. The majority of children are engaged through well matched learning activities to meet their needs and interests and activities are planned with various learning styles in mind. All classes have access to a range of CPA (concrete, pictorial, abstract) resources and staff have participated in CLPL sessions focussed on the effective use of these. Long term plans are used to identify opportunities for application of learning within different contexts. Throughout the school, learning from mistakes is actively encouraged.



“It is good having the numeracy resources out on shelves in the classroom. It means we can just pick what we need to help us work out the answers.” P6 pupil



“Having the High Quality Lesson Guidance ensures that we are all aware of the expectations for each and every lesson. We are able to identify our own strengths and next steps within each of the areas highlighted and use these to support our professional development plans. Everyone having a shared understanding of the expectations means that we are able to support each other when engaging in professional dialogue and peer observations.” P1 teacher.

Effective use of Assessment

Most teachers effectively use a range of formative and summative assessment as part of the learning, teaching and assessment cycle. During observed lessons, a variety of formative assessment strategies were evidenced and these were used to gather learning information and inform next steps for learners. Most teachers make effective use of assessment information to identify any needs for interventions and supports. The schools' Numeracy Lead is able to offer support and guidance to all staff surrounding possible interventions and has a detailed knowledge of available assessments. Staff are becoming more confident in making judgements based upon the Numeracy Benchmarks





Planning, Tracking and Monitoring

All staff use the updated Local Authority progression planners to plan differentiated learning for all children. Almost all staff plan and moderate with their stage partners to ensure consistency of pace and coverage and all staff are using the updated learning progress trackers to evidence progress through a level within Numeracy. Termly Planning and Progress Meetings allow staff to engage in professional dialogue about all aspects of the planning, teaching and assessment cycle and it is very clear from these that all staff know their learners and the needs of their learners very well.

Next Steps:

- Continue to support teachers to plan learning experiences that promote curiosity and problem-solving skills in a range of environments.
- Continue to embed High Quality Lesson Guidance to ensure consistency and high quality learning and teaching.
- Incorporate further opportunities for moderation of progress across stages.

| | |
|---|--|
| <p>NIF Priority 3:</p> <p>Improvement in children and young people's health and wellbeing</p> | <p>School Improvement Priority/Priorities: 3.1 Wellbeing, Equity and Inclusion</p> <p>Children will become 'Confident Individuals' and develop a greater awareness of their physical, mental and emotional wellbeing. They will become more able to relate to others and manage themselves, and communicate their views, opinions and beliefs in a respectful way. Children's wellbeing will be tracked consistently and used to identify supports and interventions.</p> |
| <p>NIF Driver:</p> <p>School improvement</p> <p>School Leadership</p> | <p>HGIOS4 QIs:</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement</p> |
| <p>Progress and Impact</p> <p>A health and wellbeing framework has been developed, which is underpinned by UNCRC, R4L and a consistent approach to developing co-regulation, self-regulation, empathy and resilience across the school. These are reflected in our new School Charter, where children's achievements and successes are celebrated. All staff have a strong understanding of our social and economic context and the impact this can have on learners' attitude, engagement and mental health. As part of a focus group, all children could list the supports available in school and demonstrated an understanding of the different needs of children and families in our school.</p> <p>Following on from the development of a Park Primary School Charter last year, links have been made with Alloa Academy to design and produce a banner with our School Charter.</p> <p>Our House Captains and Vice Captains have been leading House Assemblies based around our school values and these have been well received by the children. The school values are regularly referenced across the school and almost all pupils can share their understanding of these as well as the positive experiences they have in assembly. Star Pupil Awards were redesigned by the House captains with pupil designed characters to represent the School Values. Star Pupil Award winners are celebrated at assemblies. Pupils are presented with certificates by the House Captains and Vice-Captains. As a result, our senior pupils have developed their confidence and leaderships skills that include teamwork, communication and responsibility.</p> <div data-bbox="1041 957 2083 1468">   </div> | |

Wider achievements are displayed and celebrated throughout the school which give our pupils a sense of pride and belonging. This will be further developed next session as part of P5-P7 digital profiling and the introduction of metaskills.



Emotion Works continues to be used throughout the school and children are now able to talk about how they use the cogs and associated language in order to discuss how they are feeling and to support positive interactions. This session we have been working towards Silver Emotion Works accreditation and hope to achieve this early next session. Teachers have developed more confidence in using Emotion Works when teaching emotional literacy.

Pupils are enthusiastic about being part of a leadership group and know that their views and opinions are respected. Our curriculum development work has ensured that UNCRC, R4L and emotional wellbeing are planned within our learning and teaching. Pupils are further developing their understanding of their own rights and the implications of their actions on others. This is beginning to provide a greater sense of themselves as part of the whole school community.

"Every teacher is willing to help whether your child is in their class or not Friendly cheery welcoming teachers and helpers. My child is well looked after Outstanding support for my child." Parent



"One of the things I really appreciate about Park Primary is how supportive and welcoming the environment is. My child feels safe, included, and genuinely cared for by the staff, which has made a huge difference in his confidence and wellbeing."

Parent

Children's Mental Health week focussed on the GIRFEC indicators and pupils used passports to record their progress. Activities were linked to the school values and UNCRC. This was well received by staff, pupils and families with plans for similar weekly events to take place next session. Children now have an increased understanding of the Wellbeing Indicators which will be further developed next session.

Next Steps:

- New Positive Relationship and Anti-Bullying policies launched at the start of next session alongside pupil-led videos.
- Continue to develop pupil leadership skills, opportunities and how this is shared with the whole school community which links to a progressive programme of metaskills.
- Track children's wellbeing and plan supports, interventions and experiences based on data analysis.

| Section B4 - Evaluation of Quality Indicators | | |
|---|------------------------------|---|
| Quality Indicator | School Self-Evaluation (1-6) | Inspection Evaluation Date: June '25 |
| 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 | 3 | |

Headteacher: Kay Strang

| Priority | Long Term Improvement Outcome for Session 2025-2026 | Accountable Person |
|----------|---|--------------------|
| 1 | <u>2.3 – Learning, Teaching and Assessment</u> Teachers will deliver high quality learning and teaching, and as a result, children will become more independent and leaders of learning. | Kay Strang (HT) |
| 2 | <u>3.1 – Ensuring Wellbeing, Equality and Inclusion</u> Children’s wellbeing will be tracked consistently and used to identify supports and interventions. This data will be used to plan universal, enhanced and targeted supports to meet learners’ needs. They will become more able to relate to others and manage themselves and communicate their views, opinions and beliefs in a respectful way. Data analysis will demonstrate improved attendance for our P5 cohort, meeting the local authority stretch aim of 94.3%. This will subsequently improve attainment in Literacy. | Yvonne Green (DHT) |
| 3 | <u>3.2- Raising attainment and achievement</u> Using a consistent approach to planning, teachers will deliver high quality lessons using varied, differentiated and active approaches to meets learners’ needs within a literacy and numeracy rich environment. As a result, all learners will make good progress, raising attainment across the school from 65% to 76% in Literacy and from 71.6% to 80% in Numeracy. | Kay Strang (HT) |