Standards and Quality Report 2025/2026

Park Primary School

Standards and Quality Report 2025-2026

Establishment Name: PARK PRIMARY SCHOOL

This report reflects progress made towards achieving our priorities, session 2025- 2026.

Section B1 - School Context

Park Primary School is an urban, co-educational school situated in Alloa, Clackmannanshire. Our school role is 306, with 15 classes. In addition, there is a school based flexible learning space, The Orchard, which supports a few children who require additional support. Our Senior Leadership Team consists of a Headteacher, Depute Headteacher 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 98.4% 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) and an Early Intervention Worker (EIW). We also fund a Music Therapist for one day a week as part of our supports for emotional and mental wellbeing.

Our school is situated in an area of high deprivation. Using SIMD data, 68.1% of our children and families are living in Deciles 1 and 2.

5% of children have English as an additional language and are supported by EAL outreach support teacher. 41% of children are on Staged Intervention. 44% 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				
21/22	**22/23**	**23/24**	**24/25**	**25/26**
91.33%	89.26%	88.74%	93.47%	91.7%

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. Next session there will be a more targeted approach to the Walking Bus to support identified families through a PEF funded Principal Teacher.

Section B2 – Performance Information

Literacy:

Our current attainment levels in Literacy for P1, 4 and 7 is 69.3% with the majority of children making good progress. Our overall attainment levels across the school are: Reading 71.7%; Writing 68.8%; and Listening and Talking 84.1%.

In session 2025-2026, P3 to P7 engaged in the National Writing Project. This had a positive impact on attainment in all stages from P4 – P7 but made a particular difference in Primary 7 with an increase of 15.9% of children now on track. It is anticipated that further exposure to the change in pedagogy will result in future gains for the Primary 3 cohort.

Staff have created a shared standard of a 'high-quality lesson'. Most lessons follow this model which is improved the consistency of learning and teaching across the school. We will have a continued focus on the development of high quality learning and teaching and improved attainment levels across all stages so that most children are on track. As a result of consistent high-quality teaching and varied learning experiences, all learners will make good progress, raising attainment across the school from 71.7% to 76% in Reading and from 68.8% to 73% in Writing.

Numeracy:

Our overall attainment levels across the school within Numeracy and Mathematics is 72.5%. Our stretch aim is for 76% of children across the school to be on track for numeracy and our TPJs to increase from 72.6% to 76%. Next session, staffing has been strategically planned to allow for the numeracy lead to be released from class one day a week to support improved pedagogy and increased levels of attainment. This will include the development of family learning opportunities for identified cohorts of children.

An 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. A recent inspection also highlighted the need for increased pace and challenge, particularly in numeracy.

Through the use of the Local Authority's Learning, Teaching and Assessment policy and progression pathways, all teachers will provide consistently high quality learning experences 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	**<u>School Improvement Priority: 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.
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

Quality of Teaching:



All staff were involved in the development of the school High Quality Lesson guidance document. Staff were able to discuss the importance of consistency across the school and shared that their direct involvement in creating the document helped to ensure clarity of expectations. This framework was also used as part of the school's quality assurance procedures. Observations demonstrated that staff were beginning to use a shared language, and lesson structure and feedback was focused on the agreed elements of a successful lesson. Staff shared that this helped to provide consistency in lesson feedback.



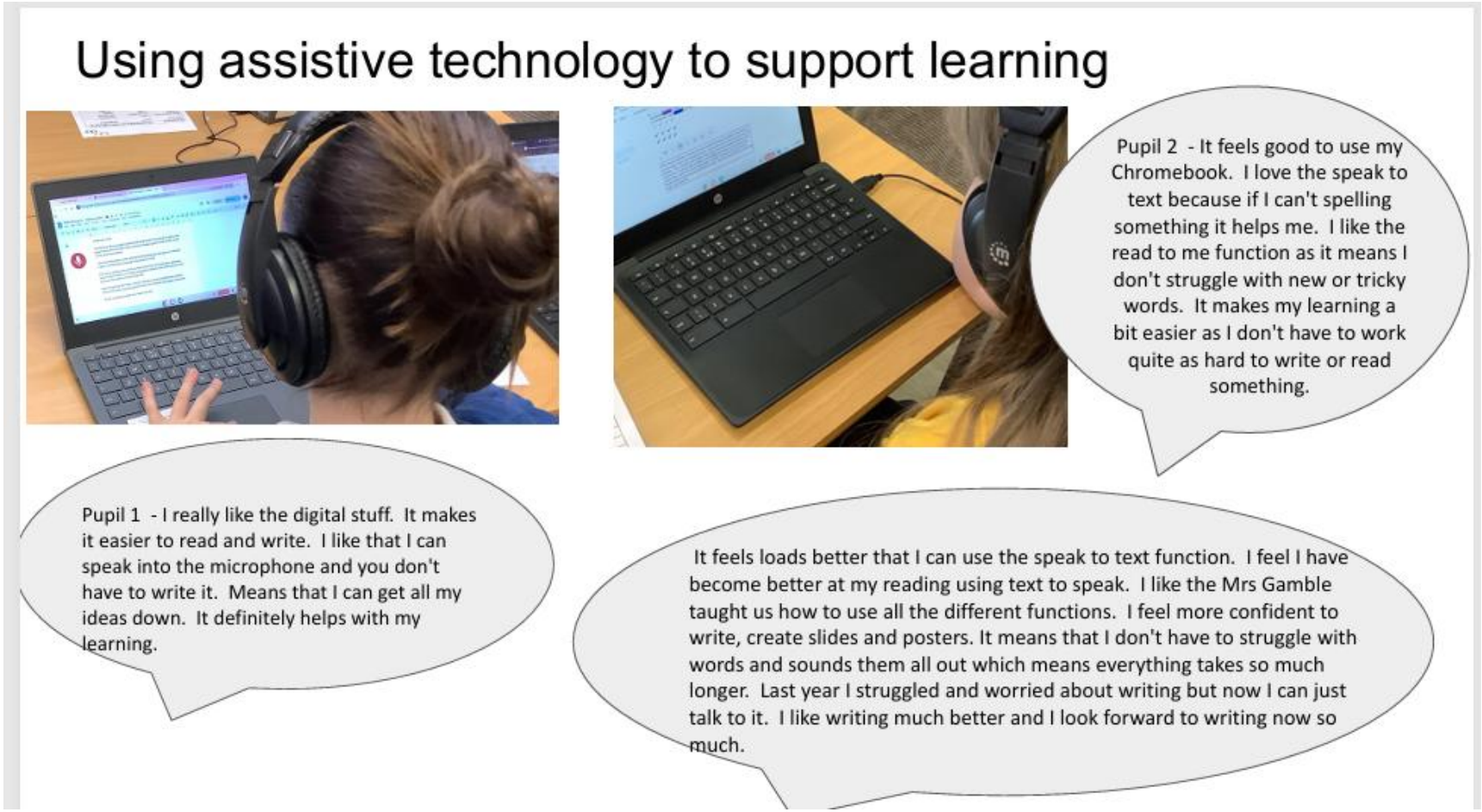
"The High Quality Lesson policy isn't prescriptive but it does set clear expectations. The feedback from our learning observations is based around the policy and allows for quality professional dialogue which is consistent across the school." P2 Teacher

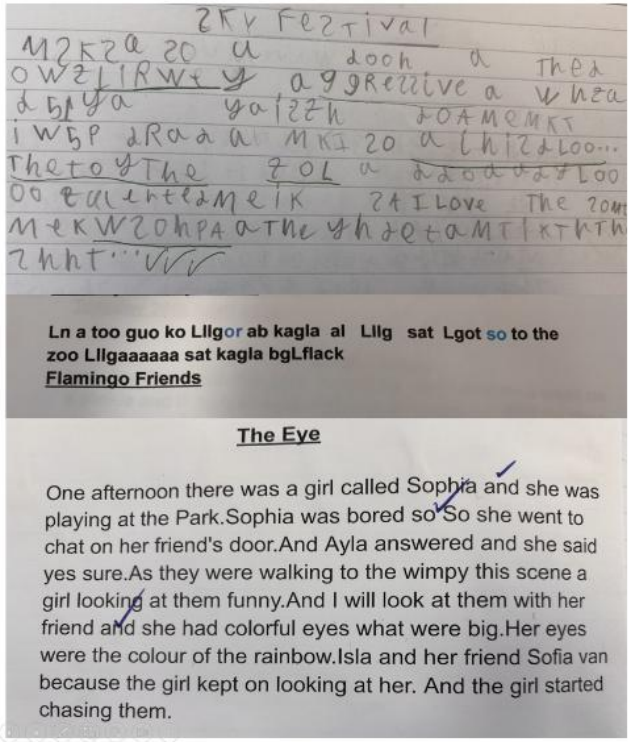
Almost all teachers have increased confidence when teaching writing since participating in a number of high quality training experiences such as the National Writing Programme. Most teachers use a wide range of questions effectively to develop understanding and provide opportunities for higher order thinking. Most teachers ensure that the purpose of learning is clear and most children can artiulate when and how they will be successful and responded well to feedback as part of this programme. Staff have agreed what is expected with regards to providing feedback in writing. This has supported the development of the National Writing Project as children are aware of their targets and next steps. Children have fed back that they are enjoying writing which is beginning to impact on attainment. TPJ Attainment data in writing shows an increase from 67.2% in session 24-25 to 70.7% in session 25-26, and an increase from 65.4% to 68.8% across the school.

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. This is evident through professional dialogue during progress and attainment meetings, and planned collegiate sessions. Staff are becoming more confident in making judgements based upon the Benchmarks as evidenced through moderation.

A recent HMiE Inspection identified that most teachers make effective use of interactive whiteboards as a teaching tool. Children have opportunities to use digital devices, and most do so with skill and confidence. Most children are motivated by the use of digital technology to enhance learning. Staff have reported increased confidence in using a range of accessibility features to support learners and are motivated to continue their professional learning into next session. Identified staff have actively engaged in CLPL and welcomed the support of the digital lead when modelling these skills in class. Children across P4 – P7 are able to confidently use speech to text to support them with their writing and literacy-based tasks. During learning observations, pupils have demonstrated the ability to use text to speech features to read back their work which has allowed them to proof read and edit their writing with increased independence. Speech to text has also supported learners when evaluating their work. This has allowed them to independently self-assess their work and easily identify whether they have met their writing targets. This has allowed learners to become more independent with literacy-based work and had a positive impact on the quality of their written work.





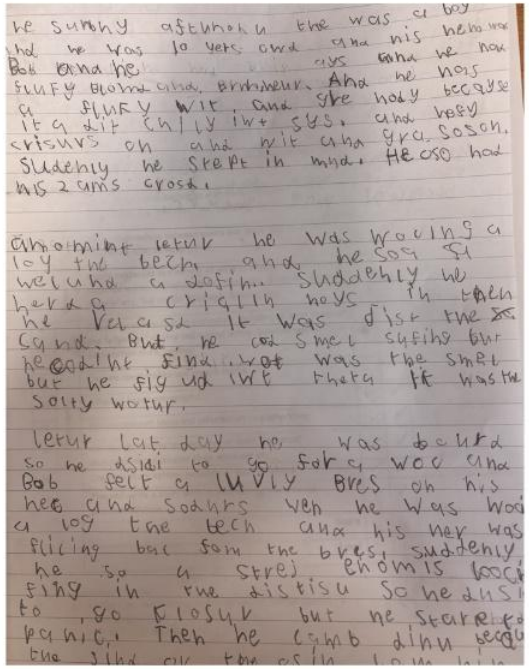
Ln a too guo ko Lligor ab kagla al Llig sat Lgot so to the zoo Lligaaaaaa sat kagla bgLflack

Flamingo Friends

The Eye

One afternoon there was a girl called Sophia and she was playing at the Park.Sophia was bored so So she went to chat on her friend's door.And Ayla answered and she said yes sure.As they were walking to the wimpy this scene a girl looking at them funny.And I will look at them with her friend and she had colorful eyes what were big.Her eyes were the colour of the rainbow.Isla and her friend Sofia van because the girl kept on looking at her. And the girl started chasing them.

Image 1: writing with support.
Image 2: typing writing in google doc.
Image 3: using voice typing and text to speech.



One day there was a grumpy goat and he was jealous of the three little capybarrows because they got fruit, crowns and teddies. However he was not having it so he went to chat at the goat stores. Anyway this grumpy goat got very dirty and scary all the time. Also he has oval shaped red blood eyes and he looks like an evil man. He also has a bit of a beard on his chinny chin and is a dirty brown. In addition it is triangular shaped. Also he has two lovely horns on the top of his ginormous head and they are very spikey at the bottom. He also has rough hooves and very rough toes and they are as black as the night sky. He smells like a dumpster. Also his fur is very scruffy. He is as big as a school whiteboard.

After a while he went back to his abandoned farm where he lived most of the time. It was 2:00 p.m. because he had a half day. When he got in it started to pour down so he had to get inside the shelter as quickly as he could. He could see the wind blowing the trees around and the rain crashing into the ground. Also, people that were walking outside the farm with their umbrellas. Their umbrellas were blowing away from them. He could also hear them screaming because they were chasing their umbrellas and then the wind crashing against the windows. Also the farm animals were mooing and neighing. Then he realized that he had to bring all the animals in. So he had to go outside and put them back into their shed so he opened his door and went out. He could feel the rain clashing against him, then the hay sticking onto his feet. He could smell the animals poop from earlier and the water on his foot from the rain.

Completed with and without assistive technology. The writing completed on google docs is a mixture of voice typing and typing. It has been checked using text to speech and has been completed independently.

Teacher Feedback:

We introduced the accessibility features on the children's Chromebooks and in my opinion, it has been a huge success for everyone in my class, particularly enhancing their vocabulary and confidence, especially in writing. In addition, we have used it for reading and comprehension. The impact is they are consistently using more sophisticated language in their stories as their effort is directed at the flow and details of the story rather than the spelling. In reading, especially for children with dyslexia, the features have given them access to more difficult but age-appropriate texts which they are able to comprehend, answer literal, inferential and evaluative question as well as creating their own questions. Without the features they could only access texts they were able to decode and with the focus on reading the text rather than understanding it.

Parent/Carer and Partner Feedback:

I think the learning and teaching opportunities that are offered are excellent and feel the use of a variety of different methods meets the needs of many children. The digital options like Nessy and Sumdog are excellent to help engage children and really push the children to do well. The way staff engage with parents/carers is excellent and nothing ever seems an issue if you need to ask for anything or would like advice regarding your child. Parent of P1 child



Next Steps

- Further develop approaches to learning and teaching to ensure children are provided with appropriate pace and challenge in their learning.
- Develop digital profiles which allow children to demonstrate and discuss their progress in learning.

NIF Priority 2:	**School Improvement Priority: 3.1 – Ensuring Wellbeing, Equality and Inclusion**
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	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.
NIF Driver: School Leadership School Improvement	**HGIOS4 QIs:** 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement

Progress and Impact:

As noted in a recent inspection, staff and children have built a welcoming ethos across the school. They demonstrate the school values well through their daily interactions. Inspectors noted that senior leaders and staff have highly nurturing, trusting and inclusive relationships with children. All staff place a strong focus on wellbeing and have effective links with partners that make a positive difference for children. Children feel safe, respected and well looked after. Children and staff use a shared language of wellbeing. Children benefit from a well-planned progressive health and wellbeing curriculum. Most talk confidently about the wellbeing indicators and show a good understanding of how to stay safe, healthy and active.



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 School and Class Charters. Almost all children can explain and demonstrate the school values and understand their relevance to learning and life. 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. This was highlighted as a strength during a recent inspection and has been commented on by other agencies and visitors to the school.

Children's achievements and successes are celebrated in class and during assemblies which children are very proud of. 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. As identified during a recent inspection report, most children across the school have a wide range of leadership roles and responsibilities as members of pupil groups. These include the Eco, UNCRC and Sports Committees, Junior Road Safety Officers and Reading Ambassadors. Most children feel their views are listened to and acted on. They are confident to share their ideas with staff. Older children have the opportunity to become house captains, vice captains and buddies. Children articulate well how these leadership opportunities develop their confidence and decision-making skills. They are proud of their roles and enjoy the additional responsibilities, such as planning and leading assemblies and distributing pupil achievement awards. 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. Wider achievements are displayed and celebrated throughout the school which give our pupils a sense of pride and belonging.

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 achieved our silver level accreditation Rights Respecting Schools Award and Silver Emotion Works accreditation.



As noted in a recent inspection, children are supported well by a range of universal wellbeing approaches. Safe spaces, emotional check ins and 'my5' are regular strategies that are used within classrooms. Staff use these approaches effectively to support children to share their emotions, self-regulate and know who to speak to if they are worried or upset. Staff identify children who require additional support for their learning or wellbeing through progress meetings and staged intervention meetings. Interventions are put in place to support the wellbeing needs of identified children. This includes music therapy, sport interventions, bereavement support and social/emotional support. These individual or small group interventions are improving engagement, attendance, readiness to learn and self-regulation for some children. For example, music therapy has resulted in children feeling more relaxed, more engaged in learning and happy in class.

Staff from P5 – P7 used the Glasgow Motivation and Wellbeing Profile to assess how students feel about their learning, emotions, and personal goals and gather data to inform next steps. Staff displayed increased confidence in the analysis of this data which has subsequently been used to plan universal, enhanced and targeted supports in each class. Data indicates that the majority of children have made gains across the four areas of the GMWP. Supports and interventions have included whole class, games based lessons which have supported the meta skills of communication and collaboration as well as individualised supports. Data for two identified P7 pupils has shown noticeable improvements in their self esteem and confidence as a result of targeted work to provide positive self-talk and regulation and coping strategies. Other targeted supports have included music therapy which children are motivated to attend.

Music Therapy feedback from children:

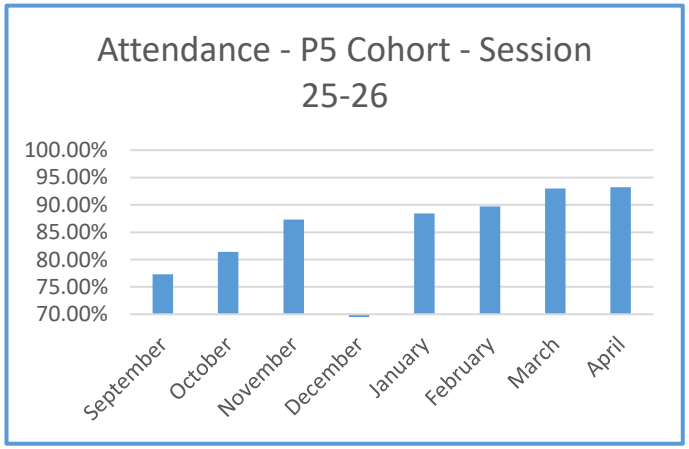
'I really like it because you get to play music and play games. I go because I have a lot going on in my life and that makes me feel sad. I sometimes get angry. Going to music therapy makes me feel good about myself.' P4 pupil

'Music therapy makes me feel happier and I like it cos I like music and makes me feel more 'up'. I am happiest when I am at music therapist. Before I felt ok, but I feel better ow. I helps me to 'flush' my brain – because I am an overthinker and it helps with that.' P6 pupil



During a recent inspection, the work of the leadership team and pupil support staff is leading to improved outcomes for individuals and groups of children. Children engage more effectively in their learning and improve their attendance, as a result of this work. Last session, after analysis of data, Primary 5 were identified as a target group to improve attendance. Data from this session shows that attendance figures rose from 77.28% in September to 93.23% in April (data for May and June has not been released as yet). Each month there was an incremental increase for this cohort of children. Although this does not meet the local authority stretch aim of 94.3%, data shows a significant improvement across the session.

Feedback from parents indicates that the relationships built between parents/carers and class teachers have supported this increase in attendance. Teachers also feel that the planned work which lead from the GMWP has supported peer relationships across the whole cohort and developed collaborative work across the two classes. Children shared that they have enjoyed developing their collaboration skills and other curriculum developments/opportunities such as swimming.



There has been a slight increase the attainment of writing for the P5 cohort which will partly be attributed to the increase in attendance. However, it is also important to note that the development of the use of assistive technology has also supported this improvement.

Parent/Carer and Partner Feedback:



X has been much more settled, confident, and content this year. He has shown noticeable growth in both his independence and attitude towards learning, particularly with reading. X is now far more willing to read independently and will often attempt unfamiliar texts without needing prompting or reassurance.

At times during the year X has felt overwhelmed; however, he has shown increasing maturity in recognising when he needs support. Great credit should also be given to Mrs Gentles, who has been extremely approachable and supportive, listening carefully to his concerns and helping him adapt learning strategies so that he can re-engage positively with his work without losing confidence or momentum.

Next Steps:

- Continue to develop the use of the GMWP to assess how students feel about their learning, emotions, and personal goals and gather data to inform next steps.

NIF Priority 3: Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy	**<u>School Improvement Priority 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 60.86% to 76% in Literacy and from 68.86% to 80% in Numeracy.
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

As noted under Priority 1, the development of High Quality Lesson guidance document has helped to ensure consistency across the school. Staff collectively agreed the required elements of a high quality lesson and have a shared understanding of key elements such as differentiation and feedback. (See Priority 1)

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. As noted during a recent inspection, most teachers plan well across the curriculum, where children experience personalisation and choice contributing their ideas about what they will learn. The majority of teachers provide helpful oral feedback to children on an ongoing basis. This is helping children to understand their next steps in learning. Opportunities to consolidate their learning and explore concepts are provided through play experiences and displays and in classrooms.









The inspection report also recognised that staff support children who face barriers to their learning well. This includes children who are care experienced and children for whom English is an additional language (EAL). Children are supported well in class by the class teacher and support staff. Senior leaders track and monitor their progress and wellbeing closely. Most children within these cohorts are making good progress. Supporting inclusion and equality lies at the heart of the school's work. This is underpinned by a shared understanding across the school of children's rights, communication friendly classrooms and emotional literacy.

Trackers are used by all teachers to evidence progress with most teachers using data with increased confidence to inform their professional judgements. Trackers used to support professional dialogue with SMT during tracking and attainment meetings as part of the quality assurance calendar. A consistent format is now being used across the school to record and track assessment data which includes a range of 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 to evidence impact.

On reflection, our aim to increase attainment levels across the school from 60.86% to 76% in Literacy and from 68.86% to 80% in Numeracy may have been too adventurous. However, TPJ attainment data shows an increase in Reading, Writing, Listening and Talking and Numeracy across the school. This can be attributed to many factors including a consistent approach to learning, teaching and assessment, developments in pedagogy (particularly in writing in P1, P4 and P7), and improved attendance. Primary 3 to Primary 7 all have teachers who are trained in the National Writing Project which has had a positive impact on children's attitude to writing and attainment levels.

I like writing, especially when we can choose our own story. I like to use my Chromebook because if you make a mistake, you can delete it easily. I am definitely a writer but I'm not an author yet. I couldn't write a big novel but I could maybe write a little one. P4 pupil



I like imaginative writing. In imaginative writing you get a chance to express yourself and really share your thoughts. You can start anywhere and end up somewhere completely different! P6 pupil

TPJ Attainment Data - Session 25-26:

	Oct '25	Mar '26	May '26	Added Value
Reading	67.04%	69.50%	73.3%	+6.26%
Writing	60.86%	67.71%	70.7%	+9.84%
L&T	78.43%	83.67%	81.6%	+3.17
Numeracy	68.86%	72.21%	72.7%	+3.84%

:a from P1-P7 – Session 25-26:

	Jun '25	Jun '26	Added Value
Reading	67.86%	71.69%	+3.83%
Writing	65.4%	68.76%	+3.36
L&T	83.76%	84.11%	+0.35%
Numeracy	71.37%	72.5%	+1.13%

Parent/Carer and Partner Feedback:

The school supports my son well through his staged intervention process. In particular, his current teacher, Ms X, has been very supportive and open about his learning and target-setting. I feel much more informed about how he is progressing and what he is working on. She has built a really positive relationship with both my son and our family, and the communication has been excellent.



Next Steps:

- Adopt approaches to enhance children's learning experiences in numeracy and mathematics to increase pace and challenge. Attainment across the school will increase from 72.5% to 76%.

- Adopt approaches to enhance children's learning experiences in literacy to increase pace and challenge. Attainment across the school will increase from 71.7% to 76% in Reading and from 68.8% to 73% in Writing.

Section B4 - Evaluation of Quality Indicators		
Quality Indicator	**School Self-Evaluation (1-6)**	**Inspection Evaluation** **Date: September '25**
1.3 Leadership of change	4	4
2.3 Learning, teaching and assessment	4	4
3.1 Ensuring wellbeing, equity and inclusion	5	4
3.2 Raising attainment and achievement	4	3

Headteacher: Kay Strang

Priority	Long Term Improvement Outcome for Session 2026-2027	Accountable Person
1	2.3 – Learning, Teaching and Assessment Adopt approaches to enhance children's learning experiences in numeracy and mathematics to increase pace and challenge.	Yvonne Green (DHT)
2	2.3 – Learning, Teaching and Assessment Adopt approaches to enhance children's learning experiences in reading to increase pace and challenge.	Kay Strang (HT)