



Linkwood Primary School

Standards and Quality Report: Review of Session 2024-2025

School Context and Overview

Linkwood Primary is a new (2021), open plan no-denominational school with a roll of 257 pupils, set in semi-rural site in a growing development on the outskirts of Elgin.

Our catchment area consists of private, local authority and military housing. 10% of our families live in SIMD deciles 1-4 and 38% live in SIMD decile 5. 20% of our families receive Free School Meals, 21% of pupils are from an Armed Forces background, 48% of children have Additional Support Needs, 9% of our pupils have English as an Additional Language.

School vision, values and aims

Our Vision To foster a love of learning and prepare children for the future by equipping them with the skills and abilities to succeed in learning, life and work

Our Values: Kind Responsible Positive Creative

Our Aims

- To create a happy and welcoming environment where everyone feels cared for, safe and valued.
- To ensure that our pupils experience high quality, purposeful and relevant learning and teaching.
- To develop a school community which fosters a sense of belonging and respects the immediate environment, the wider community and the world beyond.
- To fully include pupils, families, staff and the wider community in our work to continually develop a forward thinking, reflective and improving school.

School context and background

We have 11 classes. In addition to our class learning spaces we also have: The Elm nurture space, supporting 10 P1-4 pupils throughout the day; The Sycamore nurture space supports P3-6 with a group of 5 pupils AM and a group of 8 pupils PM and The Rowan, Inclusion Support space, supporting 15 P4-7 pupils for individual and group support throughout the week. These provisions are partly funded by PEF and supported by SFL teachers alongside Pupil Support Workers. The school's Enhanced Provision is known as The Woodlands, it is fully equipped to support severe and complex needs as well as being accessible for ASN learners across the school. Currently 12 learners access this space for almost all of the time with a further 8 children accessing the space for part of their day. Linkwood Nursery shares the same campus and is operated by Moray Council. Our staff consists of a Senior Leadership team comprising Headteacher, two Depute Headteachers and one job-share Principal Teacher of Additional Support Needs. 1 DHT has overall responsibility for Supporting All Learners and 1 DHT has overall responsibility for supporting Learning and Teaching. The SFL team of 1 PT ASN (job-Share) and 3.2 FTE Support for Learning Teachers work alongside 4 x Pupil Support Workers and 1 x Inclusion Co-ordinator to support our ASN pupils in our nurture spaces and offer alternative curriculum experiences.

Partnership working

As a new school in a new and growing community, we work hard to forge relationships with partner agencies, local businesses and our families. We work closely with Moray Sports Centre and local farmers, woodland owners and outdoor experience providers to extend our curriculum offer. We have a wide variety of employers supporting us with curricular experiences throughout the year and through our Learning Adventures this includes Springfield, RAF, Moray Council, Mini First Aid. Through Child Planning we work with colleagues across Social Work, Health and Police to support our families alongside third sector organisations.



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Priority 1

Summary of Priority: Improved attainment through high quality learning and teaching of literacy

Key links to Moray Education Priority Area(s):

☒ Learning, Teaching and Assessment
☒ Empowering leadership at all Levels

☒ Curriculum
☒ Closing the poverty related attainment gap

NIF Priorities:

- ☐ Placing human rights and needs of every child and young person at centre
- ☐ Improvement in children and young people's health and wellbeing
- ☒ Closing the attainment gap between the most and least disadvantaged children
- ☒ Improvement in skills and sustained, positive school leaver destinations for all young people
- ☒ Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- ☒ School and ELC Leadership
- ☐ Teacher and practitioner professionalism
- ☐ Parent/carers involvement and engagement
- ☒ Curriculum and assessment
- ☒ School and ELC Improvement
- ☐ Performance Information

Children's Services Plan:

- ☒ P1: Overcoming challenges – disability, neurodiversity
- ☒ P2: Tackling child poverty
- ☐ P3: Improving CYP mental wellbeing
- ☐ P4: Strengthening family support
- ☒ P5: Improving CECYP outcomes

HGIOS?4 QIs:

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| | <input type="checkbox"/> 2.7 | |

Progress and Impact

P1 Early Level 67%Reading, 67% Writing, 79% Listening and Talking; **P4 First Level** 75% Reading, 69% Writing, 75%Listening and Talking **P7 Second Level** 79% Reading 70% Writing 77% Listening and Talking

Significant progress has been made by our working groups to update the progression overviews for reading, writing, and listening and talking. We have made great progress towards 'Reading Schools Core Award' which we expect to achieve by Sept 25. Our library has made a huge impact on learners' engagement with reading increasing across every class and almost all learners reporting that they enjoy reading in the library. Reading assessments have demonstrated an increase in fluency across P3-7 classes. 93% of parents said they were clear on where their child was in their reading journey. Moderation of Listening and Talking assessment across the Associated Schools Group has strengthened our teaching approaches and we now have an agreed assessment calendar for Listening and Talking. We achieved our stretch aim of 75% of learners at 1st level and 77% at 2nd level achieving Listening and Talking, an increase of 5-7% from last year. P4 and P5 teachers have undertaken writing training from the Children and Young Persons Improvement Collaborative (CYPIC) and all P4-5 classes met their intended outcome to improve attainment in writing. P4 achieved 69% of the year group attaining 1st level, however, within each of the P4 classes, 82% of children accessing mainstream writing lessons achieved 1st level. With all P3-7 classes now using wraparound spelling consistently, we are seeing an increase in attainment of spelling by most pupils. Outdoor learning opportunities have increased across the school and across the curriculum with all classes planning literacy learning outdoors at least once per week. One of the P5 teachers explored the use of outdoor learning to support improvement in engagement with spelling activities as a Professional Enquiry and saw a marked increase in engagement levels as well as higher levels of spelling age attained by P5 in June 2025. The average age of spelling for the year group is 10 years with average chronological age 10yrs, making a year's progress from baseline of Spelling age of 9yrs.

Next Steps

For all classes P3-7 to be trained in and use CYPIC approach to writing alongside a reviewed programme of Talk for Writing to raise attainment across the school.
Involve and engage families with reading for enjoyment by planning whole school events to promote and encourage reading.
Embed reviewed Listening and Talking programme, using the agreed assessment timetable.
Continue to embed outdoor learning opportunities for literacy.



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Priority 2

Summary of Priority: Improved attainment through high quality learning and teaching of numeracy and maths

Key links to Moray Education Priority Area(s):

☒ Learning, Teaching and Assessment
☒ Empowering leadership at all Levels

☒ Curriculum
☒ Closing the poverty related attainment gap

NIF Priorities:

- ☐ Placing human rights and needs of every child and young person at centre
- ☐ Improvement in children and young people's health and wellbeing
- ☒ Closing the attainment gap between the most and least disadvantaged children
- ☒ Improvement in skills and sustained, positive school leaver destinations for all young people
- ☒ Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- ☒ School and ELC Leadership
- ☐ Teacher and practitioner professionalism
- ☐ Parent/carers involvement and engagement
- ☒ Curriculum and assessment
- ☒ School and ELC Improvement
- ☒ Performance Information

Children's Services Plan:

- ☒ P1: Overcoming challenges – disability, neurodiversity
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HGIOS?4 QIs:

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| <input type="checkbox"/> 1.4 | <input checked="" type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 3.3 |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Progress and Impact

P1 Early 82% P4 First 62% P7 Second 77%

Our Working group has worked hard to ensure firm foundations of understanding of key concepts are in place for learners through In-Service training from Education Scotland exploring concrete, pictorial and abstract supports. There has been raised attainment in numeracy in P5 from 60% achieving 1st level in P4 to now 73% on track to achieve in P7 and P6 from 68% being on track to achieve to 70% on track to achieve in P7; in P7 69% were predicted to be on track however 77% achieved 2nd Level by June 2025.

Digital approaches are now more consistent with Big Maths Click Its and Learn Its being used daily online and P4-7 classes setting homework on Sumdog and using Sumdog to practice key skills 2-3 times per week. Daily retrieval practice is undertaken in P3-7 classes which helps identify gaps in understanding, and builds confidence in applying foundational numeracy skills across different contexts. Targeted intervention for those not on track has seen an improvement at P5 and P6 for those pupils who were not on track to achieve with an increase of 10% of those now being on track.

Core maths and numeracy assessments are now in place for all levels and used alongside Sumdog diagnostic assessments and Scottish National Standardised Assessment results to ensure gaps are being addressed. Pupil progress is carefully tracked on Benchmark trackers to ensure planning carefully for all learners.

The Numeracy and Maths Working Group has produced an information booklet for parents and will share this next session following training from the National Numeracy Schools & Families programme. Outdoor learning is used more consistently to support numeracy and maths with high levels of engagement reported by class teachers and parents. All teachers are planning for at least one numeracy or maths outdoor learning session a week.

Next Steps

- Develop Policy to ensure consistent practice
- Focus on P4 going into P5 attainment
- Lesson observations to ensure consistent sharing of Learning Intentions and Steps to Success as well as structure of maths lesson
- Moderation of planning for numeracy across ASG Nov 2025
- Assessment outcomes informing next steps- focus for Planning and Progress discussions
- Parent Booklet including parent workshops as part of the National Numeracy Schools and Families Program.
- Collaborate with the Associated School Group to ensure alignment of numeracy progression and expectations within primary settings and leading into secondary education.



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Priority 3

Summary of Priority: Supporting All Learners

Key links to Moray Education Priority Area(s):

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| <input type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Curriculum |
| <input type="checkbox"/> Empowering leadership at all Levels | <input checked="" type="checkbox"/> Closing the poverty related attainment gap |

NIF Priorities:

- ☐ Placing human rights and needs of every child and young person at centre
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NIF Drivers:

- ☐ School and ELC Leadership
- ☐ Teacher and practitioner professionalism
- ☐ Parent/carer involvement and engagement
 - ☐ Curriculum and assessment
 - ☐ School and ELC Improvement
 - ☐ Performance Information

Children's Services Plan:

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- ☐ P5: Improving CECYP outcomes

HGIOS?4 QIs:

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| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 3.3 |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Progress and Impact

Through mandatory training for all staff in August 2024, all staff are more informed about ACES, Staged Intervention, Relationships and CIRCLE. These training modules reinforced for many the key messages we have been exploring for the last 2 school sessions. All staff received further training in using the CIRCLE document and Support for Learning staff then collaborated with teachers to enhance learning environments and ensure all learners' needs were met by using CIRCLE Participation Scales for individuals. SCERTS communication strategies have been used across the school for individual pupils which has increased the time spent in mainstream classes for individual pupils. Alternative Individualised Curriculum is now in place for 18 learners across mainstream. From baseline survey in Sept with pupil Voice groups, we measured a 20% increase in levels of engagement in Learning Adventures across the year. There has been a significant decrease in Violence and Aggression reports and a reduction in DO calls from session 2023-24.

In order to increase pupil confidence to feel safe, assemblies in Term 3 and 4 focussed on wellbeing indicators through the theme 'Celebrating Differences' and the NSPCC Speak Out Stay Safe campaign was delivered. Action for Children were also consulted to review current practice and deliver staff training. The Anti-Bullying leadership group has been instrumental in creating a comprehensive anti-bullying policy, leading school assemblies to educate pupils about bullying, and developing resources to support them. The Digital Leaders worked with a representative of Cyber and Fraud Centre Scotland and led assembly on Online Safety and being aware of 'Scams'. Police Liaison officer collaborated with P6-7 pupils to educate them on hate crime, and later in the year, conducted a workshop on knife crime for P4-7, fostering important awareness on both topics. 84% of Pupils reported they felt they worked with their teacher to make their classroom a safe, kind and supportive place. Playmakers actively led physical activities during break and lunch times, and in doing so, created an outdoor environment that significantly enhanced pupil well-being and engagement in physical activity. This complemented the Eco Schools group work alongside Pupil Voice activities to improve the playground provision.

Next Steps

- Embed CIRCLE further with increased use of Individual CIRCLE Participation Scales
- All class teachers to further develop their classrooms to provide nurturing spaces and calm corners
- Equality and Diversity training for all staff
- Further embed Inclusive communication approaches
- Develop Transition policy
- Embed Behaviour flowchart and create parent/ pupil friendly versions.



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Priority 4

Summary of Priority: Leadership of Learning

Key links to Moray Education Priority Area(s):

- ☒ Learning, Teaching and Assessment
- ☒ Empowering leadership at all Levels

- ☐ Curriculum
- ☐ Closing the poverty related attainment gap

NIF Priorities:

- ☐ Placing human rights and needs of every child and young person at centre
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| | <input type="checkbox"/> 2.6 | |
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Progress and Impact

The use of The Northern Alliance Learning and Teaching Toolkit supported a sustained focus on increasing Learning Participation and Ownership of Learning and scaffolded self-evaluation at key points in the year to measure progress. Using the Learning Adventure programme designed in 2023-24, learners were supported to know and co-create Learning Intentions and Steps to Success. They were also encouraged to lead their learning by planning for Project Based Learning with the aim to produce an outcome. 80% of pupils involved in Pupil Voice were able to articulate their learning and next steps for their adventures. 83% of pupils say they are becoming more independent and learning how to take responsibility and lead their own learning. In P4 and P5 almost all pupils could articulate their learning through involvement in the CYPIC programme for writing. 85% of pupils surveyed said they enjoyed their Learning Adventures and felt involved in leading an aspect of it. Through Teacher Learning Community (TLC) sessions and peer observations all teaching staff reported feeling more confident to plan for opportunities for pupils to lead their learning and ensure teacher clarity by providing clear Learning Intentions and Steps to Success.

The introduction of Schools Houses, Pupil Voice sessions and Leadership Groups has significantly increased the opportunities for pupils to be involved in aspects of school improvement and leadership. From Pupil Voice activity we have seen an increase in the levels of pupils feeling a sense of belonging through belonging to leadership groups. Parent questionnaires in March 89% said their child enjoyed being part of a leadership group and 72% had talked about their Learning Adventure at home with 95% of pupils enjoyed working on these. Through the leadership groups we have achieved Silver level of Rights Respecting Schools and our 2nd Green Eco flag. We should achieve our Reading Schools Core level in Sept 25. We have 15 pupils who achieved Blue Peter Awards from the Military group and 14 pupils are working on their STEM Nation awards. P1-3 classes are enjoying at least 3 sessions of free play per week with focussed child assessments informing teacher planning. A play policy has been created and will support further development of play in P4-7.

Next Steps

- Build on very successful Learning Adventures by profiling learning on visual wall displays and Seesaw
- Further develop opportunities for Pupil Voice and Leadership Groups taking into account feedback from staff and pupils
- Further develop understanding of play and exploration and outdoor learning in p4-7 and extend policy to reflect this, with support of Outdoor Learning PSW
- Agree whole school IT progression to ensure skills to support independence and leadership
- Continue to build on teachers professional development with well planned Professional Enquiry and CPD.
- Explore Glasgow Create resources to ensure coverage of Expressive Arts with a focus on developing Creativity skills.