



Linkwood Primary School

Standards and Quality Report: Review of Session 2025-2026

School Context and Overview

Linkwood Primary is a new (2021), open plan no-denominational school with a roll of 240 pupils, set in semi-rural site in a growing development on the outskirts of Elgin.

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 for 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

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. 25% of our families receive Free School Meals, 13% of pupils are from an Armed Forces background, 47% of children have Additional Support Needs, 8% of our pupils have English as an Additional Language.

We have 10 classes and in addition to our class learning spaces we also have: The Elm nurture space, supporting 15 P1-4 pupils throughout the day; The Sycamore nurture space supporting 9 P5-7 pupils and The Rowan, Inclusion Support space, supporting 17 P4-7 pupils for individual and group support throughout the week as well as a P7 Transition group in Term 4. These provisions are partly funded by PEF and supported by Support For Learning 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 10 learners access this space for almost all of the time with a further 4 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, one Depute Headteacher and one job-share Principal Teacher of Additional Support Needs. 1 DHT has overall responsibility for Supporting. The SFL team of 1 PT ASN (job-Share) and 3.2 FTE Support for Learning Teachers work alongside 6 part-time Pupil Support Workers to support our ASN pupils in our nurture spaces and offer alternative curriculum experiences. SEF monies support 1 part time Inclusion Co-ordinator and 1 part time Family Link Worker to support identified families, individual pupils and targeted groups.

Partnership working

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 The Link, Springfield, RAF, Moray Council, NHS partners, Scottish Opera and a variety of local businesses. Through Child Planning we work with colleagues across Social Work, Health and Police to support our families alongside third sector organisations.

Statistics and Academic Progress 2025 2026

Our attendance for this year is 93.9%.

Attainment 2025 2026

P1- Reading 93% Writing 89% Numeracy 89% **P4** Reading 86% Writing 77% Numeracy 77% **P7** Reading 82% Writing 59% Numeracy 74%



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Priority 1

Summary of Priority: Learning, teaching and assessment of Literacy and Numeracy

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:

- | | | |
|---|---|---|
| ☐ 1.1 | ☐ 2.1 | |
| ☒ 1.2 | ☒ 2.2 | ☐ 3.1 |
| ☐ 1.3 | ☒ 2.3 | ☒ 3.2 |
| ☐ 1.4 | ☒ 2.4 | ☐ 3.3 |
| ☐ 1.5 | ☐ 2.5 | |
| | ☐ 2.6 | |
| | ☐ 2.7 | |

Progress and Impact

Good progress has been made in improving the quality and consistency of learning, teaching and assessment across literacy and numeracy. The successful implementation of the CYPIC writing approach, alongside professional learning, moderation and collaborative planning, has strengthened teacher confidence and resulted in more consistent, high-quality learning experiences across the school. The introduction of 'Block planning', use of consistent Learning Slides, a focus on Teacher Clarity and the embedding of learning intentions, success criteria and feedback have increased learner engagement and enabled most pupils to confidently discuss their learning and identify their next steps. This is especially evident in writing lessons where all P3-7 classes have engaged with the CYPIC (Epic Writing) approach. Assessment practices have been strengthened through the introduction of a whole-school assessment calendar, improved use of ACEL, SNSA and formative assessment data, and regular tracking meetings, ensuring interventions are increasingly timely and responsive to learners' needs. In numeracy, greater consistency has been established through the use of manipulatives, White Rose approaches and moderation across the Associated School Group. Learner survey evidence also indicates increasing confidence in learning, while diagnostic assessments are enabling staff to target identified gaps more effectively. These developments have contributed to improving attainment in writing, strengthening numeracy provision and ensuring learners experience a more coherent, inclusive and responsive approach to learning and teaching across the school.

Next Steps

- Continue to strengthen consistency in learning, teaching and assessment through the continued use of **Learning at Linkwood**, ensuring high-quality pedagogy, teacher clarity and effective assessment practices are embedded across all classes.
- Build on improvements in writing by embedding the CYPIC approach across all relevant staff, including Support for Learning colleagues, and extending opportunities for learners to independently self-assess, peer assess and apply feedback across the curriculum.
- Further develop assessment-capable learners by increasing opportunities for pupils to co-construct success criteria, articulate their progress and identify meaningful next steps in their learning.



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- Refine the teaching of numeracy through the implementation of the revised whole-school maths policy, ensuring consistent use of concrete, pictorial and abstract approaches, mathematical reasoning and problem-solving across all stages.
- Use SNSA diagnostic information, ACEL data and formative assessment more strategically to identify common misconceptions, target interventions and inform responsive planning, particularly in numeracy.
- Continue to develop pupils' confidence, enjoyment and resilience in numeracy by embedding the National Numeracy Schools and Families Programme and increasing opportunities for learners to apply mathematics in meaningful real-life contexts.
- Strengthen planning for assessment by embedding hot and cold assessment tasks, ensuring teachers consistently evaluate the impact of learning and adapt teaching to meet learners' needs.
- Continue to develop staff confidence in analysing attainment and assessment data to inform stretch aims, targeted interventions and challenge for all learners, ensuring equity of outcomes across the school.
- Develop play-based and enquiry-based approaches to support the application of literacy and numeracy skills, particularly within Early Level and First Level, enabling learners to make meaningful connections across the curriculum.



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Priority 2

Summary of Priority: Supporting All Learners

Key links to Moray Education Priority Area(s):

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☒ Empowering leadership at all Levels

☒ Curriculum
☒ Closing the poverty related attainment gap

NIF Priorities:

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NIF Drivers:

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Progress and Impact

Good progress has been made in strengthening inclusive practice and ensuring learners receive timely, targeted support. The implementation of the CIRCLE framework has enhanced classroom environments and supported staff to identify and reduce barriers to learning through improved planning and staged intervention. This has seen a marked reduction of by 74% of incidents of Violence and Aggression as well as a reduction of 37% of Bullying and Equalities incidents. 80% of pupils say they feel well supported at school. Robust tracking systems, including class profiles, intervention planning and regular ASN meetings, have enabled staff to identify needs earlier and provide more responsive support. Nurture approaches, targeted literacy, numeracy and wellbeing interventions, alongside strong partnership working with families and external agencies, have improved learner engagement, emotional regulation and participation in learning. Learners accessing additional support have benefited from more personalised learning pathways, improved attendance, reduced behaviour incidents and increased time accessing mainstream learning. Continued use of Child Planning, Individualised Education Programmes and enhanced transition arrangements has strengthened partnership working with families and ensured support is increasingly well coordinated and responsive to individual needs

Next Steps

- Continue to embed the CIRCLE framework to ensure consistently inclusive learning environments across all classes and further strengthen universal support for learners.
- Review and evaluate the impact of interventions using agreed measures of progress to ensure resources are targeted effectively and lead to sustained improvements in attainment, wellbeing and inclusion.
- Further develop Individualised Education Programme processes to strengthen learner and family participation in setting, reviewing and evaluating personalised targets.
- Embed the refreshed Health and Wellbeing programme, ensuring equality, diversity and anti-discriminatory learning is consistently delivered across the curriculum.
- Continue to strengthen transition arrangements for all learners across key transition points, particularly those with additional support needs.
- Build staff confidence in analysing wellbeing, attendance and engagement data alongside attainment information to inform early intervention and improve outcomes for vulnerable learners.
- Continue to strengthen partnerships with families and external agencies to reduce barriers to learning and further improve attendance, engagement and learner wellbeing.



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Priority 3

Summary of Priority: Creativity and Leading Learning

Key links to Moray Education Priority Area(s):

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| ☐ Learning, Teaching and Assessment | ☒ Curriculum |
| ☐ Empowering leadership at all Levels | ☒ Closing the poverty related attainment gap |

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| | ☒ 2.6 | |
| | ☐ 2.7 | |

Progress and Impact

Good progress has been made in developing creativity and increasing opportunities for learners to lead their learning. Learning Adventures continue to provide meaningful, interdisciplinary contexts that encourage curiosity, collaboration and learner choice, while Challenge and Choice approaches, pupil leadership opportunities and outdoor learning have increased learner engagement and ownership across the curriculum. Play pedagogy has been further embedded within Early Level, with staff continuing to develop high-quality play experiences that promote independence, enquiry and problem solving. Professional learning has supported staff to enhance creative teaching approaches, while increased opportunities for expressive arts, outdoor learning and exploratory play have enriched learners' experiences across the school. Learner voice is routinely gathered through Pupil Voice, Project Based Learning approach, Seesaw, Learning Adventures and leadership groups, enabling children to contribute to evaluating and shaping aspects of school life. These developments have resulted in increased learner motivation, engagement and confidence, with most learners demonstrating creativity, resilience and collaboration when approaching new learning.

The school has established a strong culture of creativity, enquiry and learner participation, with increasing opportunities for children to take ownership of their learning. Learners are highly engaged in rich, meaningful experiences that promote collaboration, independence and problem solving.

Next Steps

The next phase of improvement is to deepen learner agency by ensuring children have a greater role in planning, directing and evaluating their learning, while embedding consistent approaches to play pedagogy, creativity and the development of meta-skills across the whole school.

- Continue to develop learner agency by increasing opportunities for pupils to co-plan, lead and evaluate their learning through play, enquiry and Learning Adventures.
- Embed high-quality play pedagogy beyond Early Level, ensuring opportunities for creativity, exploration and problem solving are planned progressively across all stages.
- Develop a shared progression framework for creativity and meta-skills, enabling staff to plan, observe and assess skills consistently across the curriculum.
- Strengthen the use of learner voice to ensure children's interests and ideas directly influence planning, continuous provision and curriculum design.
- Extend opportunities for outdoor learning and expressive arts to further develop creativity, collaboration and real-life application of learning.



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- Continue to develop staff confidence in observing, assessing and evidencing learning through play, enquiry and project-based learning, making greater use of Seesaw and agreed observation tools to demonstrate progression.
- Review the impact of Learning Adventures and play-based approaches on learner engagement, creativity and attainment to inform future curriculum development.