

Welcome to Parsons Green Primary & Nursery School! Dream, Believe, Achieve!



Improvement Priority 1

- Continue to raise attainment in literacy and numeracy
- Promote reading for pleasure
- Take part in Pedagogy of Writing Professional Learning course with Edinburgh Learns and colleagues in the Learning Community
- Embed CPA approach in numeracy
- Embed Differentiation
- Continue closing the gap



QI 1.3, 2.3, 2.4, 3.2, 3.3 Teaching, Learning and Assessment



School Improvement Plan
2025-26



QI 2.1, 2.2, 2.4, 2.7, 3.1 Wellbeing and Resilience, Equity and Inclusion

Improvement Priority 2

- Continue to develop Learning for Sustainability through Climate Change Education, progress towards the Green Flag, School Partnership Link Agreement, Outdoor Learning as a routine and regular offering for all learners
- Leadership opportunities for all learners reviewed and refreshed so they have an opportunity to Lead with Purpose and to Learn their purpose



QI 1.2, 1.3, 2.2, 2.3, 2.7, 3.2, 3.3 Learning for Sustainability

- Continue to work with colleagues within the Learning Community to develop and embed a new structure for offering targeted supports and interventions for pupils and families as required
- Continue to work on areas from HMIE and Edinburgh Learns scrutiny visits to ensure the highest quality experiences and outcomes for our learners

Me as a Learner

- I can make, say, write, do to show my learning
- I can use 'Learning Powers':
 - concentrate
 - don't give up
 - be co-operative
 - be curious
 - have a go
 - use your imagination
 - keep improving
 - enjoy learning
- I understand my emotions change and can use strategies to manage them.
- I am becoming an independent learner!

Questioning

- Thinking/waiting time
- Blooms
- Open-closed
- No hands up / cold calling: pose, pause, bounce, bounce
- Random picker –e.g. lollipop sticks
- Think - Pair - Share
- True or false/ agree or disagree
- Always/sometimes/never true?
- Odd one out

Feed Back

- Oral/Verbal/ show me boards
- Peer feedback
- Teacher feedback
- Learning conversations
- Talking Partners
- Personal Learning Planning – targets are meaningful and help me improve
- Trio Talk
- Two stars and a wish

What Learning Looks Like at Parsons Green

The Lesson

- 4 phase: overview, input, processing, review or flipped!
- Pupil Choice and involvement in planning learning
- Learning intention and success criteria/ steps to success
- Why do I need to learn it? (how / when could I use this in my life?)
- What do we know already? (make connections to prior learning)
- What do we want to know?
- How do we want to learn it?
 - Creative approaches/ through play/ digital/ outdoors/ by making, writing, doing, saying
- Pace of the lesson (lessons give me enough time to think about what I'm learning)
- Is the level of challenge right for me?
- I have opportunities to challenge myself
 - Plenary – I can reflect and think about how it's gone
 - I can share my learning with others!



Learning Intentions & Success Criteria/ Steps to Success

- Shared at start, clear, relevant
- We create them together in language we understand
- Written, displayed, oral, revisited
- Linked to our targets
- Focused on skills that we can use
- Used with benchmarks for assessment

Assessment

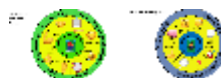
- Thumbs up/ Fist to five
- Traffic lights
- Peer/ self assessment of knowledge and skills
- Be the teacher
- Tests (spelling, reading, numeracy, maths)
- Applying my learning to a new/ unfamiliar situation
- Exit pass/plenary
- Show me boards

Evidence

- Jotters/ One Note: ipad
- Talk
- Presentation
- Mind Maps
- Write, say, make, do
- Videos and photos
- Creative and enterprising ways to show my learning
- Pupil learning logs
- Observations
- Questioning & feedback

This helps us to become:

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens



Enjoyment and Choice
Regularly creates texts (poems, short stories etc.) for a range of audiences and can select the genre and style which is most appropriate.

Tools for Writing

- Tools for Writing
- Apply knowledge of spelling patterns and strategies to spell most words correctly and can use resources such as a dictionary to support this.
- Correctly uses a range of punctuation including capital letters, full stops, commas, exclamation marks, question marks and apostrophes.
- Writes in a fluent and legible way and uses paragraphs to separate the main thoughts and ideas.
- Uses sentences of different lengths, varies sentence openings and can link sentences together using a range of conjunctions.
- Reviews and corrects writing as they go to check for sense and accuracy.
- Selects relevant ideas and information and makes it clear where the information came from.
- Make appropriate choices about layout and presentation for example by using headings, bullet points and different fonts to engage the reader. Organises their information in a logical way.
- Use appropriate vocabulary that is suitable for the audience and the subject matter.

Creating texts

- Create
 - Use 1
 - Use 2
 - Include
 - Way
 - Use
 - Detail
 - In
 - A
- Other I see you could try at home:
- estimate how much shopping will cost (e.g. rounding to the nearest £1 or £10)
 - rounding knowledge about fractions and percentages to save prices
 - use for knowledge of positive and negative numbers in contexts such as the weather forecast or bank statements
 - understanding of multiplication and division in terms of sharing (e.g. sweets, lolly wrappings, calculating how many animals are kept in order to transport or dress in an event)
 - comparing costs between products (e.g. using price comparison sites)
 - budgeting – making a pocket money and planning how best to spend and/or save
 - understanding use and security of bank cards, cheques/books, online banking
- Time:
- Knowing where to find and understand the differences between sell-by and use-by dates to food
 - comparing prices when planning trip (airfares, holidays etc) and using current information to assist
 - use time events: "what time do you brush your teeth?" How much sooner time do you get to bed tonight? What? — do you go to bed later?

Useful Web sites (with

- * www.sundance.com
- * www.rockwell-ga.com
- * www.scholarshipcity.com
- * www.toc.ca.uk
- * www.williams-ships.com
- * www.hima.gov
- * www.pondie.co.uk
- * www.pro-life.org
- * 3D shape recog

Further information

- ~~load~~ apps f
 - numeracy I
 - full benchr
- can be found on f

<http://www.pcmo.org>

Second Level
P5 – P7



**Parsons Green
Primary School
and Nursery
Handbook**



2025 - 2026

A Guide for Parents & Carers:

to support Key Learning in
Numeracy/Maths

at the *middle* of the *Second Level* of Curriculum for Excellence

(Early Level: Nursery to end P1, for most pupils
First Level: P2 to end P4, for most pupils
Second Level: P5 to end P7, for most pupils)

We asked Parents and Carers what would be helpful for you to understand What Progression looks like through the Curriculum for Excellence.

-good feedback in person at the parent consultations night with a range of responses. No clear preference but a range of options works well.

NEXT STEPS:

- update literacy leaflets

- update numeracy leaflets

- relaunch and add to a 'static' link with other resources on the website.

- Follow up by offering range of workshops

e.g. how to help my child with spelling or I think my child has Dyslexia, what do I do....

Current Surveys:

- Culture Day and Feedback about Special Days/Celebrations
- Communications

Next Steps:

Equalities Policy – pupil-led initiative to look at how we can reduce discrimination and increase understanding and awareness of bias and stereotypes around protected characteristics. This work links to Health and Wellbeing, positive relationships and anti-bullying. There are opportunities for parents/carers to have some input into this piece of work too. Please respond with your email at the end of the Culture Day survey.

Parsons Green

What does it mean to be a member of this school community? (parents/carers)



Please add your ideas to the mentimeter word cloud using the QR code)



Our Motto



***Dream Believe
Achieve!***



Our *vision, values* and aims



Parsons Green School & Nursery Vision

To create a safe, inclusive, nurturing and stimulating learning environment where all learners can develop life-long skills, fulfil their potential and participate effectively in a global community.



Our values



Parsons Green School & Nursery Values

Respect Kindness Fairness Honesty

Responsibility

Our aims:



To be a warm, friendly and welcoming community of learners, being ready, respectful and safe together to promote:



- *Respect for self, others and the environment*
- *Equality, fairness and inclusion*
- *Skills for learning, life and work*
- *Pupil centred learning*
- *Ethos of achievement*
- *Creativity, curiosity and connectedness*
- *Taking a global view*



Our 'Behaviours'



- *Ready*
- *Respectful*
- *Safe*



*Dream
Believe
Achieve*

Parsons Green School & Nursery Vision

To create a safe, inclusive, nurturing and
learning environment where
life-long skills are developed



D

Vision/values/Ethos/Motto/Behaviours etc
to be reviewed in light of Equalities Policy
work to make sure it reflects our current
school community's aspirations

Honesty
Respect
Kindness
Responsibility

*Supporting every
learner to be a:*

- Successful Learner
- Effective Contributor
- Responsible Citizen
- Confident Individual

Confident individuals with

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs

and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity



Effective contributors with

- an enterprising attitude
- resilience
- self-reliance

and able to

- communicate in different ways and different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new concepts
- create and develop
- solve problems



Successful learners with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations



Responsible citizens with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues



The 4 Capacities – the purpose of the Curriculum for Excellence and what we are aiming to achieve for our young people.

We make the most of our local area:

- Meadowfield Park
- Holyrood Park
- Piershill Library
- Abercorn Tennis Club
- Duddingston Kirk and Village
- The Glebe/Jock Tamsons Gairden
- Historical and Cultural landmarks of Edinburgh (e.g. museums, galleries, Castle, Palace, Mosque)



#teamPG!

The HMIE visit in January 2024 found strengths in leadership at all levels, wellbeing, equality and inclusion. They found the children to be respectful, happy and enthusiastic learners who are keen to embrace opportunities to develop skills and talents and show kindness towards others.

Staff are committed to school improvement:

- raising attainment in numeracy and literacy
- Undertaking professional learning inc Teachers' Charter
- fostering wellbeing, nurture and resilience
- promoting positive relationships
- Supporting pupils with additional support needs
- Taking learning outdoors
- Developing responsible, creative and caring citizens

We like keeping in touch:

- Newsletters
- Groupcall texts
- Website
- Open door policy
- Open days
- Stay & plays

Some Current Initiatives:

- School link with Malawi through SMP
- LfS Communities of practice
- Leadership Groups working towards Green Flag/Eco Schools
- Digital skills/Empowered Learning
- Climate180 with Learning through Landscapes
- Meadowfield Park planting/bug hotels with the Friends of the Park
- Active Travel Plan/Bikeability development
- Smartphone-free Childhood with Parents Grp
- Equalities Policy development by pupils

Our Values
Respect, Fairness, Honesty, Kindness, Responsibility

Our Motto
Dream, Believe, Achieve!

We encourage behaviours to help everyone be **Ready** to learn, feel they belong and are valued as part of #teamPG through **Respectful** interactions which keep each other **Safe**. This is part of **OUR VISION: To create a safe, inclusive, nurturing and stimulating learning environment where all learners can develop life-long skills, fulfil their potential and participate effectively in a global community.**

www.parsonsgreenprimaryschool.co.uk

We enjoy learning about Edinburgh and Scotland:

- Learning about the first settlers in Arthurs' Seat area/Iron Age up to the present day
- Learning about the formation of our local landscape (Arthurs' Seat) and the local diversity of nature and wildlife
- Famous Scots –inventors, artists, poets, authors
- Scottish music and dance, having a ceilidh!
- The Scottish Parliament/Democracy

And our wider world:

- Global citizenship /climate/ natural world
- Learning for a better world - renewables, climate action

We love to celebrate achievements

- Certificates
- Parsy Pals
- Buddies
- Assemblies
- Week in 60 Seconds Shout-outs!
- P7 Qually and Leavers' Assembly

Our Families told us that:

- They feel a strong sense of community
- The school feels welcoming and friendly
- Feels inclusive
- They love the location and the amazing outdoor space

Partnerships:

- Parent Council
- PHS Learning Community
- Friends of Meadowfield Park
- Northfield and Willowbrae Community Council
- MothersCAN
- Matabi Primary School, Malawi (through Scotland Malawi Partnership)

Parsons Green

Dream, Believe, Achieve!

Pupil Voice – May25

Small Sample – to be discussed by
Knights of Rights 25-26 and school
through a Pupil Parliament



Parsons Green Playground: our 5star reviews!

5 star review for the back gate because it is a good place to hang out and chat

5 star review for the picnic bench at the map area because it's a good place to chat

5 star review for the wildlife garden because it's a nice, quieter, green area

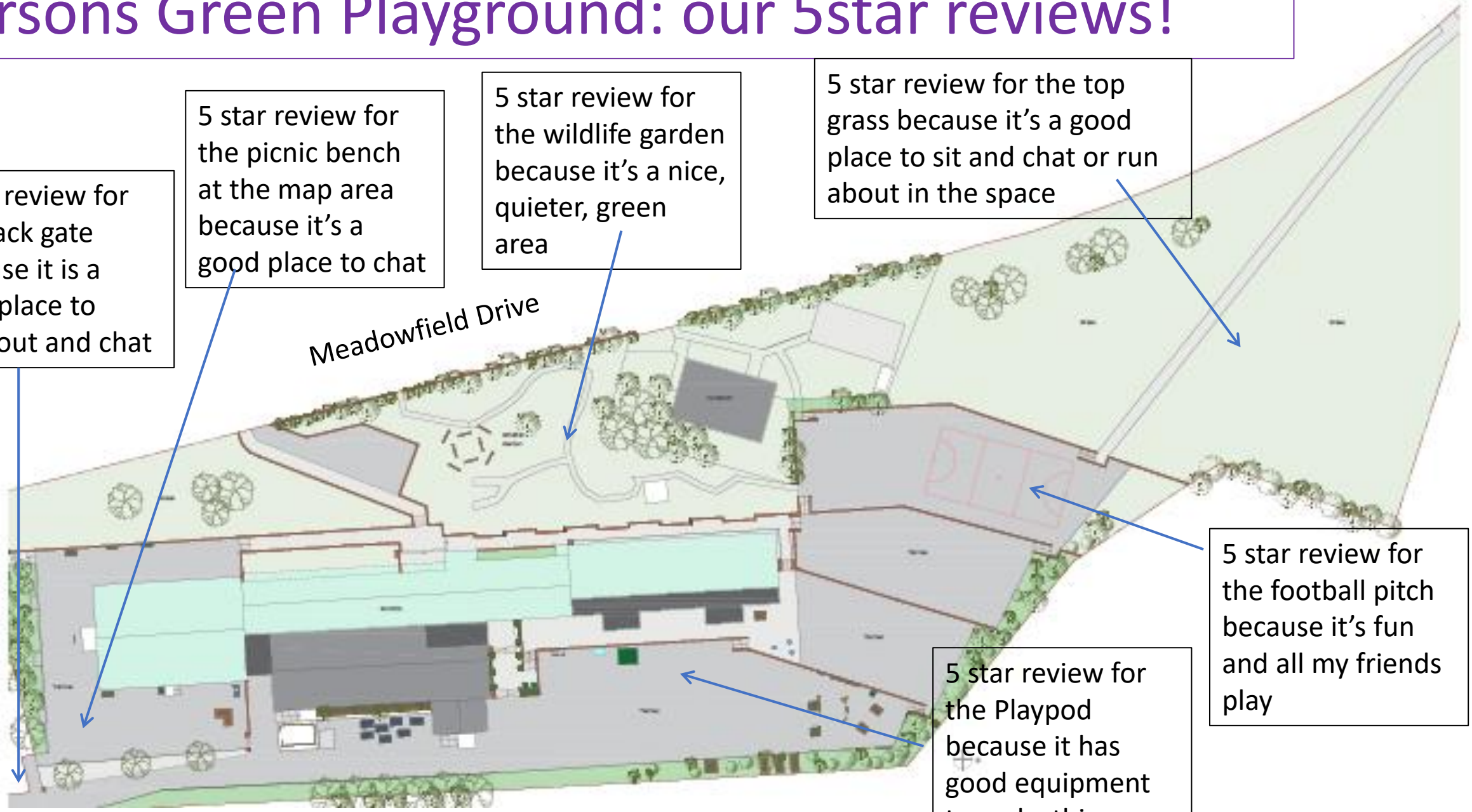
5 star review for the top grass because it's a good place to sit and chat or run about in the space

5 star review for the football pitch because it's fun and all my friends play

5 star review for the Playpod because it has good equipment to make things

Paisley Drive

Meadowfield Drive



Parsons Green Playground: top ten ideas

1. Trim trail for the top grass / wooden fort /tree house
2. A play area with an arch/tunnel like a small house for the P1/2
3. Monkey bars / a spinney thing
4. More benches - top grass and around the playground
5. New friendship bench
6. Outdoor basketball hoop
7. Maze/ tunnels
8. Painted games – twister, 100 square, painted road markings to help Bikeability
Map repainted
9. Bike jumps
10. Problem solving wall

Paisley Drive



Parsons Green Playground

Paisley Drive

Meadowfield Drive



Active Stations

1. 10 star jumps
2. Jump on one leg
3. 5 wall push-ups
4. 5 burpees
5. Hold a plank pose for 10 seconds
6. Wall plank pose for 10 seconds
7. 10 sit ups
8. Do leg stretches
9. Do the tree pose and hold it for 10 secs



Playground – these are suggestions for discussion

- wooden posts (x4) around the seating in the wildlife garden that we can attach sails/temporary shelter
- painting map/games and for bikeability
- storage in top/middle/P1/2 pitches for play equipment, outdoor building blocks, outdoor library, mud kitchen etc
- trim trail on top grass
- something to replace the two yellow/orange items at the P3-7 end of the building
- something like a ‘natural’ wooden climbing structure for the P1-2 to replace the slide
- friendship benches/ seating around many parts of the grounds
- Replace rotting planters / increasing spaces where children can dig/play/plant

PLAYGROUND IDEAS

P3-7 End of the School

- friendship bench
- re-paint mural on retaining wall
- painted games on ground?
- something to replace the orange and yellow pyramid and octagon structure

Wildlife Garden

- 4x posts with fastenings to secure temporary 'sails' for shelter
- sensory planting for smells/taste

P1 and P2: Top Grass Gate
Adults must observe 2m distance

'Top Grass'

- new trim-trail
- seating by trees

'Pitches'

- storage containers

P2/1 Playground

- replacement for the Modern Art Gallery pieces, possibly a 'natural' wooden climbing piece

'Map' Area:

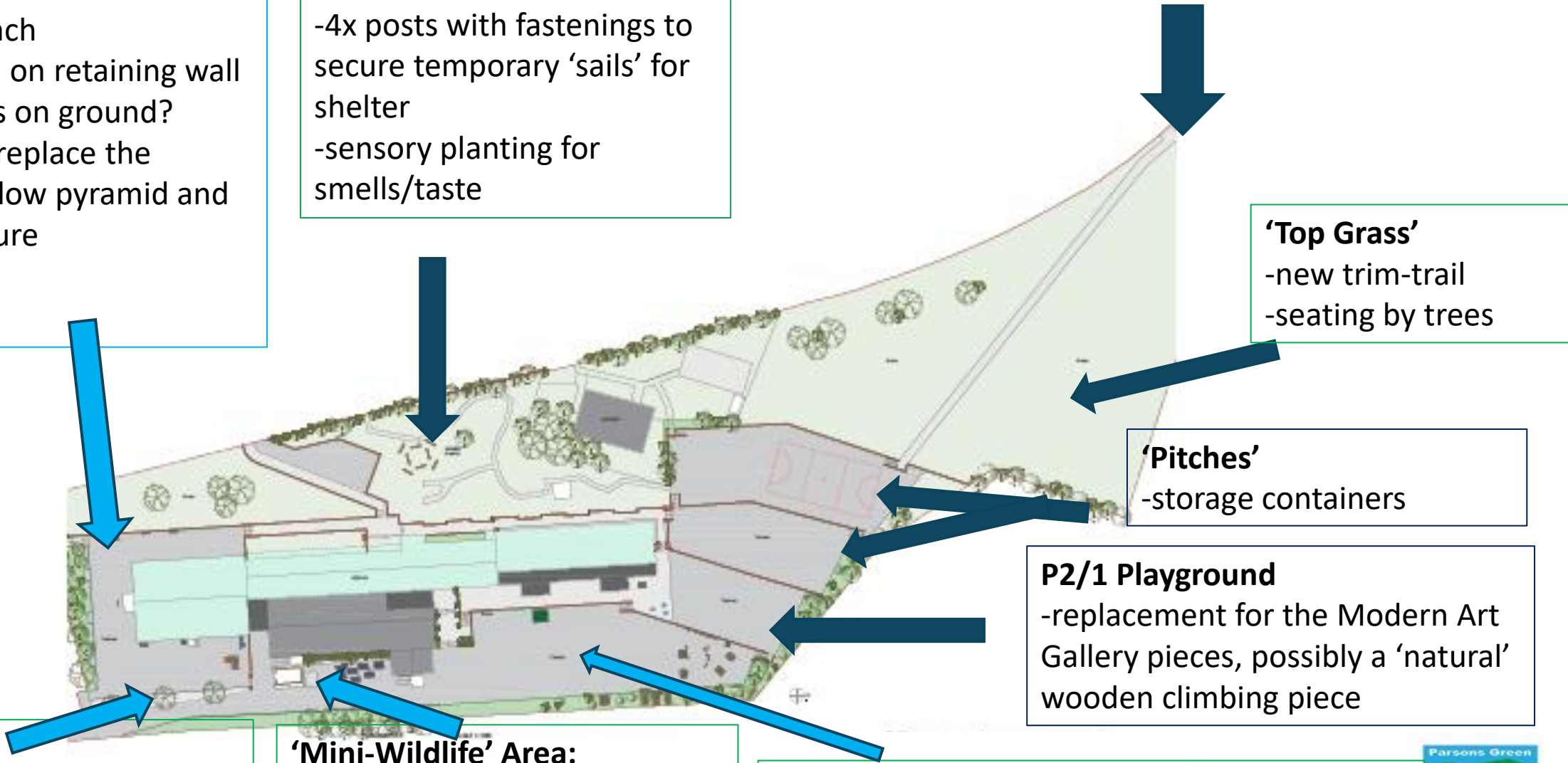
- repaint map / new planters?
- paint road markings on roadway in from back gate to boiler room

'Mini-Wildlife' Area:

- needs urgent maintenance, chopping back
- new seating

'Play Pod' Area/ 'Musical Instrument' Area

- re-paint games, friendship benches
- planters to play/plant food



PLAYGROUND IDEAS



P2/1 Playground

-replacement for the Modern Art Gallery pieces, possibly a 'natural' wooden climbing piece

PLAYGROUND IDEAS



'Play Pod' Area/ 'Musical Instrument' Area
-re-paint games, friendship benches
-planters to play/plant food

PLAYGROUND IDEAS



'Mini-Wildlife' Area:
-needs urgent maintenance,
chopping back
-new seating

PLAYGROUND IDEAS

P1 and P2: Top Grass Gate
Adults must observe 2m distance



'Map' Area:

- repaint map / new planters?
- paint road markings on roadway in from back gate to boiler room

PLAYGROUND IDEAS

P3-7 End of the School

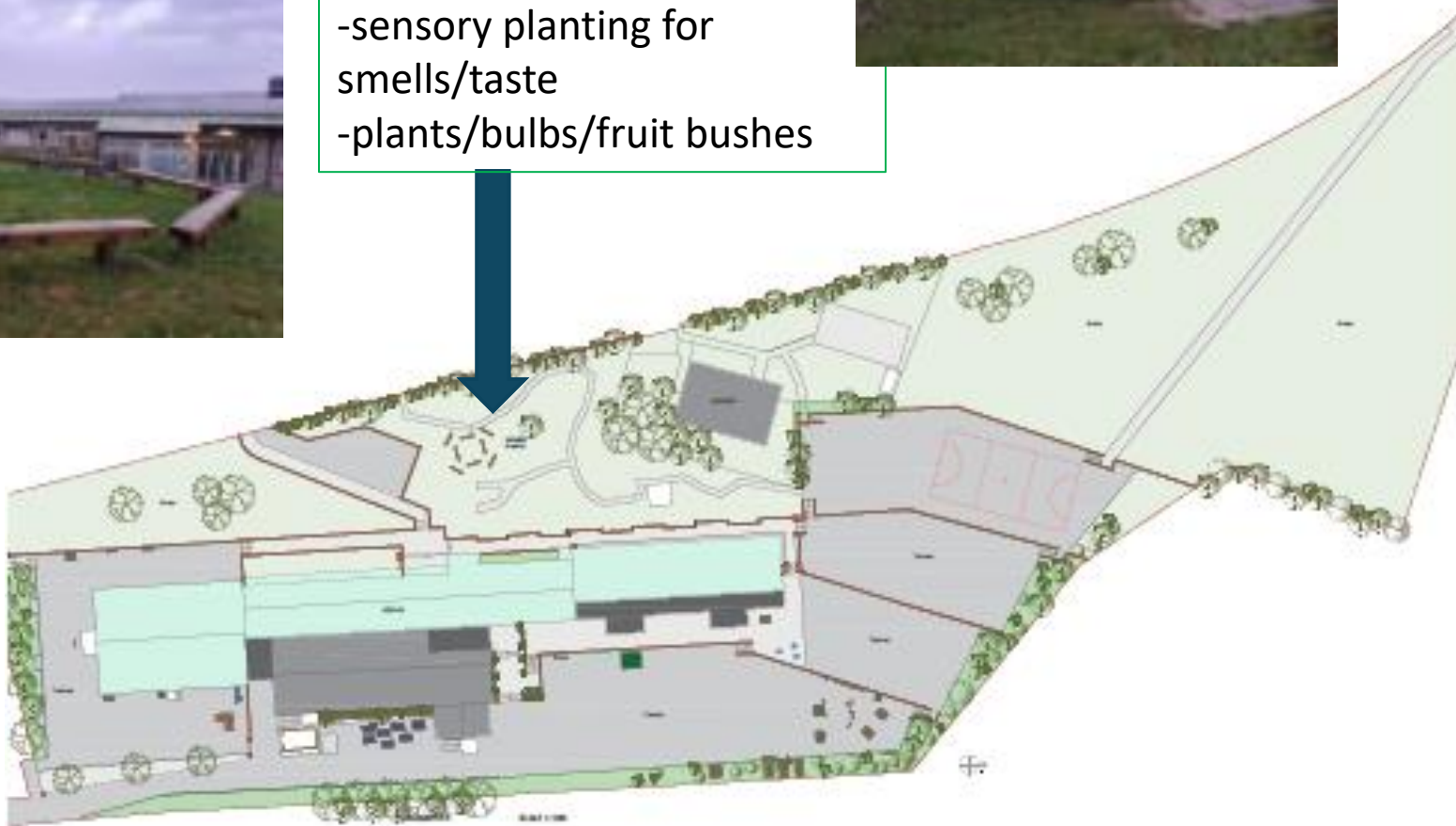
- friendship bench
- re-paint mural on retaining wall
- painted games on ground?
- something to replace the orange and yellow pyramid and octagon structure



PLAYGROUND IDEAS

Wildlife Garden

- 4x posts with fastenings to secure temporary 'sails' for shelter
- sensory planting for smells/taste
- plants/bulbs/fruit bushes



PLAYGROUND IDEAS



'Top Grass'
-new trim-trail
-seating by trees

'Pitches'
-storage containers

