

School Standards and Quality Summary from 24-25

School Attendance of pupils has been a focus for improvement with a significant improvement from 90.9% overall in the previous year (23-24) to 94.9% overall for 24-25. We will continue to send targeted letters for attendance beginning to drop under 90% and further support for those under 85%. Our target is to be consistently above 95% for overall attendance.

The overall attainment in literacy (listening and talking, reading, writing) is showing incremental improvements over time as we work on strategies and approaches around these areas. In the past year staff have undertaken Professional Learning with the Sean Connery Dyslexia Foundation and with Edinburgh Learns around Differentiation strategies to support strategies and approaches in the classroom. This is showing improvements overall in Literacy and the focus will continue this year.

There is evidence of incremental closing of the poverty-related attainment gap over time, particularly within numeracy. However, ACEL (Achievement of Curriculum for Excellence Level) data for P1,4,7 in Numeracy combined shows a slight dip. We have Professional Learning focused around the CPA mastery approach with numeracy, watch this space for parent workshops!

	2021-22	2022-23	2023-24	2024-25
Literacy combined ACEL Levels for P1,4,7	79.5%	78.2%	77.5%	81.0%
Numeracy combined ACEL Levels P1,4,7	82.1%	82.7%	86.7%	81.9%

All stakeholders were involved in our Curriculum Review which has provided us with a clear rationale for our next steps. [PG Curriculum rationale for parents and carers -May25](#)

As part of the curriculum improvement cycle the staff have also embraced new progression pathways to support planning for literacy and numeracy.

Work within the area of Learning for Sustainability has continued to be a strength with the Protect Our Future Project being a highlight of joint work with community partners. Links with the NWCC and Friends of Meadowfield Park have led to positive opportunities for learners, particularly at the P4-3 stages this year with the tree planting project.

Work towards the RRSA (Rights Respecting Schools Award) has seen the beginning of a school link with Matabi Primary in Malawi which we look forward to developing in the coming years. Work towards the Green Flag saw the completion of an audit with pupils and staff. Climate Action is a compulsory module for the Green Flag, the other two areas have been chosen following the audit: Food and the Environment and Culture and Heritage. The school enjoyed a One Planet Picnic as a result and look forward to further pupil-led work in this area.



Parsons Green
Summary for
parents/carers
Aug25



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



- 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

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