

24 March 2026

Dear Parent/Carer

In February 2025, HM Inspectors published a letter on Manor Park School. The letter set out a number of areas for improvement which we agreed with the school and Aberdeen City Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

School leaders and teachers must review and improve their approaches to learning, teaching and assessment. They should ensure all children experience high-quality, well-planned learning and teaching, that is matched appropriately to their learning needs.

Overall, there has been some progress towards this area for development. Senior leaders need to build on this work to support teachers to work together to improve the quality of learning and teaching across the school.

Senior leaders and staff have developed a useful guide that sets out clearly the expectations for learning and teaching. This guide provides advice for teachers to ensure children experience high-quality learning and teaching across the school. Senior leaders and staff have participated in professional learning to help them to improve their understanding of high-quality teaching. A minority of staff have visited other schools to support their practice in teaching numeracy and using effective questioning. Senior leaders and staff now need to take time to develop further a strong, shared understanding of what high-quality learning and teaching looks like. This should improve practice across the school and impact positively on children's outcomes.

Most children now engage well in their learning. Teachers need to continue to review the use of teaching time across the school day to increase quality learning time. In a minority of classes, the pace of learning is still too slow. In these classes, children sit too long for extended periods listening to teacher explanations. This can lead to children becoming disengaged.

Most children work well with their peers in pairs and small groups. In a minority of classes there remains a need to ensure children experience learning that is more closely matched to their needs. Children are now provided with greater opportunities to lead their own learning. They select contexts for learning and use a 'Big Question' approach across a few subjects. They plan learning through reflecting on what they know, would like to learn and how they would like to learn. In addition, children engage in regular learning sessions with their peers



from different primary stages. This is supporting children well to develop critical thinking, communication and teamwork skills appropriately. Teachers should continue to develop this approach to ensure children benefit from increased opportunities to have a say in what and how they learn. This should increase children's engagement and motivation in learning further.

Senior leaders and teachers have developed further their whole school 'Star Learners Approach' to support children to discuss what they are learning and how well. This is now supporting teachers to ensure that they share the purpose of planned learning more effectively. Most teachers use consistent questioning with children. This is beginning to support children to have a clearer understanding of how they can be successful and what their next steps are in learning. In all lessons, teachers use questioning appropriately to explain learning and give instructions. Almost all teachers use questioning well to check children's understanding. In most classes, teachers' questioning needs to be developed further to deepen children's thinking. This should help teachers to increase the level of challenge for children.

Children are increasingly provided with supportive feedback on their learning and what their next steps should be. They are beginning to understand the skills they are learning and why as a result. Most children's engagement with learning has improved. Senior leaders should now work with teachers to ensure feedback about learning is consistently used across the school. This should support children to understand better what their next steps are.

Teachers have recently developed whole school learning pathways for digital learning. They are at the early stages of implementing these pathways to support children to build on previously learned digital skills.

Teachers have worked together to develop whole school outdoor learning pathways for all primary stages. These pathways have recently been introduced. Teachers should now use these pathways to ensure children benefit from learning in a wider range of environments and develop their understanding of learning for sustainability.

Staff at the early stages have continued to develop their approaches to play. They have developed attractive learning environments that support children to learn through play. They have engaged with colleagues from the nursery to inform their practice. As planned, senior leaders need to support teachers further to ensure all learning experiences are developmentally appropriate, engaging and allow children to develop effectively their learning through play.

Senior leaders and staff have created a useful overview which outlines assessments staff should carry out with children at different points in the year. This has helped to increase the consistency of assessment used across the school. Teachers are beginning to ensure that the quality of information gained from assessment approaches is more consistent. They are at the early stages of using this information to inform their planning for children's learning and measuring the progress children make. Senior leaders should continue to support teachers in the use of assessment information to ensure that children's attainment improves over time.

Teachers have engaged in a range of professional learning opportunities to support them in planning learning. A majority of teachers have visited other schools to consider how they can ensure children build on their knowledge and skills progressively. Senior leaders now need to continue to provide further opportunities to ensure all teachers plan learning that effectively meets the needs of all children.

Senior leaders and staff across the school need to improve attainment in literacy and numeracy.

There has been insufficient progress towards this area for improvement. Senior leaders and staff need more time to improve attainment for all children.

Overall, children's attainment in literacy and numeracy does not meet national expectations. Children are not making the progress they should be in literacy and numeracy. Where progress has been made, this is not maintained over time.

Teachers do not yet have a secure understanding of national expectations.

Senior leaders, supported by the local authority now need to take prompt action to develop a clear strategy to raise attainment and secure better outcomes for children.

Senior leaders need to continue to support teachers to develop confidence in making accurate professional judgements about children's progress and attainment. Teachers need to develop a deeper understanding of national standards.

Overall, there has been limited progress towards this area for improvement.

Teachers meet with stage partners regularly to moderate assessment information about children's learning. They meet with senior leaders termly to discuss children's progress and attainment and consider samples of assessment evidence. This is not yet ensuring teachers' professional judgments about children's progress and attainment are accurate.

Senior leaders, supported by the local authority, need to continue to plan meaningful opportunities for teachers to develop a deeper understanding of national standards. Teachers need support to understand more fully what achievement of a level looks like. They should engage with colleagues for other schools and use national Benchmarks further to develop this understanding. This should support them to develop confidence and greater accuracy in their professional judgements.

All staff must work together to agree shared expectations and approaches to improve the behaviour and engagement of all learners across the school.

Since the original inspection, there has been positive progress in this area for improvement.

Senior leaders and staff have agreed and reviewed shared expectations of behaviour. They apply these expectations consistently across the school. Senior leaders and staff have strengthened their understanding of how to support children's emotional wellbeing and how to deal with conflict. This has resulted in a calmer learning environment where children now engage better with learning.

Where appropriate, senior leaders and staff plan effective supports to help a few children to understand and manage their emotions better.

Across the school, behaviour has improved. Senior leaders and staff should continue to build on this positive work.

Senior leaders need to improve how they measure the progress that children at the primary stages make over time.

Overall, senior leaders and staff have made a promising start to improving how they measure the progress that children make over time.

Senior leaders have developed further approaches to gathering information that illustrates attainment over time for all children. They now track attainment and achievement in literacy, numeracy and wellbeing for all primary stages and particular groups of children. This supports them well to develop a greater understanding of the progress children make in learning over time and the potential barriers to such progress.

Senior leaders and staff should now consider how they measure the progress of children who require additional support with their learning. They should ensure that they plan clear measures for success and review the progress children make as a result of planned supports more regularly.

Senior leaders and staff have made strong progress in improving attendance across the school. Children's attendance is now in line with the national average. There has been significant improvement in the attendance of children who have an absence of 10% or more. Senior leaders and staff continue to monitor very carefully individual children's attendance effectively.

What happens next?

The school has made limited progress since the original inspection. We will liaise with Aberdeen City Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with Aberdeen City Council the details of this inspection. When we return to inspect the school, we will write to you as parents informing you of the progress the school has made.

Denise Penman
HM Inspector

On behalf of His Majesty's Chief Inspector of Education in Scotland.