



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**Park Primary School  
Early Education and Childcare Centre**



*Positive ~ Achieving ~ Respectful ~ Kind*



## Introduction: Local and National Context

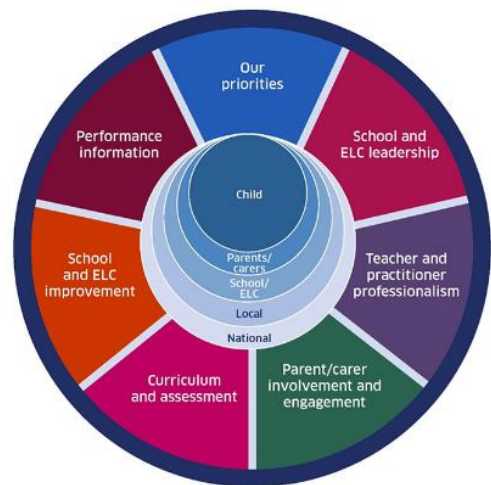
### Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

#### Highland Priorities



#### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)  
[HGIOS? 4](#) and [HGIOELC](#)  
[Health and Social Care Standards](#)  
[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

Positive ~ Achieving ~ Respectful ~ Kind

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

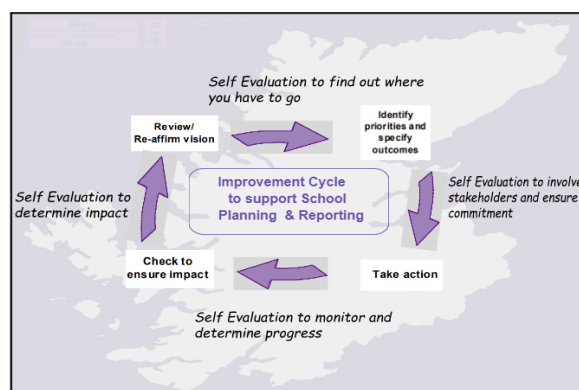
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Karen Cox  
Head Teacher  
Park Primary School

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance  
90.4%

Average Class Size  
19.5

Meeting PE Target  
Target Met

Pupil Numbers  
117

Teacher Numbers  
9

Pupil Teacher Ratio  
13.6

N3	N4	P1 17.9%	P2 14.5%	P3 9.4%	P4 11.1%	P5 18.8%	P6 13.7%	P7 14.5%
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SIMD Q1 <sup>1</sup> 10-20%	SIMD Q2 30-40%	SIMD Q3 40-50%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN <sup>2</sup> 40-50%	No ASN 50-60%	FSM <sup>3</sup> 70-80%	No FSM 20-30%	EAL <sup>4</sup> 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Most

Listening and  
talking

Most

Numeracy

Most

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### Vision Statement

At our school, we aim for everyone to feel included and nurtured. We encourage our pupils to be positive, resilient and respectful, whilst learning, achieving and having fun.

#### Our Values

**Positive:** It is so important to have a positive mental attitude. We encourage all our pupils to be positive and find solutions to any problems that may occur.

**Achieving:** Supporting and guiding our children in the development of skills for learning, life and work to allow them to achieve their full potential.

**Respect:** We are respectful to everyone at Park Primary.

**Kindness:** We are trying to 'colour our school with kindness' by being kind to others.

Our School Motto reflects our vision & core values:

**“Hand in hand, together we can”**

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

### Refresh of Pedagogy in the teaching of writing

#### Purpose:

Our Attainment Data indicates that Writing achievement is poorer than any other aspect of literacy. Where children do not achieve overall expected levels in literacy it is most often the writing element which prevents the level being awarded. To address this we have refreshed pedagogy in teaching writing.

#### Progress:

- ✓ Teachers carried out Teaching Sprints to bring about small changes in their practice in teaching writing.
- ✓ Teachers noted the following experiences as a result of their teaching sprints:
  - Children responded well to the explicit structure for information and explanation report writing. A teacher commented that the planning formats are excellent. The structure works well for all pupils but particularly helpful for more reluctant

#### Impact:

- Teachers have made positive changes to the way they teach writing:
- ✓ In P1, most pupils have gained confidence in applying the Descriptive bubble structure.
  - ✓ Majority of P1 pupils are able to reflect more deeply on characters in class stories.
  - ✓ At First Level, Writing Success Criteria have used the more formal language linked to Stephen Graham's Explicit Teaching of Writing.
  - ✓ Allows for cross-class working where pupils are working in similar genres. For example, P2

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- writers or those who find it difficult to generate ideas.
- Displays of Stephen Graham's Descriptive Bubbles are a useful reference which have supported learner's writing across the school. One class is also using the bubbles in reading to describe characters.
  - Descriptive bubbles are a good fit for the level of writing in P1.
  - Teachers report that they are taking more time over the planning of writing. This is building children's confidence in the main writing sessions and undoubtedly produces improved results in report writing.
  - Almost all class teachers have engaged with PM Writing resources and report that they link well with Stephen Graham's approach.
- ✓ pupils worked with P7 to create their own books while developing their ICT Skills.
  - ✓ At second level, teachers say that almost all pupils are benefiting from pre-set planners.
  - ✓ Second level teachers report that Stephen Graham's approach to writing has added consistency, clarity and confidence to their teacher judgements in awarding levels.
  - ✓ Almost all learner's in P5-7 have increased their knowledge/ understanding and confidence in what they need to do to be successful in different genres. There are early indications that explicitly teaching writing has increased attainment; our poorest achievers are particularly benefiting from planning formats and teaching on structure.
  - ✓ We have yet to hold a sharing event with parents and to gather their feedback.
  - ✓ We have made good progress in making changes to the teaching of writing as teaching sprints have ensured accountability and allowed teachers to try out new resources and teaching strategies.

#### Next steps:

- Staff would like to consider an overview of writing genres so that all classes cover the same genres at the same time. This would support planning, assessment and moderation.
- Complete the next block of Stephen Graham Training to extend the pedagogy for more genres.
- Embed explicit teaching pedagogy from Part 1 of Stephen Graham's training.
- Complete "Literacy for All" training to introduce teachers to further strategies for supporting pupils with persistent literacy difficulties.
- ASG have agreed all schools are to use the Writing Success Criteria which is constructed from benchmarks (developed by Fiona Polson-MacKenzie).

#### School Priority:

### Pupil Participation- Power to the People!

#### Purpose:

In 2022-23 Theme 3 of HGIOURS pupils rated the following statement between satisfactory and good; "Children and Young People are able to contribute their ideas about how our environment can be improved."

Our Playground Parliament was not as effective as it had been previously.

We identified the need to redesign how we structure parent and pupil participation.

#### Progress:

- ✓ All pupils in P2 to P7 are members of a Pupil Participation Group. We have five groups set up and pupils can choose which to join. These are:

#### Impact:

- ✓ All pupils have opportunities to make decisions about their school through membership of Pupil Groups. Almost all pupils felt their voice was

- Techno (Digital Leaders/ Internet Safety)
  - Helping Hands (Supporting the Community)
  - Wellbeing Warriors (Promoting Health and Wellbeing)
  - Playground Parliament
  - Bright Sparks (Children's Rights)
  - ✓ P1 pupils have their own group which is focusing on improving our school grounds by planting up planters and taking charge of our new Polycrub.
  - ✓ Each group has ownership of a display board in the canteen to display information about their Pupil Group.
  - ✓ We have created a whole school vision statement about pupil participation at Park Primary School which has been included in our Curriculum Rationale. We are in the process of creating a poster illustrating what pupils think about our groups.
  - ✓ Information about the Pupil Participation Groups was shared with parents through the creation of a poster.
  - ✓ Pupils from each class have the opportunity to contribute to more formal aspects of self-evaluation through membership of the Pupil Voice Group.
- heard when decisions about the function and actions for their group were made:
- Our Bright Sparks Group have applied for Rights Respecting Schools Bronze Award.
  - The Wellbeing Warriors have encouraged pupils to walk to school by running the Walk to School Challenge. They have also been involved in organising and running the first interhouse Dodgeball Tournament. The tournament was part of the Sport Scotland bronze award.
  - The Playground Parliament have identified and purchased playground equipment including Basketball Hoops.
  - Technos have led elements of learning during Internet Safety Week.
  - Helping Hands have made up gift bags for the local Nursing Home, Isobel Rhind Centre, young children etc.
  - ✓ All Pupil Groups have delivered Whole School Assemblies to provide information about their function and the decisions they have made.

#### **Next steps:**

- We didn't involve pupil groups in planning this year's Learning Festival as the expressive arts theme made arrangements very tricky- think about this for next year!
- Staff request that we consider the composition of pupil groups for next session. It may be more appropriate for Technos and The Bright Rights to have a younger children group and an older children group.
- When next year's pupil groups are being considered, involve pupils in deciding which groups we create and what these could look like.
- Share more information about children's rights with parents e.g. share assembly information with parents. Groups to post Seesaw Updates for parents to comment on. To gain the RRS Silver award we need to share information about Children's Rights with parents via online platforms and an agenda item at Parent Council Meetings.
- Consider as a school how we can find a way to develop pupil voice around key aspects of their learning beyond just the Pupil Voice Group.

### Purpose:

**Profiling:** Review the format of our Learning Profiles to increase children's ownership and make tracking progress more effective. Parents to have regular, on-going opportunities to view their child's learning.

**Planning:** Develop staff skill and confidence in planning learning and experiences effectively.

#### **Progress**

##### **Profiling:**

- ✓ Learning Profiles are now in ring binders and stored at child height so that children have full access to them. Seesaw is used to keep parents informed about ELC and takes the form of a blog. It also informs parents of children's personal targets.
- ✓ Children's Personal Targets are SMART
  - Specific
  - Measurable
  - Achievable/Agreed
  - Realistic
  - Time-based
- ✓ Almost all observations within the profiles demonstrate the latest and best learning.
- ✓ Almost all Key Learning Observations found within children's profiles match the following criteria:
  - Personalised
  - Focus on learning and skills being developed
  - Note Progression
  - Specific
  - Worded positively.
- ✓ Termly Progression Statements provide parents with the latest information about their child's learning and development.
- ✓ Staff are vocalising their feelings of increased confidence in writing Key Learning Observations and SMART Targets. Peer to Peer moderations has been instrumental in increasing their confidence.

##### **Planning:**

- ✓ There has been a steady increase in the number of Key Learning Observations linked to planning over the course of the academic year. The majority of children have observations linked to the Numeracy Focus.
- ✓ There has been an improvement in the number of staff contributing to supporting

#### **Impact**

##### **Profiling**

- ✓ Monitoring has shown that almost all children access their Learning Profile regularly. They look at the photos, make comments to adults and peers about their previous learning. Children enjoy recalling previous experiences as demonstrated by facial expressions and body language.
  - ✓ The majority of children sampled spoke about sharing their Learning Profiles with family members.
  - ✓ All children are achieving their individual Personal Target. Almost all children can talk about their target. Success is shared with parents.
  - ✓ Almost all children have enthusiastically shared their profile on Open Days.
  - ✓ All parents are aware of their child's Learning profile and have taken the profiles home to share within the wider home environment. The majority of parents (11/18) have chosen to leave a written comment within the profiles.
  - ✓ Peer moderation shows us that progression in literacy and numeracy is more easily tracked over time.
  - ✓ We have made very good progress in ensuing that practice is in line with our Centre's Guidance on Profiling. ELC Monitoring the Profile Tool was used as a baseline in June 2023 and then again in May 2024. It provides evidence for the progress made.
- ✓ Monitoring indicates that more staff are contributing more regularly to Planning Formats.
  - ✓ Monitoring from June 2023, shows there has been an increase in staff referring to Intentional Planning for Numeracy. This is evidenced within the provision and key Learning Observations in Learning Profiles.



and developing children's interests through "The Learning Wall". Almost all children have contributed to themes across the academic year.

- ✓ Google survey completed in June 2024 indicates the following improvements:
  - All staff indicate an increase in confidence when planning responsively and intentionally.
  - A good range of sources are used by all staff to inform responsive planning.
  - All staff indicate that they use the intentional numeracy sheet a few times a week. This is reflected in the increase in number of related observations. Staff find the one star, two star, three star references helpful and make reference to them at least some of the time.
  - All staff have indicated that they would find a literacy planner similar to the numeracy planning format useful.
  - By a small margin, staff indicate that they would like to move to floor books to capture children's learning.
  - Not all staff contribute to the learning wall weekly. This could be considered as an individual action in support and supervision meetings.
  - Staff communication in sharing planning intentions has improved since the introduction of Planning Discussions on a Monday morning where staff share the ideas noted in their PLOD notebooks.
- ✓ Staff's confidence in following the children's lead and interest has improved. The starting point for planning "Because..." has been noted in all children's interests. Learning Experiences are more closely connected to children's interests.
- ✓ The improved range of learning opportunities has benefited pupils as demonstrated through Key Observations.
- ✓ Planning documents confirm that Numeracy learning has more depth and there is more breath in the contexts offered.
- ✓ We have reviewed how we share planning with parents and now include ideas for family learning regularly.
- ✓ Our ELC Parent Survey on Home Learning links indicates that parents are:
  - All parents taking part in the survey were aware of the information that is regularly shared with them on Seesaw and say that they feel they get the right amount of information.
  - Almost all parents asked, read the information about the learning focus and follow up on the suggestions of ideas to try at home.
  - Most parents have followed up on the more detailed Maths information about home learning suggestions.

### Next steps:

- In Learning Profiles, Staff need to be mindful that photographs are more meaningful to children than written comments.
- There is more scope for children to be accessing and sharing their Learning Profiles during their time in the setting. Staff should aim to include children when adding observations, personal targets, achievements etc. and take time to review progress as new learning is added.
- Monitoring shows that profiles have more numeracy observations than literacy. Staff say this is because we have intentional planning formats for Numeracy and we now need to develop a similar system for Literacy.
- We need to further develop consistency within "The Learning Wall" to always include three key questions:
  - What do I already know?
  - What do I want to learn?
  - What did I learn?
- We need to continue to develop children's voice and ownership of their learning. This needs to be reflected in the Learning Wall/ Floor Book/ Learning Profiles.

- Develop staff skill in creating “Talking Tubs” to promote opportunities for children to talk about what they want to learn.
- We need to find ways of including wider achievements out with the ELC setting in Learning Profiles.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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We have funded a Pupil Support Assistant for 17.5 hours this session to enable us to provide interventions in literacy and numeracy for identified children. The interventions have successfully supported children to make progress in aspects of their learning.

## Wider achievements

### Coileanaidhean nas fharsainghe

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[Wider Achievements - Google Jamboard](#)

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

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#### Family Comments from Self-Evaluation Survey:

“My child is very well catered for within his school, he always loves to go in and always has a great day. The support and communication from the school is perfect; no complaints at all.

“My child’s teacher is very approachable and I was pleased to hear how well she knew my child as an individual.”

“Very Happy with our child’s progress and the level of support her teacher offers.”

~~’s teachers have a day-to-day conversation on how his day has been so there is good communication. On Parent’s Contact I got to see how many different ways ~~ is learning which is all good.”

From the responses received, survey results were generally very positive with the majority of responses for all questions being 4 or 5 (on a scale of 1-5). One parent indicated that they didn’t feel their child’s Learning Profile on Seesaw gave them detailed information or allowed them to engage fully. When asked about confidence levels in supporting their child with homework, one parent indicated that they were not confident in supporting homework. Other barriers highlighted in supporting homework included work schedules, internet/IT issues, literacy issues, lack of knowledge and struggling with child not wanting to complete the task. Barriers to attending Parent Contact Appointments were given as the length of notice given and childcare. The majority of parents were satisfied with the logistics of how the contact meetings were run and with the meetings themselves. Almost all parents felt they had a better understanding of where their child was in their learning following the meeting.

#### Pupil Comments from Highland Learning and Teaching Framework- views of our children and young people.

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**How do your teachers help pupils to get on with one another? How does this help to make you feel happy in school?**

***Comments from Pupil Voice Group***

We are put into random partners so we are not always working with the same person and we can get to know other people.

We do getting to know you activities at the start of the year to help each other get to know everyone.

We have a class charter and rules.

My teacher will take pupils to a quiet and private space to talk about something that has gone wrong.

Some teachers will ask us to work together to sort any issues out. They will get all sides of the story to make sure everyone is heard.

**Can you give some examples of how our school praises good effort and celebrates success?**

***Comments from Pupil Voice Group***

Teachers nominate 2 people each week to receive good work bands at Assembly.

Some people get Headteacher certificates. Joshua got one for beating Mr Moses at chess.

Milkshake reward for people who win Good Work Bands.

We have star writers in class.

Points for completing homework.

We have Secret Student in P5. We have to try and get 20 stars before the holidays.

**What makes a good lesson?**

***Comments from Pupil Voice Group***

Everyone sitting nicely and having good listening.

Playing dodgeball at PE.

Everyone gets to contribute to the lesson.

Using Chromebooks to play games to practise things that we have been learning.

We like lessons to be fun and active.

Using Chromebooks to do writing so that you can edit it easier.

**What types of learning do you find you are most engaged with and why?**

***Comments from Pupil Voice Group***

Learning that uses technology for example using Book Creator for writing.

Working on my own because I can get my work done and not get distracted.

I like active learning.

I like Maths and I like working in groups because other people can help.

I like doing drama in groups because you can be more creative and express yourself.

I like playing games in PE because I like being active.

**What is good about having opportunities to work together with others? How does this help your learning?**

***Comments from Pupil Voice Group***

If you are stuck on something then someone else in the group can help by explaining it in a different way.

You can talk things through with someone.

You have someone there to help you.

**Tell me about success criteria. Why are they used?**

***Comments from Pupil Voice Group***

There are a lot of success criteria but we need them so we know what our next steps are for the future.

So you can identify what you need to work on.

You can read them through as you are writing or after so that you can see that you are doing the right thing.

## Pupil Voice Group Video in relation to some aspects of HIGOURS

<https://drive.google.com/file/d/1BieW0d6wnAbEvvU6uye1E7XP4MfwsOop/view?usp=drivesdk>

### Comments from partners involved in our recent Learning Festival which this year focused on Expressive Arts:

**Rachael Duff from Feis Rois-** Many thanks for having us involved in the expressive arts week last week! We all absolutely loved working with the classes – they were so enthusiastic!

**Lizzie McDougall from The Highland Story Quilts-** THANK YOU SO MUCH for inviting me to be a part of your Creative Learning Week - very many congratulations on this super week.

**Emilia Stewart-** Thank you so much for having me in last Thursday. I had a wonderful time teaching dance workshops to the pupils at Park Primary School and I hope they enjoyed themselves as well. They were lovely to work with and I hope the rest of the Learning Festival went well!

**Fiona Black-** Hope the rest of the week's workshops went well for the kids. I really enjoyed doing the printmaking with them- I hope they all enjoyed it too. I really enjoyed how enthusiastic lots of them were with the stamps and then with the rollers and printing press too. I hope they were happy with their wee prints.

**Grace Skinner-Stewart-** Park is probably the nicest school I have visited! I was so delighted at how engaged and interested the kids were, particularly as they were such short sessions. I got some really great questions, particularly from the older classes which showed that they were genuinely interested in what I was saying. Also, I really noticed how accepting the whole school felt. Usually when I go to schools I get quite a few questions about the way I walk and talk, but I only had one very passing comment on this from a P1. It was really refreshing and reassuring that the kids were more interested in the instrument and the music rather than me and my disability.

## Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
<b>QI 1.3</b> Leadership of change	Very good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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In the coming session staff have identified the following priorities:

- Teachers will undertake training on “Literacy for All” so that we can best support learners who have persistent difficulties in literacy.
- We will continue with our refresh of pedagogy in the teaching of writing. Teachers will make changes to their practice in line with part two of Stephen Graham’s training on Explicit Teaching of Writing.
- We will continue our Rights Respecting School journey. This session we achieved the Bronze Level and next session we aim to achieve the Silver Level- Rights Aware.
- Park Early Learning and Childcare Suite will focus on improving aspects of our literacy provision. Staff will produce intentional planning documents to improve children’s experiences in literacy. We will also focus on increasing children’s voice in their learning through the use of Floorbooks and Talking Tubs.

## Planning ahead

### A’ planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://parkprimary.wordpress.com/school-improvement/> or by contacting the school office.