

STANDARDS AND QUALITY REPORT 2020-2021



Ready Respect Safe

Luncarty Primary has an inclusive learning environment where we value respect and responsibility ensuring everyone achieves their very best through our curriculum. By working together children can confidently develop key skills for learning, life and work.

Our school aims to:

- ❖ Provide a happy, safe and stimulating environment where everyone can learn effectively and develop independence to become successful learners.
- ❖ Promote and value high standards of learning, teaching and achievement through high quality experiences that meet the needs of all pupils
- ❖ Work in partnership to promote positive relationships between home, school and the community

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Curriculum for Excellence (CFE) is used to plan, deliver and evaluate our curriculum for all children N to P7. Teachers assess progress in a variety of ways and use this information to plan next steps. Children's progress is tracked through CFE levels and the progress in raising attainment is good.

Attainment and achievement this session are as follows:

Reading

Most children have made very good progress in P1 and have achieved Early Level.
The majority of children have made very good progress in P4 and have achieved First Level.
The majority of children have made very good progress in P7 and have achieved Second Level.

Writing

Most children have made very good progress in P1 and have achieved Early Level.
The majority of children have made very good progress in P4 and have achieved First Level.
The majority of children have made very good progress in P7 and have achieved Second Level.

Number and Maths

Almost all children have made very good progress in P1 and have achieved Early Level.
The Majority of children have made very good progress in P4 and have achieved First Level.
The Majority of children in P7 and have achieved Second Level.

Almost all children with additional support needs have made good progress and achieved their targets.

Nursery: Almost all Nursery children have exceeded or met their Developmental Milestones.

Data is analysed and used to support learning and achievement for all children. This supports planning for children who may require focused teaching / early intervention as well as focusing on areas in teaching, learning and assessment that require improvement. Pupil Equity Funding (P.E.F.) has supported the developments and progress for individuals in both Literacy, Numeracy and Health and Wellbeing and supported inclusion for all as highlighted in this report.

Attendance

The average attendance rate for pupils in session 2020-2021 (excluding remote learning period) 95.3%

Learning

Throughout Session 2020-2021 we have evaluated our school in line with 'The National Improvement Framework, How Good is our School, Early Years and Childcare and CIRCLE (inclusive learning and collaborative working). Learning and Teaching has been evaluated as good and school improvement and development work have focused on improvements in the following areas:

Language and Literacy: Reading and Writing

A well-balanced approach to reading has developed through regular use of Accelerated Reading, Guided Reading in class groups and developing approaches to online reading in the Early years as a result of the need for a wide range of reading resources during the remote learning period. The success has resulted in a continuation of this. In the Nursery an evaluation of Readiness for Reading and the Reading Environment has resulted in very good practice including a book rich environment around the nursery activity areas.

Numeracy

A targeted approach to Numeracy is currently being trialed during this session and will continue into the first half of next session to allow for a fuller evaluation for next steps. To date, the positive impact and success of consistently using Accelerated Maths as part of Numeracy practice both during remote learning and thereafter has been shared using the data for the targeted groups. This continues to be a work in progress.

Health and wellbeing (HWB)

Curriculum areas within the HWB framework have been successfully aligned to the National benchmarks resulting in clear progressive pathways for all stages. Growth mindsets, resilience and pathways to support social and emotional wellbeing have developed further over this session and have considered both universal and targeted needs of children. Progress has been very good across the whole school Nursery to P7.

Life Learning and work skills (LLW)

Alongside the well embedded Leadership and Teamworking skills a continued focus on 'Solving Problems' in a LLW context has continued to be a focus in Term 4. Staff developed a range of key skills for each stage and this will continue to be a focus next session. Progress in these areas have been good and has considered the remote learning period where Leadership of self was more prominent through the ways in which children organised and managed their remote learning and their outcomes from this. Working in the wider community has been limited this session, however fundraising activities selected by children, have been linked to support the local community and these have been a focus for supporting wider achievements.

School Ethos and Culture

Work from last session on Positive Relationships and Behaviour continued during the first part of session 20-21 and evaluations of class 'Social and Physical Environments' and 'Structures and Routines' were successfully undertaken in all stages Nursery to P7. Planned actions were delayed due to school closure, however on the reopening of school staff re-evaluated, amended and identified previous or new actions, which have been focused on during the last term. This will lead to further work during next session on CIRCLE approaches and inclusive approaches becoming embedded in all practice aligning with the emerging Positive Relationships and Behaviour framework.

Leadership

Leadership of self and others is very good across the school and all developments have progressed consistently during both opening and closure of school. Whilst practical in class development could not take place during school closure all staff undertook research and development work which was relevant and required for self-evaluation and progress on return to school. The planned sessions for staff to initiate and implement well-informed change within the school community has as a result, progressed well.

Continuously improving the experiences and outcomes for all children in leadership roles has been more focused this session within their classes, nevertheless they are continuing to develop a good knowledge, understanding and opportunities to apply self and team Leadership skills in class contexts. During remote learning all children were expected to undertake the essential learning tasks and the majority of children evidenced self-leadership through the evidence they produced on Seesaw. This real-life use of skills gave good evidence of the strengths of many of the children in the school and the support and encouragement from their parents has been a significant influence and motivator for them.

The overall capacity of the school for continuous improvement is very good with continuous self-evaluation and monitoring impacting on pace and effectiveness of progress.

IMPROVEMENT PRIORITIES FOR SESSION 2021-2022

The school's capacity for overall improvement is very good.

- ❖ CIRCLE approaches for universal and targeted inclusive classrooms
- ❖ Literacy – Developing skills and motivating children as Writers.
- ❖ Supporting emotional wellbeing for all children focusing on Growth, Positive Mindsets and Resilience
- ❖ Ethos and Culture

Staff, Parent Council, parents, pupils and the school Quality Improvement officer have been involved in consultation/ giving feedback at various times in the session to discuss or gather evidence for this report

Evaluative Terminology	
All	100%
Almost All	91%-99%
Most	76%-90%
Majority	51%-75%
Less than half	16%-50%
Few	Up to 15%