



LUNCARTY PRIMARY SCHOOL



STANDARDS AND QUALITY REPORT 2021-2022



Ready Respect Safe

This document aims to summarise improvements made throughout 2021-22, outlining developments and their impact related to our School Improvement Plan.

At Luncarty, we aim to:

- *Provide a happy, safe and stimulating environment where everyone can learn effectively to develop independence in becoming successful learners.*
- *Promote and value high standards of learning, teaching and achievement through quality learning 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

Attendance

The average attendance rate for pupils in session 2021-2022 was 93.6%. Please be aware that should a pupil's attendance rate fall below 80% then procedures shall be followed to support.

Attainment

Curriculum for Excellence (CfE) is applied to plan, deliver and evaluate our curriculum for all learners from Nursery through to P7. Teachers assess progress in a variety of ways and use this information to plan learners next steps. Children's progress is tracked against CfE Benchmarks and overall the progress in raising attainment is good.

Reading

Almost all pupils in P1 have made very good progress and have achieved Early Level.

Most of our learners have made very good progress in P4 and have achieved First Level.

The majority of learners in P7 have made very good progress and have achieved Second Level.

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

Writing

Almost all children have made very good progress in P1 and have achieved Early Level.

The majority of learners in P4 have made very good progress and have achieved First Level.

The majority of learners have made very good progress in P7 and have achieved Second Level.

Numeracy & Maths

Almost all children in P1 have made very good progress and have achieved Early Level.

Most of our learners have made very good progress in P4 and have achieved First Level.

The Majority of learners in P7 have made very good progress and have achieved Second Level.

Nursery

Fewer than half of our 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.

Learning

Throughout Session 2021-2022 we 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:

Quality Indicator		Evaluation
1.3	Leadership of Change	Good
2.3	Learning, Teaching & Assessment	Good
3.1	Ensuring Wellbeing, Equity & Inclusion	Good
3.2	Attainment & Achievement	Very Good

Literacy

Accelerated Reading continues to be a key feature of our overall reading programme in school, alongside guided group reading and opportunities to develop linked reading skills. This approach to personal reading is regularly assessed, therefore focuses upon children's individual ability. Owing to this, we are seeing an increase our reading attainment.

From P1 through to P7, different approaches to writing have been trialed this session and have encompassed the use of Big Writing Adventures and a scaffolded approach based upon the work of Stephen Graham. These approaches has been very successful in engaging our writers and have had a positive impact upon our writing attainment. These approaches shall continue to be implemented and evaluated into next session.

In Nursery, we have implemented Word Aware in the Early Years. This programme is a comprehensive and structured approach, aiming to promote children's vocabulary awareness and development.

Health and wellbeing (HWB)

Throughout the session, class teachers have used the CIRCLE inclusion framework to support the development of our physical and social environments and structures and routines in classes. This will continue at the start of, and throughout of next session forming a basis for professional discussions and the beginnings of our engagement with the Nurturing Relationships Programme.

School Ethos and Culture

This session all staff have undertaken nurture training with our Education Psychology team, developing our understanding of how the principles of nurture underpin behaviour, wellbeing, attainment and achievement. We shall embark upon the first year of the initiative next session where, as a staff team, we shall participate in further professional reading and training through a practitioner inquiry approach.

Leadership

Leadership of self and others, continues to be a focus for us throughout school with opportunities for our young people to develop their knowledge and understanding of leadership, through participation in activities which allow them to apply these skills in class based and whole school tasks and activities.

House Captains and Pupil Council have taken on roles which have enabled them to apply their skills creatively and independently for the benefit of others in school and out with our local community. Additional leadership opportunities will be created next session for learners when wider achievement groups are re-established, and for adults in school through a variety of distributive leadership opportunities, including our Nurturing Relationships Programme, leading Wider Achievement opportunities and through Curricular Champions in our Early Years Setting.

IMPROVEMENT PRIORITIES FOR SESSION 2022-2023

- To revisit our Vision, Values & Aims
- To embed CIRCLE approaches for universal and targeted inclusive classrooms
- To develop our understanding of the Principles of Nurture through participation in PKC's Nurturing Relationships Initiative (in conjunction with PKCs Educational Psychology Team)
- Writing – to embed approaches introduced this session
- To increase Pupil Voice in school and learning, through implementing a variety of opportunities inclusive of RRS, ECO, Wider Achievement and the use 'How Good is OUR School?'

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