**Luncarty Primary School**

**Standards and Quality**

**Report 23-24**

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This report shares the impact our School Improvement Plan has had on pupils’ learning from August 2024 - June 2025.

**School Context**

We have 5 primary classes with 105 pupils and a nursery of 22 children, for 3-5 year olds, with a Wraparound facility for before and after school hours. The Luncarty Values are **Kindness, Responsibility, Respect, Teamwork** and **Trust**.  These inform our actions, attitudes and behaviour and are embedded into everything we do.

**Our Vision for Luncarty Learners – we are;**

* **kind and supportive,**
* **curious and ambitious,**
* **engaged and enthusiastic.**

 **We will be the best we can be every day!**

**Leadership**

We have undergone change in senior leadership over this session to ensure and provide stability for all Luncarty Learners. Additional staffing capacity has enabled the staff team to develop whole school approaches to supporting those with additional needs while improving outcomes for all in every class. Children and young people are beginning to access wider opportunities to lead aspects of school life and are beginning to engage with elements of leading their own learning. Increasing meaningful leadership opportunities for learners and staff will continue into next session.

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| Quality Indicator | Evaluation |
| 1.3 | Leadership of Change | satisfactory |
| 2.3 | Learning, Teaching and Assessment | satisfactory |
| 3.1 | Ensuring wellbeing, equity & inclusion | satisfactory |
| 3.2 | Raising Attainment and Achievement | satisfactory |

An environmental review, identified improvements to the structure and layout of the spaces available. A new learning area was developed which learners named “The Peaceful Place”. This is used by young people as a space to have quiet time, to work in a small group with an adult, or for movement breaks.

**Leadership (cont’d)**

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**Attendance, Attainment and Achievement**

**Attendance**

During 2023-2024, overall school attendance was 93% which is below the PKC average. We encourage our pupils to attend regularly and have good timekeeping.

**Attainment**

A recent review of the attainment data for session 2023-24 highlighted the following:

* All pupils have made good progress from their prior levels.
* Most pupils in the nursery have achieved all their developmental milestones this year.
* In Primary 1 all pupils have achieved early level in listening and talking, most in reading, writing and numeracy.
* In Primary 4 almost all pupils have achieved first level in listening and talking, most pupils have achieved first level in reading and numeracy, and the majority have achieved national expectations in Writing.
* In P7 all pupils have achieved second level in line with national expectations, in listening and talking, most pupils in reading and most have achieved in writing and the majority in numeracy.

Analysis of this data at key stages P1, P4 and P7 shows a profile of improving attainment over time. We use the Perth and Kinross tracking in our nursery, as well as SNSA and other assessment information in the primary stages, which support us to track pupil progress in Literacy and Numeracy.

**Achievement**

We strive to provide a range of stimulating activities and opportunities for children to experience success from nursery to P7. Individual, group and class achievements are celebrated and shared with our school and wider community through our social media platforms and at our weekly assemblies. Supported by staff, children are taking ownership of their own learning.

We have provided a range of opportunities for children this year to participate in wider experiences within the local community. These have included a variety of sports opportunities, with rugby, cricket and bowling instruction, and a very successful day at the Tullybelton Cup. Our older pupils took part in Cross Country and Country Sports events. Denmarkfield have supported our outdoor learning activities, and further developed our outdoor space.

Pupils are keen to support their local community, and have engaged in a variety of activities locally, including delivering Christmas cards with our local care homes, attending lessons our local Bowling Club, visiting local areas, and conducting traffic surveys.

Our Nursery pupils have had a very busy session, with learning opportunities about planets and space, finding out so many new things about bees and other insects, looking at food chains, and looking at the wonders in the sky. Our Emotion Works activities, with particular use of the Colour Monster, have helped children talk more about their feelings, and this has resulted in achieving their bronze award.

Our staff have worked alongside the Early Years team to develop our numeracy approaches, creating enriched mathematical opportunities to learn both in the indoor and outdoor environments.

We hosted a training opportunity about High Quality Observations, with nursery staff from a range of settings coming to discuss good practice, while our staff also had the opportunities to visit other settings to learn from other practitioners and continue our professional development.

**National and School Improvement Priorities for Session 2023/24**

* **To raise attainment in literacy through developing writing for identified learners and overall whole school engagement with writing.**

This has included staff development into the assessment of writing and sharing next steps with individual pupils. Our next step would be to further engage learners in peer and self-assessment.

* **To improve Health and Wellbeing through development of whole school approaches to improving relationships, behaviour and emotional regulation through introduction of Emotion Works.**

Emotion Works is evident throughout our school and nursery settings, encouraging pupils to think about how they feel and to support their own regulation strategies.

* **Our learners will develop their understanding of their rights and the rights of others in their journey to becoming rights respecting global citizens.**

Each class has established their own class charter, alongside the playground charter created by our Pupil Council.

**We have established a range of pupil groups to develop our engagement in a variety of areas, such as our Eco-Group, our Pupil Council, our House Leaders, and our Global Goals Group. We have benefitted from a variety of sports instruction, including rugby, cricket, bowls as well as football coaching.**

**School Improvement Priorities for Session 2024/2025**

* To further develop Learning and Teaching strategies across the curriculum, through planning, resourcing, and assessment, with a particular focus on the teaching and assessment of writing in P4 and P7.
* To continue building and developing relationships throughout our school community and support Emotional regulation, through our Emotion Works programme.
* To support transition and consistent assessment of Maths across the Local Management Group of schools, to ensure consistency of understanding of progress and achievement of a level.

Our learners have engaged in a wide range of activities, from P1/2 learning about the world of work and interviewing people in our local community about their jobs, P3/4 learning about different textiles and their uses, P4/5 using a wide range of experiments to increase their learning about gases, liquids and solids, P5/6 nurturing salmon eggs and later releasing them into a local burn, and p6/7 learning about WWII.

Following a recent questionnaire, the majority of our parents feel that our staff know their children well as an individual, that we support their health and wellbeing, that their children are making good progress. Most of our parents feel comfortable approaching staff with any concerns they may have.

**Consultation**

All staff, learners, parents and families have contributed to the information shared in this document over the course of this session through surveys, discussion, focus groups and parent council meetings. As a school community we have developed our vision, values, and aims. Wewill continue to work to promote positive relationships and create a safe, engaging learning environment for all.