

Standards and Quality Report (SQR)

Session 2025 to 2026



School or setting: Luncarty Primary School

Sector: Primary Education

Date: 02.06.26

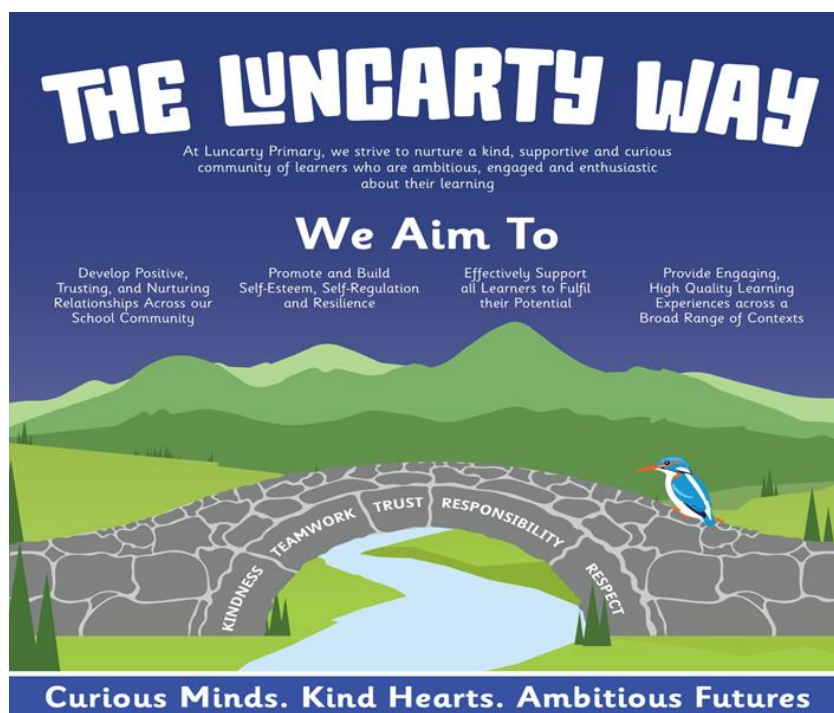
Headteacher: Mrs Emma Bendoris

1. Context of the school or setting

Luncarty is a rural school, situated approximately six miles from Perth. We have 5 primary classes with 107 pupils and a nursery of 19 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 behaviours and are embedded within everything we do.

At Luncarty Primary we strive to nurture a kind, supportive and curious community of learners who are ambitious, engaged and enthusiastic about their learning.

2. Vision, values and aims



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3. Attendance, attainment and achievement

Attendance

During 2025-2026, overall school attendance was 95% which is the same as the previous year. Term-time parental holidays account for 39% of all absences. We continue to encourage our pupils to attend regularly and have good timekeeping.

Attainment

A recent review of the attainment data for session 2025-26 highlighted the following:

- Most pupils in the Nursery have achieved all their developmental milestones this year.
- In Primary 1, all pupils have achieved Early Level, in line with national expectations, in Listening and Talking, Reading, Writing and Numeracy.
- In Primary 4, all pupils have achieved First Level, in line with national expectations, in Listening and Talking, Reading and Numeracy and most pupils have achieved First Level in Writing.
- In Primary 7, all pupils have achieved Second Level, in line with national expectations, in Listening and Talking, and the majority of have achieved Second Level in Reading, Writing and Numeracy.

Analysis of this data at key stages P1, P4 and P7 shows most learners continue to achieve expected levels. We use the Perth and Kinross tracking processes in our Nursery and School, as well as SNSA and other assessment information in the primary stages, which supports us to track pupil progress in Literacy and Numeracy. There has been a decrease in attainment in Writing, and we are responding to this through focused teaching approaches and targeted support.

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 at our weekly assemblies. Recognition certificates linked to school values provide opportunities for achievement each week. The introduction of pupil-led Lunchtime Clubs has developed leadership and achievement opportunities across all stages. Pupils have benefitted from access to over 20 clubs including Lego, Minecraft Education, Basketball and Just Dance. All pupils developed their creativity through expressive arts and performed for an audience in the Christmas and Easter Shows.

We have planned for and delivered a wide range of opportunities for children to participate in wider experiences within the local community. These have included a variety of sports opportunities, including Bowling instruction, football and gymnastics. Our older pupils took part in Cross Country and County Sports events. Denmarkfield have supported our outdoor learning activities for all pupils from Nursery

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to P7 and have supported maintaining our outdoor space. All pupils from P5-7 have participated in Outdoor Learning sessions provided by Active Schools and have taken part in Bikeability 1 and 2 training.

4. Learning (NIF Drivers: Curriculum and Assessment, School Leadership, Performance Information and Assessment of Children's Progress)

Throughout the session there has been a whole school focus on ensuring consistency through the development of 'The Luncarty Way' to Learning, Teaching and Assessment. Approaches to planning have been reviewed and updated ensuring an increase in Pupil Voice and opportunity to engage in a wider range of achievement opportunities. The teaching team have worked with a peripatetic Learning and Teaching Principal Teacher to further develop Questioning and Celebrating Success; aspects of The Model for Effective Learning and Teaching. A robust Assessment Calendar supports the gathering of evidence of learning and is regularly updated and analysed to support identification of areas for support and challenge. Pupils have developed skills in peer and self-assessment strengthening their understanding of progress and next steps. A homework consultation gathered views of the whole school community and has informed the direction of school policy.

A whole school approach to developing relationships and supporting positive engagement has been implemented through our engagement with the PKC Nurturing Relationships programme. All staff have undertaken training on in-service days and have worked together to develop a shared language to support emotional regulation. Fix It Folders have been updated to reflect the agreed language and incorporates familiar elements from our emotional literacy programme to provide further consistency. These are used effectively across the whole school to structure restorative conversations. Series of assembly themes linked to emotional literacy have enhanced learners' ability to discuss the behaviours, body sensations, triggers and regulation strategies in relation to specific emotions.

Teachers across the Perth Grammar cluster primary schools have worked collaboratively to create Maths and Numeracy assessments which aim to provide consistency across all schools. Luncarty teachers have contributed to this piece of work, and following a moderation process, are now ready for implementation. SNSA data for P1, P4 and P7 learners demonstrates that all learners at P1 and P4 are meeting national expectations and the majority of pupils at P7. Those who are not meeting national expectations are following their own learning plans and making good progress within these.

The Parent Council have continued to support our school through funding transport for a whole school trip to Blair Drummond Safari Park, purchasing Luncarty Sports Kit for event days and funding nurturing activities such as class breakfast opportunities and baking experiences.

5. Leadership (NIF Drivers: School Leadership, School Improvement and Wider Achievement)

The appointment of a permanent Headteacher brings stability and consistency to Luncarty PS, supporting continuous improvement. Luncarty school is a warm and welcoming place where children

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feel valued and supported. Our shared values are at the heart of everything we do, helping to create a positive environment where good behaviour and success are recognised and celebrated.

We work and learn within a culture of Leadership across all levels with staff and pupils embracing leadership roles. Pupil Council, House Captains, iBike Crew and Lunchtime Clubs have provided opportunities for pupils to lead activities, lead learning and influence the direction of change in the school. Staff members lead on aspects such as Communication Champions, Writing, Co-operative Learning and Digital. Leadership at all levels will be further enhanced in the new session through the development of a progressive skills framework.

A robust quality assurance calendar is used by senior leaders to monitor learning, teaching and assessment. Quality assurance data is used to inform next steps to ensure continuous school improvement.

6. Consultation process (statutory requirement)

The Standards and Quality Report covers the work of the school and provides an evaluation of progress covering the period from August 2025- May 2026. The Luncarty school community; including children, families and staff have all been involved in consultation, throughout the session, in the production of this report.

7. Overall evaluation of capacity for continuous improvement

Using How Good is Our School 4 (HGIOS 4) our self-evaluation in key quality indicators is shown below:

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

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These evaluations are based on a range of self-evaluation processes which we carry out throughout the year. Throughout the work shared in this report, the school has demonstrated a strong capacity for continuous improvement.

8. Improvement priorities for Session 2026 to 2027

- Raising attainment in writing with a focus on developing dyslexia friendly classrooms and learner motivation.
- Review and refresh our Curriculum Rationale incorporating a progressive framework to support skills development.
- Local Management Group focus – develop moderation approaches across the Perth Grammar cluster to ensure consistent approaches to curriculum planning, learning and teaching and achievement of a level.