



Lochwinnoch Primary School and ELCC

STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027. I hope that you find it helpful and informative.

Mhairi Peden

Head Teacher

OUR SCHOOL

Lochwinnoch Primary School and Early Learning Childcare Class is a non-denominational school establishment which serves the village of Lochwinnoch. The school comprises a main building which is over 120 years old and houses a gym hall which doubles as a dining hall and a separate assembly hall with removable staging. The main building can accommodate 9 classes in total, 7 original classrooms and a further 2 classrooms added when the building was extended in 2012. There is an early years' annexe, housing our Early Learning Class and Primary 1 class with opportunities for free flow access to outdoor learning areas. The annexe building provides a bright and welcoming environment which provides excellent opportunities for collaboration between Early Years and infant staff maximising opportunities for transition into Primary 1. There are extensive school grounds with a tarmac playground, outdoor classroom, wild garden, orchard area and poly-tunnel next to raised beds.

Lochwinnoch Primary School has a role of 189 and an Early Learning Class with a capacity of 48 3–5-year-olds.

The school strives to be at the heart of the community promoting and being involved in local events. Some of these are the Gala Day, the Community Larder, Clyde Muirshiel, Police Scotland, the Lochwinnoch Arts Festival, The RSPB, ROAR and Dementia Friendly events. There is a very active and supportive Parent Council who work closely with the school to consult on new developments and to fundraise.

The strong staff team work well together to provide the best experiences for the pupils. The senior leadership team comprises a Headteacher with overall responsibility, a Depute Head Teacher and a Principal Teacher. There are 10 teachers, 2 early learning deputies, 1 senior nursery officer, 6 early learning childcare officers, 2 support workers, 1 classroom assistant and 3.5 additional support needs assistants. We are supported by 2 peripatetic music instructors. The environmental services team comprises of senior facilities operatives, catering and cleaning staff.



OUR VISION, VALUES AND AIMS

Happiness is at the centre of everything we do.



At Lochwinnoch Primary School
we are free to be our own true selves, be creative,
learn how to work as a team and value the use of our outdoor spaces.

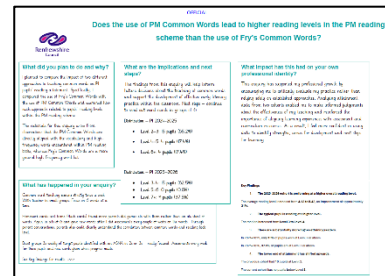


SUCSESSES AND ACHIEVEMENTS

Pupils are at the heart of a strong, inclusive learning community where staff and families work collaboratively to share, reflect on and enhance learning.

The school has created effective opportunities for pupils to share their learning with peers, families and the wider community. Learners reflect on their progress, set targets and confidently communicate their achievements through a range of approaches, including digital platforms and collaborative activities. Participation in progress meetings has increased, and almost all parents access Seesaw, with 84% reporting that the information they receive is appropriate. Strong parental engagement enhances home–school partnerships and enriches pupils' sense of pride, ownership and connection, contributing to increased confidence and motivation.

Staff have embraced improvements in reading and writing through an enquiry-based approach, sharing findings through professional dialogue, presentations, and trio and peer visits. This collaborative practice strengthens a learning community where pupils, staff and families work together to support continuous improvement.



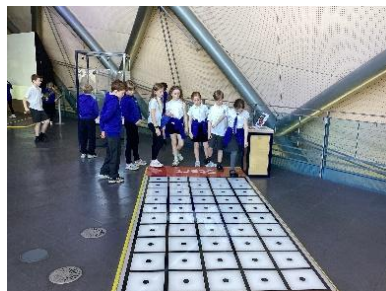
Pupils have successfully collaborated across year groups giving older pupils the opportunity to deepen their own learning and develop leadership skills and supporting younger pupils to access more challenging learning.

- Regular paired reading sessions
- PE
- Scottish Dancing
- Technology
- STEM



Pupils have benefitted from rich opportunities for learning beyond the classroom. A successful Woodland Warriors Partnership has been established between the ELC and Primary 1 led by an ELCO and supported by a classroom assistant. Timetabling of support staff has enabled all classes to make use of the rich environment of Lochwinnoch and all classes have had at least one trip out with the village, including a three night, four day

residential outdoor activity trip for Primary 7. This has helped pupils build practical skills and gain the confidence to engage with their environment.



Pupils have opportunities for wider achievement.

- All pupils from Primary 3 to 6 have been involved in putting on this year's school show 'Finding Nemo', which sold out and was enthusiastically received.
- P7 pupils took part in the Global Goals Youth Summit in Glasgow for the second consecutive year.
- Primary 6 & 7 play woodwind and cello.
- Primary 6 pupils competed in the annual K-Nex Challenge.
- Pupils participated and experienced success in authority sporting events
- Primary 7 pupils took part in the Rotary Annual Quiz and Young Writer's Competition, and we were delighted to have National Winner in the writing.
- Primary 3 organised fun activities in support of the charity, Children in Need.
- Primary 5/4 ran a coffee morning to raise money for St Vincent's Hospice.
- Small group activities support individual needs across the school. Activities include cooking, yoga and reading with Jura the cockapoo (our Therapet)



Pupils Voice.

Pupil voice is strong. All pupils from P3-7 participates in a Pupil Committee of their choice and initiatives such as improving the playground, creating and maintaining a wormery, encouraging safer walking to school and a French cafe. Each committee has been able to make budget decisions and share their achievements with peers at assembly. P6 engaged in the Young Leaders of Learning Programme and shared experiences in digital learning with Brediland Primary. Senior pupils have organised and managed lunchtime chess and hockey clubs for younger pupils. These opportunities have strengthened pupil leadership, given opportunities for increased responsibility and ownership of school improvement.



Developing partnerships within the community has had a positive impact for pupils.

- More regular library trips have increased pupil enthusiasm for reading and library membership.
- Inter-generational links have continued by Primary 4 and 5 pupils regularly visited ROAR. They have provided entertainment and practised social skills with members of the older community, fostering the development of respect and empathy.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Priority 1: To develop professional confidence in teacher assessment of reading through moderation and shared pedagogy, ensuring consistent practice across the school.

Action

All teaching staff have benefitted from training, peer observation and professional dialogue focused on reading pedagogy. This session, all staff received literacy training from **Stephen Graham**, an internationally recognised educational researcher. As a result, teachers now use evidence-based approaches to reading instruction, including high-quality guided reading conversations and the use of running record assessments to identify next steps in learning. The reading policy has been updated to reflect current practice to ensure pupils are developing as confident and balanced readers.

Wraparound spelling has been successfully adopted by all stages from Primary 4–7. This has strengthened the link between encoding and decoding words.

Impact

The number of pupils making expected progress in reading has increased and targeted teaching ensures appropriate support and challenge.

Children and staff speak confidently and positively about this new approach. All children have made demonstrable progress from previous levels and pupils at the end of Primary 1 have made more robust progress in reading and are expected to remain on track as they begin first level.

Priority 2: To develop a whole school approach to embedding skills for learning, life and work, through purposeful Interdisciplinary Learning and real-world contexts that promote pupil agency and progression.

Action

Skills language is used daily throughout all curricular areas and every class from P2–7 has skills focussed morning starter activities twice a week, explicitly teaching what individual skills look and sound like. In Primary 1, teacher feedback is used to identify where skills are being developed through play. A skills progression framework, linked to Skills Development Scotland but unique to Lochwinnoch Primary, has been developed

collegiately by staff. Staff have begun to use skills tags and folders on seesaw learner journals to provide evidence of progress in this area.

Committees provided real life contexts for developing skills and have driven forward key initiatives within the school.

Impact

Pupils are able to complete meaningful self-evaluation of skills, reflecting on their strengths and identifying appropriate targets.

Pupil agency has been further developed and committees have driven tangible change: for example purchasing beanbags for an outdoor reading area, a wormery, personalised road safety signage, a mirror for the boys toilet, a wildlife camera, a world map, world flag bunting and STEM resources and games.

Priority 3: Enhancing adaptive teaching to ensure all learners are appropriately challenged and supported to increase pupil engagement and positively impact attainment.

Action

Staff training delivered by Bruce Robertson provided a platform for meaningful professional dialogue about learning and pedagogy and build on previous work on questioning. It was agreed to increase the use of whiteboards for a variety of trusted formative assessment techniques such as Odd One Out, Multiple Choice and Show Me by almost all teachers, observed in SLT and peer visits.

Impact

Staff increasingly use a wide range of formative assessments to gather accurate, robust evidence on learners progress which is shared and discussed during tracking meetings.. More targeted teaching has meant that greater number of children are observed to be engaged in learning and almost all, via focus groups, report that work is appropriately challenging. Almost all children are deemed on track across literacy and numeracy and there has been an increase in the number of pupils who are achieving beyond on track across one or more areas (0-7% to 25%).

PUPIL EQUITY FUNDING

While most pupils are making expected progress in reading, teaching approaches have been refined to ensure we are meeting the needs of those requiring extra support or challenge. Of pupils not on track in reading, 50% are either in SIMD 1-4 or in receipt of Free School Meals or Clothing Grants—a clear indication of an equity gap.

PEF funded a staffing increase to enable targeted, small-group teaching with the aim of accelerating progress for these identified pupils and reducing the proportion of FME/CG learners not meeting reading benchmarks.

Targeted small group teaching along with training and support for class teachers has resulted in overall improvements pupil attainment across all stages and increased teacher confidence. Fewer target pupils across the school remain more than a year behind in reading. All Primary 2 pupils have made progress from previous levels and improved reading pedagogy will support continued pupil progress, reducing the number of pupils not on track.

Targeted intervention groups such as cooking, music and sports, were implemented to strengthen a sense of belonging and enhance school culture for identified pupils. As a result, all participating pupils demonstrated measurable gains in engagement, motivation, social skills and self-esteem ratings, contributing to more positive learning experiences and improved outcomes.

KEY STRENGTHS OF THE SCHOOL

- Attainment is high in Literacy and Numeracy with 25% of pupils beyond on track in one or more curricular areas.
- Pupils have rich opportunities for learning beyond the classroom.
- Pupils are supported to be their own true selves.
- Pupil voice is strong.
- Lochwinnoch Primary is at the heart of a successful learning community.

OUR NEXT STEPS – PRIORITIES FOR 2026-27

We have made good progress during session 2025-26 and we will use the improvement priorities listed below, organised in skills categories, to build on this progress moving forward.

- 1 **Social Intelligence:** Improve literacy across the curriculum by implementing a structured literacy block that integrates reading and writing and is supported by expert training, enabling staff to use more targeted and effective learning conversations.
- 2 **Self-Management:** Improve the consistency of a safe, structured and predictable environment that balances support with appropriate challenge, enabling all learners to feel secure, included and take increasing responsibility for their learning.
- 3 **Innovation:** Building on strong attainment in maths and numeracy, this priority will strengthen pupils' confidence and core understanding, enabling them to think creatively, solve problems and apply their learning with increasing independence.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.