



LUNCARTY PRIMARY SCHOOL



STANDARDS AND QUALITY REPORT

2022-2023



Ready Respect Safe

This document aims to summarise improvements made throughout 2022-23, outlining our 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 2022-2023 was 92.8% Please be aware that should a pupil's attendance rate fall below 80% then procedures shall be followed to support.

Attainment

Using the 'Curriculum for Excellence' (CfE) we plan, deliver and evaluate learning for all of our learners from Nursery through to P7. Teachers assess progress through a variety of formative and summative assessments and use this information to plan next steps. Children's progress is tracked against CfE Benchmarks and overall the progress in raising attainment is Satisfactory.

Reading

The majority of learners in P1 have made very good progress and have achieved Early Level.

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

Almost all 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

The majority of learners in P1 and P4 have made very good progress and have achieved Early and First Level, respectively.

Almost all learners have made very good progress in P7, achieving Second Level.

Numeracy & Maths

Most learners in P1 have made very good progress and have achieved Early Level.

The majority of learners have made very good progress in P4, achieving First Level, whilst almost all learners in P7 have made very good progress and have achieved Second Level.

Nursery

Most of our pre-school learners in Nursery 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 2022-2023 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 satisfactory and school improvement and development work have focused on improvements in the following areas:

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

Literacy

In reading, there are opportunities for both personal and guided group reading to develop reading skills across school. We continue to use the Accelerated Reading approach to personal reading. This approach encourages children to engage with text and then answer questions online to determine their individual comprehension. This regular individual assessment therefore ensures that each child is engaging with text appropriate to their individual reading ability.

Writing across school continues to be supported through the Stephen Graham approach, through Big Writing Missions and through linking pieces of writing to learning across the curriculum. We enjoyed an 'in-person' visit from Stephen Graham where he modelled his approach to writing across three classes, focusing upon a different genre of writing each time.

Approaches to using 'Word Aware in the Early Years' continues to be developed, with vocabulary and awareness being introduced throughout differing areas across the Nursery setting. With adult support, learners are interacting positively with this approach. Families were encouraged to interact with Word Aware through Seesaw.

Health and wellbeing (HWB)

Class teachers and support staff engaged with CALM Theory training and continued use of the CIRCLE and 'Up, Up and Away' Inclusion Frameworks. Consultation with the Inclusion Team prompted developed use of universal and targeted supports, developing our use of visuals to support our physical learning environments, classroom structures and routines.

In Nursery, Emotion Works was successfully introduced to support children with the development of their emotional vocabulary.

School Ethos and Culture

We continue to develop our understanding of how the principles of nurture underpin behaviour, wellbeing, attainment and achievement. This was evident through discussions based around values whilst developing our Vision, Values and Aims for school. Learner and parent Values were sought to align principles to support us in the process of creating an ambitious Vision for all.

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. This session, P6/7 developed their understanding of the importance of Global Goals and Learning for Sustainability. They embraced the opportunity for distributive leadership by sharing their learning with P3, the remainder of school at assembly and across the local community, with the purpose of taking personal responsibility and helping others to become informed and active citizens. House Captains organised a collection for the local foodbank to donate essential items for Christmas. Following this lead, a group of learners from P4/5 independently planned and delivered a bake sale out of school, to raise money for charity, each gaining a Blue Peter badge each along the way!

IMPROVEMENT PRIORITIES FOR SESSION 2023-2024

- To finalise and share our Vision, Values & Aims.
- To create inclusive and nurturing learning environments based upon theory gleaned from Trauma informed Practices, Nurture Principal Training, and use of the CIRCLE and 'Up, Up and Away' Documents.
- Through continued participation in the Nurturing Relationships Programme, we will, as a staff, develop a practitioner enquiry approach and will engage with the Educational Psychology Team through the 'Building Relationships in Practice' webinars.
- Writing – to moderate approaches in writing and finalise a consistent approach using the strategies learned from Stephen Graham method and Big Writing Missions.
- Numeracy – to develop active approaches to learning and teaching within Maths and Numeracy.

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