



**Perth and Kinross Council
Education and Children's Services**



**Extended Learning and Achievement Visit
Luncarty Primary School
4-5 November 2010**

BACKGROUND

To support the school in the process of self-evaluation, a team of three Service Managers, one Quality Improvement Officer, an Education Support Officer and an Early Years Co-ordinator (ASN) visited Luncarty Primary School on 4 and 5 November 2010. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core Quality Indicators from *How good is our school?* and *Child at the Centre*

The school's Standards and Quality Report 2009-2010, the School Improvement Plan 2010-2011 and the school's own self evaluation proforma formed the core documentation for scrutiny and discussion during the visit.

During the Extended Learning and Achievement Visit, the team carried out discussions with the management team and other staff, observed learning and teaching in classes, reviewed documentation including childrens' work and met with groups of children and parents/carers.

The strengths and areas for improvement identified as a result of the self evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership.

ACHIEVEMENT

Strengths

- Overall levels of attainment have remained constant in reading, writing and maths over the past four years, with most children in P3, 4, 6 and 7 attaining or exceeding expected levels of attainment in reading, writing and mathematics in June 2010.
- The school promotes and celebrates children's wider achievement, with children at all stages of the school demonstrating self-assurance and success in a range of ways.
- There are very good opportunities for children at all stages to engage in a range of group activities and to take responsibility within the school, for example pupil council, eco, house captains and JRSO.
- The School Improvement Plan sets out clear priorities for development and these have had a measurable impact on taking forward the work of the school for example interdisciplinary learning with positive outcomes evident.

- There is very effective joint working with other schools in the Local Management Group resulting in important curriculum development for example in listening and talking.
- Very strong transition arrangements from nursery to P1 and from stage to stage are in place.
- The school promotes an ethos of trust, respect and confidence and this is confirmed by the children and the parents.
- At all stages within the school, children are polite, demonstrate respect for others and interact well with adults.

Areas for improvement

- Continue to develop and further implement the revised tracking procedures which identify the progress of individual pupil attainment and use this information to target support to groups and individuals.
- Monitor the implementation of the new listening and talking framework to ensure improved skills for all children in this area. Following this process extend this development to include reading as identified by the school.
- Review current arrangements for the transition of children with Additional Support Needs (ASN) to secondary in order to identify support needs earlier.

LEARNING

Strengths

- Good progress has been made in the implementation of Curriculum for Excellence (CfE) through a whole school approach particularly in curriculum design.
- An interdisciplinary approach to planning learning contexts has given children the opportunity to be involved in their own learning and development.
- In most lessons observed almost all children listened attentively to explanations and instructions.
- Children listened and responded well to each other in co-operative learning situations.
- In most classes observed the purpose of the lesson and success criteria were shared effectively with the children.
- In nursery and P1 the active learning approach impacted positively on the quality of the learners' experiences and all children were supported well in their learning within a variety of activities.
- The high quality ASN paperwork was current and relevant, understood by all and impacting effectively on children's experiences.
- Children of all abilities are targeted as appropriate for additional support.
- Effective collaborative working is evident between the nursery and wrap around care which is helping provide a consistency of experience

Areas for improvement

- Ensure that the monitoring of learning and teaching already in place is sufficiently rigorous and robust to build consistency of approach across all stages in order to ensure improved outcomes for all learners.
- Further develop support to targeted groups in line with the advice given in the ASN policy (Support Manual).
- Continue to develop and implement CfE and in particular the progression of core skills.

LEADERSHIP

Strengths

- The headteacher has a very clear vision for the school.
- The Senior Management Team (SMT) work very well together to drive forward the improvement agenda.
- The SMT demonstrate a very comprehensive knowledge of staff and pupils, their strengths and areas for development.
- Staff and pupils take responsibility for aspects of the School Improvement Plan thus strengthening the capacity of the school to take forward improvement.
- Collegiate time is utilised effectively to support the School Improvement Plan and opportunities are provided for staff to engage in high level debate and discussion.
- Views of staff, parents and children are regularly sought about the quality of the work of the school and areas for further development identified.
- The process of self-evaluation is planned and carried out in a systematic way involving all the staff, parents and children with areas for improvement identified and acted upon in the School Improvement Plan.
- The management of change is effective, and focused on priorities identified through self-evaluation. The pace of change is well judged and managed to ensure positive impact.
- The ethos of the school is very inclusive.

Areas for development

- Continue to look for ways to promote parental involvement in children's learning.
- Ensure that priorities for improvement impact effectively on all stages consistently across the school.

Conclusion

Luncarty Primary is a successful, well-led school where staff work well together and children thrive. Parents feel very positive about their children's

educational experience. They have confidence and trust in the school, its leadership and its staff.

The headteacher, staff, pupils and parents should continue to work together to further develop the good work already started and to support future improvements in order to enable all children to develop and achieve their full potential. This should include ensuring that developments impact consistently across all stages of the school to ensure a positive outcome for all learners.

The school should now use the information from this report to develop the school improvement plan for next session.