

# Luncarty Primary School

## Standards and Quality Report 2024-2025



The Standards and Quality Report covers the work of the school and evaluation of progress covering the period from August 2024- May 2025. The Luncarty school community; including children, families and staff have all been involved in consultation, throughout the session, in the production of this report.

### School Context

Luncarty is a rural school, situated approximately six miles from Perth. We have 5 primary classes with 101 pupils and a nursery of 26 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 within 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!

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	Satisfactory
2.3	Learning, Teaching and Assessment	Satisfactory
3.1	Ensuring wellbeing, equity & inclusion	Satisfactory
3.2	Raising Attainment and Achievement	Satisfactory

These evaluations are based on a range of self-evaluation processes which we carry out throughout the year.

### **Improvement Priorities for Session 2024/25**

- To further develop Learning and Teaching strategies across the curriculum with a particular focus on the teaching and assessment of writing.
- 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.

## Attendance, Attainment and Achievement

### Attendance

During 2024-2025, overall school attendance was 95% which is an increase of 2% on 2023-2024 attendance figures. We continue to encourage our pupils to attend regularly and have good timekeeping.

### Attainment

A recent review of the attainment data for session 2024-25 highlighted the following:

- Most pupils in the Nursery have achieved all their developmental milestones this year.
- In Primary 1, most 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 and Writing and most pupils have achieved First Level in Reading and Numeracy.
- In Primary 7, all pupils have achieved Second Level, in line with national expectations, in Listening and Talking, most pupils in Reading and the majority of pupils in Writing and 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 processes in our Nursery, as well as SNSA and other assessment information in the primary stages, which supports 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 at our weekly assemblies. The introduction of recognition certificates linked to school values have increased opportunities for achievement each week.

We have provided a range of opportunities for children to participate in wider experiences within the local community. These have included a variety of sports opportunities, including rugby, bowling instruction, and football. Our older pupils took part in Cross Country and County Sports events. Denmarkfield have supported our outdoor learning activities for all pupils from Nursery to P7 and have supported maintaining our outdoor space.

## Leadership

### **(NIF Drivers: School Leadership, School Improvement and Wider Achievement)**

We have undergone change in senior leadership with the appointment of an Acting Headteacher in January 2025. The teaching team has experienced further change although stability is now provided through the permanence of all teaching staff.

Leadership across the school has further developed this session through pupil and staff leadership roles. Pupil Council, House Captains and Luncarty Ambassadors have provided opportunities for pupils to lead activities, learning and the direction of the school. Staff members lead on aspects such as Communication Champions, Emotion Works, Writing and Universal Approaches. Leadership at all levels will be encouraged through further opportunities in the new session.

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.

Our Acting Headteacher is currently completing the Into Headship qualification with a focus on improving Positive Relationships and Behaviour across the setting.

Our Pupil Leadership groups have successfully engaged with the whole school and wider community through attending the opening of the Destiny Bridge, organising a vote to determine new House Mascots and have run a successful enterprise project

## 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 Literacy, Numeracy and Health and Wellbeing. We have been focussing on raising attainment in Writing using new approaches to teaching writing. All class teachers have attended training, and we have changed classroom writing practices and developed a writing programme that includes explicitly teaching to write for different purposes. Quality assurance of writing jotters has highlighted the consistency of approach across the whole school. Our Primary 4 learners have participated in a National Improvement initiative in writing which has led to significant impact on the attainment in writing at First Level. Pupil Equity Funding was utilised to target specific learners, and almost all have made good progress. Teachers have benefitted from a series of professional learning opportunities delivered by Inspiring Schools which has developed knowledge and understanding of The Model for Effective Learning and Teaching. This will be built upon in the new session as we refresh the Learning and Teaching policy and further embed the "Luncarty Way".

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 will begin to implement these assessments and engage in moderation activity next session. SNSA data for P1, P4 and P7 learners demonstrates that all learners at P1 and P4 are meeting national expectations and most pupils at P7. Those who are not meeting national expectations are following their own learning plans and making good progress within these.

A whole school approach to improving behaviour, relationships and engagement has been implemented through promotion of school values which are now daily features of our learning conversations from Nursery to Primary 7, creation of protocols and regular reviews of our learning environment. Classroom environment monitoring demonstrated consistency in the application of universal approaches and high levels of engagement by all learners. Through our focus on relationships and behaviour approaches, there has been an increase of 6% in Pupil Health and Wellbeing ratings. Pupil Equity Funding was used to purchase a range of resources to develop a sensory circuit to provide a planned opportunity for multi-sensory brain breaks in order to meet learners needs and sustain increased engagement levels across the whole school.

All children have enjoyed a class trip this session, linked to their learning contexts, as a result of funding from our Parent Council. The Parent Council supported classroom learning through the purchase of resources to enhance the environment, daily supplies and funding nurturing activities such as class breakfast opportunities and baking experiences.

### Improvement Priorities for Session 2025/26

- To develop a 'Luncarty Way' framework for Learning, Teaching and Assessment approaches which will ensure consistency and progression for all learners
- To develop relational approaches to supporting relationships and behaviour across the school and Nursery.
- To support transition and consistent assessment of Maths across LMG schools, to ensure consistency of understanding of progress and achievement of a level.