

## Learning (cont.)

### Health and wellbeing

As part of social and emotional wellbeing, to support children resolve issues all classes have used Restorative Circles to develop children's reflective skills and solution based approaches. This development will continue to be implemented alongside continued training on self - regulation approaches. The Health and wellbeing curriculum is in process of being aligned to the National Benchmarks to ensure all learning experiences are tracked at the appropriate National standard. The school is making good progress with this.

### LEADERSHIP

All staff have leadership roles within their own class, developing the quality of learning and teaching and showing commitment to ensuring high standards and success for all children. Very good leadership has created well planned opportunities for staff to initiate and implement well-informed change within the school community. Continuously improving the experiences and outcomes for all children has been good across the curriculum and in particular the focused areas of the School Improvement Plan. Children have responded positively to the changes, and the links with Parents / Carers have been very good in supporting these developments. Very good implementation of changes linked with Learning, Life and Work skills have resulted in all children developing their knowledge of what their leadership skills are and has prepared them to recognise and articulate where they are applying these skills in their learning. Very good progress has been made and almost all children are familiar with self-reflection, which is evidenced in their Learning Journals along with target evidence.

The overall capacity of the school for continuous improvement is very good with continuous self-evaluation and monitoring impacting on pace and effectiveness of progress.

### IMPROVEMENT PRIORITIES FOR SESSION 2019-2020

- Full implementation of Accelerated reading identifying from the data , targets for individual / group teaching and learning which will be linked to 'Guided reading groups.
- Development work related to the progressive programme of Skills for Learning, Life and work programme across all areas with a particular focus on Working Together, Leadership, Solving Problems and Digital Technologies.
- Continuing to align curriculum focus areas ; Health and Wellbeing and Digital Technologies to the National Benchmarks

*Staff, Parent Council, parents, pupils and the school Quality Improvement officer have been involved in consultation s in gathering the evidence for the production of this report.*



## LUNCARTY PRIMARY SCHOOL

### STANDARDS AND QUALITY REPORT 2018-2019



**Luncarty Primary has an inclusive learning environment where we value respect and responsibility ensuring everyone achieves their very best through our curriculum. By working together children can confidently develop key skills for learning, life and work.**

Our school aims to:

- Provide a happy, safe and stimulating environment where everyone can learn effectively and develop independence to become successful learners.
- Promote and value high standards of learning, teaching and achievement through high quality 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**

Curriculum for Excellence (CFE) is used to plan, deliver and evaluate our curriculum for all children N to P7. Teachers assess progress in a variety of ways and use this information to plan next steps. Children's progress is tracked through CFE levels and the progress in raising attainment is good. Analysis of our data indicates the following:

### **Reading**

All children have made very good progress in P1 and have achieved Early Level.

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

Most children have made very good progress in P7 and have achieved Second level.

### **Writing**

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

Less than half of children have made very good progress in P4 and have achieved First Level.

Most children have made very good progress in P7 and have achieved Second Level.

### **Number and Maths**

All children have made very good progress in P1 and have achieved Early Level.

The Majority of children have made very good progress in P4 and have achieved First Level

Most children have made very good progress in P7 and have achieved Second Level.

### **Nursery:**

Almost all Nursery children have exceeded or met their Developmental Milestones.

We carefully analyse data for every class. This gives us information which supports identification of:

- Children who may require focused teaching / early intervention
- 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 and Numeracy and supported inclusion for all as highlighted in this report.

We also provide a rich variety of opportunities in our focus weeks and partnerships to support and encourage children's wider achievements.

### **Attendance**

The average attendance rate for pupils in session 2018-2019 was 95.2%

## **Learning**

Throughout Session 2018-2019 we have evaluated our school in line with 'The National Improvement Framework, How Good is our School and Early Years and Childcare. Learning and Teaching has been evaluated as good and school improvement and development work have focused on improvements in the following areas:

### **Language and Literacy: Reading**

A significant development has been the focus on implementation of approaches to the teaching and learning of 'close reading' skills. This has been carried out through Guided Reading in teaching groups, (P1-7), and through our new Accelerated Reading programme (P2-7), which supports progress with independent close reading skills. Teachers have monitored progress throughout the session from benchmark assessment in Term 1 and termly Star Assessments.

Classroom practice includes Accelerated Reading timetabled daily for 30 minutes, whereby children are reading within their assessed levels and having a wide choice of books from the school library to do so. Children have been motivated by their end of book quiz, which focuses on comprehension through close reading skills and over the school session all children have improved and progressed. Evidence obtained from the data compiled from Star Assessments and book quiz results have clearly evidenced the very good impact this has made on all children's reading and comprehension. Almost all children have made very good progress and this implementation will continue into next session. An introductory workshop session has encouraged parents to access key information from home. The implementation will be further evaluated during session 19-20.

### **Life Learning and work skills**

Staff have audited and reviewed skills for learning, life and work in partnership with Perth Grammar Cluster schools to establish a progressive programme from Nursery to S3 to ensure consistency of skills. There has been a focus on developing a clear understanding of what these skills are within learning experiences. Development work throughout the session has been successfully completed resulting in a progressive overview of all areas, including Working Together, Leadership, Solving Problems, Digital Technologies, Creativity, Enterprise and Thinking Skills. The nursery staff have been involved in this work establishing clear outcomes appropriate to the Nursery children's developmental stages. To date the impact has resulted on the practical implementation of 'Working Together and 'Leadership' skills, being successfully undertaken at all stages through careful planning and teaching of these skills. Almost all children have improved in their awareness of the skills and their ability to articulate the skills within their learning experiences