



Loch Primary School and Nursery Class - Standards and Quality Report 2021-2022



A Guide for Parents/Carers

The purpose of the Standard and Quality report is to evaluate the work of the School and Nursery over the past session. The report is written at the end of the session and contains information on pupil assessment results. It also reports on our strengths in developing our improvement priorities and our next steps in future developments.

2021-2022 School Improvement Priorities:

1. To ensure the continuity of learning for all.
2. To promote the positive health and wellbeing of children and young people, parents/carers and staff.
3. To ensure equity for all.

Priority 1: Continuity of Learning

- **CURRICULUM RATIONALE** - In consultation with all stakeholders, we participated in a review of our Curriculum Rationale to ensure this was relevant and addresses the needs of our learners. This has been shared with all stakeholders via our school app and also on our school website (http://www.loch-pri.s-lanark.sch.uk/index_122_2031779206.pdf). By having this focussed approach, we are able to work together to drive forward improvement, raising attainment and achievement whilst also ensuring a nurturing environment which promotes wellbeing, equity, excellence and inclusion for all.
- **WRITING** - 'Talk for Writing' is now embedded in all classrooms. This session a further 2 members of staff attended fiction training and 7 members of staff attended the non-fiction training. This enhanced teachers' knowledge and understanding of the programme and increased their confidence in the approach. Increased pupil motivation and engagement was observed and greater pupil enjoyment. Strengths included the opportunity this approach gave for challenge, enjoyment, personalisation and choice; the variety of teaching approaches used to enhance learning (including active learning, the use of ICT, written and oral tasks); differentiation; pace and challenge. With this approach now being embedded, we are seeing improvement in engagement. Whilst we are beginning to see improvements in attainment, further work is required to ensure age related attainment is increasing.
- **LISTENING AND TALKING** - A working party was established to review and complete progression planners as well as to review resources, this will be continued next session to allow for completion. Planned opportunities for moderation of Listening and Talking took place. Staff were able to share good practice and discuss strategies that can be used in class to support raising attainment in this area. June data shows progress in most stages and an increase in the percentage of learners 'on track', especially within Primary 4-7.
- **NUMERACY** - Numeracy was a focus of class visits as part of quality assurance of teaching and learning. During these visits, Big Maths was taught in all classes and progression was clear. Strengths identified include the planning and organisation of resources, pupil engagement during interactive 'Big Maths' sessions and the active approaches to learning (including gameboards, the use of ICT and active games and challenges).
- **Play-Based Learning and STEM** - Play-Based Learning and STEM approaches were re-introduced across all stages (restrictions allowing) with great success and learner enjoyment, motivation and engagement clearly evident across all classes. Learners were eager to participate in these sessions and during 'learner conversations with Miss Simpson (HT) and Miss Harrington (PT), they regularly commented that these opportunities were their favourite aspect of school life. A working party was established to drive forward improvement in this area, looking at skills that could be used across the curriculum and how these can be implemented progressively across all stages. The PBL/STEM Working Party has begun their work in redesigning our open area for use by all classes and started categorising skills to be implemented progressively across all stages.
- **NURSERY: RESPONSIVE PLANNING/TRACKING AND MONITORING/LEARNING JOURNALS** - In session 2021-2022, we continued to promote responsive planning, responding to learner interests and needs. Due to restrictions lifting and the move away from 'group bubbles', we reviewed our planning procedures and redeveloped 'areas' within the nursery environment, providing more opportunities for children's self-selection and promoting leadership of learning. Staff identified the need to support children to adapt to these changes and, specifically, on the development of social skills amongst children and the development of positive relationships. The introduction of 'two weekly planning' allows keyworkers to develop a learning area and drive learning forward. A key focus this session has been working on developing children's skills for life and learning and the recording and monitoring of children's learning to ensure progression. This was supported through planned CLPL opportunities and with staff meetings based on the new SLC 'Together We Can and We Will' documents. Staff management and commitment to capturing children's learning (Learning Journals) alongside Senior Leadership Team quality assurance, have resulted in learning profiles that are up to date that showcase learners' achievements. Staff have also shared children's learning via Google Classroom and Twitter, ensuring parents/carers can keep up-to-date with their child's learning. This use of digital technology has provided a platform for staying connected with parents and carers whilst mitigations prevented face to face connection.



Priority 2: Health and Wellbeing

- HWB PROGRAMME - our HWB programme has been reviewed and our 'Relationships, Sexual Health and Parenthood (RSHP)' programme planned, in consultation with stakeholders. As a result of consultation, HWB planners have been updated and have begun to be used this session. Staff feedback has been positive and staff report feeling more confident in planning and progression. Our new RSHP programme and resources were shared with parents/carers prior to implementation in summer term.
- NURTURE/ATTACHMENT - Nurture remains at the forefront of all of our work within Loch PS and Nursery Class to ensure our learners feel safe, included and ready to learn. This session we have continued to embed nurturing approaches across the whole school and nursery, ensuring nurturing areas are in place. Our Participatory Budgeting project has enabled us to establish a sensory, nurturing area within our library. Our 'Sunshine Room' (nurture space) was moved to a 'closed door' classroom, allowing for more privacy and creating a safe, welcoming, nurturing environment. Six nurture groups were established to provide targeted support to identified pupils. A successful whole school Nurture Week took place which highlighted and promoted the 'Six Principles of Nurture' and supported the development of learner wellbeing. Due to restrictions, going for our 'National Nurturing Schools Award' has been postponed and will carry forward to next session. Loch's very good practice in nurture and attachment was highlighted at Local Authority level and shared widely across South Lanarkshire Council during session 2021-22.
- PARTNERSHIP WORKING - This session we continued to promote the work of Barnardo's and Place2Be to support the wellbeing of children and families. This year Barnardo's worked with identified children and families. This has supported our home-school work, developing positive relationships and promoting the wellbeing of all. Place2Be continued to offer 1-1 targeted sessions for 9 children along with self-referral drop-in sessions which were offered to all children during lunchtimes in order to provide required support. As restrictions have lifted, this has allowed more pupils to access this service, specifically the self-referral service.
- ATTENDANCE - Attendance has been a key focus this session, especially in our work to ensure continuity of learning. Attendance has been monitored on a monthly basis and appropriate actions have been carried out as required. In addition, the Head Teacher has worked collegiately with our Senior Manager Pupil Support and other agencies to ensure the wellbeing of all learners.
- PARENTAL ENGAGEMENT - Due to restrictions, we worked hard this session to ensure parents/carers remained feeling included and part of the school and nursery. Regular consultations were carried out via our school app to capture parents' views on different agendas including school improvement, our Curriculum Rationale and parental engagement opportunities. Due to restrictions we were unable to hold in-person workshops but this will remain a focus next session. As restrictions lifted, we were delighted to welcome parents/carers back into the school for our annual summer concert.
- NURSERY - The 'Bucket Filling' programme was introduced into the nursery and practised by all practitioners. This ensured continuity amongst staff and that all children were supported and aware of the 'golden rules' of the nursery. The development of our outdoor area has also been a key focus to ensure this area was welcoming and allowed children to engage in cross-curricular learning experiences which encouraged their creativity and curiosity. Due to the increase in outdoor resources, and with the introduction of the Hobbit Hut, children are showing more desire to go outdoors and greater enjoyment within the outdoor environment.

Priority 3: Planning for Equity

- SCOTTISH ATTAINMENT CHALLENGE (SAC) / PUPIL EQUITY FUNDING (PEF) - Targeted groups were identified where their barriers to learning may be poverty-related. Support was provided through targeted interventions (class, group and individual) and teacher support. Additional staffing was allocated to provide support for learning, specifically in terms of nurture, writing and numeracy. For all writing lessons we have aimed, where possible, to have 2 adults present to ensure all learner needs can be met and extra support can be provided. The attainment gap between our pupils living in SIMD 1-2 with FME and our pupils living in SIMD 3-10 with no FME, widened during the periods of learning at home and associated variation in engagement with remote learning. As a result of our children returning to face-to-face learning, a return to key routines and practices, high quality interactions and intensified support for targeted learners, this attainment gap has narrowed and is now closer or equal to pre-pandemic levels.
- TRACKING AND MONITORING - Tracking and monitoring of learning and learners' progress has been key to our recovery in 2021-2022. Class Teachers use the whole school system to record relevant and up-to-date learner assessments which in turn set the agenda for the cycles of professional discussion during staff and Senior Leadership Team (SLT) pupil progress meetings, to ensure learners' progress was evaluated, learner next steps were identified, and planned action agreed. Within our nursery, running records and our tracking and monitoring spreadsheet have continued to be used to track and monitor children's progress, allowing us to identify strengths and next steps. SLT have been able to work with staff to identify gaps and support areas for development.
- PARTICIPATORY BUDGETING - Our first Participatory Budgeting Group was established and led by the Principal Teacher. A range of stakeholders identified how to spend 5% of our PEF budget to support our work on closing the poverty-related attainment gap. After a voting process, a safe, calm, sensory environment has been created which has promoted lots of excitement and interest from our children. Work has been carried out to establish our Junior Librarian system and this will begin in the new session, allowing learners to borrow books, creating a positive home-school link. This area of work has also supported our whole school nurture work as it is important for our children to have a safe place which they can access when required.
- COST OF THE SCHOOL DAY - This session it has remained of utmost importance that we have a clear focus on the 'Cost of the School Day'. A 'School Events Planner' has been established for parents/carers enabling at a glance information on planned school/nursery events. Pupil Equity Funding has covered the cost of all educational outings, including class trips, our Primary 7 water sports events and the cost of buses to all events. The impact of this has meant that all pupils have been able to attend. Pupil Equity Funding has bought stationery packs for all learners and funded after school clubs. Support for families with school uniform has been established and an initiative of pre-loved uniform items. Using the winter clothing allowance budget, we purchased items of clothing for families. Throughout the session we worked closely with our Parent Council who provided financial support for seasonal events, school ties for our new Primary 1 pupils, graduation jumpers for our Primary 7 pupils and supported whole school events such as the Platinum Jubilee Celebrations.

Next steps - Priorities for 2022-2023

- To continue to raise attainment in Literacy and Numeracy.
- To continue to implement a whole school nurturing approach, working towards achieving 'National Nurturing Schools' status.
- To further develop children's creativity and skills for learning, life and work.
- To build on our positive work this session and remove any potential barriers to learning to allow us to provide Excellence and Equity for all.
- To continue to promote the importance of good attendance, providing multi-agency support where required.
- To encourage and re-establish in-person parental engagement opportunities for parents/carers.

At the heart of Loch PS and Nursery Class is the message that **TEAM LOCH are all in this together**'.



We are all a team and work together so it makes me feel included.
(P5 pupil)

A very nurturing school, treat every child as an individual and every child matters.
(Parent)

Loch PS and Nursery Class is all about working together to ensure our children have the opportunity to thrive and achieve - TEAM LOCH!
(staff member)

Loch PS and Nursery provides a calm, nurturing, friendly ethos - one that breeds and celebrates success and personal achievement, across all curricular areas. It goes above and beyond, and the pupils have access to an impressive array of interventions to support learning, and health and wellbeing. By supporting pupil, parent, and staff wellbeing at its core it allows pupils and the wider school community to flourish and shine.

(Specialist Support Teacher)

Loch is unique because of the staff and pupil relationships. Through our nurturing environment, focus on wellbeing and drive to help children succeed we have created the unique environment at Loch for learning and growing together.

(Staff member)

From the first person you meet as you enter the building you are greeted by warm smiles and friendly greetings. All staff and pupils are friendly and welcoming. As a regular visitor to the school I never felt like an outsider, I was always made to feel like part of the family by staff and pupils. It always feels like everyone is important. No one is left out and everyone is given the same opportunities to belong and achieve. Coming into Loch always brightens up my day. When you leave you usually feel like you've been given a big warm hug.

(Cambuslang and Rutherglen Christian Reachout Trust)

Loch caters for a broad spectrum of children, all from many backgrounds, but every child is treated equally and this allows every child to shine.

(Parent)

We're all in this together is our motto!

(P3 pupil)