



Loch Primary School and Nursery Class – Standards and Quality Report 2022-2023



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. It reports on our strengths in developing our improvement priorities and our next steps in future developments.

2022-2023 School Improvement Priorities:

1. To raise attainment in Literacy.
2. To implement a whole school nurturing approach, working towards achieving 'National Nurturing Schools' status.
3. To develop children's creativity and skills for learning, life and work.

LOCH PRIMARY SCHOOL AND NURSERY CLASS
Our Vision
Together Everyone Achieves More
TEAM LOCH
Learning Opportunities Create Happiness

Our Values
Nurturing Happy Welcoming Inclusive
Achieving Respectful

We aim to ensure:

- Everyone feels happy, healthy and nurtured within Loch PS and Nursery Class.
- Pupils are supported and challenged to achieve success across the curriculum and reach their full potential.

Priority 1: To raise attainment in Literacy.

Progress this session:

- Our new writing progression planners, created by our Writing Working Party last session, were fully implemented this session which ensured coverage of all genres as well progression and coverage of all Experiences and Outcomes.
- To support our work in improving attainment and engagement in writing, the 'Talk for Writing' approach continued to be fully embedded across all stages from Primary 1 - Primary 7 with a further 3 teachers successfully completing 'Talk for Writing Fiction/Non-Fiction' training.
- To address gaps in writing attainment, all classes received targeted weekly writing support from an additional teacher, meaning two class teachers were present to support and challenge pupil learning throughout the year.
- A Listening and Talking Working Party was further established this session to create and complete Listening and Talking progression planners to be used across Early, First and Second Level. This will ensure progression and coverage of all Experiences and Outcomes, ensuring the focus is on all aspects of Listening and Talking. These planners are now complete and ready to be implemented during session 2023-2024.
- Positive progress with Listening and Talking was detailed in our inspection report which stated, "Almost all children are socially articulate, engage in conversation, share ideas and listen well in class".
- Literacy has remained a key focus within all areas of our nursery environment this session, with a specific focus on communication and the development of speech and language.
- The re-introduction of 'Book of the Month' has proven successful in engaging nursery children and their families and promoted a sense of enjoyment for reading. Positive feedback has been gained from families who have commented on the enjoyment their child has experienced as a result of their engagement in this programme.
- The re-introduction of targeted 'Language Land' and 'Bookbug' sessions and the introduction of targeted 'Nurture Group' sessions have provided interventions for identified nursery children which have focussed on talking, listening and language development.
- Our nursery inspection report confirmed that children are progressing in their learning when it stated, "Overall, children make good progress in communication, early language, mathematics, and health and wellbeing. Children are confident to try new experiences and engage with new learning".

Priority 2: To implement a whole school nurturing approach, working towards achieving 'National Nurturing Schools' status.

Progress this session:

- Our hard work and dedication towards our nurture work was highlighted in our HMIE inspection report as 'practice worth sharing more widely' and our good practice is going to be shared on the Education Scotland website in the form of a sketchnote. The inspectors commented: "The school has developed highly effective approaches to nurture over an extended period. This has developed from a single nurture base to a whole school universal approach. Targeted nurture groups provide additional support to those who require intensive support. Teachers work very well with support staff to identify clear targets for children accessing targeted support". The report went on to say, "All children experience a strong nurturing learning environment. Classrooms and social areas are calm with children engaging in high quality social experiences. Instances of bullying are low, behaviour is very good, children feel safe and secure. Almost all children have their wellbeing needs met in their classroom. Children have developed a strong empathetic approach in their actions and behaviour".
- Throughout the year, a further 4 members of staff have received accredited training from Nurture UK, meaning 12 members of staff are now trained (including teaching, Support Staff and Early Years Workers). This has enhanced our whole school approach and developed staff approaches to supporting children's wellbeing, ensuring all areas within our school and nursery remain safe, welcoming and nurturing for all children at all times.
- By funding additional staff using our Pupil Equity Fund, this allowed us to have a Nurture Lead who took responsibility for overseeing the successful running of all nurture groups. She also introduced 'drop-in sessions' where children were able to self-refer or staff could refer identified children to attend a session(s) to seek wellbeing support. This allowed an increased number of children to receive targeted support to deal with a range of issues including friendships, bereavement, family concerns and school concerns.
- This session, 5 nurture groups have successfully run throughout the year supporting 40 identified pupils for 1-2 sessions per week.
- Nursery nurture sessions have also run weekly to support identified children socially and emotionally. A 'Promoting Positive Relationships Blueprint' has been created to ensure continuity of approach amongst all staff. This has enabled staff to work together to be clear on what the nursery expectations are, whilst also being mindful of individual milestones.
- In April 2023, SLT and our Nurture Lead met with a representative of Nurture UK to discuss our application for 'National Nurturing School' status and work is underway to complete all required paperwork for our application.

Next steps for session 2023-2024:

- To continue to develop and enhance current teaching and learning practices in order to raise attainment in Literacy and Numeracy from Nursery to Primary 7.
- To continue to develop our PBL/STEM work to increase pupil motivation and engagement.
- To create progression pathways for RME and Science.
- To promote more child voice within the nursery, encouraging responsive activities and more 'planning in the moment' to ensure coverage across all areas of the curriculum.
- To continue to promote excellent attendance, closely monitoring concerns and working collaboratively with other agencies to support identified families.

Priority 3: To develop children's creativity and skills for learning, life and work.

Progress this session:

- This session a working party was created to support the development of Play Based Learning (PBL)/Science, Technology, Engineering and Mathematics (STEM) across the school. Throughout the session the working party have created a policy document, skills overview and skills cards to offer guidance to Class Teachers to ensure expectations are consistent. The working party also worked together to re-establish our PBL/STEM area. Resources were purchased to ensure suitability for all stages and these were organised to enable easy access. This area has started to be used by classes to support the implementation of PBL/STEM.
- Children's motivation and engagement is clearly evident during PBL/STEM sessions and when these approaches are used across the curriculum, this has had an extremely positive impact on learning.
- Our Primary 1 teacher has participated in PBL training with Deirdre Grogan this session. This has enhanced practice within the Primary 1 classroom and teacher confidence in using PBL approaches across the curriculum. Participation in this training has changed teacher mindset, classroom layout and class management.
- Within our nursery, active approaches continue to be embedded across the whole nursery environment. Children are encouraged to be leaders of their own learning, selecting activities to participate in, resources to use and friends to play with. This enhances their creativity, imagination and independence. Staff expand on children's learning by asking open-ended questions to deepen and extend the children's thinking. Inspectors noted this in their report, stating, "The planning of the environment and resources provides opportunities for children to express their ideas, develop skills, and consolidate their learning".

The highlight of session 2022-2023 was our very successful HMIE inspection in September 2022. Our inspection reports can be found here:

[Details](#) | [Find an inspection report](#) | [Find an inspection report](#) | [Inspection and Review](#) | [Education Scotland](#)