

Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2023/24

Loch Primary School and Nursery Class

Strategic Improvement Priorities over 3 year cycle

Timescale: 2023 - 2026

Strategic Priority	Year 1 – 2023-2024	Year 2 – 2024-2025	Year 3 – 2025-2026
1.	Literacy - raising attainment (introduction of FLIPP/NELI and P7 Learning Community Pilot Podcast Project)	Literacy - raising attainment (expansion of Podcast Project/Reading Schools)	Literacy - Raising attainment (Literacy across the curriculum)
2.	Numeracy - raising attainment (implementation of Maths Recovery/Growth Mindset)	Numeracy - raising attainment (expansion of Maths Recovery across whole school)	Numeracy - raising attainment (Numeracy across the curriculum)
3.	Curriculum Development (Science/RME)	Curriculum Development (DYW)	Curriculum Development (review of Curriculum Rationale)
4.	Learning, Teaching and Assessment (expansion of PBL/STEM at Early/First Level)	Learning, Teaching and Assessment (expansion of PBL/STEM at all levels)	Learning, Teaching and Assessment (review of approaches)

Context of school

Loch Primary School and Nursery Class is a non-denominational establishment situated within the Springhall area of Rutherglen. The school catchment area includes Springhall and Whitlawburn. The school was rebuilt in February 2008 as part of SLC School Modernisation Programme. The school has 10 classrooms and a nursery playroom. The school roll is 196 primary pupils and 36 full time 1140 hours Nursery pupils. The Senior Management Team consists of a Head Teacher and Principal Teacher. The school has 7 full time Class Teachers and 5 part time Class Teachers. The Nursery Class has 1 full time Team Leader, 4 full time Early Years Workers, 4 part time Early Years Workers and 1 Early Years Support Worker. There are 11 members of Support Staff, including 2 Team Leaders. We have a Specialist Support Teacher who visits the school bi-weekly. 85% of pupils live within SIMD 1-2 and/or have free meal entitlement.

The school is situated within the Cathkin Learning Community and Cathkin High School is the catchment Secondary School. We work in partnership with all agencies and extended teams within the Learning Community to meet the needs and provide high quality education for all of our learners. Loch Primary School and Nursery Class has an active and interested Parent Council who provide effective support for class, nursery and school events, whilst organising fundraising events for parents/carers and learners.

We provide a broad general education for all of our learners beginning in our Nursery Class through to Primary 7. We promote positive relationships within the school and foster a nurturing ethos which encourages all learners to respect themselves and others. This was echoed in our recent HMIE inspection report which highlighted the "caring, compassionate children who proudly ensure that everyone is respected and included in their school" and "the highly effective, nurturing environment where children flourish as a result of the consistent, calm and caring approach of all staff" as key strengths of our inspection visit (September 2022).

We implement a 'House System' as part of our 'Promoting Positive Relationships Policy' within the primary school. All learners carry out a wide range of leadership roles within their classes/nursery

and throughout the school, providing opportunities for them to put forward their views on their learning and our school/nursery. All primary pupils are involved in 1 of 5 pupil committees - Pupil Council, Social Enterprise, Charities, Health and Eco.

We have effective partnership working with our neighbouring school, St Anthony's Primary School, and implement an effective annual plan of joint events for the learners of both schools. This includes whole school events, joint Primary 7 residentials and outings, joint Primary 1 friendship festivals and joint workshops run by the Reachout Trust Team. This strong partnership working has allowed us to form strong connections within the community and promote positive relationships between both schools.

We seek opportunities to provide extra-curricular activities for our learners. On an annual basis after school activities are offered to the pupils. We enter the Bridgeton Burns Club Competition annually. Last session learners experienced success with both our P1 pupil and P5-7 Choral Verse Group winning first place in their categories, along with prizes also being awarded for individual pupils in the solo verse, art and newsdesk categories. We aim to ensure our learners participate in a wide range of celebrations and school events.

At Loch PS and Nursery Class, we continue to promote our whole school Vision, Values and Aims to ensure we are all working together to achieve success.

Our Vision:

TEAM LOCH

**Together Everyone Achieves More
Learning Opportunities Create Happiness**

Our Values:

Nurturing, Happy, Welcoming, Inclusive, Achieving, Respectful

Our Aims:

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



Our recent HMIE inspection reports (September 2022) can be found here:

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

At Loch PS and Nursery Class we are all in this together!

Strategic Priority 1 for 2023/2024 (to raise attainment in Literacy)

Outcome (Intended impact)	Operational activity	Measures
<ol style="list-style-type: none"> 1. By June 2024 combined P1/4/7 Reading data will increase to 75% of children on track. 2. By June 2024 combined P1/4/7 Writing data will increase to 70% of children on track. 3. By June 2024 combined P1/4/7 Listening and Talking data will increase to 85% of children on track. 4. By June 2024 all P7 pupils will have completed the Learning Community podcast programme, increasing their attainment to 80% on track and increasing their engagement to 90% of children scoring 4 or 5 on the Leuven Scale. 5. By June 2024 all P1 pupils will have participated in the FLIPP programme, increasing their reading and writing fluency and oral language, with 80% of children on track. 6. By June 2024, identified pupils for intervention (NELI) will have increased their attainment to 80% on track. 7. By June 2024, all children within our nursery environment will show progress in their Literacy attainment, increasing by at least one level (red/amber/green) on their running records. 8. By June 2024, all nursery children will show progress in their engagement, social skills and speech and language development with 80% of children scoring 4 or 5 on the Leuven Scale as well as progressing on their running records. 	<ul style="list-style-type: none"> • NELI training and implementation at Primary 1. • FLIPP training and implementation at Primary 1. • Primary 7 Learning Community podcast project involvement. • Continued implementation of 'Talk for Writing' across all stages with additional support for writing provided at all stages. • Identification of pupils to receive targeted intervention and appropriate training put in place to support the delivery of appropriate interventions. • Development of use of data at class level. • Review current assessments to ensure effective in supporting the tracking and monitoring of attainment. • Identification of children to receive targeted intervention and appropriate interventions put in place. • Development of use of data by all staff. • Implementation of targeted groups such as 'Language Land', 'Bookbug' and 'Nurture Groups'. • Regular moderation of running records to ensure reliability of professional judgements. • Implementation of Literacy activities within all areas of the nursery. • Ensure regular planning meetings as well as moderation meetings to enable staff to work together to drive forward this area for improvement. 	<ul style="list-style-type: none"> • Teacher planning and assessments. • Teacher planning and assessments. • Teacher planning and assessments. • Teacher planning and assessments / Moderation meetings. • Staged intervention paperwork. • 'Stage on a Page' data / Tracking and monitoring spreadsheet. • Assessment data. • Staged intervention paperwork. • Running records / 'Nursery on a Page' data. • Keyworker planning / Individual targets. • Running records. • Running records / playroom observations. • Meeting minutes.

Strategic Priority 2 for 2023/2024 (to raise attainment in Numeracy)

Outcome (Intended impact)	Operational activity	Measures
<p>1. By June 2024 combined P1/4/7 Numeracy data will increase to 75% of children on track.</p> <p>2. By June 2024 all teaching staff will have an enhanced understanding of teaching and learning approaches in Numeracy through training opportunities and professional dialogue.</p> <p>3. By June 2024 identified pupils for intervention will have increased their understanding and knowledge in Numeracy, increasing their progress by at least one sub-level.</p> <p>4. By June 2024, all children within our nursery environment will show progress in their Numeracy attainment, increasing by at least one level (red/amber/green) on their running records.</p> <p>5. By June 2024, all nursery children will show progress in their engagement in Numeracy activities with 80% of children scoring 4 or 5 on the Leuven Scale as well as progressing on their running records.</p>	<ul style="list-style-type: none"> • Staff training in 'Growth Mindset in Maths'. • Continued implementation of active Maths approaches including 'Maths Recovery' across all stages. • Identification of pupils to receive targeted intervention and appropriate training put in place to support the delivery of appropriate interventions. • Development of use of data at class level. • Review current assessments to ensure they are effective in supporting tracking and monitoring of attainment. • Identification of children to receive targeted intervention and appropriate interventions put in place. • Development of use of data by all staff. • Implementation of targeted Numeracy interventions for identified children. • Regular moderation of running records to ensure reliability of professional judgements. • Implementation of Numeracy activities within all areas of the nursery. • Ensure regular planning meetings as well as moderation meetings to enable staff to work together to drive forward this area for improvement. 	<ul style="list-style-type: none"> • Staff training records. • Teacher planning and assessments. • Staged intervention paperwork. • 'Stage on a Page' data / Tracking and monitoring spreadsheet. • Assessment data • Staged intervention paperwork. • Running records/'Nursery on a Page' data. • Keyworker planning/Individual targets • Running Records • Running records/playroom observations • Meeting minutes

Strategic Priority 3 for 2023/2024 (curriculum development)

Outcome (Intended impact)	Operational activity	Measures
<ol style="list-style-type: none"> 1. By June 2024 progression pathways will be in place for RME and Science, ensuring progression across all stages. 2. By June 2024 all teaching staff will have increased confidence in teaching the RME and Science curriculum. 3. By December 2024, our PBL/STEM area will be utilised by all classes to fully implement these approaches across all stages. 4. By December 2024, a finalised STEM activity overview will be in place and used by all teaching staff to support staff and ensure progression across all stages. 5. By June 2024, 85% of pupils will increase their engagement in learning by increasing their score on the Leuven Scale by at least one level. 6. By June 2024, all nursery children will show progress in their engagement within the nursery environment with 80% of children scoring 4 or 5 on the Leuven Scale as well as progressing on their running records. 7. By June 2024 all nursery children will show improved development in their creativity and independence skills. 	<ul style="list-style-type: none"> • Working parties created to work collegiately to develop RME and Science progression pathways. • Development of PBL/STEM area to be accessed by all stages. • Creation of STEM activity overview to support the teaching of this approach. • Observations of PBL/STEM approaches carried out within all stages to monitor progression. • Review keyworker planning format to ensure more responsive planning activities. • Promote regular children’s voice activities including ‘Tiny Talking Team’ and children’s involvement in target setting. • Development of use of data by all staff to ensure coverage of whole curriculum. 	<ul style="list-style-type: none"> • Completed pathways. • Teacher planning. • Teacher planning/completed overview. • Observation feedback • Keyworker planning. • ‘Tiny Talking Team’ minutes / Individual children’s targets. • Running records / curriculum overviews.

PEF Improvement Planning for 2023/24

Outcome (Intended impact)	Operational activity	Measures
By June 2024, all children receiving targeted intervention will show progress in their learning by increasing at least one sub-level.	<ul style="list-style-type: none"> • Additional staffing and Support Staff will work collaboratively with Class Teachers to plan and implement targeted support to identified pupils. • Targeted interventions will take place to support the development of children's attainment in Literacy and Numeracy. Appropriate paperwork will be put in place and regularly reviewed to support this. • Appropriate training will take place as required to support with the delivery of interventions. 	<ul style="list-style-type: none"> • Teacher planning / staged intervention paperwork. • Staged intervention paperwork / support for learning planning. • Training records.
By June 2024 combined P1/4/7 Writing data will increase to 70% of children on track.	<ul style="list-style-type: none"> • Additional staffing and Support Staff will work collaboratively with Class Teachers to plan and implement targeted support/challenge to identified pupils. • Two members of staff will support the delivery of writing lessons, providing effective support and challenge. • Pupil progress will be regularly monitored to identify strengths and areas for development. 	<ul style="list-style-type: none"> • Teacher planning / support for learning planning. • Teacher planning / support for learning planning. • Tracking and monitoring.
By June 2024, all children receiving targeted nurture group sessions will have improved wellbeing, their barriers to learning will have been reduced and they will be sustaining longer periods of time in their class.	<ul style="list-style-type: none"> • Nurture Group Lead will plan for the implementation of these groups, enabling them to receive 1-2 sessions per week within 'The Sunshine Room'. • Boxall Profiles will be used as a baseline to identify areas for development and to monitor progress. • Attendance and engagement at sessions will be monitored and progress reported to parents/carers after each session. 	<ul style="list-style-type: none"> • Nurture Group plans / paperwork • Boxall Profile Assessments. • Attendance monitoring / Leuven Scale / parent reports.
By June 2024, all school events and trips will be funded/ supported to ensure no financial stress for families.	<ul style="list-style-type: none"> • Participatory Budgeting consultation will be led by PT. • PEF funds will be used to cover the cost of all events where possible. 	<ul style="list-style-type: none"> • PB consultation. • Budget statements / PEF Profile of Spend.
By June 2024, all children and families receiving targeted Barnardo's support will have improved wellbeing, reduced barriers to learning and improved attendance.	<ul style="list-style-type: none"> • Requests for Assistance will be completed for all children receiving support from Barnardo's. • Targeted support provided by allocated Family Support Worker. • Regular monitoring of progress. 	<ul style="list-style-type: none"> • Request for Assistance paperwork. • Barnardo's reports. • Barnardo's reports.

Maintenance Agenda

Key actions
To continue to implement a whole school nurturing approach, working towards achieving 'National Nurturing Schools' status.
To continue to promote excellent attendance, closely monitoring concerns and working collaboratively with other agencies to support identified families.
To enhance and promote increased parental engagement opportunities. All staff will participate in training in August 2023 with 'Save the Children' to support this key action.
To continue to promote pupil voice to develop leadership skills and skills for learning, life and work.
To enhance pupil engagement and motivation for learning by using a range of teaching approaches including outdoor learning and digital learning.

