

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 including Reading Schools/writing)	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 (HWB/RRS/Equalities/Sustainability)	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 201 primary pupils and 31 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 6 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 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 ('Friends of Loch') 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 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 and the 'Bucket Filling' approach within our nursery. 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. All of our nursery children are given the opportunity to participate in our 'Tiny Talking Team', offering suggestions to improve their nursery experience.

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 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 our P4 pupil, P1-4 Choral Verse Group and P5-7 Choral Verse Group winning first place in their categories, along with prizes also being awarded for individual pupils in the art and newsdesk categories. We aim to ensure our learners participate in a wide range of celebrations and school/nursery 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 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 2024-2025 (to raise attainment in Literacy)

- **Black text = school priorities**
- **Blue text = nursery priorities**
- **Purple text = both school and nursery priorities**

Outcome (Intended impact)	Operational activity	Measures
<ol style="list-style-type: none"> 1. By June 2025 Reading data will increase to 75% of children on track. 2. By June 2025 Writing data will increase to 70% of children on track. 3. By June 2025 pupils' engagement in Literacy will increase to 87% of children scoring 4 or 5 on the Leuven Scale. 	<ul style="list-style-type: none"> • NELI training and implementation at Primary 1. • FLIPP training and implementation at Primary 1. • Work towards achieving our 'Reading Schools' status, developing our approaches and ensuring continuity and progression across all stages. • Continued implementation of 'Talk for Writing' across all stages to ensure progression. Source training if required. • Review writing planners to ensure progression and appropriate genres are covered at the correct levels/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. 	<ul style="list-style-type: none"> • Teacher planning and assessments. • Teacher planning and assessments. • Reading Schools Award/ reviewed reading planners. • Teacher planning and assessments/ Moderation meetings. • Reviewed writing planners implemented across all stages. • Staged intervention paperwork. • 'Stage on a Page' data/ Tracking and Monitoring spreadsheet.
<ol style="list-style-type: none"> 1. By June 2025, 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. 2. By June 2025, all nursery children will show progress in their engagement, social skills and speech and language development with 85% of children scoring 3 or above on the Leuven Scale as well as progressing on their running records. 3. By June 2025, all staff will be confident in their use of the new running records and their use of tracking language. 	<ul style="list-style-type: none"> • Implement new SLC running records, tracking the Literacy progress of all children. • Review nursery planning format to ensure responsive and intentional planning is incorporated and coverage of all Literacy Experiences and Outcomes. • Staff training on 'achievement of a level' and tracking language to ensure confidence in professional judgements. • Identification of children to receive targeted intervention and appropriate interventions put in place. • Implementation of targeted groups such as 'Language Land', 'Bookbug' and 'Nurture Groups'. • Review of nursery playroom to ensure Literacy activities are available within all areas. 	<ul style="list-style-type: none"> • Running records/ 'Nursery on a Page' data. • Keyworker planning and CfE Overviews. • Staff training records/ children's report cards. • Staged intervention paperwork. • Keyworker planning/ Individual targets. • Running records/ playroom observations.

	<ul style="list-style-type: none">• 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">• Meeting minutes.
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Strategic Priority 2 for 2024-2025 (to raise attainment in Numeracy)

- **Black text = school priorities**
- **Blue text = nursery priorities**
- **Purple text = both school and nursery priorities**

Outcome (Intended impact)	Operational activity	Measures
<ol style="list-style-type: none"> 1. By June 2025 Numeracy data will increase to 80% of children on track. 2. By June 2025 all teaching staff will have an enhanced understanding of teaching and learning approaches in Numeracy through training opportunities and professional dialogue. 3. By June 2025 pupils' engagement in Numeracy will increase to 92% of children scoring 4 or 5 on the Leuven Scale. 	<ul style="list-style-type: none"> • Review our Maths progression planners to ensure coverage of all Experiences and Outcomes to secure children's foundations of Maths learning. • Further Maths Recovery training for identified staff to enable this approach to be carried out across all stages/classes. • 'Verbal, concrete, pictorial, abstract' training for the Learning Community. • 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. • Review current assessments to ensure they are effective in supporting the tracking and monitoring of attainment 	<ul style="list-style-type: none"> • Teacher planning/ reviewed planning template. • Staff training records. • Staff training records. • Teacher planning and assessments. • Staged intervention paperwork. • Assessment data.
<ol style="list-style-type: none"> 1. By June 2025, 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. 2. By June 2025, all nursery children will show progress in their engagement in Numeracy activities with 85% of children scoring above 3 on the Leuven Scale as well as progressing on their running records. 3. By June 2025, all staff will be confident in their use of the new running records and their use of tracking language. 	<ul style="list-style-type: none"> • Implement new SLC running records, tracking the Numeracy progress of all children. • Review nursery planning format to ensure responsive and intentional planning is incorporated and coverage of all Numeracy Experiences and Outcomes. • Staff training on 'achievement of a level' and tracking language to ensure confidence in professional judgements. • Identification of children to receive targeted intervention and appropriate interventions put in place. • Implementation of targeted Numeracy interventions for identified children. • Review of nursery playroom to ensure Numeracy activities are available within all areas. • 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"> • Running records / 'Nursery on a Page' data. • Keyworker planning and CfE Overviews. • Staff training records / children's report cards. • Staged intervention paperwork. • Keyworker planning/Individual targets. • Running records / playroom observations. • Meeting minutes.

Strategic Priority 3 for 2024-2025 (to ensure the wellbeing of all)

- Black text = school priorities
- Blue text = nursery priorities
- Purple text = both school and nursery priorities

Outcome (Intended impact)	Operational activity	Measures
<p>1. By June 2025, 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/playroom.</p> <p>2. By June 2025, children will be more settled during playtimes due to being engaged in activities and more positive relationships with peers.</p> <p>3. By December 2025, Loch PS will achieve their Nurture UK accreditation.</p> <p>4. By June 2025, 90% of pupils will increase their engagement in learning by increasing their score on the Leuven Scale by at least one level.</p> <p>5. By June 2025, children will be confident in their understanding of children's rights, the importance of sustainability and equalities.</p> <p>6. By June 2025, a finalised Curriculum Rationale will be in place bespoke to our nursery and after consultation with all stakeholders.</p>	<ul style="list-style-type: none"> • Targeted Nurture Group sessions for identified children. • Opal Playtime Project. • Nurture UK assessment. • Implementation of PBL approaches within Primary 1, Primary 1/2 and Primary 2/3. • Implementation of RRS programme within children's HWB learning. RRS Charters to be created within all classrooms and playroom. • Encourage the use of the language of children's rights across the school and nursery. • All classes and nursery to implement at least one sustainability topic across the year. • Develop children's understanding of the importance of Equalities through HWB learning. • Curriculum Rationale consultation and activities with all stakeholders to produce a bespoke document to our nursery. 	<ul style="list-style-type: none"> • By June 2025, 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/playroom. • By June 2025, children will be more settled during playtimes due to being engaged in activities and more positive relationships with peers. • By December 2025, Loch PS will achieve their Nurture UK accreditation. • By June 2025, 90% of pupils will increase their engagement in learning by increasing their score on the Leuven Scale by at least one level. • By June 2025, children will be confident in their understanding of children's rights, the importance of sustainability and equalities. • By June 2025, a finalised Curriculum Rationale will be in place bespoke to our nursery and after consultation with all stakeholders.

PEF Improvement Planning for 2024-2025

Outcome (Intended impact)	Operational activity	Measures
<p>By June 2025, 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.</p>	<ul style="list-style-type: none"> • Nurture Group Lead will plan for the implementation of these groups, enabling identified children to receive 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. • Nurture drop-in sessions will be offered to all children. 	<ul style="list-style-type: none"> • Nurture Group plans/ paperwork • Boxall Profile Assessments. • Attendance monitoring/ Leuven Scale/ parent reports. • Monitoring of drop-ins.
<p>By June 2024, school events and trips will be funded/ supported to ensure no financial stress for families.</p>	<ul style="list-style-type: none"> • Participatory Budgeting consultation will be led by PT. • PEF funds will be used to cover the cost of events where possible. 	<ul style="list-style-type: none"> • PB consultation. • Budget statements/ PEF Profile of Spend.
<p>By June 2025, all children and families receiving targeted Barnardo's support will have improved wellbeing, reduced barriers to learning and improved attendance.</p>	<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. 	<ul style="list-style-type: none"> • Request for Assistance paperwork. • Barnardo's reports.
<p>By June 2025, all children receiving targeted intervention will show progress in their learning by showing an increase in their standardised assessment scores by at least the amount of time that has passed between the baseline and follow up assessment.</p>	<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. Appropriate paperwork will be put in place and regularly reviewed to support this. • Appropriate training will take place as required to support teaching and 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.
<p>By June 2025, all children receiving targeted intervention will show progress in their learning by showing an increase in their standardised assessment scores by at least the amount of time that has passed between the baseline and follow up assessment.</p>	<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 Numeracy. Appropriate paperwork will be put in place and regularly reviewed to support this. • Appropriate training will take place as required to support teaching and 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.

Maintenance Agenda for 2024 – 2025

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Key actions
<ul style="list-style-type: none">• To continue to promote excellent attendance, closely monitoring concerns and working collaboratively with other agencies to support identified families.• To fully implement our new Learning Community Attendance Policy.
<ul style="list-style-type: none">• To enhance and promote increased parental engagement opportunities.• To continue to work in partnership with 'Save the Children' and 'Supporting Families' to support this key action.
<ul style="list-style-type: none">• To continue to enhance pupil engagement and motivation for learning by using a range of teaching approaches including outdoor learning and STEM, encouraging children to develop skills for learning, life and work.
<ul style="list-style-type: none">• To continue to enhance children's engagement and motivation for learning in nursery by using responsive planning and a range of approaches including outdoor learning (Forest Adventures) and STEM, encouraging the children to take a lead role in their learning to build skills for learning, life and work.

