



Loch Primary School and Nursery Class - Standards and Quality Report 2024-2025



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.

2024-2025 School Improvement Priorities:

- To raise attainment in Literacy.**
- To raise attainment in Numeracy.**
- To ensure the wellbeing of all.**

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:

READING -

- Within our Primary 1 and Primary 1/2 classes, NELI and FLIPP approaches have continued to be fully embedded to support language development. Our Primary 1 and 1/2 Teachers, Principal Teacher and members of our Support Staff team have engaged in training opportunities and ensured the correct implementation to address potential barriers to learning.
- Our Literacy Coordinator and Class Teachers have continued to promote reading for enjoyment through class tasks and challenges throughout the year and a successful World Book Day. We continue to work towards our Reading Schools status and this will be a focus of next session's SQIP.
- Targeted interventions including 'Five Minute Boxes', 'Catch Up' and 'IDL' have been carried out with identified children throughout the session to raise attainment in Literacy.

WRITING -

- We have continued to focus on raising attainment and improving engagement in writing through the implementation of the 'Talk for Writing' approach across all stages.
- A further 2 teachers engaged in 'Talk for Writing Fiction/Non-Fiction' training which has had a huge impact on teacher knowledge as well as confidence towards their implementation of this approach.
- Class Teachers have worked collegiately and shared their learning to adapt their teaching of writing and in some classes introduced the concept of teaching writing across multiple days a week rather than on one single day. This has resulted in a huge improvement in children's motivation and engagement in writing, with children showing an eagerness and excitement for writing. This has been observed during class observations and also during Learner Conversations between the Senior Leadership Team (SLT) and the children. The introduction of this approach has also increased attainment.

NURSERY -

- Literacy has remained a priority within our environment as we have worked to ensure a range of Literacy resources are available and accessible throughout the nursery playroom.
- New SLC running records have been introduced within our nursery to track the progress of all children's Literacy development.
- The continued implementation of 'Book of the Month' and 'Rhyme of the Month' has engaged children as well as their families, in turn promoting children's understanding and motivation for Literacy.
- Targeted 'Nurture', 'Language Land', 'Forest Schools' and 'Bookbug' sessions have continued this session and have provided targeted interventions for identified children which have focussed on talking, listening, reading for enjoyment and language development.

Priority 2 (to raise attainment in Numeracy) - progress this session:

- A focus has been on the introduction of the 'Verbal, Concrete, Pictorial, Abstract' (VCPA) approach across all stages from Primary 1 - Primary 7 and ensuring the continued implementation of active Maths approaches.
- As a result of training opportunities, staff were able to make use of different resources, materials and teaching strategies to ensure that lessons and activities were tailored to the children's interests and needs.
- Staff have worked collegiately to review our Maths progression planners to ensure progress across all stages. These are ready for full implementation next session.
- Staff understanding of Maths teaching approaches has further been enhanced during Learning Community and Peer School Review moderation events where staff were able to engage with stage partners from across SLC and our locality to share good practice and learn from each other.

NURSERY -

- Our Numeracy Lead has continued to implement 'Monthly Maths Missions'. This provided a range of activities to encourage family learning at home. This encouraged a positive home-school link and supported the children's Numeracy development.
- Numeracy has continued to be a key focus within all areas of our nursery environment as we have aimed to ensure children can access a range of Mathematical resources both independently and with adult support to develop their learning.
- As with Literacy, this session saw the introduction of the new SLC running records to track the progress of all children's Numeracy development.

Priority 3 (to ensure the wellbeing of all) - progress this session:

- Targeted Nurture Group sessions have been offered to identified children throughout the year. These sessions helped to support children's social and emotional development.
- Our Nurture Leads have also offered 'drop in' sessions to all children from Primary 1- Primary 7. Children attended these sessions following a referral from a staff member or parent/carer or following a self-referral.
- To support with all children's social and emotional development, we have introduced the 'Outdoor Play and Learning' (OPAL) Playtime Project, working in partnership with St. Anthony's PS to improve opportunities for physical activity, socialisation, cooperation, coordination, resilience, creativity, imagination and enjoyment through improved play. This is year one of two and has seen the introduction of shared playtimes between both schools and the development of peer relationships.
- Positive progress has continued to be made in terms of our implementation of Play Based Learning (PBL) approaches. This session PBL has been fully implemented within Primary 1 and Primary 1/2 and approaches embedded within Primary 2/3 and Primary 3/4.
- Teaching staff attended Rights Respecting Schools (RRS) training to raise awareness and promote knowledge and understanding. All classes completed a Class Charter and engaged in RRS lessons, ensuring the language of Children's Rights continues to be used throughout the school environment.
- Sustainability was a key focus with all classes engaging in a Sustainability topic this session. Themes included 'Keep Scotland Beautiful', the 'Ocean' and 'Our Wonderful World'. Through these topics and the work led by our Eco Committee, this helped to raise awareness of the importance of sustainability.

NURSERY -

- We have begun to review our Curriculum Rationale to produce a more bespoke document for our nursery.
- We have introduced targeted Nurture Group sessions within our 'Rainbow Room' in the nursery to support children's social and emotional development as well as their confidence within the playroom.
- We have introduced the SIMOA campaign with the children, encouraging them to be aware of dangers and how to be safe. This has given the children a leadership opportunity to risk-assess and manage risk.
- Sustainability has also been a key focus in our nursery with recycling being a key priority. Children have worked hard to promote this message and initiatives such as a 'pre-loved clothing rail' has supported families within our nursery.

Our positive nurture work and our continued attachment-informed practice within the school and nursery has led to us being awarded two 'Attachment Pledges', "Hear their Voice" and "Act to Make a Difference".

Next steps for session 2025-2026:

- To further 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 incorporate innovative approaches to Curriculum Development.
- To continue to ensure a nurturing and attachment-informed approach is embedded at all times.
- To further implement our Learning Community Attendance Policy and continue to promote excellent attendance to ensure our children have the best chance to succeed.

