



Loch Primary School and Nursery Class – Standards and Quality Report 2025-2026



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.

2025-2026 School Improvement Priorities:

1. To raise attainment in Literacy.
2. To raise attainment in Numeracy.
3. To continue to incorporate innovative approaches to Curriculum Development.

School Priority 1 (to raise attainment in Literacy) – progress this session:

- Writing has remained a key focus with almost all classes implementing the 'Talk for Writing' approach at least 3 times per week. Pupil motivation, engagement, and enthusiasm for writing have increased as writing has become more manageable and attainable.
- Peer observations focused on writing as well as moderation activities have allowed staff to learn from one another, model good practice, and observe progression across stages.
- New novel studies have been purchased which are more engaging and appropriate for the children's interests and needs, in turn promoting reading for enjoyment.
- Staff understanding of Reading teaching approaches was further enhanced during our Peer School Review moderation event at Carnwath PS where staff were able to engage with stage partners from across SLC to share good practice and learn from each other.
- We have begun our research into the 'Reading Schools' programme and will fully engage in this initiative next session.

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

- All teaching staff engaged in VCPA (Verbal, Concrete, Pictorial, Abstract) training, supporting our work in ensuring continuity of approach across all stages, increasing staff confidence in this approach and improving children's attainment in Numeracy.
- The review of our Maths Policy has provided staff with a clear format and expectations of an 'effective Maths lesson'.
- New assessments have been implemented to assess children's progress in Maths across the year.

School Priority 3 (to continue to incorporate innovative approaches to Curriculum Development) – progress this session:

- We worked together as a school community to review our 'Curriculum Rationale' in consultation with all stakeholders and our rationale is now being reflected in day-to-day practice across the school.
- 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 have been embedded within Primary 2/3 and Primary 3/4. Primary 4 - Primary 7 have implemented STEM approaches to enhance children's learning across the curriculum.
- Class observations and Senior Leadership Team Learner Conversations have evidenced children's increased motivation and engagement in their learning and enjoyment in opportunities which allow them to lead their own learning.
- Data gathered in June highlighted that 88.2% of our children are on track for Listening and Talking. This is our strongest data to date and evidences that our curriculum development and opportunities for children to work together and take a lead in their learning, is in turn impacting positively on their attainment.



2025-2026

**Nursery
Improvement
Priorities:**

1. To promote the development of Literacy across the playroom.
2. To promote the development of Numeracy across the playroom.
3. To ensure a nurturing approach is embedded at all times throughout the nursery playroom to promote the wellbeing of all.

Nursery Priority 1 (to promote the development of Literacy across the playroom) - progress this session:

- Literacy has remained a key priority as we have strived to ensure we offer a range of Literacy resources and experiences across the playroom.
- All children have continued to have individual Literacy targets set at least once per term.
- Continued implementation of 'Book of the Month' and 'Rhyme of the Month' has engaged children as well as their families in Literacy activities at home, in turn promoting children's understanding and motivation for Literacy.
- Targeted 'Nurture' and 'Language Land' sessions have continued this session and have provided targeted interventions for identified children which have focussed on talking, listening and language development.
- Bookbug' sessions have been offered throughout the year to all children and their families to attend. These sessions have been a huge success with the promotion of reading for enjoyment and participation being key to their success.

Nursery Priority 2 (to promote the development of Numeracy across the playroom) - progress this session:

- Numeracy has been further developed within our playroom this session, with work being carried out to ensure our children have been able to participate in a range of Numeracy experiences and opportunities across the nursery playroom and outdoors.
- Staff training in VCPA proved successful in supporting staff understanding of this approach and it provided a range of ideas which staff were able to implement within the playroom.
- All children have continued to be set Numeracy targets personalised to their progress at least once per term.
- Our Numeracy Lead has continued to offer a range of 'Maths Missions' which have focussed on a different Numeracy concept each time. This has continued to support family learning at home and the development of children's learning in Numeracy.

Nursery Priority 3 (to ensure a nurturing approach is embedded at all times throughout the nursery playroom to promote the wellbeing of all) - progress this session:

- We have continued to embed targeted Nurture Group sessions within our 'Rainbow Corner' within our nursery. These sessions have been offered to all children throughout the year, to support a range of social and emotional needs as well as transition support.
- Our positive nurture work and our continued attachment-informed practice has led to us being awarded two further 'Attachment Pledges', "All Behaviour is Communication" and "Respond With Compassion", meaning we have now been awarded 4 SLC Attachment Pledges all together.
- The introduction of 'Belonging Time' and 'Group Time' has proven instrumental in helping to build positive relationships and provide targeted support and challenge to children's learning.
- 'Forest Adventure' sessions have continued to be a huge success this year with all children engaging in sessions throughout the year. These sessions have supported children's skills development including problem solving as well as their social and emotional development.
- We worked together to review our 'Curriculum Rationale' in consultation with all stakeholders to make this more bespoke to our nursery. The rationale is now being reflected in day-to-day practice across the nursery.

Next steps for session 2026-2027:

- To further develop and enhance current teaching and learning practices to raise attainment in Literacy and Numeracy from Nursery to Primary 7.
- To embed the CIRCLE Framework, ensuring a nurturing, inclusive environment throughout the school and nursery.
- To develop children's skills articulation.
- To continue to ensure a nurturing and attachment-informed approach is embedded at all times, working towards achieving our final 2 SLC Attachment Pledges.
- To continue to implement our Learning Community Attendance Policy and promote excellent attendance to ensure our children have the best chance to succeed.

