



Standards and Quality Report 2024 - 2025

Luss Primary School




Context of the school

Including some or all of the following:

- basic school details (roll, class composition etc.)
- school vision, value and aims;
- local contextual issues;
- factors affecting progress (e.g. staffing changes/issues).

- Luss Primary School is a non-denominational co-educational school in Luss, by Loch Lomond. Established c.1780, it is one of the oldest primary schools in Scotland.
- It is a small, rural school situated in the heart of the village and serving Luss, its surrounding farms and areas. It covers all stages of Primary 1 to 7, currently with one multi-composite class of 13 pupils.
- Just over 50% of the current roll are placing requests from the surrounding area. The projected roll for 2025-26 will fall slightly with 3 pupils transitioning to high school and currently no P1 intake for this session. Hermitage Academy is our associated secondary.
- 25% of the students are eligible for free school meals. The school has been allocated £2450 through the Pupil Equity Fund (PEF) to support targeted interventions for closing the attainment gap. 45% of the school is identified as in support of PEF funding given the widening of the criteria.
- The school has a new acting HT (since Jan' 25) with a teaching commitment of (0.7FTE) as well as a longstanding class teacher of (0.3 FTE). We have welcomed a new office staff member and continue to be supported by an ASN assistant and janitorial / cleaner / classroom assistant who make up our excellent small team.
- 25% of the school roll in 2024/25 was identified as having an additional support need and as such the school was allocated 35 ASN hours. Into 2025-26, four of our children will have an identified support need with two more in the pipeline via the local pediatrics team. While our data at P1, 4 and 7 will look favourable in the short term, we have one pupil at P2 and one pupil at P3 who are currently being supported to achieve. This is against a backdrop of a potential 30% cut in ASN hours to 25 hours in 2025-26.
- Luss Primary is an accredited Rights Respecting School who is aiming for our silver award. We hold this school to be an inclusive and nurturing place where we focus on the well-being and celebrate the wider achievements of every child. Parents, carers and the community are key partners and we are committed to working together to promote educational achievement, raise children's self-esteem and engender a sense of pride in our school and community.
- More on the vision values and aims of the school can be found here:

 [Vision Values & Aims \(Luss Primary\).pdf](#)

Review of SIP | Priority 1

Raise Attainment in Numeracy

Progress and Impact:

Pedagogy / 2.3 Learning, Teaching and Assessment

Evaluation:

Pedagogical approaches in numeracy have become more consistent and evidence-informed across the school, underpinned by the *Counting on Excellence* framework. Staff have developed a shared understanding of high-quality number teaching, particularly through the use of Number Talks and CPA strategies.

Impact:

Learners experience more coherent, progressive teaching in number. Observations show a marked improvement in learners' ability to explain their thinking and use a range of strategies. Lessons are more interactive, with increased opportunities for mathematical dialogue and exploration.

Evidence:

- Learning visits and moderation show increased use of manipulatives, visuals, and pupil dialogue.
- The *Counting on Excellence* checklist is now embedded in planning, with staff self-evaluating more confidently against key practices.
- Classroom environments reflect numeracy-rich displays and accessible resources.

Attainment Data / 3.2 Raising Attainment and Achievement

Evaluation:

Attainment in numeracy, particularly number processes, has improved over the course of the session, with the majority of learners now on track or exceeding expectations.

Impact:

Tracking data shows an upward trend in attainment across most stages. Gaps in attainment are narrowing, particularly for learners who received targeted support following diagnostic assessment.

Evidence:

- School tracking systems and PA show almost **70% of children exceeding** expected levels in numeracy. 85% are exceeding or on track.
- In-school assessments show improved performance in number operations and problem solving.
- Individual Pupil Progress Reviews show increased numbers making expected or better than expected progress.

Learner Engagement / 3.2 Raising Attainment and Achievement; 2.3 Learning, Teaching and Assessment

Evaluation:

Learners are increasingly confident and motivated in numeracy lessons. There is a strong ethos of effort and resilience in number work.

Impact:

Pupils are more engaged and participative during numeracy lessons. They can talk confidently about the strategies they use and demonstrate increased independence and ownership of their learning.

Evidence:

- Learner conversations highlight improved confidence in mental maths and strategy use.
 - Observations show high levels of engagement and willingness to try different approaches.
 - Jotter sampling reveals evidence of learners reflecting on their work and correcting errors with support.
-

Staff Development and Collaboration / 1.2 Leadership of Learning; 2.3 Learning, Teaching and Assessment**Evaluation:**

Staff confidence and capacity in delivering high-quality numeracy teaching has improved through targeted professional learning and collaborative planning.

Impact:

All staff are using the *Counting on Excellence* framework to plan and deliver numeracy lessons. Collegiate discussions and moderation have strengthened professional judgement and improved the consistency of practice.

Evidence:

- CLPL records and evaluations indicate staff valued input on mental maths strategies and formative assessment.
 - Professional dialogue sessions show increased focus on data analysis and responsive planning.
 - Peer learning visits and staff reflections highlight increased confidence in using questioning and scaffolding in number work.
-

Assessment and Planning / 2.3 Learning, Teaching and Assessment**Evaluation:**

Assessment is now more diagnostic and informs planning more effectively. Teachers use a wider range of formative and summative tools to identify next steps in number learning.

Impact:

Planning is more responsive, with learning tailored to class, group and individual needs. Diagnostic tools help identify gaps early and support timely interventions.

Evidence:

- Use of diagnostic assessments and learner tracking folders.

- Termly planning reviews show more explicit links to numeracy progression pathways and learner needs.
- Pupil Support Plans reflect focused numeracy targets and effective interventions.

Next Steps:

These next steps aim to consolidate the gains made through *Counting on Excellence* while building on staff expertise, learner confidence, and the consistency of practice:

Pedagogy (Embed and Extend)

- Continue to embed the *Counting on Excellence* framework with a focus on sustaining high-quality learning and teaching in number across all classes.
- Extend focus to other numeracy organisers, ensuring the same consistency and depth (e.g. measurement, data handling, and fractions/decimals/percentages).
- Facilitate lesson study or video reflection cycles to allow staff to collaboratively refine practice in mental agility and mathematical dialogue.

Attainment Tracking and Analysis

- Increase frequency of data reviews to identify and respond to emerging trends or barriers.
- Introduce simple, pupil-friendly tracking tools (e.g. number goal setting/checklists) to support learner ownership of progress.
- Ensure rigour in professional judgement by continuing to moderate numeracy evidence across levels and within the cluster.

Learner Engagement and Agency

- Develop pupil voice in numeracy further, perhaps through learner-led numeracy improvement groups or focus groups that review learning experiences.
- Explore more outdoor or context-based numeracy tasks, especially for early level and first level, to enhance engagement and real-world application.

Staff Development

- Maintain focus on peer learning and collaboration, using planned opportunities for team teaching, drop-ins, or Learning Rounds linked to numeracy.
- Offer targeted professional learning on differentiation, particularly in multi-composite settings.
- Revisit and deepen understanding of formative assessment strategies within numeracy (e.g. hinge questions, number talks, feedback strategies).

Planning and Assessment

- Streamline planning templates to make progression more visible and reduce workload.
- Continue to use and research diagnostic tools (e.g. SEAL assessments, Counting Collections, etc.) and develop guidance on how they inform short-term planning.
- Encourage use of moderation conversations during planning stages, not only as an end-of-term judgement.

Review of SIP | Priority 2

Develop an Inquiry-Based Curriculum and Pedagogies to Support a Skills-Based Approach

Progress and Impact:

Curriculum Design and Planning / 2.2 Curriculum; 2.3 Learning, Teaching and Assessment

Evaluation:

Curriculum planning has become more flexible, relevant, and child-led through the structured implementation of an inquiry-based approach. Interdisciplinary learning is now better aligned with skills development and real-life contexts.

Impact:

Learners experience richer, more coherent learning through carefully designed inquiries. Planning reflects a greater emphasis on depth rather than breadth, with progressive skill-building across the curriculum.

Evidence:

- Revised termly and annual planners reflect clear lines of progression, context-based learning, and skill development.
- Staff planning dialogues show improved articulation of skills and inquiry intentions.
- Pupil inquiries have addressed real-world issues (e.g. climate, local environment), increasing relevance and motivation.

Pedagogy and Learning Experiences / 2.3 Learning, Teaching and Assessment; 3.3 Increasing Creativity and Employability

Evaluation:

Inquiry-based pedagogies have been implemented more consistently across the school, with staff creating space for learner agency, questioning, and collaborative exploration.

Impact:

Learners are more engaged in deep thinking, creative problem-solving, and extended tasks. Staff facilitate learning with more open-ended questioning and encourage pupil-led investigation.

Evidence:

- Learning visits show increased learner autonomy and purposeful group work.
- Observations and STEM project based learning demonstrate use of higher-order thinking and meaningful learning experiences.
- Pupil voice indicates that learners feel more ownership of their learning and enjoy inquiry blocks.

Skills for Learning, Life and Work / 3.3 Increasing Creativity and Employability

Evaluation:

There is a clearer and more deliberate focus on developing and tracking skills for learning, life and work within the curriculum. Key skills are now planned for and discussed with pupils.

Impact:

Learners can talk about the skills they are developing and apply them across curricular areas. There is evidence of improved collaboration, communication, and independent thinking.

Evidence:

- Skills progression frameworks (e.g. meta-skills Scotland toolkit) are being increasingly used in planning and visible in classroom displays.
 - Learners can increasingly use self and peer-assessment tools linked to skills.
 - Staff track and reflect on skill development as part of their inquiry evaluations.
-

Pupil Voice and Leadership of Learning / 2.3 Learning, Teaching and Assessment; 1.2 Leadership of Learning

Evaluation:

Pupil voice has strengthened significantly through the inquiry process. Children are increasingly involved in co-constructing questions, planning learning directions, and evaluating progress.

Impact:

Learners demonstrate greater agency and leadership in their learning. Engagement has improved, especially among learners who previously disengaged with traditional topic work.

Evidence:

- Planning walls show pupil-generated questions and feedback.
 - Pupil focus groups describe feeling listened to and able to influence what and how they learn.
 - Learners reflect on their progress using visual tools and peer dialogue.
-

Staff Professional Learning and Collaboration / 1.2 Leadership of Learning; 2.3 Learning, Teaching and Assessment

Evaluation:

Staff have embraced collaborative practices to refine, evaluate and improve use of new resources and skills pedagogies. Shared learning and reflective practice have increased, supporting consistency and innovation in delivery.

Impact:

Staff confidence in leading inquiry-based learning has grown. Collegiate sessions have deepened shared understanding of interdisciplinary and skills-based planning.

Evidence:

- CLPL records and staff reflections highlight engagement with professional reading and cluster CLPL sessions.
- Team planning sessions have produced joint inquiries and more holistic assessments.

Next Steps:**Curriculum Planning and Progression**

- Consolidate use of the skills progression framework by aligning it more closely with key curricular organisers and IDL contexts.
- Map progression more explicitly across stages, particularly in small/multi-composite classes, to ensure coherence in skill development from early to second level.
- Maintain a focus on fewer, deeper inquiries with clearly defined outcomes, ensuring breadth over the session while allowing for depth in each block.

Pedagogy and Learning Approaches

- Continue to refine inquiry pedagogy, focusing on scaffolding higher-order questioning and improving learner independence in planning and research
- Develop a shared bank of high-quality inquiry provocations, resources, and structures to support planning, particularly for newer staff or those working in composite contexts.
- Use peer learning visits or video reflection to share and build upon strong practice in facilitating inquiry.

Skills Development and Application

- Introduce pupil-friendly tools to self-assess and track skill development (e.g. learning logs, reflective journals, meta skills passports).
- Extend use of meta skills language across the curriculum to build transferability and metacognition.
- Consider linking real-life contexts more deliberately to the world of work and community partners, helping pupils connect learning to future pathways.

Pupil Voice and Leadership

- Sustain and strengthen pupil leadership within inquiries; consider roles such as learning leads, question captains, or feedback buddies to enhance engagement and collaboration.
- Embed regular reflection points within inquiries where learners evaluate their contributions, progress, and next steps.
- Expand opportunities for whole-school or cross-stage inquiries, allowing learners to collaborate and lead in different groupings.

Staff Development and Collaboration

- Continue collaborative planning sessions, with focused professional dialogue around inquiry intentions, assessment, and moderation.
- Offer targeted CLPL on areas such as progression in higher-order thinking, metacognitive skills, and interdisciplinary learning.
- Build links with cluster or wider networks to share approaches and co-develop inquiry contexts.

Review of SIP | Priority 3

Raise Attainment in Writing

Progress and Impact:

Curriculum and Pedagogical Approach / 2.2 Curriculum; 2.3 Learning, Teaching and Assessment

Evaluation:

A more structured and consistent approach to teaching writing has been implemented across the school, with a focus on genre-based instruction and shared writing pedagogy. Staff have adopted Talk for Writing frameworks and planning approaches to ensure coherence across stages.

Impact:

Learners benefit from clearer expectations, increased modelling of writing processes, and more frequent opportunities to write for a range of purposes and audiences. Writing tasks are now more engaging and better linked to class contexts and wider learning.

Evidence:

- Long- and short-term planning reflects coherent progression in writing genres.
- Writing walls and classroom displays show evidence of writing being valued and celebrated.
- Learning visits show increased consistency in use of writing scaffolds, success criteria, and genre features.

Attainment and Assessment / 2.3 Learning, Teaching and Assessment; 3.2 Raising Attainment and Achievement

Evaluation:

Attainment in writing is improving steadily across stages, supported by more robust and consistent use of assessment evidence. Writing judgments are now better informed by moderation and the benchmarks.

Impact:

The proportion of pupils on track in writing has increased, with particular gains among targeted learners. Staff are making more confident and accurate professional judgements based on annotated examples and learner evidence.

Evidence:

- Tracking data shows an upward trend in attainment, particularly at first and second level with **55% exceeding** and **85% exceeding or on track**.
- Moderation work with our trio produced annotated samples and showed greater consistency in assessment across stages.
- Staff evaluations reflect growing confidence in assessing writing and identifying next steps.

Learner Engagement and Voice / 3.2 Raising Attainment and Achievement; 2.3 Learning, Teaching and Assessment

Evaluation:

Learners show greater motivation and confidence in writing, supported by increased opportunities for personal choice, real-life contexts, and purposeful publishing.

Impact:

Pupils are taking more ownership of their writing and are beginning to reflect more critically on their strengths and areas for development. Engagement is particularly strong when writing is linked to cross-curricular themes or audience.

Evidence:

- Pupil voice surveys show increased enjoyment and confidence in writing.
 - Class writing portfolios and jotters show a variety of genres and personalisation in topics.
 - Learners use feedback and targets more independently, particularly in upper stages.
-

4. Feedback and Assessment for Learning / 2.3 Learning, Teaching and Assessment

Evaluation:

There has been a clear shift towards more formative, pupil-friendly feedback in writing, with increased use of success criteria, peer assessment, and target setting.

Impact:

Learners have a clearer understanding of what quality writing looks like and how to improve. Feedback is more specific and timely, helping learners build stamina, accuracy, and flair.

Evidence:

- Learners refer to personal targets and success criteria during writing tasks.
 - Samples of written feedback reflect a consistent approach across the school.
 - Peer and self-assessment tools are increasingly visible in classrooms.
-

5. Staff Professional Learning and Collaboration

Evaluation:

Staff have engaged well in professional learning around writing pedagogy, particularly through moderation, collaborative planning, and use of the progression pathways.

Impact:

Confidence and consistency in teaching and assessing writing have increased. Collegiate discussion has enhanced understanding of high-quality writing instruction and led to shared expectations across composite stages.

Evidence:

- CLPL evaluations highlight the impact of writing moderation and genre-specific focuses.
- Staff planning sessions and jotter scrutiny show improved expectations and alignment.
- School writing progression pathways are more embedded and used consistently.

Next Steps:

These next steps aim to consolidate consistency in writing pedagogy and assessment while ensuring that writing remains engaging, purposeful, and progressive for learners.

Curriculum and Pedagogy

- Continue to embed genre-based approaches, ensuring progression across all stages with increasing complexity and challenge.
- Develop more cross-curricular and context-rich writing opportunities, particularly linked to inquiry learning or real-world audiences.
- Introduce or refine a school-wide writing map, outlining key genres, contexts, and expected outcomes per term/stage.

Attainment and Assessment

- Continue regular moderation cycles, both within school and with cluster partners, to strengthen shared standards and raise expectations.
- Implement individual writing profiles or portfolios, capturing annotated evidence over time to support holistic judgement.
- Explore opportunities for targeted intervention or support, particularly for learners not yet on track, using diagnostic writing tools.

Learner Engagement and Agency

- Strengthen pupil voice by involving learners in co-constructing success criteria and choosing writing topics, formats, or audiences.
- Provide publishing opportunities, such as school newsletters, digital blogs, or community displays, to give writing real purpose.
- Encourage use of self-reflection tools (e.g. “My Writing Ladder”, personal targets) to build ownership and independence.

Feedback and Next Steps

- Refine formative feedback strategies, ensuring feedback is timely, manageable, and focused on individual targets.
- Develop a feedback consistency framework across stages (e.g. two stars and a wish, colour-coded feedback, conferencing).
- Offer mini-lessons or feedback clinics during writing sessions to address common needs (e.g. sentence structure, punctuation, openings).

Staff Development and Professional Dialogue

- Facilitate collaborative learning around effective writing instruction, particularly around differentiation and scaffolding.
- Revisit key pedagogical strategies (e.g. shared writing, interactive modelling, use of exemplars) to deepen consistency and impact.
- Consider creating a writing champion or leadership group to support ongoing professional dialogue, resource development, and monitoring.

Wider achievements

- What opportunities for wider achievement were offered?
- What systems are in place to track and monitor participation?
- How have you addressed any gaps in participation?

Luss Primary continues to offer a broad range of opportunities which support wider achievement, promote equity and aim to ensure the holistic development of all pupils. These opportunities include:

- **Wider curricular activities:** A variety of activities, such as sports, arts, music, and drama, provide pupils with avenues to explore and develop their interests and talents beyond the academic curriculum. Bee-keeping, Sports team partnerships with peer schools, Outdoor learning with partner schools, learning for sustainability with Park Rangers, drumming, chanter tuition.
- **Network Links:** We have enhanced our links to Forces Families Scotland and the local armed forces network. **Our military** families have seen increased involvement this year in events, celebrations and competitions to support our military children and children who have a parent who works away (almost 40% of pupils)
- **Leadership and Responsibility Roles:** Pupils are encouraged to take on leadership roles through initiatives like the Pupil Council, Eco-Committee, and as buddies for younger students. These roles foster meta skills in leadership, responsibility, and teamwork.
- **Community Engagement:** The school actively engages with the local community through projects and events, such as community gardening, charity fundraisers, local heritage projects, and links to the village church.
- **Outdoor Learning:** Regular outdoor learning sessions, including linking with peer schools in the HALCO area, enhance pupils' connection with nature and promote physical well-being and learning for sustainability and let the children form relationships with children in other local schools which aids transition.
- **STEM Opportunities:** Participation in science, technology, engineering, and mathematics (STEM) activities and competitions encourages problem-solving skills, creativity, and a passion for innovation. Partnership working with the Royal Naval Stem outreach allowed us to do this.
- **Cultural and International Experiences:** Pupils have access to cultural enrichment activities such as Month of the Military Child, Black History Month, Pride, International Women's Day, including trips, performances, and international projects, broadening their global awareness and cultural understanding.

We have further developed our in-house systems to track and monitor pupil participation in **wider achievement** opportunities:

- **All-track:** We have a new comprehensive tracking system which records and monitors pupils' engagement in wider achievement activities. This tool provides a centralised database accessible to staff for tracking purposes.
- **WA Reviews:** Termly reviews of participation data are conducted by staff to identify trends and patterns in pupil engagement across different activities to identify children who are disadvantaged or have less opportunities and offer bespoke clubs which may engage them. For example, a child who was struggling with attendance and who loved football, was offered a lunchtime football club on days when they historically didn't attend.
- **Feedback:** Parent Council meetings, surveys and feedback forms from pupils and parents provide qualitative data on the effectiveness and appeal of wider achievement opportunities.
- **Wow Wall:** Our new wider achievement wall records pupils' participation and successes in wider achievement activities, helping to personalise support and encouragement. We've also taken the step of moving it into the classroom to better reflect the link between teaching & learning and wider achievement.

To address gaps in participation, Luss Primary School has implemented several strategies:

- **Inclusivity:** Ensuring that all activities are inclusive and accessible to pupils of all abilities and backgrounds. This includes providing necessary resources and support for pupils with additional support needs.

- **Parental Engagement:** Engaging parents through Parent Council, regular communication to emphasise the importance of wider achievement and encourage their support in their children's participation.
- **Pupil Engagement:** We find out which children participate in wider achievement experiences by asking the children themselves.
- **Targeted Interventions:** Identifying pupils who are underrepresented in wider achievement activities through tracking data and providing targeted encouragement and opportunities tailored to their interests with opportunities offered to children identified as at risk of missing out.
- **Flexible Scheduling:** Offering a variety of activities at different times to accommodate pupils' schedules/travel to and from school and ensure that everyone has the opportunity to participate.
- **Feedback and Adaptation:** Regularly collecting feedback from pupils and parents to understand barriers to participation and adapting activities to better meet the needs and interests of all pupils.

Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding

Progress and Impact:

Evaluation

Our Pupil Equity Funding at Luss is strategically targeted to support equity within our small school context, ensuring that even our modest allocation has meaningful reach. Funding has been used effectively across interventions, professional learning, resources, and parental engagement, all contributing to improved outcomes for identified pupils and our wider school. PEF is fully integrated within our school's improvement planning and informed by ongoing data analysis and stakeholder input.

Impact

- Targeted Interventions (1:1 and small group) have helped close identified gaps in literacy and numeracy for learners facing socioeconomic disadvantage, with improvements evident in both confidence and attainment.
- CLPL funded by PEF has enhanced staff capacity in inclusive teaching and phonics instruction, improving outcomes for children with dyslexic profiles and other additional needs.
- Investment in digital tools and differentiated learning resources (e.g. PhonicsPlay, MathsFrame, spelling/grammar kits, play-based materials) has improved access and engagement, enabling more personalised learning experiences.
- Cultural and enrichment opportunities, such as theatre visits, have widened access to experiences that support confidence, vocabulary, and creativity among the most disadvantaged pupils.

Evidence

- Attainment tracking and pre/post intervention data (literacy and numeracy)
- Staff evaluations and confidence audits following PEF-funded CLPL
- Parent feedback on reading workshops and take-home learning activities
- Logs of resource use (digital tools, books, structured play materials)
- Learner engagement and participation data (focus group notes, teacher observations)
- Anecdotal feedback on pupil experience of enrichment opportunities

Next Steps

- Continue using data to target interventions, ensuring impact is monitored termly and supports are adjusted responsively.
- Deepen parental engagement, particularly in phonics and reading, by offering new PEF-supported home learning packs or informal learning events.
- Expand pupil voice in identifying priorities for PEF resource use and evaluating their effectiveness.
- Sustain and scale effective CLPL, particularly around supporting known literacy difficulties, inclusive pedagogy, and differentiated feedback.
- Evaluate enrichment activities for cultural impact, and consider partnerships to extend these further at low or no cost.