

## Standards and Qualities Report (2022-2023)

### Priority 1: Create a positive culture that values learner participation in all aspects of school life

- Since January 2021, we have been working towards the Gold Rights Respecting Schools Award. This award recognises the work of the school in children learning understanding and living through rights of themselves and others locally and globally. By supporting local causes such as the Beach Clean up in Lochgoilhead to supporting the global cause of the war on Ukraine. Data collected showed that pupils wanted to learn more about Ukraine and become involved in supporting this worthwhile cause. Pupils inspired global actions such as participating in the Ukraine Sponsored walk, collecting and sending essential items to Ukraine, planting sunflowers, designing and planting 'Lochgoilhead Rocks of hope', hosting 'Lochgoilhead has got talent', using enterprise to create and sell items in support of Ukraine. Data collected demonstrates how pupils have developed empathy and compassion for others and have an enhanced awareness of how to take action to raise aid for this global cause. Learning opportunities and fundraising events have strengthened rights-based approaches to pupil voice.
- The Eco group are working towards their fifth Green Flag award. Eco Schools is the world's largest sustainable schools programme which encourages whole school action on sustainable development education issues. This is an internationally recognised symbol of excellence. The School's commitment to 'Learning for sustainability' has been recognised by the stakeholders, within newspapers 'Dunoon Observer' and 'The Wee Gail' and within the community itself. The school has received a letter of appreciation from the local council for their ongoing work to preserve Lochgoilhead. Catherine Gee, Deputy Chief Executive of Keep Scotland Beautiful said, 'This ongoing work is impressive during a time of unprecedented adjustment and change to education due to the Covid 19 pandemic and is a testament to the resilience and creativity of both pupils and educators'. Last year, the children in the Big Class made a film about all their learning about 17 United Nation Development goals. They shared their learning of Goal 12 which focuses on responsible consumption and production at the Argyll and Bute COP26 conference. In March 2022, all children across the school, developed the use of school grounds by creating pocket gardens. In April 2022, the school worked with the National Park to develop one of the COP26 initiatives by planting trees in school grounds. In May 2022, the school worked with the GRAB Trust who helped to organise a Beach Clean Up where pupils and staff collected/recycled 13 kilos of rubbish from their local beach. Children demonstrate their commitment to Eco by continuing to grow, plant and harvest vegetables and/or plants. The school continue to use innovative approaches towards teaching and learning within the curriculum and to support pupils with their understanding of sustainable development. The school continues to play their part in combatting climate change by working towards the fifth green flag. Pupil engagement, action taken and data collected demonstrates how pupils and staff are committed to 'Learning for sustainability' within their Eco School's journey.
- The Pupil Council have continued to influence and make school improvements. They were effective contributors and responsible citizens who were involved in consultation regarding the ongoing Argyll and Bute School Leadership proposal. All pupils view were recorded and submitted to the Council for further analysis. Ideas have include creating a quiet space for those who might benefit, presenting ideas at assembly, creating achievements awards to recognise the important contribution of pupils, planning the end of year fun day. Pupils have taken minutes of meetings demonstrating respect for others' ideas by active listening and participation in group meetings. Pupils have engaged and responded to HGIOS questions and documents where they have used this to reflect on current and future school improvements. Pupil engagement, action taken and data collected demonstrates how pupils are vocal and committed to informing school improvements.
- As you can see the Pupil voice include Rights Respecting Schools, Pupil Council and Eco Group. All pupils are part of these groups who seek to inform school improvements within their own group. Data collected demonstrated that pupils are keen to take on roles of responsibility and want to have even more of a voice in informing school improvements. As a

result, a selection of pupils will be part of Parent Council meetings where they share their ongoing successes. Data collated highlight how pupil views are recorded, listened to and actions taken forward to inform next steps to create a shared vision within Pupil Voice groups. We continue to access supports within the community/established partnerships such as GRAB Trust, Ardroy Outdoor Education Centre, Forest Schools and Active Schools to support initiatives of SIP and pupil voice groups.

- The Parent Council successfully applied for financial support through the Lochgoil Community Trust for swimming lessons. Pupils across all setting accessed four weeks' worth of swimming lessons through Turtle Tots. Drimsynie offered free use of their pool to support this. Pupils gained vital water safety skills and confidence.
- A member of staff has been trained in Drawing and Talking therapy utilising skills and knowledge to inform and implement trauma informed practice to support Health and Wellbeing of identified pupils. Acting Head Teacher has utilised skills and knowledge from trauma informed approaches to identify pupils who were referred for outside agency support through School Nursing, Young Carers, DDP and Play therapy. Data collated indicates that referrals and direct intervention with services and professionals has helped to support health and wellbeing of pupils.
- Staff in the ELC are using Leuven Scale of Wellbeing and Involvement to informally to measure engagement and motivation of pupils which is then utilised by staff to reflect and inform how to further stimulate a higher engagement within teaching and learning. In the ELC setting we hope to use the Leuven Scale to measure develop behavioural, emotional and cognitive skills in learners. In the Primary setting we hope to more consistently use the Leuven Scale to measure engagement and motivation of pupils to inform how best to engage with pupils depending on their learning preferences.
- Staff continue to use the PATHS programme to develop self-regulation and emotional wellbeing. Engagement with this programme and pupil voice records show that children are using taught and known strategies to self-regulate during more heightened times. Pupils can use a shared language when discussing feelings and impact of actions. Most pupils engage successfully in restorative conversations enabling them to rebuild friendships and develop resilience to support themselves and others.
- Pupil engagement within lessons and afterschool clubs highlighted that ongoing work with STEM across the school has stimulated a higher level of engagement and motivation. The ELC has started woodwork with pupils which is hoped to develop STEM skills. Engagement in afterschool STEM club shows a natural curiosity to further develop learning in this area. The Big Class develop woodworking skills by designing and creating their own wooden rafts. During STEM focus week, pupils were supported by RSPCA's programme using robotic technology to develop knowledge of animals and their welfare leading to pupil's being compassionate towards animals' needs, coding online and using microbits was used to measure the moisture in soil as part of an ECO project leading to an understanding of using IT to support learning for sustainability, developing pocket gardens gave pupils the opportunity to develop their creative talents which improved school grounds. STEM has continued to foster creativity, use of IT and curiosity with most pupils. Due to a lack of staffing at Dunoon Grammar and our school, we have not been working together to develop Young STEM leadership opportunities. It is hoped that this opportunity can be revisited next session.
- Enhanced transition arrangements between ELC and P1 as well as P7 and Dunoon Grammar School started at Easter 2021. Staff liaise effectively with each other ensuring smooth transitions where pupils and parents report positively on these experiences where their child's needs are met.
- Teaching staff have participated in two moderation activities online with small schools in the Cowal Cluster using Guided Approaches to Pedagogical Enquiry (GAPE) resources, focussing on self and peer assessment and plenaries to promote assessment is for learning approaches and moderate skills with other teachers. Teaching staff have used information and proven strategies to enhance teaching and learning.
- In the ELC Unit, staff have continued to reflect collaboratively on 'Realising the Ambition' and have refreshed planning approaches making this process more streamlined. Pupils continue

to lead their learning and have a larger role in collaboratively planning their own learning experiences.

- In April 2022, pupils in both settings were able to attend their first school trip in two years due to COVID pandemic. Pupils in the Primary setting went to Inverary Castle to support their understanding of and development of their Heritage Heroes topic. Pupils in the ELC went to Fyne Den in Cairndow to enhance their imaginative play through various role play scenarios whilst developing gross and fine motor skills. Pupils and parents of the Primary setting reported positively on how this trip stimulated their child's learning of their topic. Pupils and parents of the ELC reported how this experience helped to stimulate their child's learning fostering creativity and curiosity.
- In April 2022, pupils engaged with a live dance theatre performance of 'Buff and Sheen' by Moonslide. Positive feedback from the pupils and parents highlighted how this experience helped to stimulate the creative imagination of our pupils whilst developing self-esteem and confidence.
- In April 2022, P5-P7 pupils took part in the Cluster wide Scottish Opera performance of 'Last of the Aliens' at Strachur Community Hall where children engaged positively to develop music and drama skills. Children's engagement highlighted the positivity in being of this Cluster initiative.
- Pupils engaged in a Literacy Focus Week to further promote a positive reading culture. Pupils read in unusual places, participated in book hunts and quizzes, attended a 'Book Point' book fayre in school, participated in 'Ring a bell and read' and dressed up as their favourite book character. A whole assembly celebrated their successes and prizes were distributed for their engagement with whole school Literacy activities. Pupils and parents reported that children enjoyed this week and these experiences promoted further reading at home.
- Pupils engaged with a Health Focus Week where specialists delivered sports. Lindsay Mitchell from Active Schools delivered playground games sessions to train playground leader to facilitate games in the playground at play times. Lindsay Mitchell also supported bikeability training in the ELC enabling pupils to further develop their cycling skills. Greg Girard from Dunoon Youth Football League facilitated drills and skills training and a football match for all settings. Doreen MacDonald has been leading shinty in the Primary Setting for the final term of the year. Delivery by specialists has enabled pupils to develop their personal health and fitness as well as valuable sporting skills. Pupils reference the skills they have developed and recognise their own achievements. Annette McCulloch (a parent) delivered CPR training where pupils developed their understanding of First Aid procedures and learned valuable skills for supporting injured people or possibly saving lives.
- Pupils in the Primary setting successfully completed the Level 1 Bikeability programme with the Big Class also completing Bikeability Level 2 programme. Bikeability is a cycle training programme where pupils gained cycling skills, practical understanding and confidence of how to cycle on today's roads. Pupils in the ELC were awarded a trophy for their engagement with cycling with all pupils being able to cycle. All pupils have been awarded certificates acknowledging their cycling achievements. Parents and carers report positively of children's engagement with cycling.
- Since September 2021 Jack Smedley has delivered fiddle lessons to pupils in the Big Class. In the summer term of 2022, Anka Park (a parent) has delivered 6 weeks of lessons to pupils in the Wee Class. Pupils in both settings have not only develop their musical skills and talents but also their self-esteem and confidence. Pupils and parents report positively of their child's musical engagement in learning an instrument.
- We are further celebrating pupil's talents across the school through 'Lochgoilhead has got talent' competition. Pupils are creating items to sell in aid of current events in Ukraine. This event will celebrate pupil's successes, develop their enterprising talents and raise compassion for those in need globally.
- We used Food for Thought grant money to fund baking and cooking lessons with Tanya who is a highly trained cook. Through this experience, pupils have been developing valuable life skills as well as creativity, weighing and measuring and following a recipe. Due to the

engagement of pupils with this programme, we would like to provide more baking and cooking experiences developing skills for life, learning and work.