



Standards and Quality Report 2023- 2024

Name of school

Lochgoilhead Primary School and ELC

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).*

School details (rolls, class composition)

Lochgoilhead Primary and ELC is situated in a remote, rural area. We have 10 children in our ELC who are from 3-5 years. We have 12 children from P1-P3 and 12 children from P4-P7.

School vision, values and aims

Our Vision is "We see ourselves at the heart of a nurturing community where all learn to be the best they can be". Our values are Happiness, Respect and Ambition and are the foundation of everything that happens here. Our Vision, Values and aims are underpinned by Children Rights from the UNCRC.

Local Context

It is a family school where children, families, staff and friends can feel at home. The school and ELC is a happy, bright and welcoming place where achievements and learning are celebrated by everyone.

The school serves the children from Lochgoilhead and Carrick area. As we are a small remote, rural school, staff know children and families very well, having strong bonds and excellent working relationships built on trust and mutual respect. We have a deep understanding of each child and their individual needs. Learning and Teaching is tailored to meet each pupil's needs, ensuring that we provide both support and challenge.

Factors affecting progress

Our cycle of improvement allows for capacity building of staff, identifying strategic process to build and ensure our plan is manageable and realistic, allowing flexibility to adapt to unplanned challenges.

Review of SIP | Priority 1

Develop the curriculum to raise attainment and ensure achievements for all through STEM and Outdoor Learning.

Progress and Impact:

Forest Schools

Children in the Primary Setting have worked closely with Mrs Leyland developing Forest School education and completing outdoor education skills from their Wild Passports. Typically, children get ready for the outdoors, collect the resources they need, consider risks attached to their activities, play warm up games, practice a skill they have learned or learn a new skill, discuss their learning, suggest things they would like to learn.

Children have continued to be responsible where they take it in turns carrying equipment up to the site, dress appropriately for the weather and support pupils where needed. They have developed their communication and group work skills when completing challenges. Forest school provide a real opportunity to learn about resolving conflicts to ensure everyone's needs are being met. They have further developed resilience and perseverance for tasks. Forest Schools has fostered independence and confidence as well as supported children's mental and physical health and wellbeing.

Children in the Big Class have developed their use of tools including folding saw, loppers, secateurs, knives and peelers, which had developed some sophisticated skills and techniques. They have learned a variety of knot tying including a clove hitch, timbre hitch, sheer lashing and square lashing. They put their application of know tying to good use when building shelters such as a ridge shelter, learn to shelters, a tipi shelter, a lifting tipi shelter and a frame shelter. Children are very aware of how to make fires safety and manage risk. They can create a tipi fire lay and collate natural resources to make a fire. They are actively aware of being responsible citizens looking after their Forest School site, leaving no trace of their presence there.

Forest Schools continues to have a long-lasting impact here in Lochgoilhead. Children are very aware of how to dress appropriately and carry equipment needed in all weathers being resilient in more challenging conditions. Activities have encouraged communication and group work skills when completing challenges, which has transferred to times of more independent play, allowing younger children to learn new skills without relying on the knowledge of older more experiences children, enabling the older children to learn some more advanced skills. Forest School provides real opportunity to learn about resolving conflicts, when they are opposing viewpoints to completing a task or when resources are few and they must share ensuring equity across all groups. Pupil voice prevailed ensuring that everyone was heard, meaning a suitable resolution, where everyone gets what they need to complete the task. Perseverance is key to developing skills that you find more difficult or skills that can be affected by the weather such as finding dry wood on a wet day, making a fire burn in damp conditions. Children dried out wood in a more sheltered area being able to successful light a fire to cook food and toast marshmallows. Communication skills, teamwork skills, perseverance and children's focus were further strengthened when worked together to solve tasks. At times, encouraging children to complete with other children they would not usually work with.

Independence and confidence when making cooking and preparing snacks for the campfire and when making shelters, taking full responsible for resources used and fulfilling roles within the group. They have taken ownership of their learning and integrated learning from STEMgineeres to build bridges which helped them to solve a problem together of how to cross a ditch. Mental and physical health and wellbeing is well supported and has improved, highlight the importance of developing our Forest skills. All children were able to access the activity, providing enhanced support for those who needed this.

We are delighted to share that two pupils have achieved their Intermediate certificates, 4 children their Advanced 2 Beginner Certificates and 6 children their Advanced beginner certificate. Achieving these awards is very important but what the awards mean in terms developing real life skills as well as interpersonal and intrapersonal skills is even more important.

Children in the Wee Class have developed their listening skills which has helped to sharpen children's focus and retain attention for longer periods of time. Activities from 'Teaching children to listen' by Liz Spooner and Jacqui Woodcock helped children to make definite improvements. Children have developed their rope work skills where they have learned to tie an overhand knot and a round turn and two and half hitches.

They are actively trying to use their knowledge of rope tying when building shelters and have made a rope swing with Mrs Leyland. They have used their rope skills when threading and typing a wooden cookie, making a friendship bracelets and wrapping a stick with wood. Children have learnt the name of tools, what they are used for, how to transport them safely, how to look after them and how to use them safely. They have had the opportunity of using a folding saw, loppers, secateurs and peelers with a high level of supervision.

Children have worked in pairs to develop their skills of making shelters, making mini shelters for toys. They demonstrated an understanding for suitable designs before applying with natural or man-made resources. Children tried to make a ridge shelter and a lean to shelter. Children's shelter could also be their own design where children chose their material, explaining why this material was suitable leading them to successfully build shelters of their own creations, especially our P3s.

Children have learned how to keep safe around the fire circle within our outdoor classroom. They have collected dry wood for a fire and watched Mrs Leyland light a fire safely. They were able to toast their own marshmallows and a dampa bread on the fire. Children had the opportunity to use fire steels and make a spark, two children were able to light cotton wool using the fire steels.

The impact of Forest School for the Wee Class has been measured showing improvements that have been noted. Our Wee Class are more responsible and more efficient in preparation for engaging with Forest Schools. They can actively share by their words and actions how to keep during Forest School sessions and were able to cook bread on a fire. Children can sit for longer periods of time retaining the concentration needed to understand what they are being asked to do, setting good example of this for each other. Children have developed their creativity skills where they review their learning and have written verses for the Forest School song. Their confidence has grown where they are able to demonstrate their skills and knowledge more readily showing independent learning and investigation. Two older children in this class could access the rope swing, find a suitable seat, throw a rope over a branch, needing minimal support to tie the seat, being able to take turns accordingly when using the rope swing. All children were able to access the activity, providing enhanced support for those who needed this.

We are delighted to share that 4 children have received their Beginners Award 2, 4 pupils have achieved their Beginner Award and 5 children have achieved their Forest School Award. Achieving these awards is very important but what the awards mean in terms developing real life skills as well as interpersonal and intrapersonal skills is even more important.

STEMgineers

We took part in the Council pilot project of STEMgineers, which was an impactful project for both staff and pupils. This project took pupils from the simplicity of engineering with no more than a piece of paper to identifying, designing and building a solution to a design brief, applying engineering strategies as part of a moving model construction. This project developed real life example of open-ended problem-solving encouraging student to persevere and be resilient when alternative solutions are needed. Engineering habits of mind developed by The Royal Academy of Engineering help to outline the

skills and attribute real life engineers will need to apply. Using these alongside the design process has been used to develop pupils' STEM skills and skills that have been used across the curriculum. We have developed our reference to and use of the Meta skills progression Framework focussing on aspects of the three areas: Self -Management, Social Intelligence and Innovation leading us staff and pupils to: Ask, Research, Imagine, Plan, Create, Test and Improve. Children's learning has been naturally aligned to both Global Goals and Children's Rights. Staff and pupil tracked progress using STEM logbooks and pupils took part in self-evaluation and reflection. This enabled pupils to consider their successes and avenues for improvements as part of the design process.

Children have made great progress in exploring engineering and technology through this project.

Confidence in Science has raised by 20%, confidence in Technology has raised by 20%, confidence in Engineering had raised by 60%.

Children have enjoyed using tools from the Makedo kits, helping them to develop their dexterity.

Children have been more able to improve their ability to discuss, plan, make decisions and create solutions. They have used a range of materials for building models which has enhanced their decision-making capacity when they have worked independently or collaboratively to design and create a model.

STEM Nations Award/Young STEM Leaders

We have been working towards the STEM Nations Award, led by Mrs Walsh. There are five elements to the STEM Nations Award: Leadership in STEM, STEM Family learning, Employability and STEM Partnerships Working, STEM Curriculum and learner pathways and Equity and Equality in STEM.

Strand 1 is Leadership in STEM which shows how STEM will continue to be a priority from 2023-2026. Teaching staff have participated in STEM training and team teaching with Paul Malcolm, our Primary Science Development Officer, which has provided enriched experiences of how to teach and integrate STEM within learning and teaching in a real life and IDL way. They have taken part in a variety of STEM, provide by Scottish Schools Education and Research Centre (SSERC) as well as leading the STEMgineers project above. Teachers have been using these learning opportunities to enhance teaching and learning, promoting higher engagement with pupils in their class. Staff share that CPD offered through SSERC and Paul Malcolm has given them more confidence, incorporated STEM more into their own teaching in an IDL way, enabling them to model STEM delivery using impactful resources to further enhance learning. Mrs Walsh facilitated an afterschool STEM for our Young STEM leaders in the Big Class who have confidently and successfully led STEM teaching with the Wee Class. They have been responsibly completing their STEM logbook which helps them to self-evaluate, recognise and measure their successes.

Strand 2 is STEM Family Engagement where we fostered family engagement. We shared the success of our pupils' learning with families where children were able to showcase their work. Families attended a fabulous STEM assembly led by the Big Class and STEM workshops led by both the Wee Class and the Big Class. The STEM assembly took pupils and families on a journey of learning from their child started to where they are now and how much they had achieved. Pupils and families participated in a variety of STEM challenges where pupils demonstrated great skill development, confidence and creativity in what they have achieved. Teaching staff should be commended on their quality of their teaching and

learning as well as their commitment to ensure engaging, relevant and sustainable approaches to developing the curriculum. Pupils, family and staff enjoyed celebrating their learning.

Strand 3 is Employability and STEM Partnership Working. We have been working closely with Paul Malcom, our Primary Science Development Officer. We have collaborated with Paul during the newly launched STEM Stone Age planner, STEMgineers and Young STEM Leaders award. We have been working with Paul in partnership during the STEM Nations Award journey, seeking and taking forward advice given on how to make improvements. We have participated in scientific enquiry skills, CPD and STEM team teaching. Staff have attended STEM and Outdoor Learning using this to enhance teaching and learning of STEM across settings.

Strand 4 is STEM Curriculum and Learner pathways. STEM has been a big focus in Forest Schools.

Children in the Big Class have continued to develop their use of STEM, where children could use and develop their skills to solve some design problems. Examples of STEM activities included how to make a frame with bamboo poles to design a shelter, how to make the tallest free standing flag which meant lashing sticks together so the pole could support the flag, building a wattle wall to stop people tramping through the mud in an area of school grounds, giving the children a very real purpose and building a vehicle with their group to transport them in a race with each other. Staff share that STEM has motivated children to learn and lead learning with others. Active participation and confidence in STEM activities has increased. Children are more able to make a prediction, take their idea forward and investigate outcomes. They are more likely to explore their ideas in a practical way, learning from any changes that could be made to make improvements as part of the design process.

Children in the Wee Class have continued to develop their use of STEM. Children learnt the story of 'The Mud Puddle' by Robert N Munsch and were tasked with finding waterproof material for Jule Ann's coat. They were given a selection of material, Lego person and some water, making predictions, carrying out experiments and were able to justify share their findings, especially our P3s. Children were able to make their own pet out of a log and showed creativity when decorating this with felt tip pens. They were able to make a lead for their pets using their knowledge of knot tying and used this when walking their pets. Making shelters has enhanced their understanding of design a solution and applying these concepts in real life to make a structure. Children had to wrap a stick around their arm using wool. They showed the competency of their knot tying skills, ensuring the wool did not unravel and the stick remained in place. Children using their knowledge of standards and non-standard units of measurement, applying this in real life when choosing sticks for the fire and materials for their shelters. They needed to consider the thickness of the wood as well as the dampness of the wood and applying solutions where needed for the Forest Skills tasks. By choosing the correct wood or drying wood out correctly, they were able to contribute to making a fire where they cooked dampa bread and marshmallows.

Children across the school took part in Rubbish STEM challenges as part of National Science Week. Children took part in a Beach Clean up led by Jacqui Willis from the GRAB Trust. We carried out a litter survey to find out about the types of litter we found, and we even collected 15kgs of rubbish from the seashore, recycling items where we could. We participated in a "Reduce your Waste" workshops where we raised our awareness of what we can do in school and in our homes to reduce waste. We won the heaviest haul of litter as well as the highest numbers of record survey items across the cluster, winning litter pickers and rings for our school. We were asked to design ECO friendly bin where pupils applied their design skills from STEMgineers. Children discussed their ideas, possibilities and sketched

their ideas which they used to build a prototype model. Children gave each feedback on their bin designs. A pupil came first in this cluster wide competition, winning a microscope for the school. The combination of the learning activities above has encouraged our children to become citizen scientists learning how waste impacts their local and wider environment as well as empowering our children and community to act and lead positive changes with this.

Children in the Wee Class took part in the 'If I were an engineer' competition. They had to come up with intervention that could change the world. Pupils drew and illustrated their design and wrote short description to the engineer explaining how they came up with the idea. This was based on problems they had in everyday life where they could create a design a solution. All entries were graded by real engineers, with our pupil designs being shortlisted to be displayed in a public exhibition throughout Scotland. Most pupils received merits, two pupils a distinction and one pupil has been shortlisted as the regional winner of the year.

Children have been working with our local ranger, Rob Trevis Smith, from Loch Lomond and the Trossachs. Rob led session which highlights the importance of how to protect and expand our woodlands and how wildlife corridors were created through the National Park. Children learned about which animals would live where and how environmental changes would affect each habitat and the impact this has on our wildlife. Next session, Rob will be leading biodiversity sessions across all settings where children will learn about mini beast habitats and participate in pond dipping.

Children in the Big Class created and delivered composting assemblies. They worked in small group, collated their own research to create information PowerPoint presentations. They successfully led learning sessions with the Wee Class, which demonstrated their wide base of knowledge and understanding, their excellent computational skills and their high-quality leadership and delivery skills.

Strand 5 is Equity and Equality in STEM. We Are using a whole school approach to tackling stereotypes, unconscious bias and inequity through our STEMgineers project and the Young STEM Leader Award both leading children to question " Who can be an engineer?" Pupils have interviewed live engineers with a Aero space engineers, Lego engineers and Titi Oliyide, women engineer of the year. This has given children more understanding go stereotypes and misconceptions in STEM careers. They have been inspired by taking part in live workshops as well as stem professionals they have researched. All experiences have been highly beneficial in challenging stereotypes and informing children of equity in STEM and more widely within our school and wider community. Through engaging with SSERC training which included: Marvellous Magnets, Light, shade and shadows, Christmas-STEM AND Sowing The seeds. Staff have provided children of all stages to ensure meaningful equitable access to STEM learning. Staff in out ELC setting have attended training meaning that they can engage our very youngest learners in STEM.

80% of pupils have enjoyed STEM learning this year. 100% of parents share their child has enjoyed and benefited from STEM learning. 75% of pupils have enjoyed and 85% of pupils have benefitted from outdoor learning. 100% of parents share their child has enjoyed and benefited from outdoor learning. 70% of pupils believe focus group enjoy and benefit from specialist partners who deliver learning. 100% of parents share their child has enjoyed and benefited learning with specialist partners.

Next Steps

- To continue developing Forest Schools in alignment with Wild Passport skills with Mrs Leyland, further consolidating, developing and enhancing teaching and learning experiences.
- To continue giving children meaningful opportunities to lead STEM as well as other areas of the curriculum.
- To continue with the STEM Nations Award (led by Mrs Walsh) further promoting all five strands
- To further promote STEM in an IDL way and through other topics of learning.
- To extend our partnership working by facilitating STEM Workshops sharing a diversity of STEM careers in September 2024 from Space science, Marine Science, Robotics, Earth Science, IT Workshops, Ranger's sessions etc
- To continue work with GRAB Trust to promote children's understanding of STEM and ECO in the wider context.
- To continue working with SSERC and Paul Malcolm, our Primary Science Development Officer, to provide rich learning opportunities whilst strengthen our skills and delivery of STEM.
- To continue with Family engagement looking for opportunities involve families in STEM learning where children can showcase, and parents can celebrate their successes.

Review of SIP | Priority 2

Develop further Literacy opportunities across the school to raise motivation, engagement, and attainment in Literacy.

Progress and Impact:

Literacy Focus Weeks

Our Literacy Focus weeks throughout the year have helped to raise engagement and enjoyment of Literacy. The children were consulted about which activities they wished to take part in as part in to promote Literacy. Children took part in book quizzes, book hunts, book quizzes, ring a bell and read, designed front covers, dressing as their favourite book or film character. We have celebrated key Literacy events such as World Book Day and Writing weeks.

Work with outside partners

We have had live presentations of Bible Stories delivered by ExP, where children have been a part of the production of these. Live presentations have helped to bring Bible stories to life and share the importance of ancient Bible stories, highlight the importance of the link with Christianity and morals. Children's knowledge of stories and what they mean in real life is more visible through discussion with our children.

Live Author visits

Children have been part of live author session with Adam Murphy. Adam is an award-winning author, who is the co-creator of Comic Series CorpseTalk with his wife Lisa. They bring history and folklore to life for readers of all ages, through humour, extensive research and an ongoing curiosity pf what makes pupils tick. Children created a comic strip with our children, using the shared ideas of the children which enabled them to independently create their own comics, showing the talent for writing and drawing combined. Children were inspired to actively participate and showed success through their comic writing.

Children have been part of another live author session with Alan Windram, who is the 2019 Bookbug with *One Button Benny*. He is the co-founder of children's *Little Door* books. His stories included adventures with off twist and moral tales, inspired by what Adam liked to write about a child. His presentation included songs, games, singing with the guitar, robot dancing as well as writing and drawing. Alan took our children through the writing process end to end, with how he began as an author, how characters in books are created by the illustrator, printing processes, publishing bilingual versions of books and writing bilingual versions of stories. This experience helped to inspire our children to write, brought Literacy alive and made the process of writing more visible. Children were inspired to actively participate and showed success through their comic writing.

We have further developed staff and children's use of British Sign Language (BSL). Elena Adair has left staff CPD on using BSL. Children have learned how to sign initials and their name, basic greetings, routines and instructions. BSL is used at times throughout the day.

Enriched experiences and vocabulary

We use the outdoors to develop descriptive vocabulary for writing stories and poems, enabling children to generate ideas for using a applying a wider range of vocabulary within their writing. Staff have found that children can transfer their use of vocabulary in a cross curricular, IDL way, enriching and linking learning contexts and applying this to writing in class. Children have engaged well in Reading outdoors, giving them the freedom of the outdoors to develop their imagination. Reading in pairs or gives children the opportunity to develop their confidence or the support they need to progress. Accessing resources from the Literacy Shed has promoted children's engagement as this provide a wider, more

diverse range of genre for them to explore. Displaying children's writing work has helped them to feel proud of their work and celebrate their successes with others, motivating them to do well and giving them a sense of achievement.

Writing Moderation

Literacy moderation has provided formal time for staff to get together to discuss and record children's progress, the structures and processes in place was beneficial to inform future planning. Grammar is tied into Writing to improve writing ensuring that this is embedded. Cluster moderation has provided the opportunities to think in more depth during the planning stage about the aspects of writing that will be assessed at the end of each term. Cluster moderation has meant that staff can correlate their professional judgement to the benchmarks to ensure there is consistency of children being awarded AcFe Levels. Results have been used from high quality assessments to focus on children's gaps in learning, highlighting the important of punctuation and descriptive vocabulary in the Wee Class specifically.

Forest Schools and Ranger sessions have promoted teamwork skills, survival skills in a deeper more real-life contextualised way enhanced knowledge and understanding of sustainability and biodiversity. Experiences have promoted learner engagement and motivated to take actions supporting environmental issues, linking nicely with our ECO work.

Scottish Celebration

Our annual Scottish celebration gives children the opportunity to bring Scottish culture and heritage into their Literacy. Children learn and recite Scottish poetry, learn about famous Scots, learn Scottish songs, learn about Scottish art and use this as an inspiration for their own artwork and learn ceilidh dances. The school hosts a wider celebration for the wider community where we celebrate our children's successes of reciting poetry, singing songs, their Scottish artwork and ceilidh dancing. This is a joyous occasion which is led by a piper, where community join to share Scottish cuisine as well.

Next Steps:

Literacy

- Further engagement with Writing cluster moderation alongside cluster colleagues to strengthen professional learning from this year.
- Continued high quality assessments in writing to be used and cross moderation in school.
- Enhanced opportunities to promote and strengthen Literacy skills for all children, identified differentiated supports for those with ASN, ensuring equitability of access to learning.
- Further Literacy Focus Week and work with Live authors.
- Further work with outside partners such as Rangers, STEM lead, ExP etc.
- Enhanced support from Clare Bryden to further develop Literacy next session.

Numeracy

- Continue to use SEAL to support identified learners who need enhanced supports.

Review of SIP | Priority 3

Develop health and wellbeing opportunities to promote awareness of the benefits of this which aim to promote an engagement in learning leading raising attainment across the curriculum.

Progress and Impact:

NSPCC workshops (Speak out, Stay Safe programme)

This programme is designed to help children understand abuse in all its form and to recognise the signs of abuse. This child friendly programme is aligned with the curriculum and consisted of an age-appropriate assembly that was delivered to specific year group by the Head Teacher. This experience helped children to know how to stay safe and who they could speak to if they did not feel safe. This workshop helps to raise awareness and understanding of how to stay safe, empowering our learners to seek support if needed.

NSPCC workshops (Talking Pants programme)

This programme is designed for ELC pupils, involving a simple conversation and activities as to how children can keep themselves safe. Again, reinforcing what are safe and unsafe behaviour towards them and who can support them if they are affected. This workshop helps to raise awareness and understanding of how to stay safe, empowering our learners to seek support if needed.

Smoke Free Me

Children in P6 and P7 were part of the Cluster Smoke free me, coordinated by NHS Highland. They learned about the history of tobacco as well as dangers and consequences of smoking. Children took part in a drama production bring important messages to life. This has raised awareness and increase their understanding of how to avoid smoking and vaping to stay healthy both physically and mentally.

Mental Health and Wellbeing sessions led by Joni Prescott

Joni Prescott delivered Regulated Kids Programme for P4-P7 pupils for 12 weeks, which helped to enhance the social and emotional literacy using the zones of regulation. Session helped to supported emotional literacy, use of self-regulation techniques, concentration, self-confidence, self-awareness and helped children to manage challenges out with the class applying some of the breathing techniques in more difficult situations.

Joni Prescott delivered Yoga to ELC pupils and P1-P3, for 10 weeks, where our younger children have been using self-regulation techniques by engaging with simple mediation, breathing techniques and adopted specific body postures aiding mental and physical health and wellbeing.

Teaching staff have continued to use PATHS and RSHP as our main Health and Wellbeing programmes. Use of these resources has enabled pupils to understand in more depth how to be and stay fit mentally and physically, how to manage, process and understanding bigger emotions of themselves and others in a safe way, referring to this at more difficult, challenging times.

Mental Health and Wellbeing with Emily Love

Emily Love is our Youth and Advocacy Worker who deliver our PATCH programme to P5-P7. This is a vital programme which helps children to understand their own safety and boundaries and how to have healthy relationships both on and offline. Some specific learning topics included gender stereotypes, feelings and emotions, good and bad secrets, safe and unsafe touch, safe adults, who to tell and being safe online, delivered in an age-appropriate way.

Young Leaders

P7s were trained as Playground leaders, delivering playground games to younger children at lunch times. In December 2023, we were proud to receive acknowledgement from Active Schools as we came joint first for active participation and leadership of playground games. Children were more able to join in games in a more organised way, ensuring all children had the opportunity to be part of them if they chose, providing equitable supports at lunch times as well as promoting mental and physical health and wellbeing.

WE PROMISE Award

In February 2024, staff at Lochgoilhead Primary successfully completed the WE PROMISE training. This encompasses the commitment around Education to promote inclusion and improve outcomes for Scotland Care experienced children and young people. We were joint first with Strachur in achieving this award across the cluster.

Health and Wellbeing Focus Week

We facilitated Health and Wellbeing experiences which includes, DYFL, Shinty, Yoga and Street Dance. Children engaged well with all instructors and reported the benefits they felt both mentally and physically by taking part during this week.

Deaf Awareness Week

We facilitated a deaf awareness week in March 2024 where we learned how cochlea implants work, how sounds travel through the ear, learned about key figures such as Helen Keller and connected research of Deaf Awareness. We continue to learn BSL as a school to enhance communication with all children, helping all children to have empathy and understanding for others who may be impacted by hearing loss.

Autism Awareness Week

We came together in unity and collaboration as part of Autism week in March 2024. Learning helped us to deepen our understanding of Autism and show support for those who have Autism. Activities included wearing blue as well as wearing a forget me knot badge or butterfly to support those with learning differences. These symbols showed the thoughts of change and beauty of diversity. We learned about what Autism is and what life is like for those with Autism, what strategies they can access for support and what we can do to support them. We learned about famous people who had Autism considering all the positive traits associated with Autism, celebrating difference and diversity in our school culture.

Safety and attached risks in various situations

To ensure children are aware of how to keep themselves safe by engaging with various safety workshops. Our Youth and Engagement officer, PC Wells, shared ways in which children can stay in the community and online and how to stay safe during the summer. NSPCC assemblies highlight abuse and how this can be supported if affected. Road Safety in assemblies and classes aligned the National Road Safety week, highlighting the National Campaign as well in winter months to dress appropriately wearing bright or reflective clothing and how to access the Green Cross code safely. Water Safety delivered by Ember Aquatics highlights raised awareness of risk attached to water and children shared ways to keep safe when near water. Emma Hayes from the Fire Brigade led a series of workshops where children identified risk in the community and their home and considered ways these could be supported. Children were shown how to use a defibrillator and basic CPR. Heartstart sessions gave real life opportunities to practice CPR on dummies, delving deeper into other first aid procedures. Working with Mrs Leyland helps to highlight identify and mitigate risk in real life such as safe access to their Forest site, building fires and shelters safely, using tools safely. Through a variety of learning experiences,

children have been given a wide bank of knowledge to help raise awareness and mitigate risks attached to a variety of potentially dangerous situations, where this knowledge could potentially save the life of them or others they are with.

Ardroy Outdoor Education Centre

Outdoor experiences will include abseiling, labyrinth, beach activities, the Splosh, high ropes course, adventure courses, problem solving activities etc. Activities promoted inclusion to support all learners ensuring equitable access to outdoor learning experiences where children developed confidence, self-esteem, team building and problem-solving skills. All children communicated well with each other promoting positive friendships, building resilience and life skills.

Rights Respecting School GOLD Award

Last week, we were part of a GOLD Rights Respecting Schools Award Accreditation process with our Council verifier, Jenny Price, where Jenny has advocated for us to receive the GOLD Award. This award is the highest award that a school can achieve. It is not just about receiving an award, although this is great as well. It is what this award stands for that is so much more valuable! This award demonstrated our commitments to Rights, in that we have adopted a child rights approach based on the UNCRC and have embedded rights in our policies, practice and culture. Staff are embedding Rights through their teaching and engagement with our community. It was noted that Rights are having a positive impact on our school community's learning and wellbeing.

Next Steps:

- Continue promoting opportunities/workshops to enhanced mental and physical health and wellbeing.
- Continue working in partnership with outside agencies to promote understanding of risk and how to mitigate these.
- Ongoing partnerships with the cluster and NHS which promote health.
- Focus Health and Wellbeing week to enhance access to a variety of sports and the important of active participation.
- Further focus weeks highlight specific differences, showing an understanding and empathy for others and how we can provide support.

Review of SIP | Priority 1 (ELC)

Promote STEM and Outdoor learning in the ELC

Progress and Impact:

STEM

Staff have engaged in professional learning building their capacity to deliver STEM opportunities. Natural enquiry and curiosity skills have been enhanced promoting children's engagement in learning. Children have been part of learning which focussed on water or light and they have observed changes in how the water and light interact with each other. Children have accessed tools to enhance their learning such as mirrors and magnifying glasses helping them to see things more clearly how things change. Learning opportunities activates children's imagination, which helps to stimulate child led learning. Children have daily access to STEM indoors and outdoors, through open ended resources, with a variety of child and adult opportunities to both meet and extend children's learning. STEM helps children make links across the curriculum in a real and natural way. Staff report that STEM CPD has further enhanced their teaching of STEM and scaffolding the learning for children. Adults carefully consider STEM resources to motivate learners. Resources are accessible for children to develop their curiosity and learning, creating meaningful play opportunities.

Outdoor Learning

Child initiated play is integral to their learning. Children naturally gravitate to what stimulates their interest in an organic way. Child choose to be curious in the environment they choose, providing children will more choice in leading their learning. Open ended resources enable children to lead their own learning, creating opportunities to build relationships, problem solve together and be creative either independently or collaboratively. Effective observations take place as there is limited involvement from adults as this is giving the child full access to explore and utilise resources in a way that they choose. Staff will carefully consider provocation that they know children are interested in as this might help to stimulate their curiosity to begin with, eliciting learning opportunities or can use this to extend their previous learning. Provocation promotes curiosity, exploration and learning, bay carefully considering the use of spaces and open-ended resources.

Learning Zones

Learning zones of construction, home, Literacy and Numeracy provide several open-ended resources, supporting children to access learning through play. Provocation support children curiosity enabling engaging exploration of their environment. Environment is changing according to needs and interests of the children to ensure ongoing stimulation for all children.

Weekly planning context is created with the children's interests in mind. Targeted experiences are created where this might be needed to support learning. Children can choose to interact with the provocations. Child initiated play takes place alongside this and using learning zones. We collate evidence in the floor book.

Next Steps:

- Continue building in STEM and Outdoor Learning within the Curriculum
- Continue to refresh zones of play based of changes of interest and aligning with pupils need.
- More sensory play opportunities for those with ASN.
- Children's play continues to child initiated and child directed where appropriate.
- Provocations are meaningful along with carefully created learning opportunities.

Review of SIP | Priority 2 (ELC)

Provide and promote Literacy/Numeracy opportunities to raise engagement and awareness of Literacy/ Numeracy in a variety of contexts (ELC)

Progress and Impact:

Literacy

Nature provides rich opportunity to develop reading, talking, listening and writing. Chalk and letters help to reinforce children understanding where they start to mark make. Book of the Week, help to plan the context for learning with pupils, carefully aligning this to child led learning. Our weekly book puts literacy at the heart of learning and play experiences, bringing Literacy to life through play, discussion and movement. Children are free to explore and learn in their own way and have full access to rich literacy opportunities whenever they choose to be. Natural provocations are designed to promote curiosity exploration and learning consider the use of space, interactions and resources. Learning contexts enable the child to explore through choice, taking their learning forward. Opportunities for fine motor skills support mark marking as well as promoting dexterity. Storytelling is encouraged through role playing activities and reading is well supported through the book of the week. Children have the freedom to explore books wherever they choose. Environment promotes a rich context for children to make link across Reading, Listening and Writing, through play opportunities. Children freely access resources and materials to unlock learning. Conversation with adults or more active engagement help to reinforce and build on their learning, where adults are invited to be part of the learning. Bookbug training helps to bring story telling alive, engaging children in an interactive and child friendly way. Bookbug supports music with the ELC, building confidence in learning as well as developing key listening and talking skills. Learners identify patterns in language and build vocabulary. Bookbug helps to instil a love of Reading from an early age. All literacy activities add to the development of speech and language, widening and enriching their vocabulary. Developmental milestones and observations are used to track Literacy progress of all children. Weekly planning takes account of this and makes provision for differentiation of support or resources for identified learners. Up, Up and Away observations are used for children with ASN while LAD observations are used for others.

Numeracy

Numeracy is promoted through resources shared or natural maths in nature opportunities such as patterns, shape, symmetry, seasonal signs. Other references can be made to road signs, road markings, demonstrating how children should refer to these enabling them to be safe in their community. Numbers are displayed in many ways indoors and outdoors which may be through games, resources shared, wall displays, natural patterns and shapes. Children can develop Numeracy a pace that they set. Children have been part of scavenger hunts, finding and counting objects, number and patterns in nature. Nature materials such as stones, pinecones, sticks help to reinforce counting, nonstandard measurement. Questions are directed to what the children can consider through natural exploration along with number lines, real money etc providing contextualised learning.

Numeracy trackers along with Developmental milestones and observations, ensure staff are aware of and are supporting children's needs ensuring these are fully met. Differentiation is included in weekly planners and reviewed weekly and as part of the observation cycle. Up, Up and Away observations are used for children with ASN while LAD observations are used for others. Staff have received training of Up, Up and Away ensuring staff are fully utilising this resource to identify need, plan carefully further outcomes and supports for a child.

Next Steps:

- Continue to build Literacy and Numeracy into the ELC Curriculum sparking an interest of and love for both.
- Carefully created environment which provide rich learning contexts for Literacy and Numeracy, fostering a love and interest of both.
- Continue to use Highland Trackers, Observations and Developmental milestones to reflect on how staff are supporting and challenging their learners and ensuring better future outcomes prepared by a rich learning environment as well as carefully chosen resources.

Review of SIP | Priority 3 (ELC)

Provide and promote Family learning opportunities

Progress and Impact:

Family Learning

Families are invited to be a part of Stay and Play every two weeks. This a great way for families to be involved in their child's learning. Children love to show case what they have been doing. All children have a Seesaw account where staff post updated regularly of the child's learning. Parents are invited to comment on their child's progress. 'All about me' and 'More about me' enhanced communication with parents as well as written reports and Child's Plan meeting help parents to know how their child is progressing with their learning. Parents are given information about their child's day daily or a communication book is shared when requested for a more detailed account.

Families can borrow books or games for the ELC's lending library. This is refreshed regularly inviting children to explore resources for use at home.

Parents are invited to comment on the floor book which shares weekly activities and children's learning journeys. The floor book is linked with CfE codes and SHANARRI indicators. The floor book captures a variety of learning contexts. Responsive planning shared relevant experiences and outcomes as well as developmental milestone indicators supported by photos of learner engaged in a variety of tasks. Achievements is widely celebrated via Seesaw and attractive displays. The floor book shows the detail of learner's journey over a period.

Parents of all ELC, School and community events such as MacMillan Coffee Morning, Harvest assembly, Remembrance Day, Community carol singing, Christmas Service, Scottish Celebration, Easter Service, Awards and Leavers service and the Talent show, ensuring they are very much of the wider life of the school.

Next Steps:

- Future Stay and Play events
- Future community events
- More involvement of parents through Seesaw
- More interaction through Floor book
- More interaction with All about me and More about me documents.

Review of SIP | GME Priority

Progress and Impact:

Next Steps:

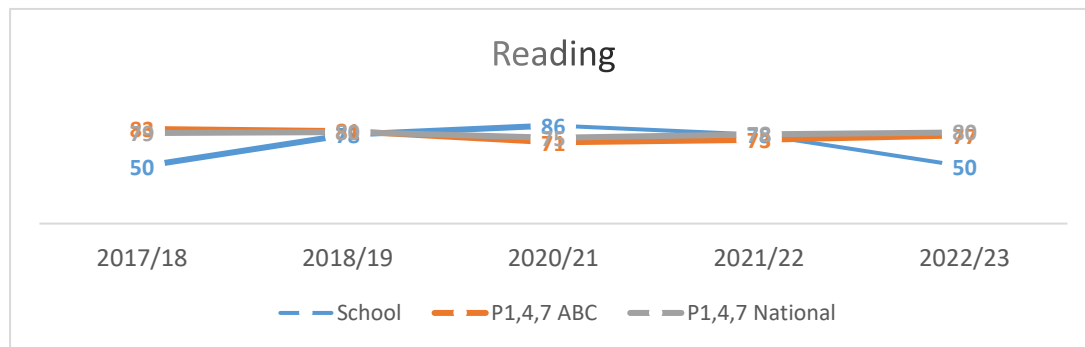
Review of SIP | Developing in Faith Priority

Progress and Impact:

Next Steps:

1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24.
(teacher judgement – confirmed levels – 5 year trend).

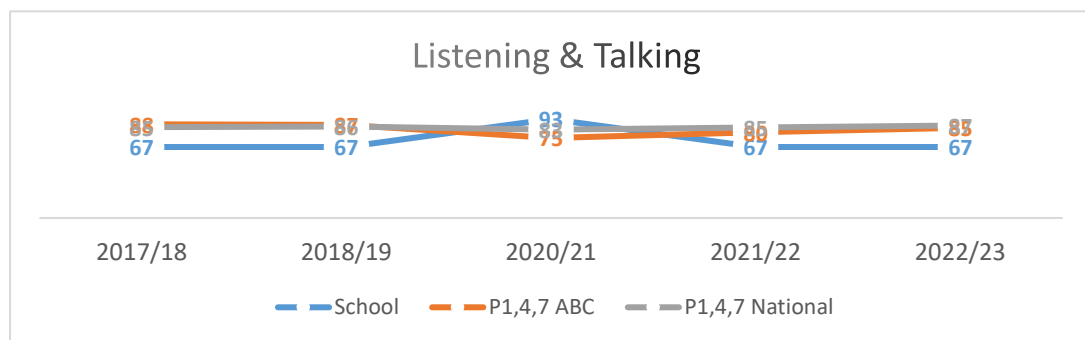


Our attainment in Reading has decreased by 26 % over the last 3 years.

In 2023 our school P1/4/7 Reading attainment was 50%, this was 27% below Argyll & Bute's attainment. In 2023 our school attainment in Reading was below the national by 30%.

Our school has experienced a dip in Reading attainment over the last 3 years. **This can be explained by children's individual needs and the low numbers of pupils included in our data set. 40% of Primary pupils overall are diagnosed with ASN needs with others awaiting diagnostic assessment.**

Our attainment over time in Reading is satisfactory .

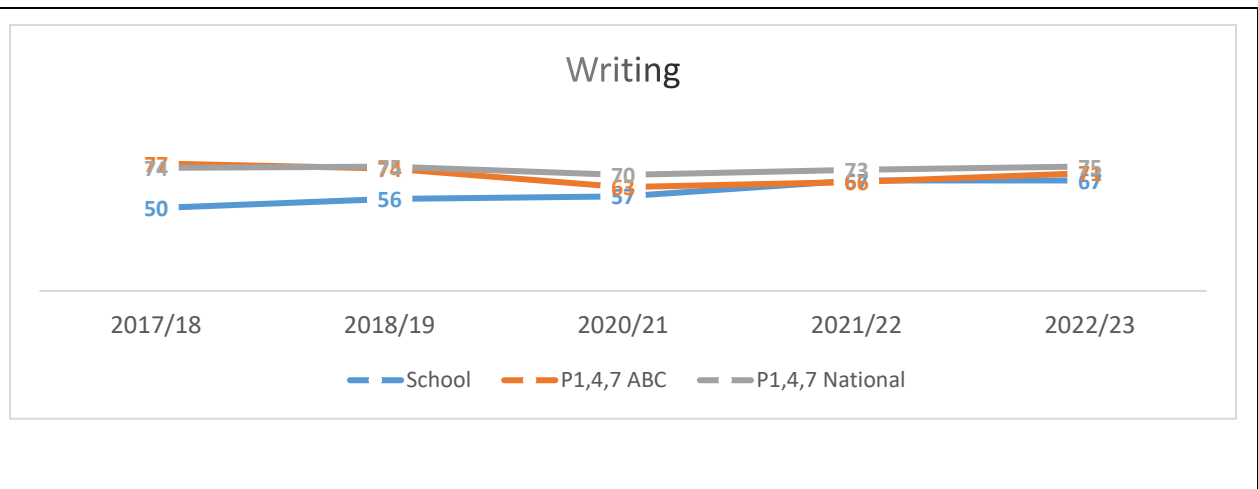


Our attainment in Listening & Talking has decreased by 26 % over the last 3 years.

In 2023 our school P1/4/7 Listening & Talking attainment was 67%, this was 22% below Argyll & Bute's attainment. In 2023 our school attainment Listening & Talking was below the national by 20%.

Our school has experienced a dip in Listening & Talking attainment over the last 3 years. **This can be explained by children's individual needs and the low numbers of pupils included in our data set. 40% of Primary pupils overall are diagnosed with ASN needs with other children awaiting diagnostic assessment.**

Our attainment over time in Listening and Talking is satisfactory .



Our attainment in Writing has increased by 10% over the last 3 years.

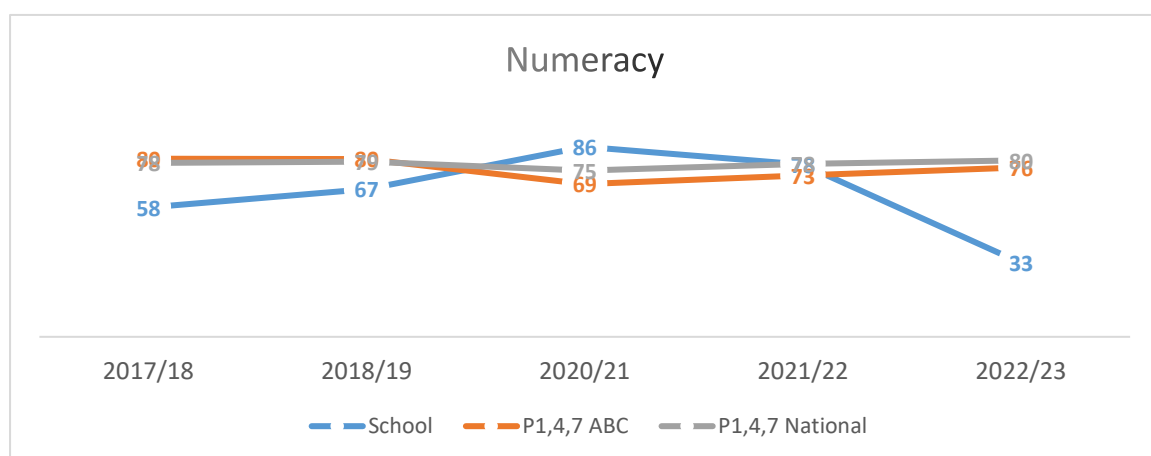
In 2023 our school P1/4/7 Writing attainment was 67%, this was 4% below Argyll & Bute's attainment. In 2023 our school attainment Writing was below the national by 8%.

Our school has experienced a dip in Writing attainment over the last 3 years. **This can be explained by children's individual needs and the low numbers of pupils included in our data set. 40% of Primary pupils overall are diagnosed with ASN needs with other children awaiting diagnostics assessment.**

Our attainment over time in Writing is satisfactory .

1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24. (teacher judgement – confirmed levels – 5 year trend).



Our attainment in Numeracy has decreased by 40 % over the last 3 years.

In 2023 our school P1/4/7 Numeracy attainment was 33%, this was 43% below Argyll & Bute's attainment. In 2023 our school attainment Numeracy was below the national by 47%.

Our school has experienced a dip in Numeracy attainment over the last 3 years. **This can be explained by children's individual needs and the low numbers of pupils included in our data set. 40% of Primary pupils overall are diagnosed with ASN needs with other children awaiting diagnostic assessment.**

Our attainment over time in Numeracy is satisfactory .

Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

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?

Wider Achievements have been provided by afterschool clubs led by staff and volunteers such as multi sports clubs, STEM club, Gardening club, Homework club, Art and Craft, Origami club, Music club, Fiddle club and football. Experiences provide children with enriched opportunities which support and extend their current learning or interests. Clubs are advertised through classes, newsletter and messages to parents and carers. Children are actively encouraged to be part of any and every afterschool club.

We use Microsoft excel to track the clubs that children choose to attend in school and outside school. This shows very clearly the natural interests of children and highlights the engagement both with clubs in school and outside of school.

Gaps have been addressed by speaking with parents and children. However, children share they want to choose what they access or give a club a try and decide it is not for them. We respect that children have the right to choose which club or clubs they want to be a part of.

We celebrate wider achievements via Seesaw, wider achievements board, assemblies, in class, via the local magazine, termly newsletter, the Council communication. Wider achievements are acknowledge at our annual Award service where we distribute shields and trophies for a variety of achievements which includes: ELC star Awards, Outstanding achievements in all settings, Citizenship awards, Kiran's Trust Award (music, sport or drama), House achievements, Best attendance award, Polish Award, Enterprise Award, Forest School achievements, Outdoor learning achievements, Gold effort for achievements and the Davey Moffat Sports Award as well as the professional development of staff.

Summarise progress and next steps in relation to pupil equity funding

Pupil Equity Funding- Progress 2023-2024

- Children with identified needs have received a high ratio of adult support or been supported within smaller groups.
- Targeted Interventions in Numeracy, Spelling , Reading and Writing have shown some level of progress.
- Increased engagement in STEM learning, showing increased confidence in science, technology and maths.

Pupil Equity Funding- Next Steps 2024-2025

- To look closely at gaps in attainment in curricular areas as identified by the Attainment paper in March 2024.
- To identify gaps in learning and put appropriate interventions in place to address these.
- To provide enriched opportunities to develop learner's progress in line with identified needs.
- To track and monitor children's progress ensuring that their needs are identified, appropriately addressed and intervention are helping the child to make progress.
- To use data more closely to measure impact of intervention, ensuring there is real evidence

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	<p>All staff and pupils are involved in self-evaluation activities.</p> <p>Parent Council Meeting and Parent Voice Group</p> <p>Moderation activities in the Primary and observations in the ELC.</p> <p>Weekly staff meeting and collegiate sessions.</p> <p>CPD opportunities for staff in STEM, PACE, WE PROMISE, Using CIRCLE framework in Primary and Up, Up and Away in the ELC, Cluster Literacy Writing and Powering up your pedagogy.</p> <p>Pupil Focus Groups- Eco, Rights and Pupil Council actively share their views, taking action to make a difference.</p> <p>Staff involved in reviewing the SIP and using either HGIOS or HGIOELC to self-evaluate.</p> <p>Use of floor book in the ELC, learning is correlated to SHANNARI indicators, CfE indicators and Developmental milestones. Pupils, parent and staff voice is shared as well.</p> <p>Self-evaluation of learning in STEM and how pupils can make improvements in their writing.</p>	<p>Parent Council Meetings and Parent Voice Groups</p> <p>Staff Meetings and collegiate calendar of events</p> <p>Positive feedback from staff, parents and families.</p> <p>Self-reflection of staff using HGIOS and HGIOELC, which staff use to make improvements.</p> <p>Up, Up and Away observations help staff to identify needs and consider ways of adapting their support according to the child's need.</p> <p>Link with SHANNARI, CfE, Developmental milestones and observations share that staff are adapting and changing their practices and the environment to support children's need and interests.</p> <p>Use of pupil voice during lessons, when planning events, in Focus Group to make improvements,</p>	4

<p>1.3</p> <p>Leadership of Change</p> <p>This QI also focusses on the following aspects of empowerment:</p> <ul style="list-style-type: none"> • curriculum; • improvement activities; • parental and community engagement; and • pupil participation. 	<p>Values have been recently refreshed with pupils living these in real context.</p> <p>Pupils and staff have worked together to develop and enhance STEM teaching and learning.</p> <p>Pupils and staff refer to Rights in a more integral way within teaching and learning.</p> <p>Schools' policies have been reviewed and shared with staff and families for consultation.</p> <p>All stakeholders consulted on progress of the SIP and plans for next year's SIP.</p> <p>Time is dedicated for professional learning of STEM, PACE, WE PROMISE, Observations, Powering up your pedagogy.</p> <p>ELC Floor book and Pupil Focus Groups share where pupils take ownership of their learning.</p> <p>Wider Achievement s shared via Seesaw</p>	<p>School values are embedded.</p> <p>Parent Council Meeting and Parent Voice Meetings.</p> <p>Staff Meetings and collegiate calendar.</p> <p>Observations are thoughtful and reflective of next steps in learning providing support and challenge.</p> <p>School Newsletters shared pupil voice, events and curricular developments.</p> <p>Website has been enhanced to include more updated information of the school.</p> <p>Strong sense of pupil voice, evidence widely during our RRS GOLD visit.</p> <p>Seesaw profiles to share children learning and progress</p> <p>Share the Learning events, class assemblies and ELC Stay and Play.</p> <p>Community engagement through MacMillan coffee morning, Remembrance DAY, Christmas service, Scottish Celebration, Easter service Awards and Leavers service and the Talent show.</p> <p>Wider Achievements shared via Seesaw, wider achievement, board, in class, assemblies, local magazine, newsletters and Council comms.</p>	<p>4</p>
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<p>2.3</p> <p>Learning, teaching and assessment</p>	<p>Most learned eager to learner and show enthusiasm towards learning.</p> <p>Learners are given pupil choice in their learning.</p> <p>Technology used to enhance learning experiences.</p> <p>STEM used in a more IDL way.</p> <p>Outdoor Learning considers the context of our environment using this as a stimulus for learning.</p> <p>Inclusive teaching approaches are implemented ensuring equitable access of learning.</p> <p>Feedback appropriate to age and stage is offered with opportunities for self and peer assessment.</p> <p>Learners engage with the planning of some topics and reflect on their learning.</p> <p>Pupils Focus Group take forward their ideas in real life to make a difference in a local or global way.</p>	<p>Observations of lessons and children's progress</p> <p>GL Assessment for P2, P3, P5 and P6</p> <p>SNSA for P1, P4 and P7</p> <p>Floor book in the ELC</p> <p>XBRA/ACEL data</p> <p>School tracking</p> <p>School newsletters</p> <p>Seesaw profiles</p> <p>End of unit or term assessments</p> <p>School ethos demonstrating lived vision and values.</p>	<p>4</p>
<p>3.1</p> <p>Ensuring wellbeing, equality and inclusion</p>	<p>Inclusive approaches used by all.</p> <p>Equity is embedded in all learning , ensuring access for all.</p> <p>SHANNARI Wellbeing webs used for tracking and reflecting.</p> <p>Positive relationships between staff, pupils and families felt in the ethos of the school.</p>	<p>Effort systems in place, Wider achievement celebrated as above.</p> <p>Clear understanding of accessible supports for children where needed.</p> <p>Plans have clear manageable targets for children to be successful and make improvements.</p>	<p>4</p>

	<p>Children and staff views are respected as there is mutual trust between stakeholders.</p> <p>Child's plan in place for children with identified needs and wider supports in place for children and families.</p> <p>Close family links with all families.</p> <p>Pupils voice in pupil groups and in class learning bring about positive change.</p> <p>STEM has challenged stereotypes and bias in STEM.</p> <p>Children's Rights are embedded within teaching and learning and threaded throughout whole school life.</p>	<p>Great relationships with stakeholders with children's needs at the centre.</p> <p>Tracked improvement with gender balance being addressed in STEM.</p> <p>SHANARRI Wellbeing webs tracking SHANNARRI at home and in school.</p> <p>RRS GOLD Award (June 2024)</p>	
<p>3.2</p> <p>Raising attainment and achievement</p>	<p>We have seen a dip in Literacy and Numeracy attainment.</p> <p>Tracking system are in place for Literacy, Numeracy and HWB.</p> <p>Data used to measure progress such as XBRA/ACEL, Parallel spelling, GL assessment, SNSA.</p> <p>Equity and inclusion embedded through school life, values and ethos.</p> <p>Pupil Voice actively support school improvements.</p> <p>Play based learning for ELC and wee Class.</p> <p>Cluster Moderation of Writing.</p>	<p>Tracking system in place.</p> <p>Data such as SNSA, XBRA/ACEL, GL assessments, SNSA, Pupils Voice, Child's Plan, STEM learner pathways etc</p>	3

* Evaluation 6-point Scale:

- 6 Excellent
- 5 Very Good
- 4 Good
- 3 Satisfactory
- 2 Weak
- 1 Unsatisfactory