

Standards and Quality Report 2022 - 2023

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| Name of school |
| Tighnabruaich Primary School and ELCC |

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| 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).* |
| Tighnabruaich Primary School & ELCC is a remote rural school, serving the parish of Kilfinan in the south west of the Cowal peninsula.  Our school vision, aims and values are:  “Our school is a place where we learn to be happy and are happy to learn”  We will inspire a love of learning throughout life and aim to be the very best we can  We will show care and respect for people and our world  We will nurture, challenge and support everyone to achieve their full potential  We will be part of the wider community, supporting it as it supports us.  We will need Pride  Courage  Friendliness Focus Resilience Responsibility Respect.  The school roll has continued to rise this session while the ELC roll has decreased slightly. We still have some Ukrainian families with us after they moved to the area to escape the conflict in Ukraine. The total roll over the session has risen to 81 with the structure as follows: P5-7 – 24 P3-5 - 24 P1-2 – 18 ELCC – 15  Staffing across the school has remained very stable throughout the session with Megan Stirling appointed as permanent Headteacher in January following 1 year in the acting role. Our modular classroom was finally delivered in June 2022 so we have enjoyed having three distinct classroom environments and more space within the school for a staffroom and breakout areas. This has benefitted children and staff across the school with fewer interruptions to learning. Current staffing is Headteacher, 1 Principal Teacher, 2.04 FTE Teachers, 68 hours ASN Assistants, 39.5 hours Classroom Assistants, 3 CCEWs and 1 Classroom Assistant in the ELC, 21 hours Clerical Assistant, 1 Janitor/Cleaner, 1 part-time cleaner and 2 catering staff.  Kilfinan parish stretches from Tighnabruaich on the West Kyle of the Kyles of Bute and round into Loch Fyne’s east side.  The area has a high number of retirement and holiday homes which brings its challenges for young families to find affordable accommodation. The school is has been supported by many businesses and organisations who help us provide a variety of experiences in the locality.  The parent council also prioritises supporting children to access experiences made difficult by our remote and rural situation. This year P6-7 were again able to enjoy three days of sailing instruction at the local sailing school. |

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| Review of SIP | Priority 1: Literacy |
| **Progress and Impact:** |
| Each class had a specific focus within literacy and there has been an improvement in ACEL levels this session:  **2021-22**  P1: 100% achieved E L&T, 50% achieved E R, 37.5% achieved E W  P4: 40% achieved 1 L&T, 30% achieved 1 R, 10% achieved 1 W  P7: 87.5% achieved 2 L&T, 87.5% achieved 2 R, 87.5 % achieved 2 W  **2022-23**  P1: 100% achieved L&T, 100% achieved E R, 88.9% achieved E W  P4: 75% achieved 1 L&T, 50% achieved 1 R, 66.7% achieved 1 W  P7: 85.7% achieved 2 L&T, 57.1% achieved 2 R, 57.1% achieved 2 W  The lower percentages in P7 this year can be explained by a number of children having dyslexia. 100% of P7s have made progress in all areas of literacy this year. Use of GL Assessment package has increased the data available to us about children’s literacy progress. Writing is still the area with the lowest attainment and we will continue to focus on this specific area next session. |
| **Next Steps:** |
| Specific focus on improving writing in the School Improvement Plan for 2023-24, hopefully including taking part in authority-wide improving writing strategy. |

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| Review of SIP | Priority 2: Parental Engagement |
| **Progress and Impact:** |
| Questionnaire at the beginning of the session only had 9 responses (from 51 families). Parents very positive about the use of Seesaw to share children’s learning. Requested dates for the whole year as far in advance as possible so that working parents can plan to attend dates.  Calendar of dates for the year was created and shared with parents in September and well received. This has been included in all newsletters. All families were represented at the school show in December and almost all families attended Apple Day in October. 9 parents attended the first parent council meeting of the session but we now have 20 families represented at parent council activities. |
| **Next Steps:** |
| Continue to provide calendar of dates as early as possible. Increase use of school website and include information from the children such as podcasts and blog posts. Continue to invite parents to share children’s learning in school through open days and activities such as Apple Day, Sports Day, etc. Invite parents to volunteer to run after-school or lunchtime sports clubs with support from Active Schools. |

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| Review of SIP | Priority 3: Our Children Their Nurturing Education |
| **Progress and Impact:** |
| Staff had a very successful morning as part of the November In Service Day looking at the Nurture Principles and self-evaluating our current practice at Tighnabruaich Primary School and ELC. We identified a Core Group of staff and shared our self-evaluation with the Principal Teacher for Nurture. OCTNE has also been shared with our Parent Council.  We have seen improvements in learning environments across the school this year which has seen fewer incidents of dysregulated behaviour. Between January and June 2022, there were 18 PER/S/100 forms filled in as a result of children’s dysregulated behaviour. Between January and June 2023, there were 5 PER/S/100 forms filled in as a result of children’s dysregulated behaviour.  Staff also report improved engagement in classroom activities with a very small minority of children not engaging in activities along with their peers. This has led to improvements in attainment across the school in both literacy and numeracy. |
| **Next Steps:** |
| Continue to work toward OCTNE Accreditation with Core Group submitting evidence to central team during next session. Build on the knowledge and experience of new member of staff joining the team in August who has led work on OCTNE in another school. Consider how we can measure and record engagement and its impact on attainment. |

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| Review of SIP | Priority ELC |
| **Progress and Impact:** |
| N/A |
| **Next Steps:** |
| N/A |

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| Review of SIP | GME Priority |
| **Progress and Impact:** |
| N/A |
| **Next Steps:** |
| N/A |

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| Review of SIP | Developing in Faith Priority |
| **Progress and Impact:** |
| N/A |
| **Next Steps:** |
| N/A |

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| 1.1 Attainment Data |
| Attainment of Literacy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend). |
| **\*based on P&A uplift** |
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| 1.2 Attainment Data |
| Attainment of Numeracy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend). |
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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.

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| 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? |
| This session we have been able to offer school trips after a gap of 3 years due to Covid. P3-7 went to Stirling Castle in March to complement learning about the Scottish Wars of Independence. Grant funding from Historic Scotland and a donation from our Parent Council meant costs for families were kept to a minimum and no child was unable to attend. P1-2 are going to Bute to visit Mount Stuart and take part in some workshops with the ranger team there and P1-7 went on a day trip to Arran which was part of a whole school Seabird project being led by a parent volunteer. These 2 trips were free of charge to families and, again, all children were able to take part.  We have offered an after school multi-sports club and Active Schools led 6 gymnastics sessions for all 3 classes earlier this session. Some of our families find it hard to attend sports clubs in Dunoon because of the logistics and costs so this meant our children all had the same opportunity to attend. Many of our children also attend shinty training with our local club each week.  As a school, we celebrate the children’s achievements outside school with children being recognised this session for successes in football, shinty, swimming, karate, athletics and cycling. We have also provided opportunities for children to take part in competitions such as the Cowal Open Studios Art Competition and the local Horticultural Society Show. For the former, the children had a workshop with a local artist when planning their work and enjoyed visiting the local art gallery to see their work displayed afterwards.  We have continued to enjoy excellent relationships with community partners such as Tighnabruaich Sailing School, Tighnabruaich Players, RNLI, Coastguard and we have regular volunteers who support Forest Schools, Science and Reading in school as well as taking part in our Playground Development Steering Group. |

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| Summarise progress and next steps in relation to pupil equity funding |
| The main focus for our PEF funding use this year has been on identifying gaps in attainments in literacy and numeracy and then supporting children to make better progress. We bought licenses for GL Assessment, Accelerated Reading, Sumdog and Nessy. GL and AR can be used throughout the school and which give staff more information about children’s working levels so we can use this information along with teacher observations to identify those children who are struggling and need more support.  We employ three part-time pupil support assistants who work with these pupils on a one-to-one and small group basis to provide specific targeted support. One has a background in outdoor learning so is able to support small groups of learners during our Forest School sessions with a focus on building relationships, improving focus on tasks and engagement in learning activities.  Next session we will focus on raising attainment in reading and numeracy for those learners who have the biggest gaps in their attainment as evidenced in September 2023 by baseline assessments. |

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| Quality Indicator | How are we doing? | How do we know? (Evidence) | School Self-Evaluation (1-6) \* |
| 1.1  Self-Evaluation for Self-improvement | Weekly staff meetings in both school and ELC are allowing more focused time for self-evaluation. We use data from formative and summative assessments throughout the year to monitor progress and attainment and to feed into the learning and teaching cycle. All staff are encouraged to lead aspects of school improvement and activities within the school and both children and staff are encouraged and given opportunities to give feedback about what they enjoy and what we could do differently. RRSA has been an effective tool in engaging the majority of children in reflective discussions and we were successful in gaining our Silver RRSA Award this session. We began work on OCTNE with a staff self-evaluation and will take this forward next session. We have seen an increase in the number of families who are involving themselves in activities within the school and attending Parent Council Meetings and we have some community members who are becoming involved in aspects of our school life such as the playground development project and regular volunteers who help with literacy and science across the school. | Staff meeting minutes  Tracking Spreadsheets  Assessment Data  Weekly Gatherings  RRSA Evidence  End of Year reports – children’s comments and parental feedback | 3 |
| 1.3  Leadership of Change  This QI also focusses on the following aspects of empowerment:   * curriculum; * improvement activities; * parental and community engagement; and * pupil participation. | Vision is well-embedded within the school community. We have shifted towards using the values of ready, respectful and safe although this has not been reflected in our VVA. Children are all able to talk about these and what they mean and they are used in restorative discussions along with children’s rights. All staff are committed to providing the best for our children and understanding how the children’s backgrounds may affect their engagement. There are now weekly staff meetings in school and fortnightly meetings in ELC and staff are encouraged and supported to lead new initiatives and aspects of school improvement. All staff are encouraged to attend relevant training opportunities. Almost all PRDs have been done and those outstanding will be done before the end of the session. Training needs have been identified and recorded. | VVA Display, staff and children all able to discuss  Staff Meeting minutes  Seesaw in all classes  RRSA Evidence and display  PRD Documentation | 3 |
| 2.3  Learning, teaching and assessment | All staff are committed to respecting children’s rights and providing high quality teaching and learning experiences. All children are enthusiastic and engaged in their learning almost all of the time and can talk about their learning. There are opportunities for wider achievements throughout the year and we value our community partnerships. We ensure that activities are appropriate for our learners with some children occasionally working to individual timetables to enable them to engage fully. A range of assessment approaches are used and the data informs discussions about achievement of a level and future teaching and learning. Many learners are able to give effective feedback during self and peer reflection exercises and teaching staff have been engaged in some moderation activities with other schools. We have identified a need to be able to track which outcomes have been covered and to ensure that our medium-term planning is more streamlined. | ACEL Data  Accelerated Reading information  SEAL assessments  GL Assessments  Classroom observations and teacher judgement  Moderation with other schools  Termly Planning documents  New E&Os trackers for each year group | 3 |
| 3.1  Ensuring wellbeing, equality and inclusion | We have close working relationships with Ed Psych, SALT, Physiotherapy, OT, Principal Teacher for Nurture, Principal Teacher for Literacy. We work together to support children as required. Child’s Planning process used to coordinate support and parents are involved in the process. Children involved where appropriate and their views included and valued. Positive relationships are valued by all staff and the language of children’s rights and our school VVA is used in dealing with any difficulties. Children all respond positively to this and can talk about children’s rights. Following some incidents in school, we have been working with one of our families to implement anti-racism education across the school. | Child’s Plans and support sheets  ASN Tracker  Classroom observations and teacher judgement  Feedback from parents and carers  Positive Relationship Policy  RRSA Evidence  Racism resources and guidance | 3 |
| 3.2  Raising attainment and achievement | All teachers are confident in accessing and using data from various assessment sources to inform judgements about progress and achievement. Some pupils are not meeting their expected XBRA and ACEL levels and we have put measures in place to support them. We recognise and value our children’s wider achievements and encourage them to pursue their interests both inside and outside school. We work closely with our partner schools during the transition process for new P1s and P7 leavers. | Summative and formative assessment data  ACEL Data  Support Timetables  Seesaw folders  Transition Projects and Meetings | 3 |

\* Evaluation 6-point Scale:

6 Excellent

5 Very Good

4 Good

3 Satisfactory

2 Weak

1. Unsatisfactory