



Standards and Quality Report 2023 - 2024

Name of school

Tighnabruaich Primary School and ELCC

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 and ELC rolls have fallen slightly after a number of years of increase. 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 was 77 with the structure as follows: P5-7 – 23 P3-5 - 22 P1-3 – 21 ELCC – 11

Staffing across the school has remained very stable throughout the session with Mrs Stuart joining as a permanent class teacher in August when Mrs Hind left. Current staffing is Headteacher, 1 Principal Teacher, 2.14 FTE Teachers, 58.5 hours ASN Assistants, 14.25 hours Classroom Assistant, 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 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.

Review of SIP | Priority 1: Improvement in Writing Attainment

Progress and Impact:

P3-5 class took part in the Local Authority's Improving Writing Approach this session. Training was provided to the Class Teacher and Head Teacher and all children in this class took part in a series of lessons between October and February focusing on specific aspects of writing such as punctuation, openers and connectives.

By February 2024, 100% of P3 pupils had achieved XBRA level of ER in writing (Baseline 0%) and in June 2024, all are exceeding their expected level of achievement.

By February 2024, 20% of P4 pupils had achieved first level writing and 80% had achieved this by June 2024 (Baseline 0%). 50% of P4 pupils are exceeding their expected level of achievement in June 2024.

By February 2024, 62.5% of P5 pupils have achieved first level writing and 75% had achieved this by June 2024 (Baseline 50%).

We have seen improved consistency in presentation and pride in written work from children taking part in this programme. Children enjoy and look forward to writing and are writing more. Children really enjoyed taking part and were highly motivated. They have chosen to write during free time and have been enthusiastic about different genres. They are excited about taking part in the RNLI writing competition in June 2024.

We have also noted improved staff confidence in teaching writing using improvement methodology. Both staff members taking part this session have enjoyed using the strategies from Improving Writing Training and these were used consistently throughout the block. There was also improved staff confidence in XBRA levels and attainment meetings.

Next Steps:

P1-3 Class Teacher is going to take part in Improving Writing Training in 2024-25 and implement the programme with younger children. This will be a pilot project for the Local Authority as Improving Writing has not yet included P1 or P2 children.

P3-5 Class Teacher will use the Improving Writing methodology again in 2024-25, using assessment data to decide which aspects of writing to focus on.

P6/7 Class Teacher has previously been trained in Improving Writing methodology and will use this during 2024-25 session, again using assessment data to decide which aspects of writing to focus on.

Review of SIP | Priority 2: Our Children Their Nurturing Education

Progress and Impact:

There have been regular Core Group Meetings, at least once per term, with minutes and action points noted.

Action Plan for Bronze award was written, action points worked on and evidence submitted in November 2023. Bronze OCTNE Accreditation gained in December 2023, now working towards Silver Award and Core Group taking this forward. Meeting regularly with J Stuart to review action points and aiming to submit evidence in November 2024.

Input will be given to all staff during August in service by S Stuart and all staff have been signposted to Trauma Training – time will also be given to this in August in service.

Focus Nurture Principles have been “The Environment Offers a Safe Base” and “All Behaviour is Communication.” Children across the school have been more consistently engaged in activities with their classes and dysregulated behaviour is now occurring infrequently with only 2 PER-S-100 forms being submitted during the 2023/24 session.

Next Steps:

OCTNE will be on School Improvement Plan for 2024-25 session as we work towards Silver accreditation. Core Group will continue to take a lead, providing training for whole staff team, signposting to appropriate resources and ensuring action plan is completed and evidence gathered.

Review of SIP | Priority 3: Improved Quality Assurance Processes

Progress and Impact:

QA Calendar available for both school and ELC and shared with all staff. QA calendar includes meeting dates, audits of first aid incidents, bullying and attendance, summative assessment timetable and key dates for XBRA, ACEL and Developmental Milestone data uplifts.

Staff meeting minutes document self-evaluation, action points and subsequent improvement. Action points from meetings taken forward within classes and impact on learning and teaching recorded at subsequent meetings. All staff are involved in self-evaluation using HGIOS and HGIOELCC throughout the year.

PRDs recorded in Seemis along with training needs, PRD notes available and accurate for all staff members, all PRDs held within 12 months of previous PRD. Appropriate training opportunities sought out and offered to staff to improve learning, teaching and support across the school and staff are able to attend training linked to SIP priorities as well as those areas identified for personal development.

Next Steps:

New QA Calendar to be shared for next session with feedback from staff ensuring that all appropriate information is available. Regular staff meetings will include self-evaluation opportunities and minutes will continue to be kept and shared with all staff. PRDs will continue to be held timeously with signposting to appropriate CLPL opportunities from LA calendar and other appropriate sources.

Review of SIP | Priority ELC: Improved planning, observation and recording in the ELCC

Progress and Impact:

Some progress has been made in this area – staff have agreed a format for observations and have been using this successfully to record observations as well as links to the curriculum and next steps for learners. Trackers are now completed three times a year for all children and these are linked to literacy and numeracy progression pathways.

Staff are still working on planning effectively for progression across the curriculum in all areas of the ELC and ensuring there is appropriate engagement and challenge for all learners. Agreeing different zones within the nursery with each staff member have specific responsibilities is in the early stages and is working well.

Care Inspectorate unannounced inspection in May 2024 highlighted some areas for improvement and these will be targeted over the next academic year.

Next Steps:

Improved recording of information about children's learning to show and evidence progression.

Improved teamworking within the ELC with staff members working towards a common goal while each having opportunities for leadership and taking responsibility for their designated zone.

Improved support from management team for ELC staff with regular mentoring meetings and observations within the ELC.

Working on Care Inspectorate Action Plan to improve and evidence progress within the ELC.

Working with Local Authority Early Years Team to support progress and to access CLPL opportunities.

Review of SIP | GME Priority

Progress and Impact:

n/a

Next Steps:

n/a

Review of SIP | Developing in Faith Priority

Progress and Impact:

n/a

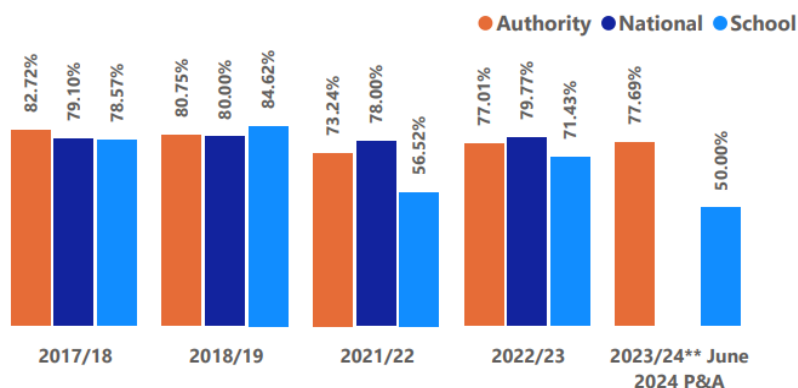
Next Steps:

n/a

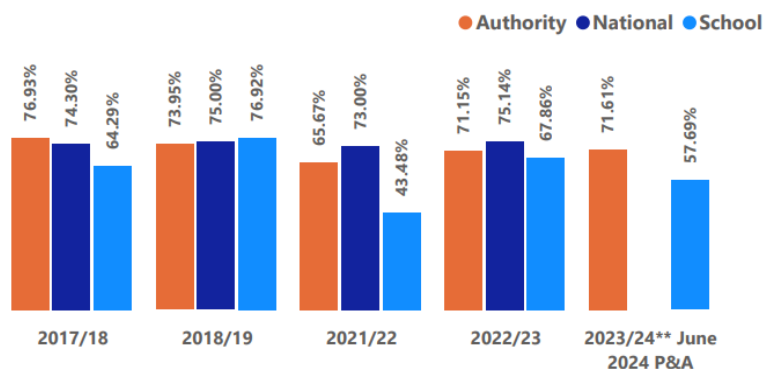
1.1 Attainment Data

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).

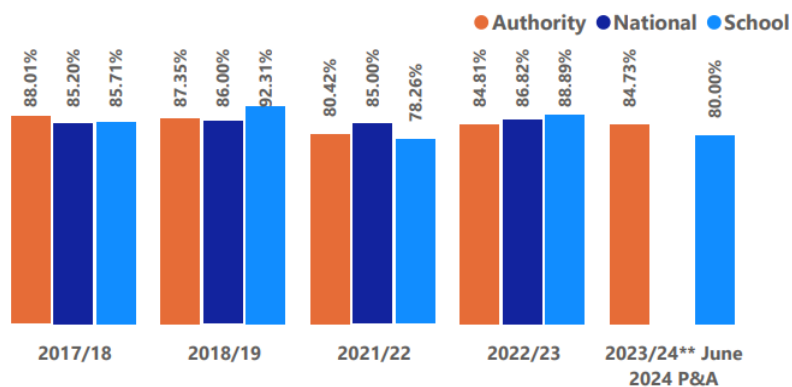
Reading - % P1,4,7 achieving CfE



Writing - % P1,4,7 achieving CfE

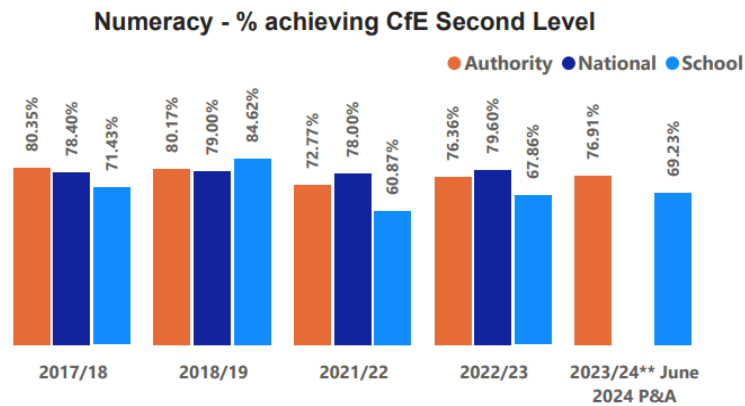


Listening & Talking - % P1,4,7 achieving CfE



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).



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?

This session we have again been able to offer school trips. The whole school went to the Sealife Centre in Balloch in March to complement learning about marine life. A generous donation from our Parent Council meant costs for families were kept to a minimum and no child was unable to attend.

We have offered an after school family fitness club and Active Schools led 4 mountain biking sessions for P5-7 children earlier this session. We also run a weekly lunchtime walking club which is very popular. 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, athletics and cycling. We have also provided opportunities for children to take part in competitions such as the RNLI writing competition and the local Horticultural Society Show. For the former, the children had a visit to the RNLI station with workshops run by both RNLI and Coastguard volunteers to stimulate their imaginations and then the writing was completed in school.

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.

Summarise progress and next steps in relation to pupil equity funding

One PEF target was to improve social and emotional wellbeing for a targeted group of children who were often struggling to engage in activities along with their peers. Pupil Support Assistants worked with these children in small groups and on a one-to-one basis utilising outdoor learning and art as contexts for building relationships and sharing skills. All children had Boxalls completed and engaged well with staff. Teaching staff have noted a very positive difference in engagement in class activities for all of the children in this group with very few episodes of dysregulation and far fewer refusals to engage.

We also had a focus on improving attainment in reading and numeracy with PEF funding being used to pay for GL Assessment and Accelerated Reading. Reading attainment showed an improvement for some children in our focus group when comparing Star Reading scores at the beginning and end of the year, however, staff and children reported an increase in confidence in reading in all children within the focus group. The children enjoy using Accelerated Reading to support their learning in literacy and staff find the data provided useful in informing planning for teaching and learning. In numeracy, most children's numeracy assessments showed an improvement between August 2023 and June 2024 and this was also reflected in children's engagement in classroom activities and self-reporting of confidence in numeracy.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	All staff are involved in self-evaluation on a regular basis using HGIOS4 and HGIOELCC. All staff have the opportunity to lead aspects of school improvement and action points from self-evaluation and staff meetings are taken forward. Pupils have opportunities for leadership through Sports Council, Pupil Council and Playground Steering Group. Parents involved in Playground Development and Parent Council. Data from GL, AR, Nessy, P&A is used to support teacher judgement when assessing achievement for all learners. Information about the community and about individual families is shared appropriately so staff can support learners effectively. All staff have shared high expectations and use our school values to discuss these with learners.	Minutes of staff meetings and HGIOS self-evaluation documents; data from summative assessments and P&A; leadership of OCTNE, RRSA, Bikeability, Primary Health Award, Improving Writing, ELC Zones; minutes of Sports Council, Playground Steering Group and Pupil Council meetings; Minutes of Parent Council meetings.	4
1.3 Leadership of Change This QI also focusses on the following aspects of empowerment: <ul style="list-style-type: none"> curriculum; improvement activities; 	Almost all members of the school community are able to talk about the school Vision and Values. Wide range of data used to understand social and economic context and challenges facing our families. SIP Priorities shared with all staff and regularly discussed at staff meetings. Core group established for OCTNE. Staff plan on a short- and long-term basis and planning is shared. All staff	Values displayed prominently throughout school and referred to regularly by staff and children. Restorative conversations, minutes of meetings, RRSA and OCTNE evidence. Discussions around FSMs, XBRA, SIMD, etc; in service day training on racial awareness; PEF discussions. Core Group minutes, planning on shared drive.	4

<ul style="list-style-type: none"> parental and community engagement; and pupil participation. 	<p>given opportunities to lead on different aspects of school improvement/school life (OCTNE, Improving Writing, Primary Health Award, ELC Zones, Bikeability).</p>		
<p>2.3</p> <p>Learning, teaching and assessment</p>	<p>Staff support each other to help children who are dysregulated. This is prioritised by teaching and support staff together. Focus on the environment through OCTNE. All staff know children really well, high expectations of all, cohesive approach, appropriate differentiation and availability of support materials for all. In-school and wider achievements are shared and celebrated in a variety of ways. Next steps shared with children and families via various methods. Staff have all taken part on relevant CPD and we use people's strengths across the school (eg PE, forest school, technology, art, music and drama). A variety of assessments is used along with evidence from children's ongoing work when looking at achievement across the school. Conversations are had between staff members and moderation has taken place with other schools. Expectations around assessments are clear for staff and included in annual QA calendar. Targeted interventions for those who need more support with appropriate staff members and volunteers. Training run for volunteers and families about supporting reading.</p>	<p>OCTNE Core Group meeting minutes and evidence for Bronze and Silver awards; Whole School Gathers; Comments from staff, children and visitors; Healthy Living Board, Getting it Right Awards, Facebook page, Seesaw; Pupil Council Minutes, Playground steering group minutes, Playground consultation data. Children leading on activities following on from litter-picking. Trackers record achievements. Next steps seen in jotters, Seesaw, reports and shared verbally. Assessment data, evidence from jotters, moderation activities with SPS, E&Os trackers and whole school planner on GLOW, QA calendar for staff. Child's Plans, interventions, support in class, nurture groups, LEGO club, Fizzy, reading volunteers, science support</p>	<p>4</p>

<p>3.1</p> <p>Ensuring wellbeing, equality and inclusion</p>	<p>We have our RRSA Silver Award and the UNCRC and GIRFEC are threaded through the life of the school (in class, whole school gather, restorative conversations, Child's Plan meetings, Care Plan Review meetings). Wellbeing at heart of school and promoted by all staff. Staff remits are clear and children are supported by a team of people, including families and also other professionals where appropriate. Staff also support each other well and know how to access support externally if needed. Children support each other through houses, buddies, pupil council, sports council, paired reading, working with ELC. Children are able to make decisions and share ideas and opinions through Pupil Council, Sports Council and Playground Steering Group. All staff take part in regular training on Child Protection, GDPR, Fire Safety and other statutory responsibilities. Policies are reviewed regularly with staff and UNCRC is incorporated. Regular communication with families via Seesaw, reports, open afternoons and Parents' Nights. Ongoing consultation about sharing children's learning effectively. All children are included in everything that happens in our school community. Appropriate support is available when needed and regular discussions are held with families and other agencies. 2 members of staff are trained mental health first aiders.</p>	<p>RRSA evidence, whole school gathers, UNCRC display, planners, meeting minutes and documents; Child's Plan Meetings; working with HV, SLT, OT, Physio, GP, School Nurse, Young Carers, DGS and TA. Boxall Profiles for specific children where appropriate. Minutes of meetings shared regularly. LEON records, staff PRDs, myGTCS, records of in service training sessions. Policy documents available on shared drive and website. Seesaw evidence, school reports, feedback from families. Child's Plans, PEF evidence and evidence of community engagement.</p>	<p>4</p>
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<p>3.2</p> <p>Raising attainment and achievement</p>	<p>Attainment in literacy and numeracy has risen over the past 3 years across P1/4/7. Assessment information and teacher judgement feed into moderation meetings between staff and with partner schools on a regular basis. Staff have engaged in CPD around moderation and improving writing and this has had a positive impact on attainment. Achievements both in and outside school are recognised, recorded and celebrated regularly across the school. All children take part in Forest School on a weekly basis and all classes also use the outdoor environment for learning, often utilising the expertise of members of our local community. P5-7 children take part in Bikeability every year with the support of trained staff. We have a range of clubs available for all ages: walking club, family fitness club, mountain-biking club, multi sports club, knitting club.</p>	<p>Attainment Papers, ACEL data, XBRA information, Improving Writing data, records of in service training, moderation evidence on GLOW. Forest School evidence on Seesaw, trackers show achievements, Getting It Right Awards, Pupil voice shows impact of Forest School, Club registers, Bikeability evidence and certificates</p>	<p>4</p>
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* Evaluation 6-point Scale:

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